2024

priscila
EMPOWERMENT THROUGH LIFELONG LEARNING

REPORT OF PILOT IMPLEMENTATIONS

CANTIERI METICCI (Italy)

REPORT OF PILOT IMPLEMENTATIONS
CANTIERI METTICI (ITALY)

Authors
Pietro Floridia
Marta Laureanti
Sara Pour

Year of publication: 2024

Priscila Project Partners:
- **La Xixa** Spain www.laxixa.org
- **ACATHI** Spain www.acathi.org
- **Hasat** Turkiye www.hasat.ngo
- **Department of Education Studies of the University of Bologne** Italy www.unibo.it/en
- **APS Cantieri Meticci** Italy www.cantierimeticci.it/en
- **Volkshochschule im Landkreis Cham e.V.** Germany www.vhs-cham.de
- **European Association for the Education of Adults** eaea.org

priscila
EMPOWERMENT THROUGH LIFELONG LEARNING

Co-funded by
the European Union

About Priscila

"PRISCILA: Fostering Personal, Intercultural, Social and Citizenship Competences for Lifelong Learning to Empower Migrant Adult Learners" is an Erasmus+ project in the field of adult education, involving 6 partners in 4 different countries and one international organization. La Xixa (coordinator) and ACATHI from Spain, Hasat form Turkiye, the Department of Education Studies of the University of Bologna and APS Cantieri Meticci from Italy, Volkshochschule – Cham from Germany and the European Association for the Education of Adults, based in Brussels.

The PRISCILA method, based on non-formal learning methodologies such a Theatre of the Oppressed, Deep Democracy, Spatial Assemblage and Critical Incident, seeks to empower migrant adult learners by fostering and recognising three key competences:

- Personal, social and learning to learn competence,
- Intercultural competence
- Citizenship Competence

The Priscila Project will issue European micro-credential certificates based on the Priscila Method for these three key competences belonging to the **European Framework of Key competences for lifelong learning**.

The aim of the PRISCILA Project is to test, verify, and develop a valid and quality-assured certification tool and guide for non-formal learning professionals who work with adult learners with fewer opportunities.

Priscila partners

priscilaproject.eu

@Priscilaproject

Priscila Project

Table of Content

01
Introduction

Cantieri Meticci is a Bologna-based collective of artists, educators, and activists dedicated to fostering social inclusion and cultural exchange through the arts. Our mission is to create vibrant, participatory artistic experiences that transform public spaces and empower individuals from diverse backgrounds. We believe in the power of collective imagination to build bridges across differences and create communities rooted in empathy, creativity, and resilience.A distinctive feature of our work is the integration of the Spatial Assemblages (SA) methodology, which involves the exploration of physical and symbolic spaces to understand social relations, power dynamics, and everyday practices. This approach focuses on the spatial dimensions of social life and the ways in which space shapes identity, belonging, and interaction.

Spatial Assemblages have proven particularly effective in supporting migrants, refugees, and asylum seekers by fostering personal, social, and learning-to-learn competencies. The methodology encourages spatial awareness and navigation skills, enabling individuals to adapt to new contexts and learn from their spatial experiences. It enhances intercultural competence by examining the spatial dynamics of cultural diversity, migration, and globalisation, promoting empathy, solidarity, and cross-cultural understanding.Moreover, SA contributes to citizenship competence by empowering individuals to reclaim and transform public spaces, advocate for inclusive urban planning, and challenge spatial inequalities. By fostering active citizenship, it promotes collective action, spatial justice, and community empowerment, aligning with the core values of inclusion and social cohesion championed by the European Union.

The **pilot workshops** were conducted over **5 sessions** held in a reception center at Vidiciatico, spanning **from 31/07/2024 to 04/08/2024** with each session lasting approximately **5 hours**. The workshops aimed to engage residents of the center, primarily women and their children from African states (mainly from Ivory Coast).
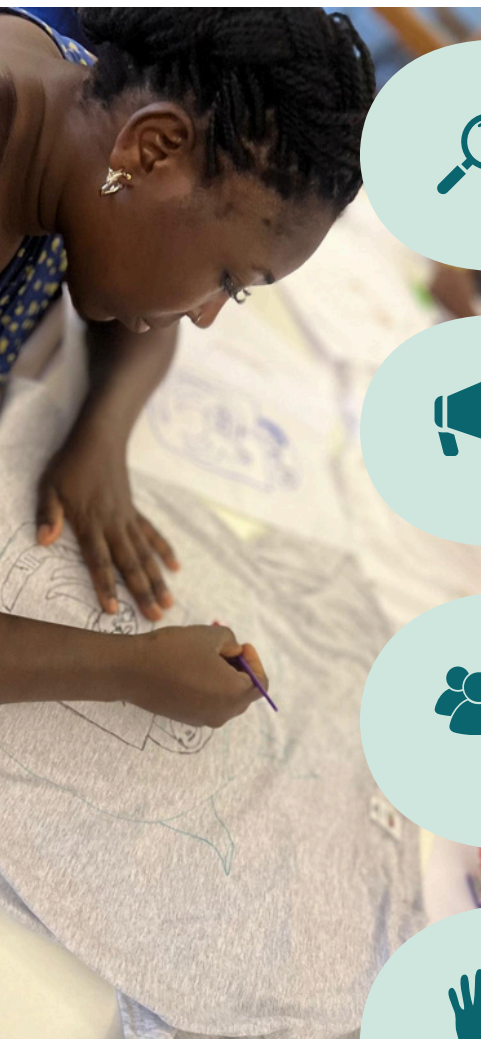
Participants recruitment: through direct outreach at the reception center of Vidiciatico, during a pre-assessment meeting held a week before the starting date. The support of the cultural mediator during the first meeting helped establish trust and rapport.

Dissemination and promotion activities: first information was shared during the pre- assessment and then again during the first day of the workshop to explain the purpose of the PRISCILA project and encourage participation.

The group: consisted of 16 participants, with a significant majority being women (56%) and an average age of 27. The men (44%) had an average age of 28. Participants primarily spoke French and hailed from diverse backgrounds, mainly originating from the Ivory Coast. Most participants faced challenges with literacy skills, with several unable to read or write.

Participation: during the sessions the participation was strong, especially from the mothers in the group, who followed the activities closely together with their children. The only notable absences occurred one day, when some participants (2 on 16) had Italian language lessons that coincided with the workshop schedule.

Difficulties and mitigation: While challenges such as language barriers and varying levels of artistic comfort were present, addressing these issues through more flexible scheduling and additional support for families could further enhance engagement. It was observed that participants approached the pre-self-assessment in a very performance-oriented manner as if they felt there was a "correct" answer they were expected to provide. This mindset could have potentially influenced their responses, possibly limiting their open reflection on their own skills and experiences. To address this and mitigate its impact on the validity of our results, we prioritized creating an inclusive and supportive environment. Trainers offered individualized guidance and facilitated open dialogue to encourage participants to feel safe and confident in sharing their thoughts. These measures were instrumental in fostering trust and ensuring more genuine and reflective engagement throughout the process. Overall, the workshops provided valuable insights into the participants' needs and strengths, laying a solid foundation for future programming.

02

Learning Paths
and Methodology

02 Learning Paths and Methodology

Selected activities

Spatial Assemblages

The selection of activities for the workshop was carefully guided by the specific needs and challenges faced by the participants, particularly their language barriers and difficulties with literacy. To address these issues, the trainers focused on two of the four activities from the Spatial Assemblage method: *"Listening to Desires, Important Themes, and Artistic and Craft Skills"* and *"Image Creation"*.

These activities are interconnected and designed to achieve the following key competences:

1. **Develop Cultural Awareness:** participants engaged with their own cultural identities and those of others, enhancing their understanding of diversity.
2. **Enhance Personal, Social, and Learning to Learn:** the activities encouraged personal growth and social interaction, allowing participants to learn from one another.
3. **Citizenship Competence**: Recognizing the importance of sharing resources with others and the community/society.

During the *"Listening to Desires, Important Themes, and Artistic and Craft Skills"* activity, participants were encouraged to express their emotions, thoughts, and personal experiences in a group setting.

The activity promoted the following competence indicators:
- Active listening
- Respect
- Mutual understanding, giving participants a platform to voice their aspirations and engage in meaningful conversations.

The *"Image Creation"* activity, on the other hand, played a crucial role in addressing visual mediums such as drawing and stamp printing to bypass the need for written expression.

The process of creating images together encouraged the following competence indicators:
- recognizing the importance of sharing resources with others and communicating their ideas and cultural backgrounds through images, problem-solving and collaboration;
- knowing and being able to share one's own culture to learn more about others;
- being able to participate in group dynamics for problem-solving;
- being aware and expressing without words personal emotions, thoughts, and behaviors, reinforcing the values of sharing.

By using these activities together, the trainers bridged linguistic and literacy gaps. The most tangible aspect was the satisfaction of creating beautiful t-shirts, aprons, and bags and the method greatly contributes to a boost in self-esteem, facilitating the development of cultural awareness and social competence while effectively overcoming communication barriers in a cooperative environment. This enabled participants to express themselves in ways that felt comfortable and empowering, regardless of their literacy levels. Their unique contributions shaped the workshop, allowing for a collaborative experience, where every participant was not only seen and heard but also actively involved in creating objects. To address the participants' difficulties with reading and writing, the trainers employed the methodological framework of Spatial Assemblage, focusing on practical tools to enhance creative prompts.

One effective tool was the creation of special "recipes" based on some starting examples, with the purpose of connecting ideas, values, desires, and important themes bringing them to a reflective process through visual and artistic expression. This methodology allowed participants to engage more deeply with their thoughts and feelings in an accessible way. The conceptual framework of these "recipes" enabled participants to express complex thoughts in a simple and relatable format. This exchange allowed facilitators to tailor the workshop around themes that resonated with the participants' desires and values, enhancing their sense of inclusion and belonging. Each participant created an image (symbol) that represented their unique ideas, contributing to a collective understanding of important concepts. This hands-on approach is part of the method of Spatial assemblages: not only making the activity interactive but also providing an opportunity to explore artistic methods, effectively translating metaphorical concepts of diversity into tangible forms. The challenge of expressing a metaphorical idea through art was addressed by allowing participants to engage with physical materials and techniques, facilitating a concrete understanding and sharing of their abstract thoughts.

The following recipes were used during the workshops:

Recipe for a happy family (Ricetta della famiglia felice)
- **Date**: 31/7 - 2/8/ 2024
- **Output**: Drawing on t-shirts.

Description: participants were invited to create a visual representation of their personal interpretation of a "happy family." They began by drawing a bowl, plate, or other kitchen objects , symbolizing the nurturing and shared experiences that contribute to a sense of family. To deepen their engagement, participants were asked to think about their own "ingredients" for a happy family. These ingredients could represent values, emotions, or experiences that they believe are essential for fostering happiness and connection within a family unit. As they drew, participants included symbols and images that reflected these personal ingredients inside their chosen kitchen objects. This approach allowed for a rich exploration of individual perspectives on family dynamics. The freehand nature of the drawings encouraged creativity and personal expression, making the activity not only a form of artistic output but also a means of storytelling.

By visually combining their symbols and personal ingredients, participants were able to share their unique views on what constitutes a happy family, fostering a sense of belonging and connection within the group. This collective exploration not only celebrated diversity in family experiences but also reinforced the idea that happiness comes from a blend of various personal elements, much like a recipe. The symbols were then translated on t-shirts.

Recipe for a mosaic-city of diversity (Ricetta per una città-mosaico di diversità)
- **Date**: 3/8/2024
- **Output**: Printing on fabric bag.

Description: participants were invited to reflect on the concept of diversity by creating a visual representation of their ideas about a "mosaic-city." Prior to the workshop, hexagonal mosaic tiles featuring various designs were prepared by the trainers.

Participants were then asked to compose a shape by selecting the hexagonal tiles that resonated with them. This process encouraged them to think creatively about how different elements can come together to form a cohesive whole, much like the various cultures, backgrounds, and experiences that contribute to a diverse city.

Once they had outlined their preferred shapes, participants were asked to decide which images to incorporate within those shapes. This selection process was significant as it prompted them to consider the "glue" that holds their community together with values, shared experiences, and mutual respect.

The printing process involved using specific techniques, including stamps, sponges, and various inks, to transfer their designs onto fabric bags. By the end of the activity, participants had created fabric bags that showcased their unique perspectives on diversity, each design a testament to the beauty of differences and the strength found in community. This collaborative and creative process not only celebrated individual contributions but also reinforced the idea that, like a mosaic, a diverse city thrives when its many parts come together harmoniously.

**Recipe to mend what is broken (Ricetta per ricucire ciò che è rotto)**
- **Date**: 3/8/2024- 4/8/2024
- **Output**: Drawing and sewing on aprons.

Description: participants were encouraged to reflect on the theme of repairing relationships, particularly in contexts where there may be tension or significant differences among individuals. The workshop began with an open discussion, where each participant shared their thoughts on what attitudes or approaches can help mend what is broken. This dialogue set a collaborative tone, fostering an environment where everyone felt valued and heard. Building on these reflections, the trainer, who had expertise in artistic practices, guided participants in creating their own aprons. This hands-on approach was symbolic in itself; as they sewed, participants engaged in the literal act of "repairing," mirroring the process of mending relationships. Each participant was invited to choose a personal symbol that represented their understanding of connection and support—an image that could signify holding pieces together. The act of sewing diverse threads into the fabric of their aprons became a powerful metaphor for unity and community. The different colors and textures of the threads represented the variety of perspectives and experiences within the group, while the stitches served to bind these elements together. As they worked, participants not only created a tangible piece of art but also engaged in a collective exploration of how to cultivate resilience and empathy in their relationships. By the end of the activity, each apron became a unique representation of the participants' journeys toward understanding and reconciliation. This creative process not only allowed individuals to express their personal symbols but also reinforced the idea that, like threads in a garment, diverse experiences and perspectives can come together to create a stronger, more cohesive community. The activity ultimately fostered a sense of support and solidarity, highlighting the importance of compassion and understanding in mending both relationships and the fabric of society.

Learning Path of the pilot in Bologne, Italy

Session 1: *Introduction to the Project and Evaluation Process*
The objectives of the session were to introduce participants to the workshop and its goals, as well as the assessment process they will experiment with, while creating a collaborative and inclusive environment.

Activity 1: Introductory activity	Presentation of the PRISCILA Project and Cantieri Meticci outlining the objectives and the importance of themes explored throughout the workshop.
Activity 2: Explanation of the Evaluation and Assessment Process	Overview of how self-assessment will be conducted, including the purpose and importance of reflection in the learning journey.
Activity 3: Self-Assessment (Pre)	Participants complete a self-assessment questionnaire to gauge their starting points and expectations.

Session 2: *"Listening to Desires, Important Themes, and Artistic and Craft Skills"* **-** Theme of Family
The objectives of the session were to engage newly arrived asylum seekers in a participatory art process where they will collectively build symbols that captivate them. Furthermore, the objectives were to understand and identify significant topics for participants to decide on the subject of the collective creation, and to determine which artistic and craft languages to use to resonate with participants' interests.
Output: symbols/drawings of every participant about the theme "happy family"

Activity 1: "Listening to Desires, Important Themes, and Artistic and Craft Skills" - Recipe for a Happy Family	Participants discuss what constitutes a happy family and share personal experiences.
Activity 2 "Image Creation" - Recipe for a Happy Family	Participants sketch ideas representing their interpretation of a happy family, focusing on kitchen objects and identifying personal "ingredients."
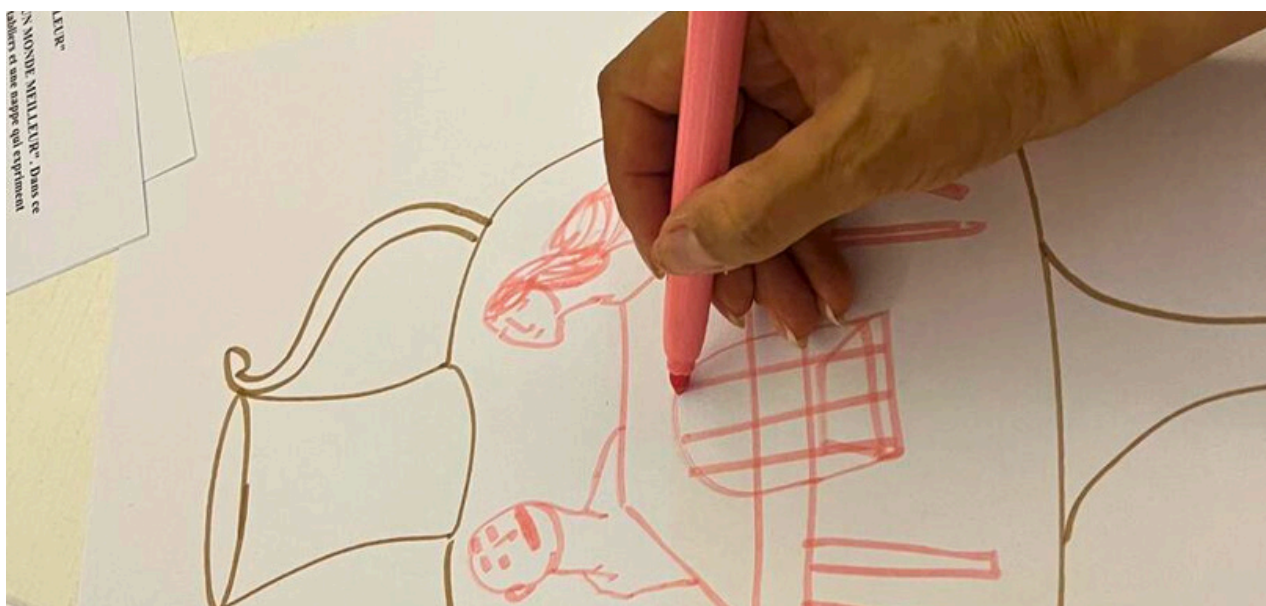
Learning Path of the pilot in Bologne, Italy

Session 3: *" Image creation"* - Theme of Family
The objectives of the session were to foster non-verbal expression and the accessibility of creation through techniques such as collage, stamp printing, sewing a puppet, and sculpture with scrap objects. By doing so, the goal was to value the manual skills of migrants by using materials that combine public and personal dimensions of the theme and finding ways to translate them into forms appreciated in their new society.
Output: drawing on t-shirts

Activity 1: Refining T-Shirt Designs" - Recipe for a Happy Family	Participants refine their sketches from the previous session.
Activity 2: Transferring Sketches to T-Shirts" - Recipe for a Happy Family	Guided process to transfer designs onto t-shirts.
Activity 3: Group Discussion-" - Recipe for a Happy Family	Sharing insights on "Happy Family" and reflecting on the designs created.
Activity 4: Evaluation activity-" - Recipe for a Happy Family	Completing coloring and detailing, enhancing the visual impact of the t-shirts.
Activity 5: Reflection and observations-" - Recipe for a Happy Family	Reflection journal filling and recording to document initial thoughts and feelings about the workshop.

Learning Path of the pilot in Bologne, Italy

Session 4: *"Listening to Desires, Important Themes, and Artistic and Craft Skills"*
- Theme of diversity and living together
The objectives were to engage participants in a dialogue about diversity within the community, fostering intercultural respect and collaboration among participants from different backgrounds and showcasing participants' desires, important themes, and cultural values through artistic expressions.
Output: symbols/drawings of every participant about the theme of diversity

Activity 1: Group discussion Recipe for a City-Mosaic of Diversity	Discuss the theme of diversity and identify significant community topics. Participants discuss what makes a diverse city, considering various cultural backgrounds.
Activity 2: Creating a recipe for a city-mosaic of diversity	Participants assemble hexagonal tiles to represent diversity according to their own ideas and values, within the community.

Session 5: *"Imagine creation"* Theme of diversity and living together
The objective of the session was to engage in a creation that reflects diverse experiences and perspectives.
Output: printing on fabric bag

Activity 1: Group discussion Recipe for a City-Mosaic of Diversity	Translate the theme into visual representations using drawings
Activity 2: Assemblages - Recipe for a City-Mosaic of Diversity	Printing mosaic designs onto fabric bags using stamping techniques
Activity 3: Evaluation activity Assemblages - Recipe for a City-Mosaic of Diversity	Discussion on unique perspectives on diversity, each creation design a testament to the beauty of differences and the strength found in community.

Session 6: *"Listening to Desires, Important Themes, and Artistic and Craft Skills"*-
Theme of mending what is broken
The objective of the session was to integrate personal stories into the art-making process, in particular creating symbolic representations of mending through sewing and crafting.
Output: symbols/drawings of every participant about the theme of mending the broken

Activity 1: Group discussion -Recipe for Mending What is Broken	Encourage reflection on personal and shared experiences of loss and healing. Use narrative-building techniques to connect participants' stories.
Activity 2: Creating a recipe for mending what is broken	Participants choose their personal symbol that represents their understanding of connection and support, an image that could signify holding pieces together.

Learning Path of the pilot in Bologne, Italy

Session 7: *"Imagine creation"-* Theme mending what is broken
The objectives of the sessions were to allow participants to express personal emotions through creative outlets, encourage collaboration and shared understanding through artistic processes and facilitate discussions on themes of healing and resilience.
Output: drawing and sewing on aprons

Activity 1: Group discussion -Recipe for Mending What is Broken	Image Creation as they sewed, participants engaged in the literal act of "repairing," mirroring the process of mending relationships and discussion. The act of sewing diverse threads into the fabric of their aprons is a powerful metaphor for unity and community.
Activity 2: Assemblages -Recipe for Mending What is Broken	Sewing and finalize the aprons
Activity 3: Evaluation activity Assemblages -Recipe for Mending What is Broken	The different colors and textures of the threads represent the variety of perspectives and experiences within the group, while the stitches served to bind these elements together

Session 8: Conclusion of the workshop
The objectives of the session were to reflect on the overall learning journey and celebrate participants' achievements through an exhibition and group discussion. Furthermore, this last session reinforced the importance of artistic expression as a tool for personal and communal storytelling

Activity 1: Self-Assessment (Post)	Participants complete a self-assessment questionnaire (post) to gauge their starting points and expectations.
Activity 2: Satisfactory questionnaire (wp2-wp3)	Participants complete a satisfactory questionnaire
Activity 3: Farewell and celebration	Small exhibition of the participants' work, where all the materials created are displayed

03

Assessments

03 Assessments

For partners

The pilot using the Spatial Assemblages methodology had a significant impact on the participants, fostering a deeper understanding of space, identity, and social dynamics. Participants reported a high level of satisfaction with the sessions, particularly enjoying the interactive nature of the activities and the opportunity to engage in discussions around migration, cultural diversity, and belonging. Cooperation among participants was notably strong, with many expressing that the exercises encouraged collaboration and mutual learning. The team-building aspect was evident as individuals worked together to explore spatial dynamics and reflect on their personal and collective experiences.

During the self-assessment process, participants encountered some challenges, especially due to limited literacy skills and the abstract nature of some of the questions. To support them, trainers offered continuous guidance, simplifying the language and providing individual assistance. Many participants sought help with interpreting the self-assessment tool, particularly in relation to the emotional and social competencies being evaluated.

The strategies used to support participants included breaking down the self-assessment process into smaller, more manageable steps, and offering personal reflection moments where participants could connect the tool to their lived experiences. The Spatial Assemblages framework, with its emphasis on understanding spatial relationships and cultural exchange, greatly contributed to participants' acquisition of personal, social, and cultural competencies (PSLL, Cult, CTZ), with noticeable improvement in emotional awareness, group dynamics, and problem-solving skills.
For the facilitators and the organization, the pilot was a valuable learning experience. It enhanced our understanding of how to use Spatial Assemblages in a migrations context and improved our ability to address the unique challenges faced by migrant, asylum seker and refugee learners.

For participants

The results indicate that participants experienced positive growth across various competences, particularly in cultural awareness, citizenship, and personal and social skills. In terms of citizenship, there was a slight shift towards more moderate self-assessment, particularly in areas such as taking initiative and problem-solving, where a decrease in high self-ratings (A's) was observed, accompanied by an increase in moderate (B's) and lower (C's) assessments. Participants showed a greater recognition of the importance of sharing resources, with a notable decrease in high ratings and an increase in lower ratings. In imagining a desirable future, there was a moderate improvement, with more participants reflecting on future possibilities. In cultural awareness, participants demonstrated an increased appreciation of differences, with a shift towards more balanced perceptions in the post-assessment

The ability to share and learn from one's culture improved significantly, with fewer participants rating themselves highly in sharing their culture and a rise in those who saw this as an area of moderate growth. There was also an increased respect for others, evidenced by a decrease in high ratings for respect and a more even distribution across moderate and lower responses. Group problem-solving saw improvements, with a more balanced participation in group dynamics.

In the personal, social, and learning-to-learn (PSLL) domain, there was a marked improvement in emotional awareness. Participants showed significant growth in understanding both their own emotions and those of others, with a notable shift from high to moderate self-ratings. While confidence in engaging in conversations remained high, improvements were also noted in their ability to adopt new approaches, maintaining their adaptability with only slight decreases in the highest ratings.

Overall, these results suggest that participants made valuable strides in areas of cultural awareness, emotional intelligence, and practical problem-solving skills. Notably, there were improvements in collaboration, resource-sharing, and personal reflection, which are key elements for fostering an inclusive and engaged environment.

Discussion
Efficiency on implementation

General Satisfaction of Participants
Participants generally expressed a high level of satisfaction with the workshop. Despite the challenges faced during the self-assessment process, many participants reported enjoying the activities and the collaborative environment. The pre and post self-assessment results indicate a shift in confidence levels, suggesting that participants found value in engaging with the content and each other. The use of images transferred onto aprons, t-shirts, and bags was particularly appreciated, allowing participants to express their creativity while adressing important themes.

Cooperation and Team Building

Cooperation among participants was noticeable during group activities. The pre and post self-assessments showed improvements in collaborative skills, particularly in areas related to problem-solving and sharing resources. The theme of "recipes" allowed participants to tackle important topics. This discussion led to participants designing their ideas, showcasing their joy and talent in a relaxed environment.

Difficulties Faced During Self-Assessment

Participants were very concerned about their future and the struggle to find a job; therefore, they approached the pre-self-assessment with apprehension, fearing it might be evaluated and shared with potential employers. The trainers made considerable efforts to reassure them, emphasizing that the assessments would remain confidential and would not be shown to any employer. Despite these explanations, the apprehension seemed to persist, especially at the beginning. Many participants struggled with self-reflection, particularly in articulating their emotions and experiences. Some expressed uncertainty about their abilities and how to categorize their skills accurately. Although a cultural mediator was present at the beginning to assist, the translations of written texts into multiple languages provided limited help for participants who struggled with reading and writing. This highlighted the need for a greater presence of mediators and support staff, especially for one-on-one assistance, to enhance the overall effectiveness of the self-assessment process.

Assistance Requested from Trainers

Participants often sought clarification on the self-assessment criteria. They requested examples or guidance on how to evaluate their own skills meaningfully. Additionally, some participants asked for help in interpreting the answers and understanding how they could apply their newfound knowledge. The initial presence of a cultural mediator was beneficial, but many participants would have benefitted from additional individualized support throughout the workshop and the limited number of trainers (only two) posed some challenges in managing the diverse group effectively.

Strategies Used to Support Participants

The diverse skills within the training team—including expertise in artistic techniques, materials, drama, and directing—were key to the success of the Spatial Assemblages methodology embedded in PRISCILA Method. The following strategies are linked to the proposed activities:

- Organizing a pre-assessment meeting (before starting the workshop) to know the group and start informal discussions to build rapport and explore potential themes for the workshop. It quickly became evident that a culturally resonant theme would be most effective for engagement, as it needed to evoke comfort and a connection to participants' personal experiences—particularly given the challenges they faced in a new and unfamiliar environment. Thanks to this pre-assessment the trainers decided that the concept of "recipes" could be an accessible and relatable tool to structure the discussion and creative process of the workshop. Some examples of recipes were translated into Arabic and French to ensure accessibility and provide inspirational models that could serve as a guide for the creative process during the workshops. These translations helped bridge linguistic gaps and ensured that all participants, regardless of their language proficiency, could engage with the material.
- Providing clear explanations through examples: trainers clarified the purpose of the project and offered examples and tools to guide participants since the first day of the workshop.
- Facilitating the reflective process: the use of examples translated on practical activities such as creating mosaics with their drawings, helped make the metaphorical aspects of the workshop more intuitive and engaging. This is an essential part of the Spatial Assemblages method.

- Encouraging peer discussion: small group discussions were facilitated to allow participants to share their thoughts and support each other in the assessment.
- Offering one-on-one support: trainers made themselves available for individual questions and provided tailored feedback based on participants' responses.
- Choosing and selecting materials: providing "tiles," grids, and forms that facilitate combinatorial art, allowing participants to create compositions rather than drawing freehand. The recommended materials for the workshop include colors, paper, fabric paints, acrylic paints, tissue paper, printing rollers, rubber stamps, and sewing machines.

Impact on Competence Acquisition
The pilot has significantly supported the acquisition of competencies in Personal, Social, and Learning to Learn (PSLL), Cultural Awareness (Cult), and Citizenship (CTZ). The shifts in scores from pre- to post-assessments indicate that participants gained a better understanding of their skills and how to apply them in various contexts. Notable improvements in areas such as recognizing emotions and engaging in conversations suggest enhanced social competence. The final day's post-self-assessment and discussion on competencies highlighted participants' pride in their ability to create beautiful objects, further reinforcing their skills.

Impact on Facilitators and the Organization
The pilot has positively influenced facilitators by enhancing their skills in working with diverse learners. They reported greater confidence in facilitating discussions about personal and cultural experiences. For the organization, the pilot provided insights into the specific needs of migrant learners, informing future programming and training efforts.
Application of Results in Future Work
The results from the self-assessment can inform future workshops by highlighting areas where participants need additional support, such as self-reflection and emotional expression. Understanding the participants' journeys will guide the development of more tailored training resources and activities that resonate with their experiences. Additionally, enhancing the supply of materials for working with such diverse groups will improve hands-on learning experiences. The insights gained from the application of the Spatial Assemblages method will also be instrumental in creating more engaging and accessible activities in future workshops.

Assessment of Pilot Success
The pilot's success can be evaluated through the participants' engagement and the evident growth in their competencies. The positive feedback from both participants and facilitators indicates that the pilot effectively addressed the group's needs.

Influence on Trainers' Capability
The pilot significantly influenced trainers' experience and ability to work with migrant learners on the 3KCLL. Trainers reported an enhanced understanding of how to facilitate learning in a culturally responsive manner, particularly concerning the emotional and social dimensions of learning with participants with fewer opportunities.

Improvement in Knowledge of Trainers
The pilot improved trainers' knowledge of Theatre of the Oppressed (TO), Deep Democracy (DD), Critical Incident (CI), and Spatial Assembleage (SA). They gained valuable insights into effective practices and strategies for engaging with learners from diverse backgrounds.

Effect on Practice with Migrant Learners

The content of the pilot has directly impacted facilitators' practices when working with migrant learners. The focus on competences has enabled trainers to adopt a more holistic approach, addressing not only academic skills but also emotional and social development. Activities such as sewing their symbols onto aprons while discussing themes like "repairing what is broken" facilitated open conversations, as participants felt comfortable expressing oneself creatively without the constraints of formal writing.

What Went Really Well

1. Participant satisfaction: participants expressed high satisfaction with the workshop, indicating that they enjoyed the activities and the collaborative environment. The use of practical materials, like aprons and t-shirts, allowed for creative expression.
2. Cooperation and team building: there was noticeable cooperation among participants during group activities, as evidenced by improvements in collaborative skills. The thematic approach using "recipes" encouraged discussions on important topics and allowed participants to showcase their creativity.
3. Engagement and talent: participants demonstrated joy and talent in their creations. Activities that allowed for drawing and designing facilitated discussions without discomfort, fostering a positive group dynamic.
4. Competence acquisition: The pre- and post-assessments indicated that participants gained a better understanding of their competencies, particularly in emotional and social skills.
5. Location appropriateness: the chosen location was suitable for the workshop, providing an environment conducive to creativity and collaboration.
6. Clarity of instruction: the instructions provided were generally clear, especially regarding the practical activities.

What Went Less Well

1. Self-assessment challenges: Some participants faced difficulties with self-reflection and articulating their emotions and experiences and expressed uncertainty about the self-assessment process. The complexity of the self-assessment process may have contributed to these challenges, so it would be useful to adapt better to each group and context for the future. To improve clarity, it may be beneficial that trainers include more examples or simplified explanations of the self-assessment criteria. This could help participants better understand how to evaluate their skills.
2. Limited support: Although a cultural mediator was present initially, the need for more individual support was highlighted. Many participants struggled with reading and writing, making the translated materials less effective. Greater assistance from mediators and operators, especially for one-on-one support, would have enhanced the experience.
3. Realism of proposed duration and materials: The proposed duration for the workshop seemed appropriate, as it allowed ample time for activities and discussions. However, the variety of materials available could have been expanded to better accommodate the diverse needs of the participants.

04

Parts need
to be developed

04 Parts need to be developed

In considering growth areas for future interventions, here are some suggestions that could further enhance the effectiveness and inclusivity of the program:

Enhanced training for facilitators: Provide additional training for facilitators on culturally responsive teaching methods and techniques for engaging participants with varying literacy levels. This could include workshops on non-verbal communication strategies and how to create a more visually oriented curriculum.

Integrating technology: Explore the use of technology, such as digital storytelling tools or apps that facilitate visual expression. This can help participants who may feel more comfortable communicating through images or multimedia rather than traditional writing.

Peer support systems: Establish a buddy system where more literate participants can support those with lower literacy skills. This approach not only fosters a sense of community but also encourages peer learning and collaboration.

Feedback mechanisms: Implement regular feedback sessions to understand participants' experiences and challenges better. This can guide the adaptation of activities in real time and ensure that the workshop remains responsive to their needs.

Diverse artistic mediums: Expand the range of artistic mediums used in the workshops to include more tactile and sensory activities, such as sculpture, collage, or even cooking. These approaches can cater to different learning styles and enhance creative expression.

Flexible workshop formats: Offering workshops in shorter, more frequent sessions rather than longer, intensive formats. This can help maintain participant engagement and accommodate varying attention spans.

Community involvement: Engage local artists or community members to co-facilitate workshops. Their involvement can enrich the experience and provide participants with additional role models and support.

Dissemination of the pilot: It is crucial to plan a final public presentation event, such as a fashion show, a small performance, an exhibition, or a market. This moment of interaction with the public allows participants to feel that the experience is truly complete and valued. Unfortunately, this was not included on this occasion, but it will be essential to incorporate it in future workshops to provide a meaningful and shared closure to the entire journey.

Multidisciplinary Equipe: An additional improvement concerns the need for more structured and targeted mediation. It is crucial to ensure a greater presence of artists, mediators, and guides with a migratory background who can help participants understand and appreciate the value of their experience. These figures not only provide cultural and linguistic support but are also capable of showing how the skills gained during the project can be practically applied in the context of their new society. In other words, there needs to be someone who helps participants recognize the transformative potential of the experience, sees its various practical uses, and translates it into opportunities for growth and integration. We had a trainer with exceptional artistic expertise, but this highlights the importance of forming a multidisciplinary team. In addition to artistic expertise, it is essential to include individuals who can connect the artistic techniques to everyday practical contexts. For example, being able to say, "This skill could be useful for organizing creative activities with your children" or "It could make babysitting more engaging and meaningful." A team with diverse backgrounds would balance the artistic side with more practical applications in daily life.

By focusing on these areas, future interventions can continue to foster an inclusive and empowering environment, ensuring that all participants can express themselves fully and benefit from the experience.

05

Conclusion & Recommendations

05 Conclusion & Recommendations

Overall, the pilot workshops successfully created an inclusive environment where participants felt comfortable sharing their experiences and stories. The incorporation of culturally resonant themes and visual storytelling not only promoted engagement but also led to meaningful creative expressions. Participants demonstrated a strong sense of physicality, openly engaging in moments of dance and movement without hesitation. However, challenges related to literacy levels were evident, limiting some participants' ability to fully engage with written materials. To address this, trainers effectively adapted their approach by emphasizing visual mediation, allowing participants to express their ideas through drawings and other visual forms instead of relying solely on written content. The Spatial Assemblages method enhanced inclusivity and provided a valuable avenue for participants to communicate their ideas and emotions. For future iterations, we recommend incorporating more visual and body-based activities, such as dance and music, alongside hands-on approaches to accommodate diverse literacy levels and further enhance participation. Additionally, improvements in individualized support will help ensure that all participants can engage fully and benefit from the experience. Addressing these areas will strengthen future workshops and foster an environment where every participant can thrive.

Appendices

Additional contents

Key Points for Trainers

It was crucial to use several tools to support trainers' own observations throughout the workshops, among them:
- Checklist templates were prepared to help trainers stay organized and ensure all key points were covered.
- A reflective journal was drafted and printed, designed to make note-taking easier and more efficient for the trainers.
- Recording voice messages at the end of each workshop session or the day after, allowing trainers to quickly capture their initial impressions and reflections right after the activities or later.
- Translation of self-assessment, final survey and recipe examples.

priscila

EMPOWERMENT THROUGH LIFELONG LEARNING

www.priscilaproject.eu