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REPORT OF PILOT IMPLEMENTATIONS

La Xixa & ACATHI (Spain)



Co-funded by
the European Union

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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 from Türkiye, 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 as 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,
- Cultural awareness 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



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01

Introduction



The PRISCILA pilot in Barcelona, Spain, had the particularity of being organised jointly by two organisations: **ACATHI** and **La Xixa**. This collaboration allowed the best pilot experience and diversity for the group, as La Xixa is expert in Theatre of the Oppressed, Critical Incident and Deep Democracy, and ACATHI has a longforged experience with our target group composed of LGBTQI+ migrants, refugees and asylum seekers adult learners. The combination of our expertises allowed the organisations to offer a participant-centred dynamic learning path and to ensure optimal learning outcomes.

ACATHI is a Barcelona-based association of LGBTI culturally diverse people from different backgrounds, including migrants, asylum-seekers and refugees. It aims to promote recognition and inclusion of cultural, sexual and gender diversity within the immigration flows of Barcelona. It is also dedicated to constantly building an inclusive environment where all people can have access to their rights and be resourceful to go against intersectional discrimination.

La Xixa is a non-profit organization created in 2010, oriented towards the research, development and multiplication of theatrical tools and popular education as a means of social transformation. La Xixa carries out workshops for diverse groups, training of trainers and artistic actions at local and international level around five main axes:

- Coexistence and active citizenship
- Interculturality, racism, xenophobia and social inclusion
- Education, school dropout, prevention of risky behaviours among young people
- Gender, equality policies and sexual diversity
- Heritage, sustainability, and the fight against climate change

The mission of La Xixa is to facilitate the creation of empowerment spaces through Participatory Methodologies, Artistic Mediation, Process-Oriented Psychology, and the Theatre of the Oppressed to generate processes of individual and collective transformation.

The pilot in Barcelona, Spain, was articulated in three 1-day sessions, on Saturdays 29/06/2024, 06/07/2024, and 13/07/2024 at 10:00-18:00 with a one-hour lunch break. They took place in the shared space for Catalanian entities working on global justice where La Xixa has their headquarters, called Espai d'entitats LaFede.cat, and more specifically in the venues of the Monomarental's association. This venue disposed of a large room for the activities, a kitchen, and a terrace, which allowed sharing and joyful moments during breaks and surely concurred with the safe and convivial atmosphere of the entire pilot.

Participants and trainers expressed their high satisfaction with learning outcomes, as well as with learning environment and team dynamics.

Participants were recruited in two ways: Through ACATHI's channels and La Xixa's channels. This situation could have resulted in division between those who knew each other and those who didn't, or based on the organisation they knew (ACATHI or La Xixa), or their experience with non-formal methodologies. Nevertheless, one of the major achievements of this workshop, in line with the pilot's objectives and competence training, was the group's positive and constructive atmosphere, respect and curiosity of each other's identities, life experiences and opinions, and inclusive sharing space, permitting not only an optimal learning environment, but also fostering the learning process itself. Observing this team-building process, the organisers decided to propose a community lunch on the terrace and coffee breaks in sessions 2 and 3 to further encourage this fruitful relationship.

Furthermore, as a first great challenge and then real success, we can share the certification process through self-assessment tools. The self-evaluation forms used to issue micro-credentials initially caused some confusion among participants, who were unfamiliar with the methodology, understanding the questions and competencies, and interpreting the evaluation scale (A, B, C). Participants were given time to review the forms and ask questions. To address these issues, facilitators provided detailed explanations and practical examples. After the first session, support staff from ACATHI and La Xixa adapted the tools to better match the group's necessities, as well as to offer better support for trainers. By the end of the process, participants understood the evaluation and completed it successfully. We can speak of success based on the feedback we received from participants and trainers, highlighting the interest that this assessment process raised in them:

- For participants, it upheld them in conscientising their own competences, thus strengthening their recognition and empowerment;
- For trainers, it supported them in further systematising their training methods, thus recognising their validity and quality through the translation into EU Key Competences Framework for Lifelong Learning.





Promotion

A general outreach was conducted through WhatsApp groups managed by ACATHI, including the general ACATHI House group and other specific groups. Alongside broad promotion, direct contact was made with individuals whose profiles indicated they could benefit from or have an interest in the workshops. This included people with a strong inclination toward activism and social involvement.

An informational flyer was created by the ACATHI team. The flyer summarized the workshop's objective and explained the micro-credentials participants would receive upon completion.

For La Xixa, the main promotion tools were social media and face-to-face contact and communication with potential participants.



Recruitment

Recruitment efforts also targeted current or former ACATHI service users, residents of housing facilities managed by the organization, and attendees of prior ACATHI activities. In addition to the target audience, members of the ACATHI team participated, including interns, technical staff, and collaborators, contributing to the workshop's development.

WhatsApp was the primary communication platform, distributing the flyer with both personalised and general messages to encourage participation. Other social media platforms were used to a limited extent, but the focus remained on WhatsApp due to its broad reach and direct connection with contacts.

In La Xixa, the flyer created by ACATHI was shared on social media, in particular Instagram, to inform and invite our community members to join the pilot, but the main recruitment efforts were made with an already existing group, face-to-face. This group was following a yearly facilitation training in La Xixa and has been recruited to this extent through Google form and interviews to better understand and know them as well as their motivations. The training coordinator, Ana Bustamante, also facilitator of the PRISCILA pilot, presented the project and the pilot's processes (both learning objectives and certification through Micro-Credentials) to them, inviting them to participate in the pilot as an added value to the training they were following in La Xixa.





Participant's Profile

From ACATHI's side, the total number of participants was 12 with ages ranging from 25-45 years. The group included lesbian women, gay men, non-binary people, and trans women, reflecting the diversity within the LGBTQI+ community. Most participants were from Latin American countries, specifically Peru, Colombia, Argentina, the Dominican Republic, and Costa Rica. Additionally, there were participants from Russia and Somalia, enriching the intercultural exchange. In other aspects, one participant from Somalia identified as Muslim. Other participants did not express any specific religious affiliation. Most had higher education degrees or completed secondary school, indicating a diverse yet predominantly well-educated group. In regards to participants who didn't have Spanish as a native language (aside from the Latin American folks), they were already familiarized with it since they didn't have a short time in Spain.

From La Xixa's side, 15 participants took part in the pilot. The group was notably intergenerational, with participants ranging in age from 26 to 70. The diversity among the participants extended to their geographical origins: three were from Spain, while the wide majority came from South and Central America (Puerto Rico, Ecuador, Chile, Argentina, Bolivia, Peru, Colombia, Uruguay), Europe (Italia), and Africa (Morocco, Guinea Bissau). For the majority of the participants, the language used (Spanish) did not represent a barrier as they were native speakers.

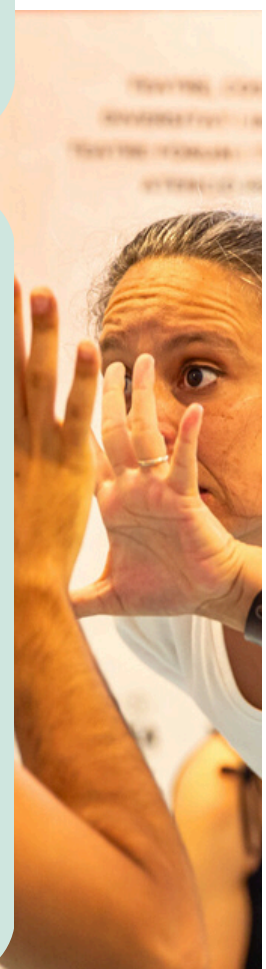
Concerning gender identities, only two participants identifying as men attended, the rest identifying as women. Even if we don't have precise statistics concerning this aspect, the questions and debates emerging from the activities show that many of them belong to the LGBTQI+ community.



Drop Out

All participants attended at least two out of the three scheduled sessions. The primary reason for partial absences was work commitments during June, a particularly busy month in Barcelona due to the Summer season and LGBTI Pride celebrations. One participant decided to withdraw after attending the first half of a session, explaining that the physical and theatrical activities did not align with their expectations. The participant approached a facilitator to share this decision respectfully and transparently.

Despite the above-mentioned challenges, the workshop unfolded in a positive and harmonious atmosphere and successfully achieved its objectives in terms of recruitment, diversity, and execution. The participation of ACATHI and La Xixa team members alongside a diverse group of individuals in terms of gender, culture, and educational background contributed to a rich and engaging experience. Furthermore, the fact that half of the support staff and facilitatresses also belonged to the LGBTIQ+ communities enhanced the inclusivity and relevancy of the activities and topics addressed by the pilot. Challenges encountered were minor and effectively addressed, ensuring the workshop's goals were met.



02

Learning Paths and Methodology

02 Learning Paths and Methodology

Learning objectives related to 3KC

In total, 20 activities were tested during the Spanish pilot, coming initially from Theatre of the Oppressed, Critical Incident and Deep Democracy methodologies, to build the PRISCILA method. The three sessions always included warm-up activities, in particular to foster team-building, non-verbal communication and body and mind de-mechanisation; and informal evaluation activities to collect feedback and continuously adapt the learning schedule and learning path, at the closest to learners' needs and interests. The PRISCILA Method was revealed to be a great approach to enhance and develop the competences of the migrant, refugee and asylum seeker adult learners, as well as to recognise them through the self-assessment tools resulting in Micro-credentials.

The self-assessment process, although presenting inherent and specific challenges both for learners and trainers, was more accessible for the whole group once further adapted after the first session. The continuous and regular informal quality assurance activities integrated within the pilot were crucial to this extent, as well as a safe and inclusive environment fostered by both organisations and their teams, in order to create space for participants to express their interests, expectations, deceptions and satisfactions regarding learning activities, environment, and assessment, as well as their personal feelings and impressions. These were considered as part of the personal, social and learning-to-learn competence development process, by giving participants greater responsibility and accompanying them into this short training program, giving them sometimes space even to choose the activities they were about to participate in.



Learning Path of the Pilot “Fuerza Migra” in Spain

Session 1: Critical Incident and Deep Democracy

The objectives of the session were to foster team-building and critical thinking, leading to the development of cultural awareness and citizenship competences through activities from Deep democracy and Critical Incident methodologies.

Introduction	Presentation of the PRISCILA Project, ACATHI and La Xixa
Activity 1: Introductory activity	Presentation with a ball. Participants are asked to say their name and pronouns while receiving the ball and then pass the ball to another participant as part of a collaborative introduction exercise.
Activity 2: Introductory activity	Total greeting. Participants are asked to greet each other using different body parts, such as their elbows, knees, or backs, while exploring the space silently and staying mindful of the group's diversity.
Activity 3: Assessment activity	Self-assessment with the body
Activity 4: Assessment activity	Written Self-assessment
Activity 5: Intermediate activity	Dragon and Shield. Participants are asked to identify a 'dragon' and a 'shield' among the group and then use their shield to protect themselves from the dragon while moving dynamically through the space.



Learning Path of the Pilot “Fuerza Migra” in Spain



Activity 6: Intermediate activity	Critical Incident with Images. Participants are asked to explore a critical incident situation based on pictures collectively and individually, reflecting on emotions, values, and problem-solving approaches, while using guided questions and a structured CI analysis document.
Activity 7: Introductory activity	Emotional compass. Participants are asked to explore and express personal emotions through guided movement exercises, reflect on associated bodily sensations, and engage in reciprocal conversations within pairs to deepen self-awareness and active listening.
Activity 8: Intermediate activity	Inhabiting roles. Participants embody various roles in an uncomfortable situation, responding spontaneously to questions to explore thoughts and emotions within the scenario.
Activity 9: Assessment activity	Post Self-assessment
Activity 10: Evaluation activity	Evaluation with one word. Participants stand in a circle and share one word that reflects their feelings at the end of the session, fostering emotional awareness and group reflection.
Activity 11: Closing	Closing ritual

Learning Path of the Pilot “Fuerza Migra” in Spain

Session 2: Theatre of the Oppressed

The objectives of the session were to foster collective and individual problem-solving skills and sharing experiences linked to intersectionality, leading to the development of Personal, social and learning-to-learn, and citizenship competences through activities mainly from Theatre of the Oppressed methodology.

Activity 1: Assessment activity	Updated Pre Self-assessment
Activity 2: Introductory activity	My name with a movement. Participants stand in a circle, step forward one by one to say their name, create a movement (and optional sound), and the group repeats the sequence to foster creativity, connection, and active listening.
Activity 3: Intermediate activity	Dancing school of fishes. Participants move freely in the space, creating a school of fish by mimicking each other's movements and acting collectively, fostering improvisation, concentration, and self-organisation.
Activity 4: Introductory activity	Walk and Stop Participants. walk through the room at varying speeds, stopping suddenly when prompted, focusing on their surroundings and engaging fully with the space and others.



Learning Path of the Pilot “Fuerza Migra” in Spain



Activity 5: Intermediate activi	Privileges and Oppressions. Participants are invited to position themselves based on their circumstances related to specific axes of discrimination, such as gender or race, and explore how these intersect with privilege and oppression in a shared space.
Activity 6: Intermediate activity	Growing Mirrors. Participants mirror each other's movements in pairs and then as a group to build connection and foster non-verbal communication.
Activity 7: Intermediate activity	Traveling drawing. Participants collaborate in a drawing exercise where messages are passed along a line, highlighting the challenges of communication and interpretation.
Activity 8: Intermediate activity	Forum Theatre Play. Participants create and perform Forum Theatre plays, addressing social issues through interactive storytelling and collective problem-solving.
Activity 9: Introductory activity	Amibe, Crabs, Rabbit
Activity 10: Intermediate activity	Forum Theatre Play. Participants create and perform Forum Theatre plays, addressing social issues through interactive storytelling and collective problem-solving.
Activity 11: Evaluation activity	Informal evaluation
Activity 12: Closing	Closing ritual



Learning Path of the Pilot “Fuerza Migra” in Spain

Session 3: Deep Democracy

The objectives for the session were to enhance self-reflection and recognition of one’s own competences, limits and capabilities within the group, as well as the group’s entity, developing Personal, social and learning-to-learn, citizenship and cultural awareness competences with mainly Deep democracy methodology.

Activity 1: Introductory activity	Emotion’s place. Participants explore their emotions by identifying safe and insecure places in a room, fostering self-awareness, empathy, and active listening.
Activity 2: Intermediate activity	Internal critic. Participants explore and manage their inner critic by recognizing its influence and finding constructive ways to engage with it, fostering self-awareness and empathy.
Activity 3: Introductory activity	How am I with a movement. Participants stand in a circle and make movements to express how they feel.
Activity 4: Intermediate activity	Burning woods. Participants form pairs and reflect on internalized oppression, with one partner acting out the critical voice while the other observes and describes sensations.
Activity 5: Intermediate activity	Double signals. Participants pair up to explore non-verbal signals, amplifying them through exaggerated or repeated gestures, and reflect on how these interactions impact the group dynamic.
Activity 6: Assessment activity	Updated Post Self-assessment
Activity 7: Evaluation activity	Participant’s feedback on learning outcomes
Activity 8: Evaluation activity	Participant’s feedback on the evaluation process
Activity 9: Evaluation activity	Circle of words. Participants in a circle share their impressions and feelings regarding the process they experienced.
Activity 10: Closing	Closing ritual



The Spanish Pilot “Fuerza Migra” in a blink of an eye

Saturdays 29/06/2024, 06/07/2024, 13/07/2024

At 10:00-18:00 with 2 coffee breaks and 1 lunch break every day.

Venue:

Espai Famílies Monoparentals , C/ Erasme de Janer, 8, Barcelona, Spain

Nb of participants:

- 29/06: 26
- 06/07: 24
- 13/07: 20

Attendance:

77% of the participants attended 100% of the pilot:

Minimum attendance to obtain the Micro-Credentials certification: 2 entire days



03 Learning Paths and Methodology

Selected activities

Theatre of the Oppressed

Introduction to Theatre of the Oppressed Methodology

The Theatre of the Oppressed, developed in the 1970s by Brazilian playwright Augusto Boal, has been one of the main tools for participatory communication and for Latin American popular education movements. TO is a political theatre and a collective essay of emancipation, based on the epistemology of the Pedagogy of the Oppressed, which allows us to analyse through theatre the abuses of power perpetrated and perpetuated in a systemic way in our daily micro-structures. It uses theatrical games to de-mechanize our perceptions, making us aware of our cultural filters by making explicit and collectivizing our own conflicts and experiences. The collectivization of individual problems, and subsequent extrapolation to a group history, allows us to look for collective alternatives to situations that are often difficult to solve from an individual position (<https://en.laxixateatre.org/quisom>).

- Selected activity from Theatre of the Oppressed: **Creation of a Forum Theatre Play**



Competences and abilities developed with this activity:

Cultural Awareness Competence

Indicators

- I recognize differences as a positive opportunity
- I know and I can share my own culture to learn more about others
- I can show respect for others, their background, and their situations
- I can participate in group dynamics for problem-solving.

Personal, social, learning-to-learn competence

Indicators

- I am aware of and express personal emotions, thoughts, values, and behaviours
- I am aware of another person's emotions, experiences, and values
- I listen to others and engage in conversations with confidence, assertiveness, clarity, and reciprocity, both in personal and social contexts
- I understand and adopt new ideas, approaches, tools, and actions in response to changing contexts

Citizenship competence

Indicators

- I seize the opportunity to do or say something that can be useful to myself or other
- I can develop ideas that solve problems
- I recognise the importance of sharing resources with others
- I can imagine a desirable future

Step-by-step description:

Seated in a circle, the facilitator invited participants to share sentences that they heard or experienced related to prejudices against migrant people and write them down on paper, one sentence for one page. The pages were displayed around the room. They then stood by the sentence that generated the strongest emotional response and formed small groups. Each group created a short theatre piece based on their sentence, which they performed for the others. After the performance, the facilitator introduced the "Forum", where the audience, or "spect-actors" and "spect-actresses", could intervene and suggest alternative actions by replacing on stage one of the actors/actresses of the play. Groups refined their plays based on audience feedback, and the process was repeated for each group.

The facilitator concluded by thanking all participants for their contributions and participation, and asking the following question: Did something surprise you? Did you learn anything new about yourself/others?, or How can you use this activity in your life/work/family/in your relations with the institutions?

Participant's experiences and feedback:

Participants: All Theatre of the Oppressed activities encountered high satisfaction, interest and engagement of participants. This playful and embodied method, especially used during the second session of the Workshop, generated strong teamwork skills and learning-by-doing processes. The participants, thanks to the accompaniment of facilitators, could create a small theatre piece displaying a conflict lived or experienced by others, and invite other participants to participate in solving the problem pitched onstage. They were able to address sensitive and complex topics such as the power of public institutions, discriminations and privileges, intersectionality, and migrants' positions in society; at the same time as actively and respectfully listening and sharing experiences and opinions to others. They wondered about their capacities to relate and represent a conflictual story in front of others, onstage, resulting in a powerful self-recognition and community-building session.

"The activity "Creation of a Forum Theatre Piece" was a space in which, thanks to the size of the group and the length of the session, made me feel safer to share and participate actively."

A participant of the PRISCILA Pilot in Spain

Organisation: Theatre of the Oppressed, by the empowering creation process of small theatre pieces on everybody's lives and conflicts, proved to be an effective methodology for participants in the Spanish pilot. The creation of Forum Theatre plays in small groups based on discriminations and oppressions lived or experienced by participants allowed them to further develop problem-solving skills, human-rights and societal debates, particularly rich in the context of the intersectionality of the participant's identities. It highlighted the necessary skills that they are using in their daily lives to confront the vertical and discriminating power structures. Furthermore, Theatre of the Oppressed activities, by using non-verbal expression, as well as body and mind de-mechanisation, supported participants in re-thinking together (and individually, as confirmed by the Focus Group with participants organised in October 2024) their perspectives and conceptions of society and the communities that compose them.



Deep Democracy

Introduction to Deep Democracy Methodology

Deep Democracy is a psycho-social-political paradigm and methodology developed by A. Mindell between 1988 and 1992. Deep Democracy suggests that all voices, states of awareness, and frameworks of reality, both central and marginal, are important. It strives to foster a deeper level of dialogue that is open to allowing space for various and competing views, tensions, feelings, and styles of communication in a way that supports awareness of relative rank, power, and privilege and how these tend to marginalize various views, individuals, and groups. It focuses on groups, organizations, one's own inner experiences, etc. (<https://iapop.com/deep-democracy/>)

- Selected activity from the Deep Democracy Methodology: **Privileges and oppressions**

Competences and abilities developed with this activity:

Citizenship competence

Indicators

- I seize the opportunity to do or say something that can be useful to myself or other
- I recognise the importance of sharing resources with others

Cultural awareness competence

Indicators

- I recognize differences as a positive opportunity
- I know and I can share my own culture to learn more about others
- I can show respect for others, their background, and their situations

Personal, social, learning-to-learn competence

Indicators

- I listen to others and engage in conversations with confidence, assertiveness, clarity, and reciprocity, both in personal and social contexts
- I am aware of and express personal emotions, thoughts, values, and behaviours
- I am aware of another person's emotions, experiences, and values

Step-by-step description:

The facilitator prepared the room to be as spacious as possible, ensuring it was free of obstacles. The space was divided into two areas using tape: Zone 1, the "privilege area," where benches and chairs were placed, and Zone 2, the rest of the room, designated as the "non-privilege area." Participants were invited to walk freely in the room and to position themselves based on their circumstances related to a specific axis of discrimination, such as gender. They were encouraged to stand on the benches if they felt they had structural advantages regarding this axis. The facilitator then introduced a new axis of privilege, prompting participants to explore how their positions might change or remain the same. Possible axes can be class, race, origin, gender, studies, sexuality, and age. After the group had explored different axes of discrimination and understood the intersectionality of oppression with the topics of the workshop or society, the facilitator thanked the participants and concluded the activity by asking the following questions: How was the activity? What was easy? What was difficult? What metaphors from daily life could participants relate to? For example, the facilitator asked what heights and weights the benches and chairs might represent in our society. To facilitate this, the facilitator offered examples, such as how the top of the bench could represent belonging to a privileged socio-economic class or never feeling diminished by one's gender or race. Reflecting on structural oppressions by incorporating personal examples was encouraged, as it could be an interesting way to raise awareness both for the individuals and the group.

Participant's experiences and feedback:

Participants: Participants were interested in the introduction to Deep Democracy theory and they were enthusiastic to put the methodology into practice through several activities leading to more self- and group-awareness. For example, one of the participants in the post-pilot Focus Group cited the Deep Democracy methodology as one of his three main learning outcomes from the PRISCILA Pilot. The theory itself raised a lot of interrogations and doubts, but the activities facilitated concurred to materialise the usefulness and relevance of this method when being in a group and everyday life interactions. Another participant highlighted this point in their feedback questionnaire, answering the question "What do you take with you from the workshop?":

*"Deep democracy for facilitating (and life).
Sharing diverse realities, common creation. Power of embodying."*
A participant of the PRISCILA Pilot in Spain

Organisation: Deep Democracy played an important role in this pilot, as the first and last methodology used with the group. This methodology made visible group and individual implicit processes, roles and dynamics in the already diverse group of participants. This awareness-raising process accompanies methodologically and practically the self-assessment process by encouraging participants' self-reflection and analysis passing through the body and non-verbal expression at each moment of our lives. To better the participant's experience, we could organise a longer workshop on Deep Democracy, or dedicate more hours to this specific methodology, which at first, from a theoretical perspective, can generate a lot of questions as it invites practitioners to re-think their approach to group identities, and one's identity and role within the group and life.

Critical Incident

Introduction to Critical Incident Methodology

***"A culture shock is an interaction with a person or an object from a different culture, located in a specific spacetime, which can provoke positive or negative cognitive-affective reactions, a feeling of loss of landmarks, or create a negative representation of oneself and a feeling of lack of approval that can lead to discomfort or anger."*¹**

The origin of the culture shock:

Cultural events are generally generated around "zones sensibles: cultural fields that are particularly important in their cultural frame of reference (e.g. national, ethnic, age, gender, professional etc...)". It's important to underline that these "zones sensibles" differ according to one's nationality, ethnicity, religion, age, professional culture, political culture, etc.

How to use Culture shock:

If culture shocks can reinforce stereotypes, they also have the potential to become a powerful source of learning, especially if participants don't obey their need to close and quickly forget the situation but ponder on what may be behind it. All in all, in culture shocks we learn about the other, but also our own culture.

- Selected activity from the Critical Incident Methodology: **Critical Incident with Images**

Competences and abilities developed with this activity:

Citizenship competence

Indicators

- I seize the opportunity to do or say something that can be useful to myself or other
- I am able to develop ideas that solve problems
- I recognise the importance of sharing resources with other
- I am able to imagine a desirable future

Cultural awareness competence

Indicators

- I recognize differences as a positive opportunity
- I know and I can share my one's own culture to learn more about others
- I can show respect for others, their background, and their situations

¹ Based on Margalit Cohen-Emerique (1999). Le choc culturel, méthode de formation et outil de recherche. In: Demorgon, J., Lipiansky, E., M. (eds) Guide de l'interculturel en formation. Paris, Retz. Pp 301-315.

Personal, Social, Learning-to-learn competence

Indicators

- I am aware of and express personal emotions, thoughts, values, and behaviour
- I am aware of another person's emotions, experiences, and values
- I listen to others and engage in conversations with confidence, assertiveness, clarity, and reciprocity, both in personal and social contexts
- I understand and adopt new ideas, approaches, tools, and actions in response to changing contexts

Step-by-step description:

The facilitator introduced the Critical Incident Method, presenting a definition of culture as something present in every interaction and that a critical incident involves a cultural shock, often felt emotionally and physically. Examples were provided if needed. Building on this shared understanding, the facilitator explained that a critical incident involved generating and analyzing a cultural shock understood as an emotional reaction. Often, these reactions were felt physically, so the first step was to recognize them without overanalyzing.

Participants were then asked to walk around the room, select a picture that provoked the strongest emotional reaction, and share their feelings with others who chose the same image. They then described the picture objectively, focusing on the scene without overanalyzing. Next, they reflected on which of their values were challenged by the image and shared their thoughts with the group. Finally, the facilitator encouraged participants to consider the values of those in the picture to foster empathy.

The activity concluded with a circle of words to share feelings and reactions regarding this activity, which presents the major challenge to be about presenting arguments and descriptions without judgment, helping participants develop empathy and active listening skills.

Participant's experiences and feedback:

Participants: As usual when facilitating the Critical incident activity, the participants were confronted with the difficulty of sharing objective and neutral descriptions of images, especially when these images generate strong emotions and reactions. This first step, associated with collective work in small groups, fostered collective critical thinking and provoked self-reflection on one's prejudices. The next steps of the activity made them realise and question their representations of cultures and societies, leading to more empathy and understanding of the world's diversity. The penultimate step, inviting participants to share their values shocking with the image, was also surprisingly challenging. The facilitators invited them to identify and name precisely their personal values that this representation was not respecting following their interpretation, and participants first named general ones as "human rights" for example. Thanks to the help of facilitators, participants were able to precise the values they, as individuals, stand for, and therefore a better understanding of their perspectives on the societies. Lastly, the last step, for which participants were asked to identify the values of the represented people or the person who would encourage them to realise this kind of situation (for example the caregivers if a child is represented in the picture), resulted in difficult as it engages participant's empathy and identification with the image's characters.

This activity and its intrinsic challenges spawned very high engagement, curiosity and learning desire in participants, as it appears in the feedback questionnaire:

"The impactful images' workshop was very interesting for the emotions it awoke in me."
A participant of the PRISCILA Pilot in Spain



Furthermore, for both participants who participated in the post-pilot Focus Group, the "activity with images" is one of those that remain in their memory, several months later (the Focus Group with participants was organised in October 2024).

"I remember the exercise with images very well. It was the first time that I spoke in a group and I realised that I was speaking full of prejudices about the people of other countries, it is very interesting for members of a community to understand their own prejudices."
[n.d.l.r.: The participant belongs to the LGBTIQI+ migrant community]
A participant of the post-pilot Focus Group

Organisations: The Critical Incident method, working on the three Key Competences that the PRISCILA Method develops and recognizes, represents a crucial methodology for the project's method and efficiency. At the same time, this activity offers the advantage of being easily adapted to each group and workshop's duration, for example focusing on one step more than the other, or adding reflection time from one session to the next. Furthermore, the methodology is particularly relevant in groups composed of highly diverse participants, as it fosters empathy, critical thinking, and sharing of cultural differences and commonalities. The main difficulty can result from language obstacles, as it asks participants to share on from several points, but can be resolved by organising the groups with diverse language levels so participants can support each other, as well as letting the activity be facilitated by a trainer trained in interculturality, non-verbal communication or with several languages skills; or inviting a translator.

Example Images for Use in the 'Critical Incident with Images' Activity





03

Assessments and Impact

03 Assessments and Impact

For trainers

The assessment for trainers was made through several formal and informal tools: the feedback questionnaire and interviews or focus groups for trainers before and after the implementation of the pilot. The feedback collected through both ways was highly positive and allowed for further improvement of the PRISCILA Method.

Trainers were very interested in implementing the PRISCILA pilot, and the challenges initially identified were successfully overcome through dialogue and further adaptation in the tools used. First of all, using self-assessment tools to recognise and issue micro-credentials was new for PRISCILA trainers, so it has been necessary to explain the entire process, present and adapt tools, and experiment with the existing skills and continuous learning path of each trainer. To this extent, Spanish PRISCILA members drafted a [Step-by-step description](#) of the PRISCILA method process for trainers to have a reader-friendly overview of all tasks to be carried out for the PRISCILA implementation.

Based on the results of the questionnaire for trainers on self-assessment tools, all answers were “completely agree” or “agree”, except for one trainer who answered “neutral” to the question “Participants can use the tools independently to self-assess.” The answer was motivated by the reality of the self-assessment process that needs support from trainers to further precise and explain the competences, and the difference between each ability (A, B, C) used for the indicators of each competence. This trainer suggested further simplifying the self-assessment process and dedicating a prior session to an introduction to self-assessment methods and evaluated competences to ensure full comprehension of the project’s framework and evaluation approach.

The informal feedback received after each session was crucial to further develop and adapt the evaluation tools and “translate” both competences and the PRISCILA process to answer trainers’ needs and suggestions. The first self-assessment process resulted challenging for trainers and participants, but the further adaptation of the tool allowed for improved and optimal support, giving keys to trainers to spontaneously clear doubts and illustrate indicators with examples. Trainers were very satisfied with the results of the process, as attested by the questionnaire and the Trainers’ Focus Group in September.

“The PRISCILA Method and pilot gave sense to why we do this training, meant to question actual power relations also present in education, and materialising our approach not only in the methodologies used but also in the way we understand competences and the way they are assessed.”

A trainer in the post-pilot Trainer Focus Group

“The Self-assessment process engages participants into a change in the way they consider their own evaluation, resulting in an empowering process”

A trainer in the post-pilot Trainer Focus Group



Trainers were very interested in the PRISCILA self-assessment tool, also as a long-lasting tool to be used in later training, and as a way to further systematise the methodologies in which La Xixa has wide expertise. **The PRISCILA assessment process is also an approach that fosters the recognition of non-formal methodologies' relevance and efficiency in developing learners' competences, thus serving lifelong learning opportunities for all profiles of learners.**

Regarding pilot's learning outcomes, trainers think that the training effectively developed participants' 3KCLL. From their point of view, the participants were highly motivated and impacted by the PRISCILA pilot, and the group dynamics were very constructive and respectful. This pilot remains for them as a good implementation practice on group inclusivity and team-building, as they were able to foster diversity in the group who lived and were open to diversity, as well as listened to diverse experiences and opinions actively and respectfully. Concerning the structure and learning path of the pilot, trainers were very satisfied with the results and the activities facilitated, as well as the responsivity of the participants committed to learn without doubting to ask if something was unclear.

The group diversity was considered as crucial for the learning process and environment. The PRISCILA pilot led effectively to participants with fewer opportunities' empowerment, as highlighted by a trainer:

"This pilot highlighted strongly the experience of working with people whose voices are often ignored, due to societal attributions linked to their migrant identities, intersected with other discriminated identities (such as gender, LGBTQI+, etc.). Furthermore, usually if these individuals question the system, they would not be heard, and there is a process of assimilation to these power dynamics, which leads to self-disqualification."

A trainer in the post-pilot Trainer Focus Group

To conclude, trainers developed skills and knowledge on methodologies such as Critical Incident and Deep Democracy, and enhanced their ability to work on the 3KCLL. Furthermore, the PRISCILA assessment process led them to reflect on their own training methods and to re-think the ways to better transmit and support the self-assessment process and legitimization with migrant, asylum seekers, and refugee participants. They made suggestions to further adapt the PRISCILA method in a more accessible way such as:

- Dedicate a session, before the implementation of the training, to the common embodiment and comprehension of the competences and self-assessment framework (including a longer introduction to Micro-credentials and Europass).
- Integrate better the quality assurance and the self-assessment processes into the training, allowing for more fluidity between the learning activities and assessment activities.
- Organise the learning path differently, focusing only on one competence at a time for each session, to reduce time dedicated to filling out the self-assessment process and better support participants.

The PRISCILA Method in its complexity raised a lot of interest and desire to further develop and implement this method, decidedly efficient, inclusive, and innovative both for trainers and participants.

For participants

The results of the self-assessment showed an overall positive trend, indicating progress in key competences which included:

- **Citizenship:** Reflecting participants' ability to engage as active members of their communities.
- **Cultural Awareness:** Measuring their understanding and sensitivity toward cultural differences and commonalities.
- **Social, Personal, and Learning-to-Learn:** Assessing interpersonal skills, self-awareness, and social adaptability and reflect on their learning processes and strategies.

Across all competences, participants demonstrated improvement in their self-perceived abilities, as per the criteria outlined in the PRISCILA methodology. Only two specific questions showed minor decreases in scores: one related to Cultural Awareness and another linked to Social, Personal, and Learning to Learn. These decreases were minimal and did not significantly affect the overall positive outcomes.

Through discussions and analysis with the team, the possible motives behind this minor decrease could be for the following reasons. First, a growing awareness of complexities, which means that participants initially overestimated their competencies in certain areas. Second, exposure to diverse cultural contexts during the workshop made them realize gaps in their understanding. This shift led to a more realistic self-assessment, reflecting deeper self-awareness. Finally, expanded perspectives due to engaging with individuals from vastly different cultural and social backgrounds challenged participants to reassess their existing strategies and assumptions. Participants acknowledged that greater exposure to diversity highlighted the need for continuous learning.

Some participants found it challenging to fully grasp the self-evaluation process or the meaning of specific competencies. This initial confusion may have influenced the way they interpreted and rated their skills. Also, participants were initially unfamiliar with the concept of self-evaluation. These uncertainties, though minor, may have impacted the scores slightly.

Trainers' support was needed mainly to provide examples of the differences between columns A, B, and C, meaning the different levels of abilities corresponding to each indicator. After the first session and feedback from trainers and participants attesting of some confusion, the self-assessment tool was further developed to better match the necessities of both participants and trainers. This adaptation allowed more efficient and responsive assistance from trainers and a clearer individual self-assessment for each participant. Support was also needed constantly to highlight participants' capacity to evaluate themselves and make them feel legitimate to assess their competences without the validation of a trainer or an evaluator. To ensure a serene assessment environment, and support staff for this process was enlarged, each time including three facilitators.

Despite this minor difference in the mentioned questions, the self-assessment results highlighted the effectiveness of the workshop in enhancing participants' competences and fostering critical reflection. While minor decreases in certain areas occurred, they were a direct result of participants gaining a deeper awareness of their knowledge gaps, which is a positive outcome in itself.

Concerning satisfaction levels, the evaluation focused on various aspects, including usefulness, relevance of content, duration, and tools used, to identify strengths and areas for improvement.

The overall satisfaction with the workshops was highly positive. The majority of responses fell into the categories of "Strongly Agree" and "Agree." Participants expressed high levels of satisfaction with the content, duration, and usefulness of the workshops in increasing their knowledge. Neutral or negative responses were minimal, recorded only in small percentages. For all questions related to overall satisfaction, usefulness, and content, the majority of responses were in the "Strongly Agree" or "Agree" categories. Only a very small percentage of responses were classified as neutral or disagree. This indicates that negative perceptions were marginal and not representative of the overall group. Both informal and formal feedback from participants highlighted the very safe, inclusive, and rich group dynamics, and they valued the diversity of the group as a nourishing experience, that motivated them to learn and share without fear doubts, questions, opinions, and experiences. Participants expressed disappointment that the training had been so short, as they would have liked the experience to continue with the same group members. Furthermore, the composition of the group (some of them coming from ACATHI's recruitment process, others from La Xixa's) didn't impact negatively on the learning environment or outcomes, on the contrary, participants were eager to get to know each other and activities' small teams always changed, attesting a general secure environment for -in society marginalised- participants with fewer opportunities.

"The sessions helped me to recognise myself, in order to better recognise other realities that are different, and to create space for them also to exist."
A participant of the PRISCILA pilot in Spain

In conclusion, we can say that the PRISCILA pilot in Spain, co-organised by ACATHI and La Xixa, successfully developed and recognised participant's 3KCLL. The self-assessment results and the evaluations of learning outcomes and self-assessment tool testify of participant's empowerment through the articulation of the Critical Incident, Theatre of the Oppressed and Deep Democracy methodology, to form the innovative and efficient PRISCILA Method. The Pilot could prove the relevance of the PRISCILA Method to address sensitive topics and experiences, as well as fostering the 3KCLL, among others collective problem-solving skills, teamwork abilities, critical thinking, awareness of intersectionality and self-reflection.

For organisations

"Sharing with more diverse people helps me to open my perspectives."
A participant of the PRISCILA pilot in SPAIN

The workshops were perceived as satisfactory and useful by participants, trainers and organisations. The structure and duration of the content were effective in maintaining participant interest and delivering value.

La Xixa sees the implementation of the PRISCILA Method as an adequate tool to empower participants with fewer opportunities not only through an innovative learning environment and method, but also through an effective and valid certification process and result that responds to the values of participant-centred approach and competences' recognition. The successful results of the self-assessment tool after analysis, can be used as a milestone for further organisations using non-formal learning methodologies or working with participants with fewer opportunities. Developing and publishing the PRISCILA Guide and Handbook for Trainers will accompany organisations and professionals in the development of citizenship, cultural awareness, and personal, social, and learning-to-learn competences with concrete guidelines to let participants develop the 3KCLL and see them recognised into a valid and border-free certificate through Micro-Credentials.

As an organisation dedicated to addressing social issues and empowering participants through non-formal-methodologies-based trainings, the PRISCILA method and the learning process that the implementation of the project represented for La Xixa's staff beneficiaries and will benefit for the entire organisation. The PRISCILA method will influence later trainings, both with migrant, refugee, and asylum seeker adult learners and with other target groups, as this effective method is easily adaptable to other contexts and educational areas.

Lastly, the PRISCILA Method and recognition through Micro-credential is also a useful tool for Policymakers and Educational institutions, and La Xixa intends to use this experience and the PRISCILA diverse results to advocate for inclusive learning and certification processes, inviting to re-think our relationships with the actual structure of education and its inherent power dynamics.

From ACATHI's side, the Priscila methodology helped us to 'pedagogise' the practices we have in direct attention with the beneficiaries (whom we call "social justice seekers"). The skills-based techniques helped us to generate a safe space for dialogue and reflection to strengthen their sense of agency in a context where they are still intertwined with different types of oppression after being folks who migrated for being LGBT. Likewise, the self-assessment tools helped us to consolidate this process of reflection in a critical exercise and the satisfaction tools were useful to assess our roles as facilitators that complement the on-site work that we usually do. We believe it is essential to nurture the pedagogical sense of the institution for collective learning and to also share our knowledge through methodologies that could have an impact on other activists, local and non-local civilians, and different types of authorities (like policy-makers). About the micro-credentials process, we find the tool useful to harmonize our pedagogical processes with a formal education framework that could be useful and practical for beneficiaries.

04

Discussion

04 Discussion

Parts needing to be developed

The evaluation of the self-evaluation tools highlighted both strengths and challenges. While the tools were useful for certain aspects, such as evaluating behaviors and reflecting on new competencies, their clarity and overall ease of use require significant attention.

Potential adaptations to the PRISCILA workshop were explored with partners and in our respective organisations:



Development of a PRISCILA workshop articulated around 3 modules, one for each key competence. The idea of this other organisation of the learning path is to clarify and simplify the assessment process for learners. Participants would use the self-assessment at the beginning and the end of each session, reflecting on their abilities corresponding to one competence at a time. Reflecting on one competence at a time could allow for less time dedicated to the pre and post-assessment, as participants get more familiar with the tool and the process, evolution already observed in the Spanish pilot. At the end of the training, participants would receive another pen color to re-assess their competences with an overview of the entire workshop. After this exercise, a circle of words will be facilitated to reflect on the potential changes they could have done in their initial post-assessment; offering direct feedback on their individual process regarding assessment tools and learning outcomes.



Specific session dedicated to the three key competences' comprehension and Assessment framework: Adding a session before the implementation of the pilot, dedicating time and activities fully to the Assessment framework and competences' definition, can allow for more in-depth reflection on tools and learning outcomes of the pilot. Integrating the assessment completely into the training is a way to create more familiarity with these tools and approaches, as well as to highlight the reasons our organisations are using these participant-centred innovative processes. This session would also include a more detailed introduction to the Europass profile, to ensure participants are equipped to autonomously use this platform in their everyday life.



Better integrated quality assurance activities: Organising a Focus Group after the pilot both with learners and trainers was very interesting and rich, fostering reflection and refinement of the PRISCILA method. The organisations would suggest interviewing more participants on their impressions and learning outcomes, as well as external stakeholders before the pilot to reinforce the quality assurance process, essential to the method, project, and organisation's growth.



Additional guidelines: Addressing these issues will enhance participants' experience and the effectiveness of future workshops. For these matters, the provision of clear and detailed instructions on how to use the tools effectively over a longer period during the workshops is necessary. This may include developing supplementary materials or activities to support participants in understanding the three competencies and their relevance.



Time-related issues: As La Xixa and ACATHI worked mainly with LGBTQI+ migrants, the period of the year corresponding to the pilot was not ideal, as July is also a busy period for the LGBTQI+ community because of Pride's related events, commemorations, and celebrations.

Recommendations:

- **Feedback gathering:** Feedback, no matter if positive, neutral or negative, is crucial to refine the workshop's method. Although negative responses were minimal in the overall satisfaction of the workshops, analyzing the questions with neutral or disagree responses is recommended to identify potential adjustments that could further increase satisfaction levels of the implemented tools. This helps to identify patterns or specific feedback related to neutral or negative responses to refine and optimize future workshops. Furthermore, continuously gathering feedback permits the creation of a safe and open environment for participants to share their doubts, critics, and feelings.
- **Sharing lunch and informal moments:** Participants of the Spanish workshop deeply appreciated the informal moments that the organisers planned or improvised following participants' feedback of the first and second sessions. These convivial coffee breaks and lively shared community lunches stimulated team-building and relationships between participants, allowing them to rub shoulders with each other in another context.
- **Warm-up Activities before the Self-assessment Process:** The programme of the pilot foresaw facilitating a warm-up activity before the beginning of the pre-self-assessment framework explanation and filling process for participants. This planning generated the first active non-verbal and non-intellectualising contact, allowing participants to connect and feel safer to ask questions and share their impressions of the Self-Assessment tool. After having exchanged with partners, this first step of the warm-up activity seems to be essential not to lose participants' attention and motivation from the beginning of the pilot.
- **Using further adapted tools:** The trainers appreciated using a self-assessment tool specially designed for them to support participants, with keywords corresponding to each indicator of the column A, B, C. Moreover, for the internal peer review, a brief Step-by-step description of the PRISCILA method and process to issue micro-credentials was developed, allowing trainers to have an overview of the project's objectives and expected results.
- **Using the PRISCILA Handbook for Trainers and Guide for quality provision and recognition through Micro-credentials:** These two manuals based on the PRISCILA Method systematisation and experiences' analysis, as well as on the identification of relevant literature through desk research and collection of best practices will equip interested professionals in empowering migrant, asylum seeker, and refugee adult learners through 3KCLL development and recognition.



05

Conclusion

05 Conclusion

The PRISCILA pilot, organised collaboratively by ACATHI and La Xixa in Barcelona in June-July 2024, showcased an innovative approach to empowering LGBTQI+ migrants, refugees, and asylum seekers through non-formal educational methodologies. By combining ACATHI's deep engagement with LGBTQI+ migrant communities and La Xixa's expertise in participatory and theatrical tools like Theatre of the Oppressed, Critical Incident, and Deep Democracy, the program achieved meaningful learning outcomes for participants and trainers alike.

Learning Outcomes and Participant Impact Participants expressed high levels of satisfaction. The safe and inclusive environment fostered team-building, cultural exchange, and critical self-reflection. Activities such as creating "Forum Theatre plays" and "Privileges and oppressions" encouraged participants to confront systemic issues, develop problem-solving skills, and strengthen interpersonal competencies. Self-assessment tools introduced participants to micro-credentials, enhancing their own recognition of personal growth and competences' achievement. The diversity of the group, representing various genders, nationalities, and life experiences, enriched the discussions and created a supportive atmosphere where participants felt encouraged to share their perspectives.

Trainer Development Trainers noted the empowering effect of the PRISCILA method, which provided innovative tools for participant evaluation and competence recognition. The experience encouraged trainers to refine their facilitation techniques and the support team to adapt assessment tools to meet the group's needs. This iterative process improved the clarity and accessibility of self-assessment frameworks, supporting trainers in fostering participants' understanding and active engagement. Trainers also appreciated the opportunity to systematize non-formal methodologies within the EU Key Competences framework.

Organisational Success The partnership between ACATHI and La Xixa ensured the program's success by leveraging their complementary strengths. Informal moments, such as shared lunches and coffee breaks, further strengthened participant connections, contributing to the positive dynamics. The pilot's inclusive approach highlighted the relevance of addressing intersectional identities and societal challenges, making the program a model for fostering empowerment and social transformation among marginalized groups.

Key Learnings and Recommendations While the pilot successfully achieved its objectives, it revealed areas for refinement, such as dedicating a preparatory session to familiarise participants with self-assessment tools and enhancing quality assurance. Future iterations could benefit from focusing on one key competence per session and integrating additional informal activities to deepen community building. These adaptations will further strengthen the PRISCILA Method as a replicable framework for promoting inclusion and lifelong learning. Overall, the PRISCILA pilot demonstrated a transformative impact on participants, trainers, and organisations, advancing a participant-centered approach to education and empowerment.



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