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prisceila
EMPOWERMENT THROUGH LIFELONG LEARNING

REPORT OF PILOT IMPLEMENTATIONS

Hasat (Turkiye)



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 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 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.

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01

Introduction



Hasat Derneği, founded in 2018 and based in Istanbul, is a vibrant non-profit organization dedicated to driving social change through participatory and restorative practices. Focusing on marginalised and vulnerable communities, Hasat uses innovative, non-formal methods like Deep Democracy, Theatre of the Oppressed, and Critical Incident techniques to tackle complex societal issues. By emphasising inclusivity, dialogue, and cultural sensitivity, the organization creates safe spaces where diverse voices can be heard and empowered. Hasat's work covers various areas, including capacity-building for civil society actors, youth engagement in post-disaster recovery, and art-based interventions that promote community cohesion and resilience.

In the PRISCILA project, Hasat Derneği is instrumental in designing and implementing pilot workshops aimed at empowering migrant adult learners by developing their personal, intercultural, and social competencies. These workshops, held in Istanbul, showcased Hasat's expertise in creative methodologies and participatory techniques, creating an inclusive and engaging learning environment. Activities were specifically tailored to meet the unique needs of migrant learners, focusing on cultural awareness, emotional intelligence, and community building.

Through its involvement in PRISCILA, Hasat has not only advanced the goals of fostering lifelong learning and integration but also gained valuable insights into the challenges and opportunities of working with diverse communities. This pilot initiative highlights Hasat's commitment to leveraging creativity, dialogue, and inclusivity to create lasting social impact.

The pilot workshops conducted by Hasat Derneği under the PRISCILA project consisted of five sessions held at Açık Ev, Şişli Municipality, Istanbul, spanning two key timeframes: September 24–28 and November 28–29, 2024. Each session lasted 5 to 8 hours and involved a series of activities designed to foster personal, intercultural, social, and citizenship competences. The workshops specifically targeted migrant adult learners, activists and professionals in the field aiming to create an inclusive and participatory learning environment.

Participants Recruitment

Participants included a diverse group of 18 individuals, primarily migrant adults, with varied educational and cultural backgrounds. Participants were engaged through outreach programs, emphasizing the inclusivity and accessibility of the sessions. 61% of participants met the minimum 20-hour attendance required for micro-credential certification.

Additionally, during the pilot, a day-long workshop was held on September 24, 26, and 27, focusing on various methods. On September 24, 13 individuals attended, with 7 of them participating on additional days (November 28-29). On September 25, 4 individuals called to request attendance on September 27 or 28. On September 27, 12 individuals attended, with 3 participating on additional days. On September 28, 15 individuals attended, with 3 participating on additional days. Finally, on November 28-29, 11 individuals attended. To earn the certificate, each participant needed 20 hours of attendance, enabling 11 participants to receive certificates from the 18 individuals.

- Dissemination and promotion activities: We shared information during parallel events under Hasat NGO, created social media posts, and held virtual information sessions in other workshops who were the potential stakeholders of the project.

The Group

The vast majority of the participants were women. Participants primarily spoke Turkish, Arabic and English; when we acknowledged the diverse languages, we learned that Persian, Hindi, and several dialects of the region were spoken. They were from Iran, Syria, Pakistan, Turkey and Afghanistan. We asked participants to create badges of languages that they speak, to acknowledge that they have a treasure box.

Participation

Sessions were well attended. The only notable less confirmation occurred on September 25th, as soon as we checked, we asked the ones who would be there to switch on the 27th or 28th. 13 individuals (1 man) on September 24th, 12 on September 27th and 15 (4 men) on 28th. For micro-credentials approval hours, we invited participants to another 2 day long workshop and only 11 of the 40 participants attended. 1 of 11 was men. Moreover, this demonstrates Hasat NGO's effectiveness in encouraging individuals to get micro credentials.

Difficulties and mitigation

There was a lack of understanding of the micro-credential certification process. Because it is a totally new process and because the EU Credit system is not applicable in the country, it was not clear for all participants. Mitigation strategies included providing more communication and support, as well as offering incentives to encourage participation.

- Languages were acknowledged and supported. Translation was provided. Throughout the processes and days, we saw that participants who did not need translation showed decreasing empathy for the need as they were more and more interested in activities. We used this topic to be seen as an example of what we want to do and what needs to be done in our societies and what happens when they are not aligned.
- Expectations of participants were various in terms of how they would learn. Some of them came with the expectation of theoretical teaching, and some of them wanted participatory practices. As the days were not to teach theories of all approaches, we concentrated on the experiences and self-reflections of participants. As they moved throughout the activities, they understood the importance of narratives and experiences. Few of the participants were not ready to have self-reflections.

02

Learning Paths and Methodology

02 Learning Paths and Methodology

Methods Used During Pilots

In our pilot workshops, Hasat embraced a diverse set of activities designed to foster deep personal reflection, intercultural understanding, and citizenship competence. Below is a description of each activity, its purpose, how participants responded, and the outcomes observed by our facilitators, along with tips for facilitators to enhance the experience.

Methods Used During Pilots

Check-in (DD)

The “Check-in” is an opening activity designed to allow participants to express how they feel before starting the session. This activity is an important part of the Deep Democracy methodology, which helps individuals become aware of their emotions and share them with the group. This process promotes emotional openness, trust, and a sense of belonging among participants.

By using the Check-in, we set a positive, open tone for the session, allowing participants to voice their state of mind. This helps build the necessary rapport for effective participation in further activities. The trick with DD way is that people do not speak in turns but they speak when they want to speak. It is called the pop-corn style.

Participants were generally receptive to the Check-in. Some participants hesitated at first, but once they observed the supportive and non-judgmental nature of the activity, they felt more comfortable. Also, the fact that people do not reply back during check-in was role-modeled by the facilitators.



Facilitator Tips

- **Maintain Neutrality:** Ensure you listen without judgment or commentary. It's important that participants feel their contributions are respected. Do not congratulate or share sadness verbally, as this may lead into a point competition.
- **Encourage Participation:** For those who are hesitant, gently encourage participation by reassuring them that sharing is voluntary without naming them, but that everyone's voice adds value.
- **Set the Tone:** Create an environment of trust by sharing your own check-in first to model openness and neutrality. Do not let the participants reply or speak for a second time during check-in before the circle is completed. This signals that everyone is the same here, regardless of what each individual is used to.

The Norms

In “The Norms,” participants collaborate to create a set of guiding principles for group behavior. In small groups, they identify key norms that they believe are essential to foster positive interactions within the group and in their daily lives. These are then shared and refined collectively.

This activity is designed to promote collaborative decision-making and ensure a safe, respectful space for dialogue. It emphasizes the importance of self-regulation and collective responsibility. Participants actively engaged in creating the norms, with many contributing ideas that were both personal and relevant to their shared experiences.

Facilitators noted that the process encouraged collaboration and democratic participation. The activity helped the group come together as a cohesive unit, laying the foundation for respectful and productive interactions.

Facilitator Tips

- **Encourage Diverse Contributions:** Ensure that everyone has the opportunity to contribute their ideas. This ensures that all voices are heard and that the norms reflect the group’s diversity.
- **Keep it Focused:** If discussions start to veer off track, gently bring the group back to the activity’s objectives.
- **Acknowledge Ideas:** Acknowledge all contributions equally, creating a sense of validation and ownership over the group’s norms. Check with all before you write down ideas, to see if they really agree with the proposal.



Exploring Heritage

In this activity, participants are asked to explore elements of their cultural heritage. They choose a heritage object, practice, or event, conduct research, and present their findings to the group, discussing its significance to their personal and cultural identity.

This activity aims to deepen participants' understanding of their cultural roots and share these insights with others. It enhances cultural awareness and provides an opportunity for participants to connect with their own heritage and learn about the diverse backgrounds of others.

Facilitators observed hesitancy and reservation with the activity as more and more participants actually identified as running away from their heritage. They did not want to go back to remembering or did not feel like representing that culture. So the group went into a different interpretation of culture not as a country based but a family based set of values.



Facilitator Tips

- **Provide Guidance:** Be prepared to assist participants with finding sources for research or overcoming language barriers in accessing information.
- **Foster Mutual Respect:** Ensure that all participants' heritage is respected by guiding the conversation in a way that celebrates diversity.
- **Encourage Creativity:** Allow participants to present their findings in creative ways, such as through visual aids, storytelling, or performances.

Image of Our City

Participants are asked to create physical representations (using their bodies) of significant landmarks or elements of their city, such as cultural monuments or important symbols. This activity encourages participants to reflect on their city's identity and their personal connection to it.

Participants enjoyed the creative nature of this exercise, especially using their bodies to represent landmarks. It was a fun and engaging way to physically connect with their city, and they appreciated the collective aspect of the activity. Facilitators observed the participants engaging in cooperative and creative thinking.



Facilitator Tips

- **Foster Creativity:** Encourage participants to think outside the box when creating their representations.
- **Provide Clear Instructions:** Ensure participants understand the metaphorical nature of the task so that everyone feels comfortable expressing themselves.
- **Be Supportive:** Guide participants who may feel shy about stepping out of their comfort zone. Facilitators can even model what themselves would have represented.

My Photo

In “My Photo,” participants use a personal photo from their own collection to share a memory that holds significant meaning to them. Each participant shows the photo, explains why it is important, and shares the story behind it with the group. The goal of this activity is to build connection through shared personal stories, allowing participants to reflect on their own life experiences.

Participants appreciated the opportunity to share personal stories through the medium of a photo. It allowed them to connect with others on a deeper level and create a sense of community in the group. This activity was very highly appreciated. Also participants were surprised by what they had chosen from their phone.

Facilitators noticed that this activity quickly created an emotional bond among participants, as many expressed joy or nostalgia when sharing memories.

Facilitator Tips

- **Encourage Vulnerability:** Ensure participants feel safe sharing personal memories by setting a tone of empathy and respect.
- **Respect Privacy:** Remind participants that they are free to share or withhold photos, depending on their comfort level.
- **Manage Time:** Keep the flow steady, ensuring each participant has enough time to share but avoiding long pauses between speakers.





Soft Shoe Shuffle

The “Soft Shoe Shuffle” is a dynamic activity where participants take turns stepping forward to express a viewpoint, and others respond by physically moving closer or farther away to show agreement or disagreement. This activity fosters active listening and encourages participants to explore different perspectives.

This activity promotes active participation and reflection. It encourages participants to move out of their comfort zone and share their thoughts while respecting others’ views, even when opinions differ. Also we begin seeing patterns in the group.

Participants were initially hesitant but soon became comfortable with the movement and the interactive aspect of the exercise.

Facilitators observed that the Soft Shoe Shuffle encouraged open discussion and created a non-confrontational space for expressing differing opinions. It helped participants understand that changing perspectives can be fluid and evolving.



Facilitator Tips

- **Encourage Movement:** Remind participants that movement is a key part of this exercise, and encourage them to physically express their opinions. Remember that you do not move only if your vote is No.
- **Monitor Energy Levels:** If participants become too stuck in one position, encourage them to move and explore other viewpoints.
- **Guide the Group:** As a facilitator, actively participate to show that all viewpoints are welcome and valid.

Explanation of Deep Democracy Role Theory

In this activity, facilitators introduce participants to the theoretical framework behind Deep Democracy, especially role theory, which emphasizes the inclusion of all voices, especially marginalized perspectives, in decision-making processes.

This activity serves to ground participants in the principles of Deep Democracy, helping them understand the value of diverse voices in creating fair and inclusive communities. It enhances their understanding of power dynamics and group decision-making.

Participants were generally interested in learning about the theory behind Deep Democracy. They appreciated how it applied to their own experiences in the workshop and to real-life situations. It deepened their understanding of the methodology used throughout the workshop.



Facilitator Tips

- **Use Real Examples:** Relate the theory to practical examples from the workshop or participants’ lives to make the theory more tangible.
- **Encourage Questions:** Allow time for participants to ask questions and clarify any points that might be confusing.
- **Make It Interactive:** Encourage discussion and allow participants to reflect on how Deep Democracy applies to their personal and professional lives.

Argument

The “Argument” activity is based on the Deep Democracy methodology and focuses on resolving conflicts by ensuring that every voice is heard, especially in situations where there is a polarized view. Participants physically position themselves according to their opinions on an issue and engage in open, non-defensive discussion to find common ground.

This activity aims to help participants understand and respect differing viewpoints, while emphasizing the importance of group cohesion over individual victories. It teaches conflict resolution and the art of listening to diverse perspectives.

Participants initially felt some discomfort due to the open confrontation of differing views. However, as the activity progressed, they grew more comfortable with the process of expressing disagreement in a non-judgmental way and listening to others’ opinions. Also participants start seeing that there is even the smallest part that they agree with other peoples’ comments even if they thought they had nothing in common.

Facilitators noticed that this exercise led to valuable learning moments which are called grains of truth, as participants were forced to confront their own biases and consider perspectives they had not previously entertained. It helped them appreciate the complexity of group dynamics and decision-making.



Facilitator Tips

- **Set Clear Guidelines:** Ensure that all participants understand the ground rules of respectful disagreement before starting.
- **Encourage Empathy:** Guide participants to not only state their views but also listen with empathy to those who disagree with them.
- **Manage Conflicts:** If conflicts escalate, remind the group of the goal of collaboration and mutual respect.
- **Emphasize Non-defensiveness:** Encourage participants to remain open and avoid defending their position when others challenge them.

Interview with Role Exchange

In this activity, participants engage in role reversal interviews, where each person interviews the other, learns about their life, and then “becomes” the other person to answer questions from their perspective. This activity encourages empathy and helps participants see the world through another’s eyes.

The objective of this exercise is to deepen understanding and empathy by stepping into someone else’s shoes. It challenges participants to reflect on their own identities and experiences while understanding the personal stories of others.

Participants found the role exchange exercise engaging and thought-provoking. Many were surprised by the depth of understanding they gained about their interview partner. The act of embodying someone else’s experiences was both challenging and rewarding.

Facilitators observed that this exercise led to increased emotional awareness and empathy, as participants grappled with the feelings and identities of others. It also prompted introspection about personal assumptions and biases.

Facilitator Tips

- **Encourage Reflection:** Allow participants time to reflect on how it felt to take on someone else’s role and what they learned about themselves.
- **Create a Safe Space:** Ensure that participants feel comfortable sharing deeply personal stories.
- **Guide the Process:** Help participants remain in character when they are embodying the other person’s perspective, which will enhance the empathy-building experience.



The Image Before and After

This exercise involves participants creating two body sculptures representing a conflict situation: one image depicting the moment before the conflict, and the second showing the peaceful resolution afterwards. This activity allows participants to explore the dynamics of conflict and the potential for resolution.

The activity aims to explore the dynamics of conflict and the emotional and physical responses that arise in tense situations. It highlights the potential for transformation and peace, encouraging participants to visualize resolution.

Participants engaged with the activity creatively, and many found it liberating to express conflict and resolution through their bodies. The exercise was effective in promoting self-awareness and understanding of conflict dynamics.

Facilitators observed that participants were able to physically embody and externalize the emotions tied to conflict, which led to insightful discussions about the complexities of human interaction. This exercise helped participants articulate the changes needed to resolve conflicts.



Facilitator Tips

- **Encourage Expressiveness:** Remind participants that the focus is on non-verbal expression, which can sometimes be more powerful than words.
- **Offer Support:** Some participants may find it challenging to express emotions through physical forms. Be supportive and encourage them to take small steps.
- **Facilitate Reflection:** After each performance, encourage the group to discuss how they felt in both the “before” and “after” images.

Self-Perception

Participants reflect on how they perceive themselves by identifying four characteristics—two that are familiar and two that are unknown to them. They then connect these traits to their life experiences, emotions, and current states. They use body sculptures to express these perceptions and explore how their self-view influences interactions with others.

The objective is to promote self-awareness and help participants reflect on how their self-perception shapes their interactions with others. This activity encourages participants to understand and embrace both their strengths and their areas of discomfort.

Participants were introspective during the exercise, as it prompted them to explore aspects of themselves that they had not fully considered. The physicality of creating a “sculpture” of their self-perception helped make their thoughts more tangible.

Facilitators observed that this activity led to deeper self-reflection and self-acceptance. It prompted meaningful conversations among participants about the impact of self-perception on relationships and behavior.



Facilitator Tips

- **Be Supportive:** Encourage participants to express their emotions and self-perception without judgment.
- **Give Time:** Allow enough time for participants to reflect on their self-perception deeply and meaningfully.
- **Facilitate Sharing:** Make sure there’s a space for participants to share their reflections if they feel comfortable, but respect privacy if they prefer to keep their insights personal.



Listening to Desires

This activity involves participants expressing their desires for themselves, their communities, and the world, using a combination of verbal and non-verbal communication. Participants listen actively to one another, reflecting on how desires shape actions and relationships.

The activity fosters deep listening and empathy, encouraging participants to articulate their aspirations while actively hearing and reflecting on others' desires. It helps cultivate a collective vision for personal and social change.

Participants were enthusiastic about sharing their desires and listening to others. Many felt empowered by the opportunity to voice what they truly want, and the act of listening deeply to others' desires strengthened group cohesion.

Facilitators observed a strong sense of mutual respect and support during the activity. The exercise helped participants not only express their desires but also reflect on how these desires align with their actions and interactions with others.



Facilitator Tips

- **Encourage Active Listening:** Guide participants to listen without interrupting, focusing on the speaker's words and emotions.
- **Foster an Open Environment:** Ensure that the group feels safe to express personal desires and aspirations.
- **Connect Desires to Actions:** After the activity, encourage participants to discuss how they can translate their desires into tangible actions.



The Places We Inherit

Participants reflect on the places that are part of their personal and cultural heritage. They represent these places physically through body sculptures and discuss their connection to these places, both geographically and emotionally.

The activity aims to help participants explore the connection between their identity and the places that have shaped them. It fosters a sense of pride in heritage and encourages reflection on how inherited spaces influence personal and collective identity.

Participants engaged thoughtfully in this exercise, sharing personal stories about places that held emotional significance to them. The physical representation of these places allowed them to connect more deeply with their heritage.

Facilitators observed that the activity helped participants gain a deeper understanding of the emotional connections to the places they inhabit, whether these were places of origin or current locations and also to their family.



Facilitator Tips

- **Encourage Reflection:** Give participants time to think deeply about the places they choose to represent and why these spaces are meaningful to them.
- **Respect Sensitive Topics:** Some participants may have complex or painful connections to certain places. Be mindful of this and offer support as needed.
- **Facilitate Sharing:** Create a supportive environment for participants to share their connections to places and how these have shaped their identity.



Check-out and Post-Self-Evaluation

At the end of the workshop, participants engage in a “Check-out” process, where they express their feelings and thoughts about the session using a single word or short sentence. A post-self-evaluation is also conducted to assess individual progress and personal reflections on the learning experience.

The Check-out serves as a reflective closing activity that allows participants to consolidate their learning and express their emotional response to the session. The post-self-evaluation helps participants assess their growth throughout the workshop.

Participants appreciated the opportunity to reflect on their experiences in a succinct way. Many found the Check-out a helpful way to process the session, while the post-self-evaluation allowed them to articulate their progress and areas for improvement.

Facilitators noted that the Check-out helped participants internalize the session’s impact. The evaluations provided insights into how participants had engaged with the material and how they felt about their personal development.



Facilitator Tips

- **Foster Reflection:** Encourage participants to reflect honestly but concisely during the Check-out process.
- **Manage Time:** Ensure that each participant has a chance to express themselves without dominating the discussion.
- **Encourage Growth:** Use the post-self-evaluation to guide participants in identifying areas for continued development and improvement.

Learning Path of the Pilot · Hasat

DAY 1	
Introduction	Check-in (DD)
Activity 1:	Presentation of the project, Hasat, principles of the day
Activity 2:	Pre-self-evaluation
Activity 3:	Warm up
Activity 4:	My Photo
Activity 5:	The Norms
Activity 6:	Image of our city
Activity 8:	Exploring Heritage
Activity 9:	Soft Shoe Shuffle
Activity 10:	Check out and post-self-evaluation

DAY 2	
Activity 1:	Check-in (DD)
Activity 2:	Presentation of the project, Hasat, principles of the day
Activity 3:	Pre-self-evaluation
Activity 4:	Warm up
Activity 5:	The Norms
Activity 6:	What Bothers me
Activity 7:	Exploring Heritage
Activity 8:	Tree of Life
Activity 9:	Modelling the image of oppression
Activity 10:	Forum theatre



Learning Path of the Pilot · Hasat

DAY 3	
Activity 1:	Check-in (DD)
Activity 2:	Presentation of the project, Hasat, principles of the day
Activity 3:	Pre-self-evaluation
Activity 4:	My Photo
Activity 5:	The Norms
Activity 6:	What Bothers me
Activity 7:	Exploring Heritage
Activity 8:	Tree of Life
Activity 9:	Modelling the image of oppression
Activity 10:	Forum theatre
Activity 11:	Check out and post-self-evaluation

DAY 4	
Activity 1:	Check-in (DD)
Activity 2:	Explanation of deep democracy theory
Activity 3:	Argument
Activity 4:	Interview with role exchange
Activity 5:	The image before and after
Activity 6:	Soft Shoe Shuffle
Activity 7:	Check out

DAY 5	
Activity 1:	Check-in (DD)
Activity 2:	Self-perception
Activity 3:	What bothers me
Activity 4:	Listening to Desires
Activity 5:	The places we inherit
Activity 6:	Argument
Activity 7:	Evaluation activity
Activity 8:	- Participants post-self-assessment
Activity 9:	Check out

03

Assessments

03 Assessments

For trainers

Trainers played a crucial role in guiding participants through self-assessment, clarifying evaluation criteria, and reinforcing independent competence evaluation. Positive feedback on facilitators' knowledge, the interactive learning environment, and the balanced approach between theory and practice underscored the effectiveness of the workshops. Participants appreciated the clarity in explaining complex concepts, the inclusion of personal examples, and the opportunities for active participation. The workshops' impact on understanding group dynamics and negotiation, particularly through Deep Democracy and theatre-based methodologies, was significant. Trainers noted participants' increased self-awareness and openness to learning, as indicated by self-assessment results. Continuous feedback through informal evaluations and real-time reflections allowed trainers to adapt activities to diverse learners, enhancing engagement and inclusion. Overall, the PRISCILA approach, supported by trainers' efforts, created a dynamic and responsive learning environment that empowered participants and aligned with the core principles of participation, adaptability, and learner-centred experiences.

For participants

Each activity contributes to the overall competency development of the participants, reinforcing the PRISCILA learning objectives. Based on participant experience and pilot benefits, their perspectives were as follows:

Participants expressed high levels of satisfaction with the PRISCILA pilot workshops, with 90.2% agreeing or strongly agreeing that the experience was valuable, 7.8% remaining neutral, and only 2% expressing disagreement. They highlighted the knowledgeable facilitators, the interactive learning environment, and the balanced approach between theory and practice. Many appreciated the clarity in explaining complex concepts, the inclusion of personal examples, and the opportunities for active participation. The workshops created a safe, diverse, and inclusive space, enabling participants to feel seen, heard, and valued.

Participants welcomed the pilots at several levels. Many praised the interactive and inclusive approach, emphasizing how it facilitated free expression, active participation, and creative exploration. The combination of theory and practice was particularly effective, with engaging activities such as theatrical elements and group exercises helping to build trust and community. Facilitators were commended for their expertise, preparation, and ability to create a welcoming environment that allowed participants to feel both supported and empowered. Additionally, several participants noted that the workshop content provided practical skills applicable in both personal and professional contexts, describing the methodologies as transformative and mind-opening.

One of the key takeaways was the impact of Deep Democracy on understanding group dynamics and negotiation, particularly the emphasis on minority needs in decision-making. Participants also found value in theatre-based methodologies, which helped them engage with their emotions and experiences. The workshops provided a holistic approach to community-building, personal growth, and decision-making, reinforcing the importance of embracing and discussing differences. While most feedback was largely positive, some participants suggested extending the duration of the workshops to allow for deeper engagement with certain methodologies. Others recommended dedicating more time to exploring specific methods like "Theatre of the Oppressed," increasing interactive methods, and incorporating additional warm-up exercises and structured opportunities to connect with others. There was also a request for a stronger focus on the theoretical underpinnings of the methods used to deepen understanding. Self-assessment results indicated overall progress in key competencies, particularly in Citizenship, Cultural Awareness, and Personal, Social, and Learning-to-Learn Competence. Some minor decreases were noted in specific areas, which were attributed to increasing awareness of complexities and self-perceived gaps in knowledge. This reflection was seen as a positive indicator of growth, demonstrating participants' increased self-awareness and openness to learning. Trainers played a vital role in guiding participants through the self-assessment process, clarifying evaluation criteria, and reinforcing participants' ability to assess their competencies independently. Adjustments were made throughout the pilot to ensure the tool was accessible and user-friendly, allowing for more effective self-evaluation.

In addition to structured surveys, the PRISCILA method emphasizes continuous feedback through informal evaluations and real-time participant reflections. Trainers actively collect insights during and after sessions, ensuring activities are adapted to diverse learners. This ongoing feedback loop allows facilitators to enhance engagement, refine methodologies, and encourage inclusion. By integrating both structured surveys and informal reflections, PRISCILA creates a dynamic and responsive learning environment that empowers participants while staying true to its core principles of participation, adaptability, and a learner-centered experience.

The PRISCILA Learning Process is a dynamic, adaptive, and participatory framework that prioritizes learner engagement, competence development, and social emancipation. By integrating innovative methodologies and structured self-assessment, it equips adult migrant learners with the skills and confidence needed to actively participate in their communities and the workforce. Trainers and facilitators play a crucial role in refining and evolving the method, ensuring its long-term impact and relevance. Ultimately, the PRISCILA approach fosters an inclusive, reflective, and empowering learning environment, supporting migrants in their journey toward personal and professional growth.

04

Discussion

04 Discussion

Efficiency on implementation

Participants generally expressed high satisfaction with the activities, as they felt they were not only engaging in personal reflection but also gaining insight into others' perspectives. Many showed genuine interest in participating in future sessions. They appreciated the inclusive, empathetic methodologies used in the activities, such as Deep Democracy and Theatre of the Oppressed, which encouraged them to explore their own emotions and understand the emotions of others. The methodologies also allowed them to delve into societal issues and personal identities, which were both thought-provoking and empowering.

As the activities unfolded, the participants followed up on the information shared during the sessions, and they showed great interest in the methodologies used. The activities such as the "Check-in" and "Self-Perception" allowed the group to create a sense of trust from the beginning, setting the stage for open dialogue and mutual respect throughout the workshops.



Cooperation and Team Building:

Throughout the pilot sessions, participants displayed a strong sense of psychological safety, which is vital for creating a positive learning environment. Activities like the "Soft Shoe Shuffle" and "Forum Theatre" encouraged participants to express differing opinions, yet the group maintained mutual respect. These activities also helped break down hierarchical barriers, as they required everyone to move freely and share their viewpoints in a non-threatening way.

The group built trust with each other, not only within the structured activities but also in informal exchanges. During breaks, participants would discuss the migration narratives that shaped their experiences, reinforcing the cooperative atmosphere. The activities were also structured to foster collaboration, such as the "Tree of Life" and "The Norms", where participants collaborated on defining their values and shared cultural heritage. These experiences showed that fostering a sense of mutual trust and support is essential for creating an effective learning environment.



Assistance Requested from Trainers:

Throughout the pilot, participants asked for additional support, particularly with the evaluation forms and microcredential processes. The more structured elements of the program, like the post-self-evaluation and filling out forms, were sometimes viewed as burdensome despite the facilitators' clear explanations. Although the participants understood the importance of these assessments, it highlighted that incorporating more interactive or engaging formats could help alleviate some of the perceived bureaucratic weight.



Strategies Used to Support Participants:

Facilitators ensured open communication, offering clear guidance throughout the sessions. The use of activities that promoted group sharing, like "Listening to Desires" and "My Photo", allowed participants to express their needs and challenges in a non-judgmental environment. Facilitators also frequently checked in with participants to ensure that any issues were addressed collaboratively by the group. This approach helped create an environment where participants felt comfortable seeking help from one another.



Impact on Competence Acquisition:

The activities facilitated significant competence acquisition, especially in the realms of intercultural competence and emotional intelligence. Activities like “Modelling the Image of Oppression” and “Forum Theatre” enabled participants to confront complex social issues while simultaneously gaining skills in empathy and perspective-taking. These activities allowed participants to understand oppression not only from their own point of view but also from the experiences of others, which is crucial in multicultural settings.

The participants reported a noticeable shift in how they interacted with others, particularly in terms of listening and validating differing opinions. Facilitators observed that the group was able to move from individual reflection to collaborative problem-solving, demonstrating growth in both personal and social competencies.



Assessment of Pilot Success

Effect on Practice with Migrant Learners:

The pilot experience significantly impacted how facilitators approach working with migrant learners. The emphasis on emotional and social growth, in addition to academic progress, has helped facilitators adopt a more holistic approach to learning. The activities promoted not just knowledge acquisition, but also interpersonal skills and self-awareness, essential for integrating migrant learners into diverse environments.

What Went Really Well:



- 1. Self-Reflections and Honest Sharing:** Activities like “The Image of Our City” and “Tree of Life” encouraged participants to reflect on their personal journeys and share these reflections in a safe, supportive environment. The collective sharing of these reflections led to valuable exchanges of cultural and personal perspectives, promoting mutual learning.
- 2. Trust Among Participants:** The level of psychological safety in the group was remarkable. This trust was vital for enabling participants to express sensitive personal stories and engage in activities that required vulnerability, such as “What Bothers Me” and “Interview with Role Exchange”.
- 3. Learning from Migrant Processes:** Through conversations and informal exchanges, participants were able to discuss their migration experiences and gain insights into the processes other participants had undergone. This exchange of migration narratives further enhanced mutual understanding and solidarity.

What Went Less Well:



- 1. Filling Out Evaluation Forms:** The bureaucratic nature of filling out evaluation forms, although necessary for tracking progress, disrupted the flow of the workshop. Despite facilitators’ efforts to assist, the task felt somewhat disconnected from the more interactive nature of the session. The participants found this part of the process difficult to complete, especially after the more engaging activities.
- 2. Scheduling Challenges:** Finding common dates and times for participants to attend multiple sessions proved to be a logistical challenge. Some participants had difficulties attending full-day sessions due to their personal commitments, such as work or family obligations. This reinforced the need for flexibility in scheduling to accommodate the diverse needs of migrant participants.

Parts need to be developed



Enhanced Training for Facilitators:

Facilitators play a critical role in managing sensitive and personal stories within the workshop. To enhance their capacity, especially when managing conflicting narratives or stories that are foreign to the group, it is important to provide advanced facilitation training. This will help facilitators manage complex group dynamics and ensure that everyone feels heard, valued, and respected.



Introduction to Methodologies:

A prior introduction to the methodologies used in the workshop could help participants engage more quickly with the activities. A brief overview of the methodologies and the rationale behind them would also support participants in understanding the significance of each activity and help them connect with the process more effectively.



Use of Expressive Tools:

Incorporating more artistic, dramatic, and musical tools could help enrich the learning experience. Many participants found the use of body sculptures, role-play, and other expressive activities to be deeply meaningful, and additional creative methods could further enhance the learning experience.



Break and Social Time for Participants:

Facilitators noticed that breaks were crucial for fostering social bonding among participants. These informal moments provided a space for participants to share personal experiences related to their migration journeys and provide emotional support to one another. Therefore, structured social time should be integrated into future sessions to support group cohesion and ensure participants have the space to relax and network informally.



05

Conclusion & Recommendations

05 Conclusion & Recommendations



Reflecting on the successes and areas for improvement outlined in this report, it is evident that the pilot workshops were largely successful in achieving their goals of enhancing emotional, social, and intercultural competencies. The combination of reflective, participatory activities and a supportive learning environment created a powerful platform for both personal and collective growth. Moving forward, the adjustments and suggestions mentioned will ensure that future sessions are even more impactful, tailored to the evolving needs of the participants, and conducive to deeper learning.

The workshops had a notably positive impact on participants due to their self-reflective, participatory, and transparent nature. Through the methodologies employed, participants gradually moved toward confronting their own wounds, trauma, experiences, hopes, and dreams. The activities encouraged them to engage with their personal narratives, fostering introspection and dialogue. At the same time, the workshops revealed that while participants often identified with one another on the surface, their personal stories and experiences were more unique and varied than they had initially assumed. This realization further enriched the group's sense of empathy and understanding.

However, challenges arose from the emotionally sensitive nature of some activities. Confronting personal memories and past experiences requires careful attention and expert facilitation. The facilitators' ability to hold space for emotional expression and manage group dynamics was critical in ensuring that participants felt supported and heard throughout the process. Additionally, it became apparent that setting clear, upfront rules and group norms for each session would help prevent any unintended hierarchies of memories and experiences, ensuring that all participants felt equal in the space.

Looking ahead, it would be valuable to consider creating shorter sessions or concise manuals that explain the methodologies used for those who may want a more theoretical understanding of the process. This could support participants who are more familiar with academic or structured learning, enabling them to integrate the experiential methodologies more effectively.

In summary, the pilot workshops have proven to be a fruitful and transformative experience for both the participants and the facilitators. The insights gained will undoubtedly inform the ongoing development of the PRISCILA project, enhancing its ability to empower migrant learners through emotional, social, and intercultural growth.

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