

EMPOWERMENT OF UNACCOMPANIED MINORS THROUGH MULTIMODAL CO- CREATION IN SITUATIONS OF ERRANT MOBILITY

REPILOT ACTION ACTIVITY HANDBOOK



NEW ABC - UP/UREP members

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**Networking the
Educational World:
Across Boundaries for
Community-building**

Empowerment of unaccompanied migrant minors through multimodal co-creation in situations of errant mobility. Repilot action activity handbook.

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INTRODUCTION

In this handbook you will find:

-  a brief description of the NEW-ABC project and the main concepts that guide it;
-  some general guidelines and specific tips for adapting this pilot action to different contexts;
-  the aims and objectives of the pilot action;
-  a thorough description of the activities conducted alongside tips for replicating them;
-  some reflections emerging from our experience that you might find useful for your adaptation.

The NEW ABC project in a nutshell

NEW ABC is a project funded by the European Union's Horizon 2020 research and innovation programme. It draws together 13 partners from nine European countries with the aim of developing and implementing nine pilot actions. All NEW ABC pilot actions (activity-based interventions) include children and young people from refugee and migrant backgrounds, but also teachers, families, communities, and other stakeholders in education, as co-creators of innovation to empower them and make their voice heard.

If you want to learn more about NEW ABC **this is** the link to the project website where you can find information on the other pilot actions too:

newabc.eu



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What is co-creation?

Before we introduce the activities co-created with young people for the *Empowerment of unaccompanied migrant minors through multimodal co-creation in situations of errant mobility* repilot action, we would like to explain in just a few words the basic features of co-creation.

Co-creation is a method used to develop democratic partnerships between researchers and local/community stakeholders by promoting their involvement in the design of practices that are tailored to a specific context and responsive to the needs of the community and the participants they serve.

Co-creation is particularly apt in increasing engagement and participation on behalf of citizens in policy-making because it:

-  Places end-user value at its core
-  Gives particular relevance to the implementation of co-created practices
-  includes broader dissemination strategies as part of the design from inception

Every activity outlined in this handbook has been meticulously designed and executed in collaboration with students, stakeholders, facilitators, and the team. Our approach involves considering the perspective of children and providing them with a platform to express their dreams and needs. Both adults and students alike have been afforded the chance to reflect on their social roles, positions within the community, mutual relations, and the foundations of dialogue. This collaborative effort aims to explore the most effective means of fostering shared values and understanding, transcending diversity and diverse cultural and linguistic backgrounds.

Adapting this pilot action to different contexts

This action was implemented in three different countries. The original pilot action was conducted in two countries: France and Spain, and resulted in one Handbook. The repiloting took place in Portugal, from which this Handbook is a step-by-step guidance. You will find both versions of the Handbook in NEW ABC's platform. If you are interested in implementing this action in a different context, you might find the recommendations in this handbook useful.



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Main suggestions for institutions interested in repiloting this and other actions from the NEW ABC project:

o Invest time to consider what is unique to your own context and what you might need to adapt.

You might have to think if there are any required changes or modifications in relation to specific characteristics such as geographical, social, or cultural features. For instance, if you are planning on working with children and young people from different national and ethnic backgrounds, you might want to invest resources to recruit community translators to support the young participants during the project.

o Invite colleagues both inside and outside your school setting to work together.

If you need the support of other colleagues in the school (fellow teachers or teaching assistants), you may want to involve them early and make sure their opinions on what they feel is important to do as part of the project.

o Work *with* the children and young people and collectively agree *how* you will collaborate together.

Involve young people and children from the start and make sure their opinions, skills, and needs, feed into the design of the project. For example, you may decide to involve a small advisory group of young people so they can help you set up the project.

o Design your learning environment.

For example, will you be working in schools or non-school learning environments (e.g. youth groups, after-school clubs, weekend clubs, etc.)? This will also determine how you will structure the activities (i.e. long-term project or individual activities) and how many participants will be engaged each time (i.e. working across a school year or with a smaller group of young people).

o Make a 'wish list' of materials, resources, and services you may need.

As you develop your project ideas it is important to consider what resources you will need. For instance, where will you complete the activities? What types of space will you need? (e.g. rooms, outdoor places). You might also like to consider issues of accessibility (e.g. parking availability, wheelchair access, toilets, close to public transport stops). Your wish list may also include activity ideas (e.g. field trip, museum visits) or working with specialist practitioners (e.g. digital artist, drama teacher). Equally important, what materials will you be needing for the activities? (e.g. paper sheets, paint, notebooks, stationary, whiteboard access, online training courses etc.)

o Invest time and care in co-creating a safe environment.

Make sure you include time for relationship-building activities that encourage participants to become familiar with each other and develop trust across the group. Refreshments and snacks help at creating a more relaxed social environment so make sure you have thought about your hospitality budget!



o Support your project participants.

Provide training and skills-development opportunities to support those involved in project activities (e.g. students, teaching assistants or fellow classroom teachers) as they join the project. Are there any particular social, cultural, linguistic, or learning needs you might need to think of?

o Evaluate your repilot action.

Every project serves as a unique learning opportunity to reflect on what worked, what didn't and what could be done differently. Invest time to plan your project's evaluation and think of activities you might find helpful (e.g. feedback postcards, reflections, creative responses, group reflections).

o Plan ahead.

While developing an 'action plan' and thinking of what your project might look like, it is also important to focus on your plans for engagement and dissemination. Things to consider may include:

- What key issues are you aiming to address?
- How can participants engage in these activities in meaningful ways?
- Who are your primary audiences? (i.e. local community, decision-making audiences)

We hope that these suggestions might support your planning process as you decide what your future project activities might look like.

What adaptations did we make to implement the original pilot in our context?

A significant adaptation from the original pilot was made to account for the varied contexts and participants involved in both settings. Unlike the initial pilot, which focused solely on unaccompanied migrant youth in errant mobility, the Portuguese repilot included children of migrant background residing in Portugal with their families, unaccompanied migrants, and local children. Another notable difference relates to errant mobility; the minors in the repilot arrived in Portugal through regular means, residing in a center while awaiting adulthood (18 years old in Portugal). Additionally, the setting differed, as the repilot took place in schools and centers where unaccompanied minors reside, unlike the original pilot, which occurred in external locations.

The original pilot aimed to develop tools and informal educational practices for unaccompanied youth, while the repilot involved children and youth already settled in schools or residing with their families or in a center. The number and types of workshops also varied; while the original pilot included various multimodal workshops, the repilot, constrained by resource availability, implemented only two workshops: photography and podcasts. This decision was influenced by limited access to target groups, facilitators' availability, and a desire for effective learning and assimilation within the given timeframe.



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The choice of photography and podcasts was strategic, aligning with facilitators' expertise in migration and digital tools, and their willingness to contribute pro bono.




Aims and objectives of the repilot action

Note about the original pilot.

The original pilot implemented in France aimed to develop tools and informal educational practices to promote access to education, one of the key elements of integration, for errant unaccompanied minors.

More broadly, it aimed to restore and improve the link between these young people, who struggle to anchor themselves in a territory, and the host societies.

Given the significant differences between the pilot and the repilot contexts (see above), the UP/UREP team reformulated these objectives to focus on:

-  Empowering migrant and local minors through the use of photography, as a way of expression of feelings, emotions and needs;
-  Raising awareness to the needs of migrant minors concerning integration and inclusion in the school and center;
-  Raising awareness to issues such as discrimination, culture, integration in the new countries.

How this handbook works and who might find it useful

This Handbook serves as a training resource derived from the repilot action, *Empowerment of unaccompanied migrant minors through multimodal co-creation in situations of errant mobility*. In collaboration with researchers from the University of Porto (UP) and professionals from the association União de Refugiados em Portugal (UREP), the team developed two workshops—photography and podcast—for both accompanied and unaccompanied migrant minors, along with local children. These workshops, implemented in two diverse contexts, concentrate on empowering migrant minors through the sharing of artistic tools and practical knowledge within a group setting.

The initiative establishes a secure space and employs a participatory methodology that integrates co-creation at every stage, placing specific emphasis on participants' ability to express themselves through photography and podcasting. The overall goal is to cultivate a creative and empowering group dynamic, fostering an environment conducive to the



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transmission and sharing of essential skills and knowledge among migrant minors. You will find this handbook useful if you:

- 👤 plan to develop multimodal workshops for migrant children and youth, including unaccompanied minors;
- 👤 aim to promote integration and inclusion of both migrant minors in the settings where they live and/or study;
- 👤 aim to raise awareness to topics such as discriminations, racism, culture that might hinder the process of integration;
- 👤 want to co-create pro-diversity and multicultural contexts.

For doing so, this Handbook provides a list of activities that have been readapted to the Portuguese context and which were designed for minors aged 13 to 17.

As such, a general overview of the activities conducted will be presented, but it is necessary to consider that, following the principles of co-creation, each activity could be adapted not only to schools, but also to other settings where migrant minors are, and to their needs, interests and desires.

This Handbook comprehensively outlines all the details of the activities aimed at promoting integration and inclusion through multimodal approaches within a school/residence centre and its surrounding community. The holistic view provided encompasses the entire course of action, making it adaptable for replication in different contexts or for utilising individual activities in various pathways with similar objectives.

For instance, the photography workshop can be tailored to diverse settings, involving facilitators and migrant minors. The activities, being flexible and dynamic, allow for adjustments based on emerging topics relevant to the daily lives of migrant minors. These topics may vary according to the specific needs of your target group, requiring dedicated time for resolution.

Considering the co-creation aspect, the results of the workshops can differ due to the joint conception of activities by all participants. Replication may vary based on the contexts and interests of facilitators and minors involved. It's worth noting that each activity is flexible in its order and can be adjusted according to the needs of a new group and context.



Pupils taking pictures of each other in the school



What does the handbook include?

This handbook aims to provide a step-by-step overview of how to set up similar projects, as well as suggestions for adapting the repilot action in other contexts and an overview of the activities which were carried out during the tests.

How should I use this handbook?

It is entirely up to you. We understand that the repilot action experience is influenced by the specific geographical, cultural, and social setting in which it occurs. The Handbook's goal is to provide a comprehensive yet non-prescriptive overview of our completed repilot action process, encouraging you to craft your distinct, community-specific version. The amount of time allocated to each activity should be determined by your team and available resources. Furthermore, you may choose to implement only one or two activities, or to design custom activities that more effectively address the requirements and preferences of your stakeholders, or to be inspired by this repilot action. Enjoy!



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LET'S GET STARTED!

Our repilot action

Our repilot action aimed to develop tools and informal educational practices to promote the integration and inclusion of accompanied and unaccompanied migrants, with the collaboration of local children, in the context where they are residing or studying.

To achieve this goal, this repilot action has the following objectives:

- 👤 Empowering migrant and local minors through the use of photography, as a way of expression of feelings, emotions and needs;
- 👤 Raising awareness to the needs of migrant minors concerning integration and inclusion in the school and center;
- 👤 Raising awareness to issues such as discrimination, culture, integration in the new countries.

To achieve our goals, the team co-created the repilot action in consultation with facilitators, school and residence centre stakeholders, and the minors participating in the activities. The multimodal workshops included two distinct activities focusing on photography and podcast. Throughout the implementation of these workshops, deliberate moments of reflection and expression were fostered, allowing minors to articulate their needs, challenges, and daily difficulties.

The workshops are structured to cultivate a relaxed environment and group dynamic that encourages creativity, trust, and friendship. The intention is to create a setting that not only facilitates the achievement of our specific objectives but also nurtures an atmosphere where minors feel comfortable sharing their thoughts and experiences. This participatory approach ensures that the activities resonate with the unique perspectives and needs of the individuals involved, promoting a collaborative and supportive learning environment.

You should bear in mind that not all participants will be committed to all the activities equally, but they will have the opportunity to choose the most appropriate means of expression and should not be forced to participate whenever they are not comfortable or ready for it.



A pupil enjoying a session of workshop on photography



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Pupils participating in the podcast workshop



Multimodal workshop - what is it?



The multimodal workshops adopt a unique format, encouraging participants to co-create diverse activities together with team. The primary objective of this method is to cultivate a dynamic group environment within a limited timeframe, fostering creativity and collaboration, as well as joy and mutual trust. While not all participants will engage in all activities, they are afforded the opportunity to select the most fitting means of expression. The involvement of various stakeholders from education, arts, migration, is a deliberate strategy. This inclusion seeks to facilitate and amplify connections between participants and the community.

The implementation of these multimodal workshops is important because...

- Institutions sometimes direct most of their attention to local children and might neglect the specific needs and challenges of migrant minors;
- Specifically unaccompanied minors are a group often forgotten, which requires special attention and the implementation of targeted activities to address their vulnerability and build social ties to the wider community.

Our multimodal workshops consist of a set of activities:

- Which explore different tools of expression;
- Which alternating between different; creative and pedagogical activities and informal moments;
- Which are carried out with a group of around 15 participants;
- Which are performed in an intensive way, meaning two hour session every week;
- Which take place simultaneously (e.g., teaching photography and talking about culture).



The repilot action context

The original pilot action took place in France and Spain, offering a distinct context from that of Portugal. Consequently, prior to planning and executing the repilot, collaborative meetings were held with colleagues from France to explore specificities, differences in target groups and settings, and structural disparities between countries. These discussions were crucial in understanding the scope of flexibility for adaptation to our context.

The repilot was then implemented in two diverse contexts in Portugal. Firstly, we intervened in a school on the outskirts of Lisbon, a significant location for refugees and migrant children arriving in Portugal, hosting students from 33 different nationalities, including refugees. The second setting for the repilot was at the Portuguese Council for Refugees, specifically in a residence centre for unaccompanied migrant minors on the outskirts of Lisbon. Given Portugal's unique context, where unaccompanied migrant minors are less frequent due to geographical reasons, the repilot focused on minors arriving through legal and national institutions. The majority of these minors reside in the centre until reaching adulthood, which occurs at 18 years old in Portugal.



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Part 1: CHECK-LIST

If you want to implement multimodal workshops, you have first to... prepare and plan it!

Here are a few ideas to get you started and to start organising what you need:



Here's what our 'setting up' list looked like:

- draft a project with objectives, schedule, framework;
- find your target group (know as much as possible about your target group);
- prepare the ethics protocol;
- engage institutional stakeholders;
- set up stakeholders collaborations;
- design multimodality workshops;
- engage facilitators expert on the topics of workshops;
- organise the logistics;
- leave as much room as possible for co-creation!


Next, we present a step-by-step description of the implementation behind multimodal workshops, which corresponds to the steps taken by our team. Remember, you can adapt it to your project, add more steps or skip some of them if that's what makes sense for your activities, context and available resources.




Step 1 | How to set up your multimodal workshops


To conceptualise your multimodal workshops, it is essential to create a draft outlining the proposed activities. In our case, we developed a preliminary document detailing the objectives, required resources, target groups, and facilitators for the workshops. For our workshops, we enlisted a researcher specialising in migration and photography, as well as a journalist serving as the podcast editor for a prominent media channel in Portugal, as facilitators. This document not only served as a guide for the activities but was also shared with stakeholders and facilitators.


In constructing this document, consider key aspects related to engaging your target group, fostering their comfort, establishing trustful relationships, and sustaining their involvement throughout the activities. While this document serves as an initial guide, it will evolve and adapt as the implementation progresses. Therefore, some of the questions that may shape this document include:


 What design should the multimodal workshops take? How many sessions are you able to implement? In what pace? What schedule? These questions should guide the definition of the workshops and should also be adapted to your target group.

o In our case, we implemented two multimodal workshops in two different settings, in two different timeframes. Thus, in the first setting, the school, we implemented 10 sessions, one per week. In the second setting, the shelter centre, we implemented 4 sessions, one per week. The sessions are described in detail in Part 2 of this Handbook. Each session lasted for two hours.

 What resources do you need for the implementation of your workshops? What are your available human, material, and logistical resources? Can you establish partnerships with stakeholders to obtain the resources you do not have?

 Think about your target group – you want to make them feel comfortable during the implementation of the workshops. How can you build your workshop without causing harm or discomfort to your target group? What strategies can you implement to build trust and relationships among you and your target group?

 In our case, in the school, we already had relationships established from previous activities. However, in the case of the residence centre, we had to build relationships and trust among the team, facilitators and the target group. One step we took was to have a previous session with the minors to present ourselves, implement some ice breaker games, present the project and co-decide what activities make them feel comfortable.

 You should also think about the setting. In the school, we asked to have a classroom only for the workshops, where we could all gather, store our material and be comfortable during those two hours per week. In the residence centre we had the same conditions. Remember that discussions make noise and some activities might be extended a bit more than expected.



Step 2 | How to find your target group

Understanding the legal context and the realities on the ground

In order to implement the multimodal workshops, you must find your target group, that might either be migrant minors or unaccompanied migrant minors, or both, as it was our case.

When aiming to involve unaccompanied migrant minors, it's crucial to recognise the challenges in accessing this population due to their inherent vulnerabilities and the fact that their legal guardians are typically professionals from welcoming centres or civil society organisations. Another factor to consider is the varying legal status of unaccompanied minors across EU countries.

In our situation, we opted to reach out to the Portuguese Council for Refugees, which operates a residence centre for unaccompanied minors. After initiating contact, we arranged a meeting to introduce our project, activities, and objectives. Following a thorough evaluation by the residence administration, we received permission to implement our workshops.

Engaging the target group in the school proved more straightforward, benefiting from prior contact and established work within the school community involving some students and teachers. Regardless of the setting, before commencing implementation and engaging with target groups, thorough preparation is essential. Familiarising yourself with the context, potential challenges, needs, and difficulties of the population will be instrumental in building positive and trusting relationships.

Step 3 | How to be compliant with ethics requirements

Consent: Depending on participants age group and the national legislation, you might need to obtain parental consent for them to be able to participate in the activities. Make sure that your consent form is clear (no technical terms), accurate, and detailed. It needs to explain how the young people will be involved in the pilot action activities and how the data (e.g., photos, podcasts, audio recordings of conversations, artwork) may be used for dissemination purposes (e.g. reports, presentations, exhibitions, social media posts, etc.), and the overall purpose of the project. If it is possible for you and your institution, before starting implementation, you should submit the project and the necessary documents to an ethics committee to make sure that all ethics requirements are covered. If you have doubts in developing these documents, and if you are in contact with institutions that are responsible for these children, you may ask for their contribution.





INFORMED CONSENT FOR PARTICIPATION IN RESEARCH
In accordance with the Declaration of Helsinki and the Oviedo Convention

Please read the following information carefully. If you think something is incorrect or unclear, please do not hesitate to ask for more information. If you agree with the proposal made to you, please sign this document.

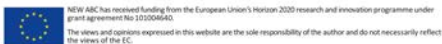
Title of the project: Empowerment of unaccompanied migrant minors through multi-modal co-creation in situations of errant mobility

Background: This is a project being carried out by the University of Porto and União de Refugiados em Portugal, as part of a project funded by the European Commission, NEW ABC [Networking the Educational World: Across Boundaries for Community-building]. The team responsible for implementing this project in Portugal is led by Professor Isabel R. Pinto and Dr. Cátia de Carvalho.

Explanation of the study: this study involves three phases of development and its overall objective is to develop activities in a school context that aim to promote the integration of young migrants through mentoring activities. In order to achieve this goal, in the first phase, meetings will be held with young migrants and non-migrants to assess integration needs and the basis for cooperation between young migrants and non-migrants. At a later stage, these young people will be the target of an intervention aimed at developing mentoring relationships between these young people in a sustainable and transformative way. The last phase, which runs throughout the project, will see data collected from these young migrants and non-migrants, through focus groups and questionnaires, in order to evaluate and measure the impact of the intervention.

Conditions and funding: this research is funded by the European Commission and does not require payment of compensation for participation. Participation is voluntary. If you accept, you may at any time refuse to participate (even during a meeting/conversation), refuse to answer a question, or you may definitively withdraw from participating, without incurring any consequences for yourself or others close to you.

Confidentiality and anonymity: the researchers undertake to respect the rules of confidentiality and not to divulge their name or any other information that could identify them. In order to analyze the data, each participant will be assigned an alphanumeric code that prevents people from being



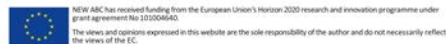
identified. Furthermore, under no circumstances will the identity of the participants be made public. However, in the event that any situation is revealed that is considered a risk to the participants or others, this situation may be reported to the authorities, after a discussion with the participants and the team involved. The information collected will be shared with the participants and they can change or correct this information at any time. Participants can also withdraw from the study at any time. If agreed, the meetings can be recorded and then transcribed. After these tasks, the researchers undertake to destroy the recording within a maximum of one year. The transcripts will never contain any information that would allow the participants to be identified. The photographic record will only be used to publicize the project. The information gathered at these meetings will be used exclusively for the evaluation of this program and for other scientific purposes. Participation in this study will not entail any increased risks, i.e. the risk of taking part is identical to that of being in a domestic context. Their contribution is essential to understanding how to improve the conditions and integration of migrant children and young people in the school context.

Researchers:
Mobile phone:
E-mail:
Signature: _____

I declare that I have read and understood this document, as well as the verbal information provided to me by the person signing above. I have been given the opportunity to refuse to take part in this study at any time.

Name: _____
Signature: _____
Date: ____/____/____

THIS DOCUMENT CONSISTS OF 2 PAGES AND IS MADE IN DUPLICATE: ONE FOR THE RESEARCHER AND ONE FOR THE PERSON GIVING CONSENT.



Example of the informed consent document used by our team (click on picture to download)

Privacy and anonymity: Processes of co-creation and collaboration are based on relationships of trust. If you plan to display students' products, discuss where and how they will be disseminated. Explain that any mention of their stories/experiences/personal information will remain anonymous – no one will know it was them, and within the smaller classroom/group environment, they will always have the choice whether to put their name on shared writing or not, and may write under a pseudonym if they wish. Writing under the anonymity of a pseudonym may in fact be freeing, as children may feel emboldened to share more of their inner world and more willing to deepen their creative process.

Step 4 | How to engage institutional stakeholders

Prior to commencing the workshop implementation, it is necessary to engage with the institutions responsible for your target group, whether they be a school, association, organisation, etc. This step may require some time, as these institutions typically manage substantial workloads and can be hesitant to welcome individuals from outside the organisation.

In our case, the initiation of the workshop in the school proceeded seamlessly due to established contacts within the school. Regarding the residence centre, we leveraged our pre-existing contacts to initiate our approach. Following an initial meeting where we presented



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the project, outlined the activities' objectives, and proposed workshops, we obtained permission from the administration to intervene. Given the institution's extensive workload and projects, we encountered a brief waiting period of a few months before commencing the workshop implementation.

Step 5 | How to imagine multi-modality

Now that you have taken all the necessary administrative steps to start your implementation, you need to prepare and plan the workshops and the activities.

To achieve this, it is essential to consider the time at your disposal for implementation, the characteristics and requirements of the target group, the stakeholders involved, the setting, and the available resources.



A workshop session

Certainly, this serves as an initial plan for guiding your workshops. Once the implementation begins, collaboration with your participants in decision-making and co-creation becomes crucial. A comprehensive understanding of the field, coupled with discussions with minors and stakeholders, will prove beneficial.

Considering the diverse set of workshops originally implemented in the pilot action, we opted for photography and podcast workshops due to the reasons mentioned earlier. These workshops not only align with the characteristics and needs of our target groups but also possess the potential to captivate children's attention, fostering increased engagement.

It's worth noting that while we chose these specific activities, you have the flexibility to select a different workshop for your target group or adapt the workshops outlined in this handbook to suit your project, provided they cater to the specific needs of your target group. The decision is yours to make.



And remember: even if you plan your activities and workshops carefully and in a detailed way, you should leave some room for changes and adaptations, as these activities are dynamic and fluid and you will have to co-create and co-implement them with your participants. It is normal and part of the fun!

Step 6 | How to engage facilitators

Following the planning of your activities and an analysis of available and required resources, the next step is to identify facilitators to assist in implementing your workshops. While you may possess the necessary skills to conduct the workshops independently, in our case, we sought facilitators with expertise in both migration and photography/podcasting. Specifically, we invited Dr Cristina Santinho, a researcher in Anthropology, expert in migration issues and a member of the Advisory Board of NEW ABC. With her, Dr Cristina brought one of her Master's student, Tomás Nolasco, who has a background in photography. Since they have been working together in issues of migration and photography, the implementation plan was co-created among all team members, but the implementation mainly led by Dr Cristina and Tomás. As for the facilitator in the podcast session, we invited journalist Ruben Martins, who is the editor of podcasts in the Público media channel.

It's crucial to clarify that the facilitators need not be experts in the specific workshop topics; rather, they should be partners capable of engaging children, facilitating diverse forms of self-expression, and fostering reflection on the impact on their integration and inclusion processes. If resources permit, hiring a facilitator is ideal; otherwise, finding ways to engage facilitators beneficial for both parties is essential.

In our experience, we collaborated with two facilitators who are researchers in the field of migration, conducting research that integrates photography and the inclusion of migrant populations. This alignment proved to be an ideal match.

Remember, your role in the dynamic between facilitators and children is to ensure the smooth implementation of activities, address the needs, challenges, and difficulties of the children, and facilitate their self-expression. Essentially, you serve as a trustworthy bridge between facilitators and the minors.

Step 7 | How to manage logistic issues

Concerning the venue for workshops and activities, it's essential to seek a location that provides both comfort and a welcoming atmosphere, particularly when unfamiliar with your target groups and aiming to establish a trust-based relationship.

In our experience in the school, we requested a dedicated room for the entire workshops duration. This room was equipped with internet access, a sizable board for drawing and writing, a slide projector, and a small bookcase for resource storage, including notebooks and pens.



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The same logistical approach was applied at the shelter centre. In both cases, consistent use of the same rooms for each session allowed us to create a secure environment where participants could find their place. When selecting your setting, ensure that the room is adaptable to your activities. For instance, if planning a music workshop, choose a space where noise won't be problematic.

For activities outside school or residence centres, take additional measures to facilitate participants' arrival. Develop a map with instructions, information on public transport, and ensure the location is easily accessible. Creating a friendly, inviting, open, and comfortable environment for participants is crucial at this stage. You may incorporate resources and materials that contribute to this atmosphere and align with participants' needs. For example, if you believe that incorporating meals or games during sessions enhances relationships and fosters a friendly environment, feel free to do so as long as it benefits your participants.

Step 8 | How to engage participants

One of the final steps in the implementation process is participant engagement, closely linked to involving stakeholders who assist in identifying and engaging participants. These partners play a crucial role in connecting your team with potential participants.

In our experience in the school, we enlisted the help of a teacher with whom we had a well-established relationship to identify students interested in participating in the workshops. In the school, our approach was inclusive, involving both migrant and local children. Our perspective on integration views it as a bi-directional process, emphasising the value of interactions between local and migrant children, particularly newcomers. While the majority of students exhibited migrant characteristics, our intention was to create an inclusive environment.

Conversely, in the residence centre, the activities were exclusively implemented with migrant unaccompanied minors, as involving local children in this setting proved impractical.

The stakeholders chosen to be part of your project act as bridges or mediators between your team and participants, especially in the initial implementation phase. In both cases, we established a WhatsApp group comprising participants, facilitators, and team members. This facilitated the sharing of content, addressing queries, posing questions, and provided a direct means of communication between the team and the children.

Fortunately, our participants were highly engaged and interested in the activities, perhaps because it offered them a unique platform for self-expression and a space where they felt understood and valued. However, this level of engagement may not always be guaranteed. Hence, be prepared to invest additional time in engaging participants and creating a space for them to trust both you and your activities.



Step 9 | How to warm up for co-creation

Co-creation stands as a fundamental approach in this project, ensuring that every stage of implementation is collectively decided, planned, and created with participants. It is crucial to familiarise both facilitators and participants with this concept, explaining its importance as an opportunity to foster trust and emphasising its objective of valuing participants, amplifying their voices, and empowering them. Clear communication of these aspects to your audience enhances the establishment of bonds of trust.

Before embarking on co-creation based on the envisioned pre-planned activities, it's essential to initiate activities aimed at building trust and fostering friendly relationships among all participants, the team, and facilitators. Commencing with ice breaker activities in the initial sessions provides an opportunity to understand everyone involved, including their needs, difficulties, challenges, interests, and positive aspects of their lives. Additionally, informal conversations on specific topics, such as football, can contribute to establishing relationships grounded in commonalities and shared interests.

Incorporating co-creation in your activities involves presenting the pre-planned activities to participants, discussing them, and actively seeking their suggestions and proposals, ensuring their inclusion in the workshops. It is paramount to give voice and empower the children involved, recognising that some may have experienced difficult conditions and situations, requiring patience and respect for everyone's pace.

When determining the number of participants, align it with the number of facilitators. In our experience, maintaining a ratio of 15 to 20 participants per three facilitators allowed for adequate attention and support during implementation. Anticipate potential challenges, such as participants skipping sessions or dropping out, and strategise ways to address these issues according to the characteristics of your target group.

Two additional considerations for building positive relationships are introducing yourself to participants and actively participating in ice breaker activities. Avoid probing questions about their migrant status and associated challenges initially, allowing their attention to focus on more positive aspects of their lives and promoting a shift in their identity beyond being migrants.

Step 10 | How to assess the impact

One final step of implementation is to assess your activities and how participants felt about them throughout the project. This will allow you to understand what can be changed, included, removed, or maintained for future interventions. This will also provide insights into the influence of the activities on the lives of your participants.

A fundamental approach embedded in this project is participatory action research. In each session, we sought to comprehend the emotions of the children, gather their suggestions for enhancing the activities, and, based on this feedback, implemented adjustments from one session to the next.



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Regarding the assessment of the overall activities, there are some ways you can do this. You can choose to follow a quantitative methodology, through the implementation of a survey, for example, or a qualitative methodology, through interviews or focus groups.

In our case, we chose to implement focus groups with some of the participants to assess their impressions, impact, and suggestions for future similar interventions.

In addition to this approach, we gauged participation levels and engagement by maintaining field notes during each session.

Having initially conducted workshops in the school and subsequently in the residence centre, we were able to integrate valuable lessons learned from one intervention into the other. This allowed us to refine our strategies for engaging participants and actively involving them in the activities. Just remember, it is up to you to develop your own methods, as long as they are suited for your participants.



Some of the final evaluation questions we asked participants were:

- What did you learn in these activities?
- What learnings from the activities will you take for your life?
- What were the advantages of these activities?
- What were the disadvantages?
- How did you feel during the activities?
- What would you change, add or remove from the activities?



Step 11 | Disseminating your activity

As we implemented the workshops first in the school, and then in the residence centre, we could incorporate some lessons learned from one intervention to another. For example, we could refine our strategies to engage participants and involve them in the activities.

The final stretch of this journey is to make the pilot available and accessible by anyone. There are several strategies that you can deploy to enhance the visibility of your activity. We divided them into two macro-areas:

Local level

At the local level, you can start disseminating the activity while you are implementing it. For instance, you can involve other people by illustrating the activity through posters and informal chats with children's parents, colleagues, and the headmaster. You can also organise final events that allow to showcase what you have done – an exhibition of printed photos or a podcast episode, for example – invite local authorities and policy makers to these events!

(Inter)national level

You can use various digital channels to present your activities to a broader audience. For example, a platform at the European level is [eTwinning](#); here, you can upload a description of your activity and share it with other teachers from different Europe countries.

As you know, there are also other multi-purpose platforms such as Twitter, Facebook, Instagram and so on (but be careful with privacy issues!).



Part 2: OVERVIEW OF THE WORKSHOPS CONDUCTED AS SUGGESTIONS OF ACTIVITIES

The implementation of this repilot action took place in two different settings: a school and a shelter centre for unaccompanied migrant minors. In both settings we implemented the photography workshop, and the podcast workshop was only implemented in the school. During the implementation we approached some needs and challenges that migrant minors face during their integration and inclusion process. Among the challenges identified were instances of discrimination and racism from peers and teachers, coupled with feelings of being voiceless and disempowered. The recognised needs revolved around the desire for a voice, agency over their lives, and protection from subtle forms of discrimination (e.g., teachers requesting Brazilian-born students to write in European Portuguese). These concerns were addressed during the collaborative development of the activities, with both facilitators and minors contributing to the co-creation of sessions in both workshops.

Below you can find an overview of these activities. This presentation is not intended to be an instruction manual, as it is the result of a co-creation process with the participants and the facilitators who were involved in the repilot. The proposed activities are an example or source of inspiration for you and your team to co-create with your participants.

Activity 1. Workshop on photography and exhibitions

This workshop involved developing semi-professional skills to take and edit photos, followed by a discussion about the meanings attached to each picture that minors took, as well as culture, life as a migrant and sharing experiences. If you are implementing this workshop in a school, invite pupils to go outside of the classroom as explore the school with a camera. If you implement in a different context, try to invite minors to go outside and, for example, explore the neighbourhood.

Remember that in order to define the number of participants, you need to ensure that you have enough facilitators to implement the sessions and respond to their questions. A balance between facilitators and participants should be found. In our case, in the school the workshops were conducted with 15 to 20 participants for two facilitators, the team and two teachers. For the residence centre, we had 10 participants, two facilitators and the team.

List of materials

- Mobile phone with camera
- Notebook
- Pen
- Access to computer and internet

To print

- Informed consent (see p. 17)





A session of the workshop on photography

Before starting this workshop, the team developed an informed consent with all the information concerning the activities and the project. This informed consent was print, and then signed by parents or tutors of the minors involved in the activities. This way, we had their consent to take photos and present them in the planned exhibitions. A total of 10 sessions in the school and 4 sessions in the residence centre were conducted in small groups.

Directions:

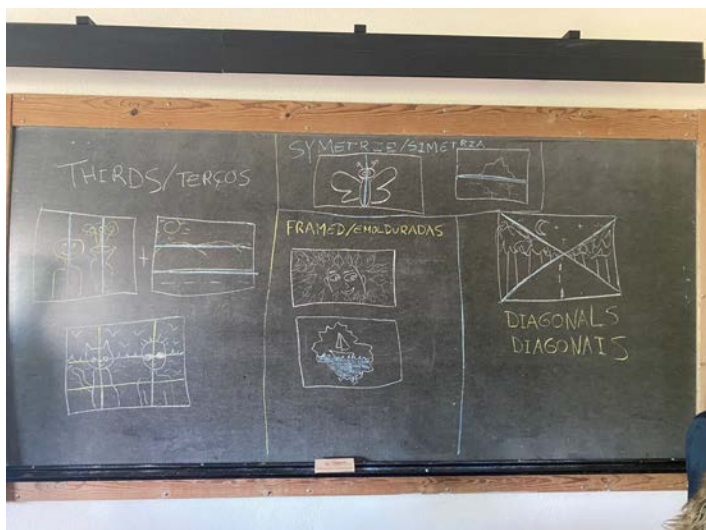
- 1** The first session was dedicated to meet the minors, to present the team and to co-plan, co-create and co-design the sessions. This moment was also important to discuss with minors and stakeholders (teachers and professionals) the required materials. In this session we asked participants some questions, like:
 - Do you like photography?
 - What are your expectations?
 - What would you like to photograph?
 - What would you like to learn in this podcast?
 - What are your needs and challenges as migrant students?
 - How can photography help you?
- 2** To prepare for the following sessions, a Google Drive folder shared among all participants, facilitators and the team was created to store the pictures taken. This way, by sharing photos, a deep common understanding of the project and the intended images was quickly reached, and the participants could more easily engage and co-create symbolic content corresponding to their lived reality.



3 In the following sessions, the facilitators taught minors some photography techniques to improve their quality and to have different perspectives when taking pictures. For example, one of the techniques taught was the “thirds”. In this technique, the object of the picture should be inserted in one of the thirds of the picture.



One of the facilitators teaching the techniques



Some of the techniques taught in the workshop, including the “thirds”

4 In these sessions, minors had the chance to take photographs of things inside the school, and then to discuss their pictures with their peers, label them in different languages and explain what they mean to them.



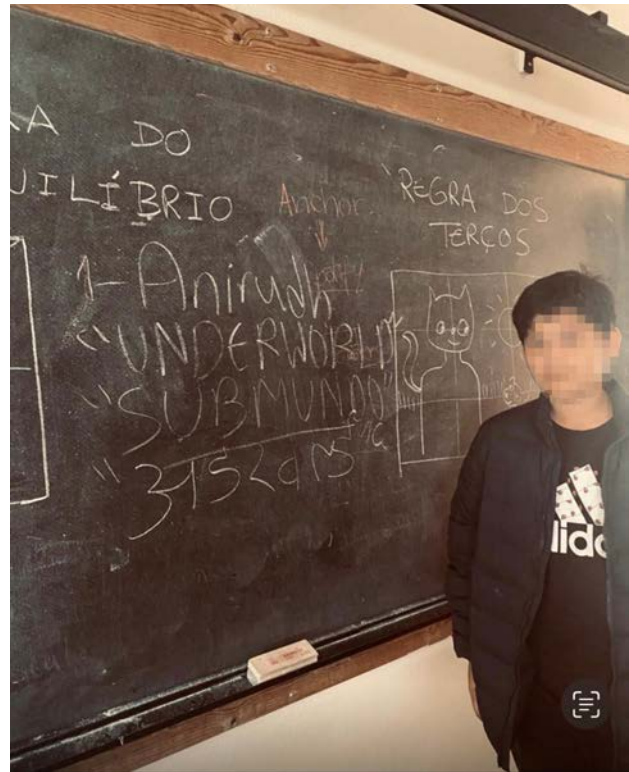
One of the participants presenting a picture he took



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5 Following each session, minors were tasked with capturing photographs of things or moments they desired and then presenting them in the subsequent session. This practice served a dual purpose: honing their photographic techniques and providing an alternative means for self-expression. As students delved deeper into the essence of the workshop, their photographic subjects evolved to include objects or landscapes reminiscent of their home country, culture, or traditions. For instance, the tree featured in the following picture was taken by a student who remarked that it resembled the place she/he lived before relocating to Portugal. Such moments offered opportunities for discussions on cultural differences, coping mechanisms, the significance of culture, and the challenges of being a migrant. It is essential to recognise that photographs serve as a unique avenue for expression and serve as a catalyst for addressing more nuanced and delicate issues.



A student discussing the name of one the pictures he took written in 3 different languages: Portuguese, English (as not all minors speak Portuguese), and Hindi, his original language



Some pictures taken by participants of the workshop



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6 During these sessions, while facilitators and minors were discussing the photos, some issues around interculturality, different cultures, different religions, and discrimination were raised by participants. These moments led to a delay in the implementation of the workshop, as facilitators and the team felt the need to devote more time than previously estimated to talk about these issues with the minors, as they were hindering their integration process. If a situation was deemed more complicated, a teacher was summoned to help overcome the issue.

7 In one of the final sessions in the school, participants, facilitators and the team went outside the classroom to take several photos to present in an exhibition during the Intercultural Week in the school. The goal of this exhibition was to present the project and the workshop.

8 An additional exhibition was organised, this time hosted in an exhibition centre in Lisbon to coincide with World Refugee Day. The objective was twofold: to showcase the project and workshop on a broader scale and to heighten awareness regarding the challenges faced by migrant minors, as well as emphasising the advantages of multiculturalism.

9 Besides the photos, each exhibition had several reports written by minors about their experience in the workshop – ones in English and others in Portuguese.

In general, our participants expressed satisfaction with the workshop, highlighting their enjoyment of gaining insights into new perspectives, cultures, and the inclusion of migrants. They strongly recommended the continuation of the workshops, with the only drawback identified being a constraint in time. It is noteworthy that the exhibitions were collaboratively created and planned, involving all stakeholders invested in the workshop.



Visitors at the exhibition for World Refugee Day



A print document at the exhibition with four testimonies that participants wrote about their involvement in the workshops

- 10** Finally, a joint reflection session took place, during which impressions about the workshop were collected and a focus group was developed with the participants to assess the activities.
Please see Step 10.



The workshop started with an introduction of the activities and the team. Through co-creation, we planned a series of activities with minors indoors and outdoors. During the photography sessions, other issues were raised. Each was given enough attention to help minors overcome them. In the end of the workshop, two exhibitions were planned – inside the setting where the workshop took place, and outside in the community.



Activity 2. Session on discrimination and racism

As previously mentioned, issues potentially impeding the integration of migrant minors were brought to light during the photography workshop at the school. Some of these challenges included instances of discrimination and racist discourse directed at migrant minors, with participants sharing firsthand experiences.

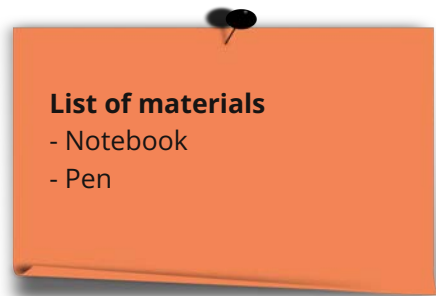
For instance, participants recounted how, in situations where something went missing at the school, some peers immediately attributed it to migrant students based solely on their different countries of origin and skin color. Reports regarding the conduct of certain teachers were also troubling, particularly concerning subtle actions and narratives. For example, some pupils mentioned that certain teachers would request pupils from Brazil to speak "correct Portuguese".

Consequently, the team and stakeholders made the decision to organise a session on discrimination and racism, enlisting a facilitator experienced in these topics.

This session was planned to take place during the Intercultural Week in the school and it took 2 hours. Besides the pupils that attend the workshop, more pupils from migrant and non-migrant background were invited to participate, as well as teachers, as this was considered an important issue and a raise awareness moment for everyone.

Directions:

- 1 If you find a similar situation during the implementation of your workshops and activities, and you don't have the necessary skill to deal with it, you should look for the support and help of experts on that issue – that is why leaving room for adaptation and potential changes is essential.
- 2 Use your contacts or look for experts directly. Usually, they are happy to collaborate in situations like these without payment, but you need to foresee these eventual needs.
- 3 Before the session, brief the chosen expert/s about the situation you encountered and the children that they will have to talk to. It is important that your expert knows the target group and their needs and the situation that initiated this activity. However, remember that you should respect privacy and anonymity of the information.



Session on discrimination with an activist expert on this topic talking to pupils and teachers in the school



- 4 Implement the session in a friendly environment, ideally in the same setting where you are working with your participants. You should also be present. This is important to build trust and familiarity between your target group and the expert.
- 5 During the session provide support whenever needed and moderate the discussion between children and the expert. You are the person they trust, so it is important that you are there and respect their willingness to talk or to silence.
- 6 After the activity, assess the session with your participants to ensure that the situation that triggered this activity is resolved.



The session emerged from a specific situation of discrimination and racism, which was not previously foreseen. As such, given its characteristics, we decided to invite an expert on these topics to lead the session. As discrimination and racism are transversal and structural in the society and in the school (despite all the inclusion and pro-diversity activities that the school promotes), we decided that it would be a good idea to invite as many students and teachers as possible. We looked at this session as a precious opportunity to raise awareness.



Activity 3. Workshop on podcast

This workshop aimed to familiarise children with podcasts and their key components, including editing, recording, platforms, and formats. To facilitate this, we enlisted the expertise of a journalist who serves as an editor for podcasts. As the students delved into the world of podcasts, we engaged in discussions about potential topics for an episode that they might want to record. This served as a valuable opportunity to revisit the theme of migrant inclusion and raise awareness about their needs, emphasising aspects like increased integration in schools.

This workshop was conducted with 10 participants in the school.

List of materials

- Notebook
- Pen
- Access to computer and internet
- Microphone

To print

- Informed consent (see p. 17)



Directions:

- 1 We had a previous meeting with the facilitator to brief him about the students (number, languages spoken, needs and attention that should be paid), the context and necessary material for the workshop.
- 2 In our case, for the reasons already mentioned, it was an only one-session workshop, in which the facilitator, for two hours, guided the session.
- 3 In this workshop session, the facilitator started with a brief presentation, projected through a computer and a projector, about podcasts, how to use them and where to listen to them, different platforms and formats of podcasts, as well as basic editing and



recording tools. He also discussed with pupils some ideas for creating audio content. In the end, the facilitator showed a microphone used for recording podcasts and also make news reports. Each pupil had the chance to try to use it for some time.

- 4 Students were particularly drawn to this workshop, as podcasts are mostly consumed by young people. As such, the facilitator invited students to visit the headquarters of the media channel in which he works for a visit where students had the chance to see how a newspapers works, how news are produced and how podcasts are recorded.
- 5 The visit took place in another day and students had the chance to see in real world how news are produced and how podcasts are developed.
- 6 As students were so interested in podcasts as a different way to express themselves, we planned a podcast episode with them. The journalist went to the school one more time with a colleague who leads a podcast on schools, and they recorded an episode on how discrimination is still very present in schools and how migrant students have been coping with it. The topic of the episode was co-decided with the team and students and six migrant pupils agreed to participate in it and share their perspective. The episode will be launched in one of the major media channels in Portugal.



Visit the newspaper headquarters



Although it was a one-session workshop, given the novelty and a different means for expression, students were very interested in the podcast workshop. As they were so interested, an episode on a topic co-decided by participants and the team was produced and will be launched in one of the biggest media channels in Portugal. The episode was dedicated to discrimination and racism and students talked about their first-hand experiences and how they managed to overcome them.



Thank you very much for your attention!

We hope it has inspired you to create your own multimodal workshop!



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