

EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.

⚠ Please provide one sheet per event (one event = one workpackage = one lump sum).

PROJECT	
Participant:	Maghweb – Maghweb
PIC number:	935616314
Project name and acronym:	Lives in Motion — Lives in Motion

EVENT DESCRIPTION	
Event number:	6
Event name:	International Staff Event for the Revision and Production of non-formal educational toolkit
Type:	[conference]
In situ/online:	[in-situ]
Location:	Palermo, Italy
Date(s):	2/04/2025-05/04/2025 (including travel days)
Website(s) (if any):	https://www.maghweb.org/costruire-mondi-trasformare-sguardi-il-nostro-gioco-educativo-sulle-mobilita-umane-prende-forma/
Participants	
Female:	19
Male:	6
Non-binary:	0
From country 1:	Italy
From country 2:	Romania
From country 3:	Croatia
From country 4:	Portugal
Total number of participants:	25
	From total number of countries: 4
Description	
Provide a short description of the event and its activities.	
Having gathered feedback from teachers, educators, youth workers and activists in their various educational communities, the international Lives in Motion team of toolkit developers from Romania, Portugal, Croatia and Italy gathered for a final toolkit development meeting in Palermo with local teachers, MIDI students, youth workers and activists in Maghweb's inclusive cultural hub and community library to implement the suggestions, changes, ideas, critiques and feedback previously	

gathered, and create the definitive, launch-ready but modifiable version of the toolkit and confer and establish the final aspects of its graphic design. The intensive 2-day meeting with the international team of toolkit developers, local teachers, migrations studies students, activists and youth workers foresaw the following activities and led to the realisation of the following outcomes:

- The meeting opened with a critical reflection on the plural and multi-form nature of decolonial educational activities to re-establish connections between educators and toolkit developers in the group and inspire dynamic and stimulating conversation throughout the gathering. In particular, the international group participated in a study visit to one of Palermo's most notable UNESCO sites of multi-culturalism, the mosaics produced in Palermo's historical royal palace (Palazzo Reale). Here, guided by Maghweb's Lives in Motion non-formal educators, the international group was taken through a decolonial "storytelling" of Palermo's multi-cultural history in which they were invited to analyse the different power structures of domination and conquest established and visualised within the mosaics.
- Following this moment of "ice-breaking" and collective critical reflection the international group took part in a real and proper dissection of each aspect of the toolkit, discussing how to implement the teachers' comments in the most effective but collective way possible and dividing the tasks according to each organisation's original responsibilities within the toolkit development. This collective "dissection" was carried out through the interactive "World Caffé" methodology where 4 stations were created according to the 4 key elements of the toolkit: maps, power analyses, role play games (and their scenarios, objectives and roles and debriefing questions) and the group of educators and students toured the stations, adding their feedback to each one. Following this, in a plenary session all changes and developments were agreed upon and the team was split into working groups for the rest of the day to begin the implementations of such changes. To improve the execution of the work and facilitate clear and rapid confrontation and creative decision-making between staff members, digital tools like "mentimeter" and mural were used, participants to useful collaborative digital platforms and thus helping improve their media literacy.
- On the second day of the meeting, having re-capped all the changes that had been implemented the previous day, the participants, guided by Maghweb's graphic designer, finalised the "form" of the toolkit, debating the colours, shapes, symbols and visual flow that would animate the final version of the educational toolkit. Specific attention was paid to the importance of aligning the toolkit's form with its decolonial principles, as well as making it as user-friendly, engaging, aesthetically pleasing and interactive as possible. A key point in this conversation was in fact how the designer could ensure the ethical integrity of the kit's aesthetics, protecting the identities within the personal testimonies and making them relatable whilst still maintaining their specificities. Particular attention was given to the colours of the toolkit (strong tones of ochres, reds, maroons, browns, purples and blues that coincide with each personal testimony) and the use of symbols to animate the different human roles that are embodied across the game. The diverse range of colours and their strong connection to the environment (ochre, reds and maroons for earth, blues for water, purples for natural dyes and materials that have travelled across continents) aims to demonstrate the group's collective consensus and reflection about the rootedness of migration and human mobility in the earth, as a natural and integral aspect of living on the planet, and to emphasise the multi-faceted and diverse nature of the migrations recounted. The symbols chosen are based on the importance of making each role relatable and accessible across European educational contexts but at the same time particular and respectful to the specificity of each story upon which the testimonies are based.
- The final part of the meeting was dedicated to a brainstorming session for questions and reflections about points of view that could be used by Maghweb's communication team in the following months of WP6 to create engaging extra communication content and cultural opportunities online and offline which might continue critical community reflections on coloniality and decoloniality: in particular, questions and talking points were identified for Maghweb to use during its participation in Palermo's local MIDI course conference in May "Coloniality and Migration Governance".

The key, concrete output-based result of this meeting is the realisation of the final (but modifiable, in case of real problems encountered at its launch with young high school students in WP7) of **Lives in Motion: The Game** and its graphic transformation which can be consulted through examination of the deliverables attached to this work-package. In fact, the meeting represented a crucial "arrival point" in the educational journey brought to life by **Lives in Motion** where participants could make final decisions and engage in creative and fruitful conversation and face-to-face collaborative work after the long, methodical and in-depth process of the game's development across the project on a local and international level. It was also an opportunity for all toolkit developers to recognise and be inspired by the truly "plural" and "multi-perspective" quality of this new educational resource and the pluriverse into which it invites high school teachers and students to enter. Beyond this, the international meeting was also another opportunity to build on the qualitative results achieved in the installation of this

international partnership and reinforce connections between educators from different parts of Europe about an issue that connects and concerns each country in different but equally important ways. In fact, the international meeting further strengthened the educators' sense of belonging to an international educational community, capable of creating transnationally relevant educational resources that have the potential to engage young people in a Europe wide civic conversation that allows for complex understandings of migrations relating to the continent and the Union. Educators also improved their soft skills and international collaborative skills during the meeting, strengthening their cross-cultural listening capacities, collective creative decision-making abilities, productive brainstorming capacities and transnational, multi-lingual use of digital tools.

The final brainstorming session also helped contribute to the realisation of three videos addressing "coloniality", producing the questions that were eventually posed to educational professionals working against coloniality who Maghweb then interviewed during the conference "Coloniality and Migration Governance" at the University of Palermo (see: <https://www.maghweb.org/confronting-coloniality-in-migration-societies/>). The video interviews, published across the partnership's websites in Italian and English have become an important resource for educators working within colonialism and migration topics across the EU remembrance funding calls, thanks to their dissemination in the Brussels cluster event in June, following their release. This video channel on coloniality is also an important extra resource for teachers to deepen their knowledge of colonial power and thus enhance and enrichen their eventual implementation of the toolkit in high schools.

Beyond all these results generated in WP6, Maghweb was also able to organise an unforeseen "extra" local event towards the end of June which continued to animate critical discussion and reflection about a key principle of the Lives in Motion toolkit and project—decoloniality—and allowed the organisation to acquire further competences in this area which were then shared with partners in an ad-hoc training session, deepening and expanding the international group of educators' about different ways of creating decolonial narratives. The event foresaw the spontaneous and rapid but meaningful realisation of photographic exhibition with two decolonial photographers working in different parts of the Global South and provided an example of visual decolonial storytelling at Maghweb's inclusive library and cultural hub (<https://www.maghweb.org/reframing-the-gaze-women-migration-and-decolonial-narratives/>) which enriched reflections on decoloniality for the local Lives in Motion educational community and attracted a series international passers-by (tourists who happened to pop by the inclusive hub and who were told about the exhibition, tool and project). The gendered reflection brought forward in the inauguration and through the photos in the exhibition also enriched the international gatherings' elaboration of an intersectional and gender-sensitive understanding of migration and has been a key way of engaging other members of the online and offline community with the topic of decolonial storytelling about human movements across time, space and different labour related actions. The event was also an important opportunity to engage new educators with the imminent release of the educational resource and expanded the eventual dissemination network in which the tool will be shared.

HISTORY OF CHANGES

VERSION	PUBLICATION DATE	CHANGE
1.0	30.07.2024	Initial version (new MFF).