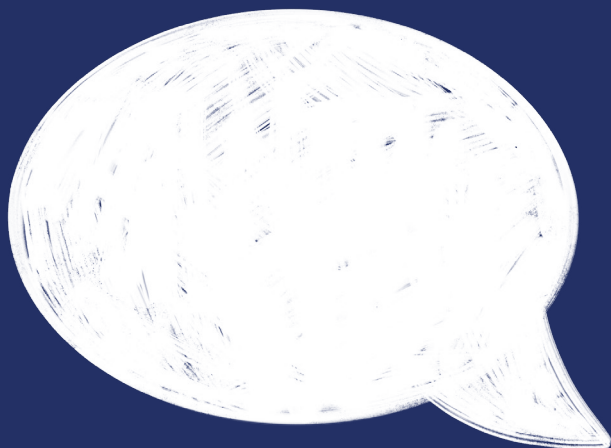


Co-creating narratives about migration



*WORKSHOP
MANUAL*

Co-creating narratives about migration

A strategy to connect migration research and native citizens in the context of the PACES project

Master thesis

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MSc. Strategic Product Design

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Preface

Dear reader,

This workshop is the result of my thesis project that started with the aim of exploring how the expert knowledge of PACES about migration can be transferred to native citizens (narrowed down to Italian emerging adults) to empower them to form their own (evidence-based) opinion.

To do so, I designed a workshop which scope is to support PACES in co-creating narratives with native citizens.

Through my research I discovered that the knowledge coming from research is often shaped by media and politics in narratives, which have different functions, among those giving a frame to the phenomenon of migration to provide an understanding of the complexity of it. The drawback of this is often the oversimplification of the dynamics of migration in favour of a partisan interpretation that supports political interests. Through this workshop, the native citizens are directly connected with the world of research thanks to the participation of PACES researchers, with less risk of falling into dynamics that characterise the political and media worlds.

During the workshop, the narrative will be shaped through the practice of co-creation, that is a collaborative process where different parties work together to create an outcome¹. This collaboration was necessary to strengthen the relationship between native citizens and the world of research, that is perceived by the first as distant and not accessible.

Finally, the idea behind co-creating narratives is also to tailor them to specific groups of people, which, from the research, resulted to be a need of native citizens. In this case, the considered target group is Italian emerging adults and after getting to know what their thoughts on the public debate about migration are, one of the main insights was that they feel like they don't feel seen and that the media and the politics do not address or represent them.

Best,
Ariele

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Introduction

Workshop goal

The workshop is a moment that connect PACES with the Italian emerging adult with the scope of building a positive relationship with them and facilitate the exchange of information.

The participants will have a direct access to the information from the research about migration and will have the chance to reflect on it with people from PACES. The latter, on the other hand, can use this moment to go out of their academic bubble and see effective feedbacks of the expert knowledge's impact on people's opinion. The workshop will allow the different participants to collaborate and find a common ground where to have meaningful discussions about migration.

But who will be involved in this workshop?

There will be three different roles taking part in the workshop:

- Resource group, who are the Italian emerging adults
- Problem owners, who are the PACES researchers
- Facilitator

Resource group

Problem owners
Facilitator



This manual is for you!

This manual is intended for PACES researchers and facilitator, to support them in preparing and conducting the workshop. To better understand the division into the various roles, their functions are described in the next section.

Workshop roles

PACES researchers = Problem owners

Since the workshop focuses on the co-creation of narratives the PACES researchers that would want to take part to the workshop will be participants in it as well. They will be **participants** in the workshop, and at the same time **problem owners**.

Role of problem owners: The problem owner is “the person who has an open problem and is or feel responsible to solving it”². In this case the problem is:

How to convey my expert knowledge about migration to Italian emerging adults in an effective way?



This is a generic problem that refers to the scope of the workshop, but it can be adapted to a more specific topic.

People from the PACES project should then approach the participants as the resource group, a group of people that is “willing to use their knowledge, experience and skills to help solve the problem”².

Rely on participants’ expertise: In this way the participants will be considered “experts of their own experience”¹, in this case the knowledge and experience about the group of their peers and their behaviours related to migration information, and this would make the Italian emerging adults to feel more seen and reduce the distance with the research.

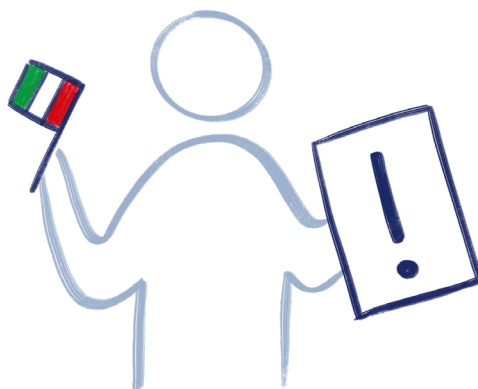
Avoid “teacher behaviours”¹: It is important to avoid to be perceived as ‘teachers’ that assess the answers as right or wrong, but support the facilitator to guide the conversation to get the participants to express themselves¹. However, this should not stop the PACES researchers from sharing their knowledge about migration and the facilitator would clarify at the beginning of the workshop that they are experts on the topic and that their objective is to share this knowledge.

Italian emerging adults = Resource group

To design this workshop, a specific target group has been taken into consideration, “Italian emerging adults”. The term emerging adults refers to people between the ages of 18 and 29 that are too mature and conscious to be considered adolescents, but still in an uncertain stage of life to be called young adults³. This period is characterised by the “feeling in between” and having to take major life decisions that play a role in the process of forging their personal identities. Within this group, the people selected for this research are specifically in a phase of transition of their life, where even if they are working or studying, they have not fully clarified their prospects for the future yet, therefore they find themselves between studying and working, being adolescents and being adults, starting to have responsibility but also still relying on their families.

But why specifically Italians?

As you may be informed, Italy has a long history of dealing with matters that regards migration, which is a topic that has often a widespread media coverage in the country. However, migration has mainly been represented in media mainly related to breaking news, dramatic events, pathological drifts without any other nuance⁴. Therefore, switching the focus to processes and dynamics of migration through the exploration of expert knowledge in the matter, could be beneficial for the Italian native citizens, in understanding better the phenomenon.



To give a more in depth understanding, here 10 insights that summarise the research on the perspective, needs and desire of Italian emerging adults (these insights are the result of the analysis of 10 semi-structured interview with the mentioned target group).

The Italian emerging adults are still shaping their vision of the world, and this workshop could provide them the tools to do so for what concerns migration.

Within this workshop they will have the role of participants and resource group, a group of people that is “willing to use their knowledge, experience and skills to help solve the problem”².

10 MAIN INSIGHTS: ABOUT ITALIAN

1 Italian emerging adults consider objectivity in information to be crucial for assessing its credibility, along with a critical approach that allows them to explore various perspectives and form personal opinions.

2 When confronted with the topic of migration, Italian emerging adults not only focus on data and numbers, but also show interest in human stories and comprehending the broader context.

3 Although the Italian emerging adults interviewed express the willingness to gather information and feel driven to do so, this doesn't always translate into a conscious effort to inform themselves.

4 Social media stands as their primary information source, but also other channels are used, based on the influence of family or other social environments.

5 Their view on politics and the state of Italy is sceptical and pessimistic, particularly regarding matters concerning their own generation.

EMERGING ADULTS

6 They place trust in academic research as an authoritative source but perceive barriers in accessing it due to its complexity.

7 They see a strong interconnection between media and politics, perceiving them as focused on ideological and sensational aspects.

8 The barriers in obtaining information are attributed both to a sense of insufficient personal commitment and external factors hindering their access to information. Moreover, obstacles arise from the media realm due to its polarization and sensationalist approach.

9 Prevailing emotions include distrust and a feeling of distance from all other stakeholders in the debate, yet they strongly believe in the importance of developing well-informed opinions on the subject.

10 They desire a debate on migration that is accessible (in terms of understanding and consumption), analytical, engaging, and respectful, making them feel valued, and avoiding sensationalism and polarization.

Facilitator

The facilitator is the person responsible for guiding and managing the group's discussions, activities, and processes², to enable a group to effectively carry out their tasks while mitigating the typical challenges that arise during collaborative efforts⁵.



Neutral or outsider role: Even if the facilitator is part of PACES as well, they should position themselves as neutral^{2,5} and show that they are an outsider, meaning that they do not know much about the topic of the session and what Italian emerging adults might think about it¹.

The facilitator should show interest for any thought or reflection that comes into the participants' minds. In this way the people participating to the workshop are more likely to share any piece of information, even the ones that might seem more obvious to them.

This can bring out tacit information on the side of the Italian in-betweeners and help to make researcher clearer and more explicit about their knowledge, making the conversations more understandable for the Italian emerging adults¹.

Avoid “teacher behaviours”: The facilitator should avoid ‘teacher’ behaviours as well, together with judgement of the given answers¹.

Knowledge on the content: Even if we said that the facilitator should be neutral and don’t act like a teacher it is useful if they have knowledge of the content of the session, even if not too extensive. They need to understand the problem to push the participants to give the most and eventually to intervene to keep the workshop in the wanted direction if the discussion is going out of focus. The facilitator should keep an eye on the participants and try to understand if everything is clear for them. A good option is also to ask once in a while if everything is clear and if needed provide further explanations.

Understanding group dynamics: The facilitator should be perceptive of the dynamics in the group.

Here some examples:

- If some people know each other already or they show that don’t get along, divide them.
- If someone is always speaking or someone else haven’t yet, the facilitator should re-balance the conversation by asking directly to some people.

How to deal with controversy: Migration is a topic with quite a flash potential and can trigger emotive re-sponses⁶. If the conversation gets a very strong emotional response from one or more participants stop the session till they feel better and possibly have someone support them, from the people participating or have them call someone external¹.

Workshop

Workshop overview

1

*Preparation
phase*

2

*Execution
phase*

3

*After
phase*

1_Preparation



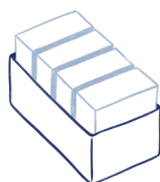
For the researcher from PACES and the facilitator to decide the topic, prepare the materials and define the direction they want to give to the workshop.

2_Execution



The execution of the workshop connects PACES with the Italian in-betweeners in a meaningful creative session where the latter get in contact with the knowledge about migration held by PACES, and where PACES can understand their point of view and the good practices to communicate with this specific group of people.

3_Aftercare



This phase will provide some tips on how to document the workshop and draw the conclusion out of the information collected.

Workshop material

For this workshop the following materials (which can all be found in the same folder as the manual) will be needed:



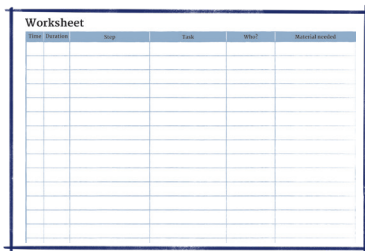
Workshop presentation (digital)



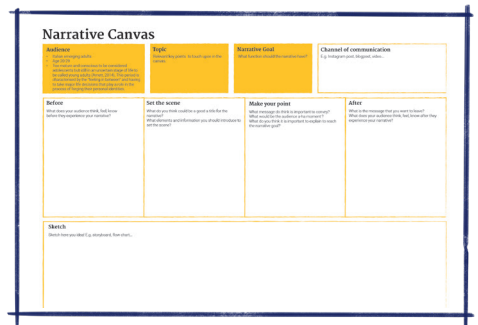
Empty passports (to print) & Passport examples



Passport illustrations (to print)



Worksheet template (to print)



Narrative Canvas (to print)

Other general information

- This workshop is designed for a **maximum of 6 participants**, including the researchers from PACES, and it **lasts 3 hours**, and around **3 hours to prepare it** (see the specific sections for more details).



These durations may vary depending on the number of participants and how the different activities are prepared and carried on.

- While testing the workshop with the selected group of Italian emerging adults we observed how most of them works, mostly just started, or have classes during the day. Both conditions do not allow them to have time to participate in the workshop. Thus, the suggestion is to **organise it during weekends or nights**, or in any case **try to schedule with them** when would it be the best time. You can use tool such as doodle, that helps you in finding common availability among people to schedule events.

A hand-drawn illustration of a Doodle poll grid. It is a 5x5 table. The first column has dashes in all five rows. The second column has checkmarks in rows 2, 4, and 5. The third column has checkmarks in rows 3, 4, and 5. The fourth column has checkmarks in rows 2, 3, 4, and 5. The fifth column has checkmarks in rows 3 and 5. A vertical blue bar highlights the fourth column.

—	—	—	—	—
—	✓		✓	
—		✓	✓	✓
—	✓		✓	
—	✓	✓		✓

- It might help to give them **incentives**, like gift cards or even just having a drink break after the session¹.



Other general information

- In the explanation by **participants**, it is meant the group composed by both **Italian emerging adults** and **PACES researchers**.
- In the explanation by **preparation team**, it is meant the group composed by the designated **facilitator** and **PACES researchers** for whom this manual is also intended.
- In the preparation **try to stick to the timing suggested**, it helps to balance the time dedicated in preparing each step.
- **The preparatory activities don't necessarily need to be done all at once** and they can also be **divided in tasks** between the people in the preparatory team.
- **Remember to use the worksheet template**, it might come in handy to divide tasks and have a final overview of the activities and who is in charge of what.
- All the files in the folder except for the workshop presentation are pdf files that can be modified in Adobe Illustrator. In this way if there is someone in the preparatory team that is familiar with the programme they can be modified directly there.

PREPARATION PHASE



Stage



Scope

Prepare the content and the materials necessary to run the workshop smoothly

Time

2h 30 min – 3h 30 min (it might vary based on the experience with workshops, on if it is the first time doing the workshop or not and on the division of tasks)

Contributor

PACES researcher(s)
Facilitator

Material

This manual
Preparation canvas
Workshop presentation (to fill in)
Worksheet template
Empty passports
Passport illustrations
Pens/pencils
Scissors

Steps

1. Define introduction and goal
2. Establish the guidelines
3. Go through the programme
4. Select the topic
5. Define the ice-breaker
6. Define the role-play
7. Prepare the break
8. Prepare the debrief
9. Prepare the building the narrative activity

Step 1. (10 minutes)

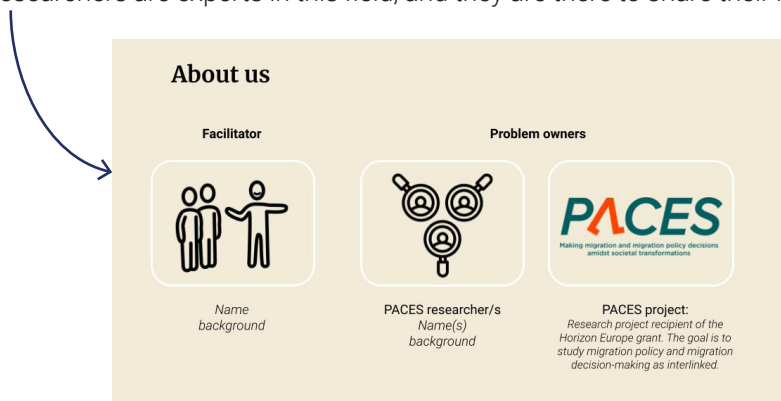
Define the introduction and review the goal



Material needed: Workshop presentation, worksheet template

To start the workshop and introducing the roles in the presentation, there is the slide “About us”, where you need to fill in the names and optionally the background of the facilitator and the PACES researchers.

This will support the facilitator in introducing the team and clarify the roles. In addition to that, the facilitator should particularly highlight that PACES researchers are experts in this field, and they are there to share their knowledge.



Since PACES researchers are introduced as problem owners, in the slide afterwards the presentation there is the problem stated as objective of the workshop.

Right now, in the slide, there is a generic problem statement:

How to convey PACES expert knowledge about migration effectively to a group of your peers?

This problem can also be reviewed based on the specific topic, for example:

How to build a narrative on [e.g. migration, migration and development] that fits young Italians?

Objective of the workshop

PACES problem

e.g.
How to convey PACES expert knowledge about migration effectively to a group of your peers?

In the following slide, there is a specification of the goal and the role that the concept of narrative has in the workshop. Introducing these objectives helps participants ease into the workshop right from the start⁷.

Objective of the workshop

The objective of the workshop is to connect the research world about migration with native citizens of destination countries, to create new narratives about migration and migration policy that are evidence-based

Why narratives?

Narratives have a crucial role in the public debate about migration since they shape the perception of public opinion. However, the narratives often tend to be used to select scientific knowledge to satisfy specific interpretations of the phenomenon

The slides can be adapted to suit the specific session. However, always keep in mind their succession and maintain a clear and coherent story that justifies subsequent activities and shows transparency.

Step 2. (20 minutes)

Establish the (conduct) guidelines for the workshop

Material needed: Workshop presentation, worksheet template

For guidelines for the workshop is intended the conduct guidelines or rules that will be shown to the participants at the beginning of the workshop. These are necessary to encourage constructive team interactions and foster a positive group atmosphere⁵. The guidelines are most effective when they are straightforward, practical, and can easily be shared by the participants⁵.

Below some questions that could help in developing the guidelines that have been adapted from Candelo R. et al. (2003)⁷.

What type of behaviour we want to encourage?
What type of behaviour we want to avoid?
How should the workshop run so that we get insights?
What kind of behaviour is expected from participants to ensure the training proceeds smoothly?

And here some suggestions of possible guidelines adapted from Candelo R. et al. (2003)⁷:

There is no right or wrong question or answer.
Respect agreed timetables .
Let's make this a safe space you can say anything you think but always in a respectful way
Clarify doubts.
Every idea counts.
Do not ridicule others' opinions.
Turn off mobile telephones.
This is a safe space you can say anything but always in a respectful way

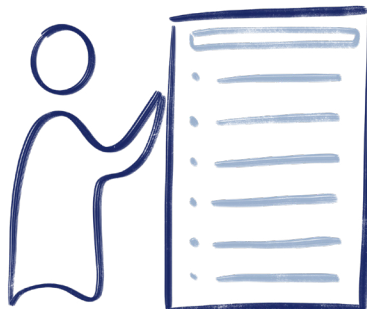
Depending on the time available for the preparation phase, you can decide to run a brainstorming session to come out with the guidelines.

Once the guidelines are established and agreed upon, they can be written in the dedicated slide of the workshop presentation.



This step can also be done with the participants, and decide together what the guidelines should be. However, this means increasing the timing of the activity and consequently the workshop.

If this is not the first time doing the workshop, previous guidelines can be adapted and re-used.



Step 3. (5/10 minutes)
Go through the agenda

Material needed: Workshop presentation, worksheet template

To prepare the workshop, it is important to review the agenda all together (PACES researchers and the designated facilitator) and insert the specific hour on the program in the presentation based on the time dedicated for each activity.



- Introductory activity: Ice-breaker (15/20 min)
- Activity 1: Role play (45 min)
- Break (15 min)
- Activity 2: Building the narrative (1h)
- Closure: Wrap up and final questions (15 min)

The programme and the presentation can be modified based on the necessity of the team or on the desired flow of the workshop. However, the activities are made to build up onto each other, so it is not advisable to invert their order.

Agenda of the workshop

— — — — **Introductory activity:** Ice-breaker (15/20 min)

— — — — **Activity 1:** Role-play (45 min)

— — — — **Break** (15 min)

— — — — **Activity 2:** Building the narrative (1h)

— — — — **Closure:** Wrap up and open discussion (15 min)

Step 4. (5/10 minutes)

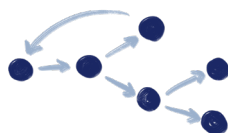
Select the topic of the workshop

Material needed: Workshop presentation, worksheet template

Another important step in setting up the workshop is deciding the topic to address. The scope of the workshop is transmitting pieces of knowledge related to migration that can help the Italian emerging adults to form opinion based on knowledge coming from research. Therefore, the choice of the topic should also aim for this objective.

Keeping into account some elements that resulted from the research conducted during this project might help in the choice:

- *Preference for explanations of processes, dynamics and mechanisms of migration rather than data and numbers.*



- *The Italian emerging adults want to really understand the phenomenon, but they do not appreciate oversimplification.*



- *Possibly having prepared some real case studies or examples to better understand the topic..*



Step 5. (15/30 minutes)

Define the icebreaker



Material needed: Workshop presentation, worksheet template

The icebreaker activity has the scope of helping people in the group get to know each other and to break the initial social tension by encouraging interaction⁸. In this specific case, it can also be used to have an initial idea of what is the current knowledge and vision on migration and on related themes. It might be useful to already focus on the chosen topic, or on any specific information that might be relevant to know ahead while creating the activity.

Tips for choosing a good icebreaker:

- **Have a clear goal in mind.** *What do you want to achieve with the icebreaker? Do you want to help people get to know each other, build teamwork, or energize the group? Once you know your goal, you can choose an icebreaker that is likely to help you achieve it².*
- **Consider your audience.** *Who will be participating in the icebreaker? How well do they know each other? What are their physical and comfort levels? Choose an icebreaker that is appropriate for the group's size, composition, and needs. Avoid icebreakers that are too physical or that require people to share too much personal information².*
- **Keep it simple.** *Icebreakers should be easy to understand and participate in. Avoid activities that are too complicated or require a lot of preparation.*
- **Make it fun.** *Icebreakers should be enjoyable for everyone involved.*

In the slides is presented an example:

Example: Reverse crossword

If in a crossword puzzle the word to be entered was migration, what definition would you give?

The definition does not have to be correct in absolute terms, but must correspond to what you think about it.

There are no right or wrong answers

Example: Community: a group of people who are consciously united by the same values and/or interests



Another example: Migration association

(Adaptation from Childhood association²)

To play the migration association game, write down a word or phrase related to migration on a sticky note. Each participant adds a word or phrase associated with the previous one. Once everyone has had a turn, each person shares a story about how one of the words or phrases on the sticky note relates to their own experience or vision of migration.

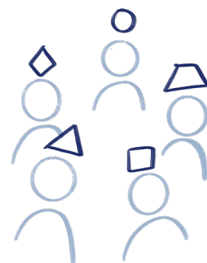
For example, if the first person writes down "bird", the next person might write "flight", the next person might write "freedom", and the next person might write "migration". Then, the first person might share a story about a time when they saw a bird flying south for the winter and how it made them think about the human experience of migration.

The migration association game is a fun and creative way to learn about different people's experiences and perspectives on migration. It can also help to raise awareness of the challenges and opportunities that migrants face.



Step 6. (45 minutes/1h)

Define the role-play



Material needed: Workshop presentation, empty passports, characters illustrations

Role-playing involves individuals taking on character roles in fictional scenarios, and it helps them gain a deeper understanding of a subject by immersing themselves in a specific context⁹.

The next step of the preparation is to define the role-play. For the role-play, three tools need to be prepared: a scenario, the characters to give to the participants, and a follow-up of the scenario.

SCENARIO

The scenario is the setting for the discussion in the game that will give an initial understanding of the context. A situation that works well for role-play is, in simpler terms, one that describes the workshop topic comprehensively and lets people observe various aspects and reactions at different levels⁷.

Here some guideline on how to build an effective scenario:

- *Define clear objectives for the role-play scenario to establish what participants should learn or achieve through the discussion, and how much of the topic you want to cover¹⁰.*
- *Choose context, define a problem related to the chosen topic and a setting⁷. Start to think of which stakeholders would be acting in this setting. Including elements of challenge within the scenario can trigger meaningful discussions and decision-making while taking the perspective of other people¹⁰.*
- *The scenario can be real or fictional, in that case it should be realistic or based on a real case or situation.*
- *Keep into account that the participants might have little, if none, previous knowledge on the topic, hence phrase it in direct, short way, avoiding technical terms.*
- *For the same reason, start identifying some roles that could have more responsibility in the discussion, and that might require more knowledge to assign to PACES researchers.*
- *The scenario should allow room for participants to explore different options and outcomes. Avoid scripting every detail. Let the discussion evolve organically.*

There is a slide dedicated to the exposition of the scenario, and there is a dedicated space where to write it.

An example of a scenario on the topic of migration and development is in the slide right after:

Scenario (example)

There is a boom in migratory flows from Mali to Italy, by regular and non-regular routes.

This is starting to come to the attention of the authorities and the media. Political discussions begin to take place to find a solution to stop the flows.

As a first attempt, visas are restricted and border controls increased, but the numbers do not drop. The **Ministry of Foreign Affairs and International Cooperation** wants to make a migration and development policy, but first it wants to check the various interests and possible consequences. So the Minister convenes a panel with all stakeholders.

The participants will be **two young people from Mali**, the **Italian Minister of Foreign Affairs and International Cooperation**, the **Mali's Minister of Economy and Finance** and an **Agribusinessman from Mali**. The Italian Minister will moderate the discussion

PASSPORTS

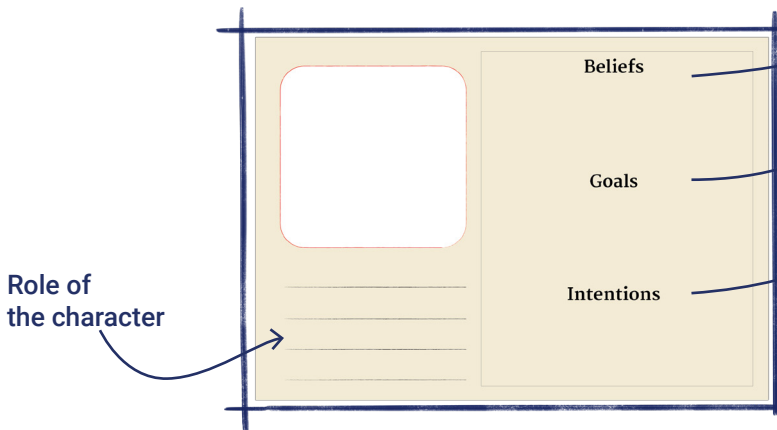
The passports are the tools used to assign the different characters to participants, based on who are the main stakeholders that interplay in the described scenario and the number of participants.



For each character, some aspects need to be defined:

- Their role in the chosen scenario
- Social aspect of the character¹¹ like nationality, political affiliation, occupation, age... This can be decided based on the relevance that they have for the role-play. For example, it can be something generic like Italian Minister of Foreign Affairs, or more specific like Young woman of 25 years old from Mali at the last year of Computer Science depending on the necessity for the discussion.

This information has to be written in the empty space dedicated to the role of the character.



Next to the role of the character, we can see:

- Beliefs
- Goals
- Intentions

→ **Beliefs:** They strongly influence behaviour, and they help us navigate and make decisions in the real world. In other words, what we believe affects how we act because our beliefs help us figure out what to do based on what's actually happening around us¹². However, the way in which the beliefs influence behaviour hinge on the aimed goal¹².

→ **Goal:** guide and control an individual's actions to bring about that desired state. It serves as a guiding point for influencing one's actions to achieve what they want in the future¹². The goal, in role-play, is crucial as they serve as the foundation for immersing oneself in a character, facilitating shared emotions and consequently actions coherent with the character¹¹.

→ **Intentions:** goals that the characters are determined to turn into reality through their plans and actions.
Based on this definitions and the examples, fill in the space dedicated to these three descriptions.

The sentence “discuss with the other stakeholders to find a solution to reach your goals” on the other page of the passport, will be the trigger for the conversation.

**Discuss with the other stakeholders
to find a solution to reach your goals
and intentions**

Note

To complete the passport there is a set of illustrations between which you can choose the ones that fit your characters the most, then cut and glue them in the passport to complete it.



SCENARIO FOLLOW-UP

Finally, the remaining section is the follow-up to the scenario, which represent an intervention that could further trigger the discussion and more decisive actions of the different characters.

It can be a policy, an event or a political action that could trigger more decisive actions of the different characters.

What would make clearer the dilemma that the topic sparks?

What type of behaviour do we want to trigger that would emphasize the point of the chosen topic?

What input can we give to shake things up if the discussion is repetitive or at a standstill?

Are there other specific additional insights on the topic that we want and can give through the scenario follow-up?

One of the slides is dedicated to the exposition of the follow-up scenario, and there is a space where to write it, and right after an example of a follow-up scenario on the topic of migration and development.

Follow-up scenario (example)

The Ministry of Foreign Affairs and International Cooperation proposes a policy.

This policy consists of X million funds to the Ministry of Economy and Finance to strengthen the agricultural sector and at the same time Italy will guarantee exports to the EU.

The investment is expected to generate 20,000 jobs before 2025.

Part of the funds will go to the health sector for the improvement of education (to be effective in 2025) and facilities (to be operational in 2030).

Part of the funds will be allocated to the development of emerging economic sectors, such as the IT sector for green energy. This sector will start to show growth and demand for labour (50,000 workers) by 2030.

Step 7. (5 minutes) *Prepare the break*

Material needed: Workshop presentation, worksheet template

Start by inserting the time of end of the break in the dedicated slide in the presentation. It is important during the break to show it to remind it to people so that they efficiently use the time².



It might come in handy also to decide already what type of food and snacks you are going to provide and who will be in charge of it, and file it in the timetable template.



Step 8. (30/45 minutes)

Prepare the debrief and the explanation

Material needed: Workshop presentation, worksheet template

After the break, there will be a moment of debriefing of the role play. The scope of it is to give a better overview and understanding of the topic chosen for the workshop.

This should mainly be an interactive moment where participants can ask questions and clarify their doubts.

In the dedicated slide you can find some triggering questions, these can be modified on necessity.

Debrief

How did you feel during the activity?

Do you have any question regarding the subject of the discussion?

What factors influenced your choices during the game?

What were some of the main challenges you faced during the role-play activity?

Do you have something specific regarding the experience that you want to share with the others?



To support this moment, it is important to have prepared some explanatory material. Here some advice on how to prepare this material that will be shown in the presentation right after the debrief (and other additional slides if needed) of the workshop presentation:

- While developing the explanation, keep close the 10 insights on Italian emerging adults that are in the participants section of this manual (p. 5)
- Explain the processes and the mechanisms that sustain the topic that you want to explain but possibly provide also real cases or realistic examples
- Use communication modalities that can make the content stimulating for the Italian emerging adults: visuals, graphs, videos, stories of people, straight to the point explanations...

Step 9. (30 minutes)

Prepare the 'building the narrative activity'

Material needed: Workshop presentation, worksheet template, narrative canvas

The next activity will be 'Building the narrative' where the participants will fill in the narrative canvas to build their own narrative with the scope of helping the PACES researchers with the problem stated at the beginning of the workshop.

The narrative canvas will then need to be adapted to the specific workshop by pre-filling in some of the boxes. These would be:

The topic box: with a short title of the topic and select some key points about it that you think are more relevant for them to touch upon in the canvas.

The narrative goal box: in this box the goal of the narrative should be stated, this can be the problem stated at the beginning or other functions that would want to give to the narrative (e.g. Explain to a group of peers the correlation between migration and development of a country). It is important that is something that they can clearly and easily address in the canvas, following the suggested steps.

The channel of communication box: this box can be left blank and leave the choice to the participants of what it is the best channel to communicate to other Italian emerging adults, or it can be already filled if for the purpose of PACES some specific types of outcomes are required (e.g., blogpost, Instagram post...)

The audience box will be already filled in, since the narrative is meant to be built for the same target group of the participants, in this case Italian emerging adults.



Narrative Canvas

Audience <ul style="list-style-type: none"> Italian emerging adults Age: 20-25 Too mature and conscious to be considered adolescents but still in an uncertain stage of life to be called young adults (Jurett, 2014). This period is characterised by the "feeling in between" and having to take major life decisions that play a role in the process of forging their personal identities. 	Topic <p>Relevant key points to touch upon in the canvas.</p>	Narrative Goal <p>What function should the narrative have?</p>	Channel of communication <p>E.g. Instagram post, blogpost, video...</p>
Before <p>What does your audience think, feel, know before they experience your narrative?</p>	Set the scene <p>What do you think could be a good a title for the narrative? What elements and information you should introduce to set the scene?</p>	Make your point <p>What message do think is important to convey? What would be the audience a-ha moment? What do you think it is important to explain to reach the narrative goal?</p>	After <p>What is the message that you want to leave? What does your audience think, feel, know after they experience your narrative?</p>
Sketch <p>Sketch here you idea! E.g. storyboard, flow chart...</p>			

Checklist and tips

List of must-do and must-have after the preparation phase:

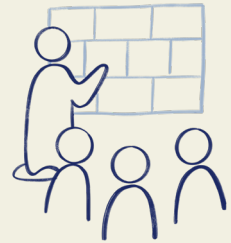
- ☐ Filled in workshop presentation (check with the slide list in the material section p.11, to have everything, and be sure to delete the example slides).
- ☐ Passport filled in with illustration glued (check correspondence between number of participants, including PACES researchers, and the number of passports).
- ☐ If during the preparation you filled in the timetable, possibly make some copies of it so that everybody in the preparation team gets one.

Finally, here you have a list of materials required for running the workshop to be sure to have all the material needed:

- ☐ Pens and/or pencils
- ☐ White sheets
- ☐ Workshop presentation ready
- ☐ Any material needed for the ice-breaking activity
- ☐ Passports filled in
- ☐ Narrative canvas
- ☐ Snacks and beverages for the workshop
- ☐ Recording devices
- ☐ Assign someone to take pictures if needed

EXECUTION PHASE

Introductory activity



Stage



Scope

The introduction should provide participants with information about the context, goals, schedule and guidelines. Additionally, it serves as an opportunity for participants to become acquainted with one another and initiate the process of establishing trust within the group⁷.

Time

30/45 minutes

Contributor

PACES researcher(s)
Facilitator
Italian emerging adults

Material

Workshop presentation (filled in)
Pens/pencils
Other materials based on the ice-breaking activity

Steps

1. Greet and welcome with introductions
 2. Explanation of the workshop goal
 3. Explanation of the guidelines of the workshop
 4. Go through the agenda of the workshop
 5. Icebreaker activity
- Checklist and tips

Step 1. *Greet and welcome with introductions*



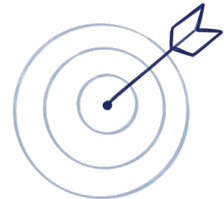
Material needed: Workshop presentation

The **facilitator** will start the workshop by taking the floor greeting everybody and introducing themselves and the **PACES researcher** and project using the slide, 'About us'.

It is important in this phase to give an overview of the context of the workshop,⁷ make the roles clear to ensure the success of the workshop^{1,2}.

After the introduction of the team and the roles, the **facilitator** will ask the people to introduce themselves.

Step 2. *Explanation of the workshop goal*



Material needed: Workshop presentation

After the roles, the goal of the workshop will be introduced by the **facilitator** and the **PACES researchers** through the presentation.

The first of the dedicated slides connects to the role of problem owners of **PACES researchers** and provide the problem:

How to convey PACES expert knowledge about migration effectively to a group of your peers? (or the problem decided during the preparation phase)

The next slide, instead, explains better the objective and the focus on narratives.

Step 3.

Explanation of the guidelines of the workshop

Material needed: Workshop presentation



The **facilitator** will read the guidelines decided during the preparation phase and will also explain that these are necessary to encourage constructive team interactions and foster a positive group atmosphere⁵.

After that, it is advisable to check with the **participants** if everything is clear or if they have any question.

Step 4.

Go through the agenda of the workshop

Material needed: Workshop presentation



After the guidelines, the presentation will show the programme for the rest of the workshop.

The **facilitator** will quickly go through it, mentioning the various activities and specifying that they will be explained every time before their start.

Steps 1, 2, 3 and 4 are in total 15/20 minutes

Step 5. (15/20 minutes)

Icebreaker activity



Material needed: Workshop presentation

The icebreaker activity has the scope of helping people in the group get to know each other and to break the initial social tension by encouraging interaction⁸. This moment should help the group in building understanding and trust. In this specific case, it can also be used to have an initial idea of what is the current knowledge and vision on migration and on related themes. It is crucial to start the workshop with activities that both strengthen the team and advance the project's objectives simultaneously¹.

The **facilitator** will give a short explanation and then proceed with the icebreaker activity.

Conduct the icebreaker to make the **resource group** feel at ease and loosen up the atmosphere:

- Explain the purpose of the icebreaker.
- Make sure all the instructions are short and concise.
- First act, then explain: for example, if you want your RG to stand up, stand up yourself and invite the RG to follow your example.
- Be confident in the execution: icebreakers can be perceived as weird by some participants, so, whatever you are doing, act like you have always done it this way and as it is the most common thing in the world to do.
- Ensure a smooth transition to the next activity:
- Make a clear end to the icebreaker.
- Summarize the results of the icebreaker and explain how the next activity will benefit from it.

Checklist and tips

List of must-do and must-have after the preparation phase:

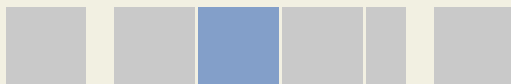
- ☐ Pens and/or pencils
- ☐ White sheets
- ☐ Workshop presentation ready
- ☐ Any material needed for the ice-breaking activity

EXECUTION PHASE

Role-play



Stage



Scope

To understand a theme or subject in more depth, because participants reconstruct or act out real or fictitious situations. Each participant is given a role⁷.

Time

1h

Contributor

PACES researcher(s)
Facilitator
Italian emerging adults

Material

Workshop presentation (filled in)
Passports
Pens/pencils

Steps

1. Explanation of the game and its phases
 2. Distribution of the passport
 3. Explanation of the scenario
 4. Discussion
 5. Introduction of the additional scenario and discuss
 6. Break
- Checklist and tips

Step 1. (5 minutes)

Explanation of the game and its phases

Material needed: Workshop presentation



After the icebreaker the participants are fully into the workshop, and they started to sense the topic, it is the moment for the role-play.

If they are not familiar with the concept, it might be useful if the **facilitator** tells them what it is meant with role-play to then proceed to explain how it will be done in the workshop (with the support of the dedicated slide).

An example of explanation of what is role-play can be:

'Role-playing is an activity that involves individuals taking on character roles in fictional scenarios. It helps them gain a deeper understanding of a subject by immersing themselves in a specific context'⁹.

Step 2. (5/10 minutes)

Distribution of the passport



Material needed: Workshop presentation, filled in passport

Afterwards, it is time to distribute the passport and pens/pencils (if they don't have already) to the participants and the PACES researchers. These are distributed by the facilitator as first thing so that they can later hear the scenario with already their assigned character in mind.

It is important to remember to assign to PACES researchers the roles that require specific knowledge or if a character is expected to behave in a certain way to communicate the message of the session.

Explain to them the content of the passports:

Beliefs: They strongly influence behaviour, and they help us navigate and make decisions in the real world. In other words, what we believe affects how we act because our beliefs help us figure out what to do based on what's actually happening around us¹². However, the way in which the beliefs influence behaviour hinge on the aimed goal¹².

Goal: guide and control an individual's actions to bring about that desired state. It serves as a guiding point for influencing one's actions to achieve what they want in the future¹². The goal, in role-play, is crucial as they serve as the foundation for immersing oneself in a character, facilitating shared emotions and consequently actions coherent with the character¹¹.

Intentions: goals that the characters are determined to turn into reality through their plans and actions.
Based on this definitions and the examples, fill in the space dedicated to these three descriptions.

Then the **facilitator** should communicate them that the discussion, as mentioned in the right page of the passports, will focus on trying to find a solution to reach the goals and intentions of their characters.

The **facilitator** should highlight that on the same page there is space for eventual notes that they want to take while listening to the others.

Step 3. (5 minutes)

Explanation of the scenario

Material needed: Workshop presentation



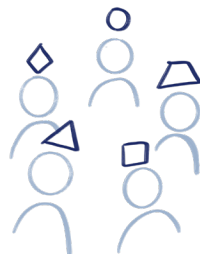
Next, the **facilitator** introduces the scenario and asks if it is clear to everybody or there are any doubt or question¹⁰.

Keep the question short and possibly do not give them information too specific that can influence their behaviour during the discussion.

Step 4. (5 minutes)

Discussion

Material needed: Workshop presentation, filled in passport



The **facilitator** can encourage the participants to start the discussion. It can be a good trigger to remind them to keep the character.

Every **participant** is expected to play their role as realistically as possible based on their given instructions. It is also important to pay attention to the others' behaviour. Once everyone comprehends the scenario and instructions, the performance begins⁷.

During the discussion, the **PACES researcher** can take notes about the information said that might be imprecise or wrong to discuss them afterwards, and do not interrupt or influence the discussion.

Step 5.

Introduction of the additional scenario and discussion

Material needed: Workshop presentation, filled in passport

The follow-up scenario is an additional element of context to introduce in the discussion in these cases:

- If the discussion is repetitive or at a standstill, and it might benefit from an input to shake things up.
- If the follow-up gives other insight on the chosen topic
- To make the topic even more clear

However, if the **facilitator** notices that the conversation is interesting and giving good insights already, and interrupting the flow could be counterproductive, this step can be skipped.

Steps 4 and 5 are in total 30/45 minutes

Step 6. (15 minutes)

Break



Material needed: Food and beverage

When it reached the established time for the discussion, the **facilitator** would stop the conversation and announce the break.

Before the break, it is important to instruct the group on the exact time to return, which it can indicate on a designated slide. Since breaks tend to run longer than expected, the facilitator should ensure that all participants are back in the session room on schedule. Also, make sure they know the locations of restrooms and any designated smoking areas, if necessary.

The break can be used for the following purposes:

- Preparing the space for the next activity.
- Communicating with the facilitator and the **PACES researchers**.
- Interacting with **participants** in a friendly manner.
- Reviewing the manual for upcoming steps.

Both the **facilitator** and the **researchers** should keep in mind that also informal moments as the break can be insightful, since the **participants** out of a more formal setting might feel free to express thought on the experience that they are living¹.

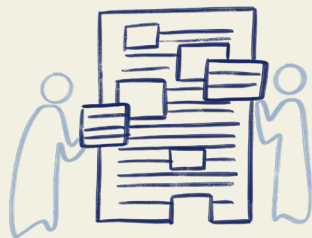
Checklist and tips

List of must-do and must-have after the preparation phase:

- ☐ Pens and/or pencils
- ☐ White sheets
- ☐ Workshop presentation ready
- ☐ Passport filled in
- ☐ Snack and beverages for the break

EXECUTION PHASE

Building the narrative



Stage



Scope

To get insights on the understanding and view on the topic, to have knowledge to share with other people on the same target group, made to fit their needs.

Time

1 hour

Contributor

PACES researcher(s)
Facilitator
Italian emerging adults

Material

Workshop presentation (filled in)
Narrative canvas
Pens/pencils

Steps

1. Debriefing of the role play
 2. Filling in narrative canvas
 3. Sharing the content of the canvas
- Checklist and tips

Step 1. (15-20 minutes)

Debriefing of the role play

Material needed: Workshop presentation



After the break, it is useful to remind which stage the workshop is (see the dedicated slide) and supply a short summary of what happened so far².

Then the **facilitator** will start a moment of debriefing of the conversation in which the situation and the different roles' characteristics are clarified, and Italian emerging adults can ask questions⁷.

Here are some questions that might trigger the debrief:
How did you feel during the activity?
Do you have any question regarding the subject of the discussion?
What factors influenced your choices during the game?
What were some of the main challenges you faced during the role-play activity?
Do you have something specific regarding the experience that you want to share with the others?

This moment of the workshop is also useful for **PACES researchers** for clarifying information said that might be imprecise or wrong.

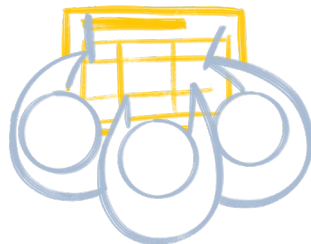
To better answer the possible questions and explain the topic, the **PACES researchers** can take the floor and use the slides prepared in the preparation phase to answer the questions or provide additional information.

It is better if this moment keeps an informal setting, to, once again, avoid 'teacher' behaviours, and the possibility of them feeling judged¹.

Keep in mind that the **Italian emerging adults** prefer discovering processes and the mechanisms over solely facts, and appreciate communication modalities that can make the content stimulating.

Step 2. (30 minutes)

Filling in narrative canvas



Material needed: Workshop presentation, narrative canvas

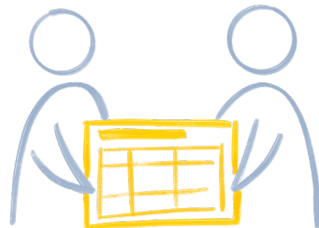
The **facilitator** will then go to the next activity, which is 'Building the narrative', and will explain that it consists in filling in the narrative canvas. Then they will proceed, supported by the dedicated slide to explain what the different boxes stand for and the content of the already filled in.

Depending on the number of the **Italian emerging adults**, divide them into subgroups of maximum 2 or 3 people,² or let them work all together on the same canvas.

While the **Italian emerging adults** fill in the narrative canvas, the **PACES researchers** can stay around the groups and eventually ask or answer questions.

Step 3. (15 minutes)

Sharing the content of the canvas



Material needed: Workshop presentation, filled in narrative canvas

In this step, the **Italian emerging adults** will act as the representative for the outcomes of the 'build the narrative' exercise, presenting and sharing their narratives².

The **facilitator** can ask the participants who want to go first, in this way there are more chances that the first explanation will be enthusiastic¹.

Checklist and tips

List of must-do and must-have after the preparation phase:

- ☐ Pens and/or pencils
- ☐ White sheets
- ☐ Workshop presentation ready
- ☐ Narrative canvas

EXECUTION PHASE

Closure

Stage



Scope

To maintain connections and ensure that everyone leaves satisfied, it's crucial to conclude the workshop effectively⁷.

Time

15 min

Contributor

PACES researcher(s)
Facilitator
Italian emerging adults

Material

Workshop presentation (filled in)

Steps

1. Summary of the workshop
 2. Last questions
 3. Wrapping up and greetings
- Checklist and tips

Step 1. (10 min)

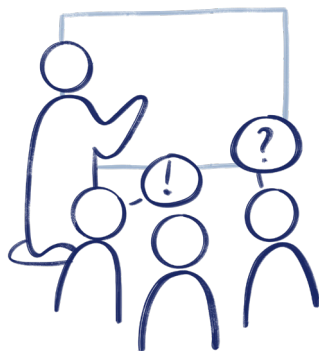
Summary of the workshop and last questions

Material needed: Workshop presentation

After all the narrative canvases have been explained, the **facilitator** will proceed with a short summary of the workshop, covering briefly the topic addressed⁷.

Then the **facilitator** can ask if there are any last moment questions.

The Italian emerging adults might ask for information on future development of the project, or what will be exactly the use of the workshop outcomes. Be sure to be able to answer these questions.



Step 2. (5 min)

Wrapping up and greetings

Material needed: Workshop presentation

The **facilitator** will thank the **participants** and say how meaningful was their contribution

You can also organise some informal moment afterwards, like a lunch or going for a drink, if feasible. As already mentioned, for the break, informal moments and the relaxed atmosphere can be valuable for getting interesting insights that otherwise would not come out¹. Another benefit is that it can be used by the **facilitator** as a reason to rush it if in some moments the workshop is taking too long.

Finally, this can also work as an incentive to participate in the workshop in the first place¹.



Checklist and tips

List of must-do and must-have after the preparation phase:

- ☐ Workshop presentation ready

After Workshop

Documenting

Given that the intended audience of this manual is primarily academics and researchers, it is likely that they possess a wealth of knowledge on data collection. However, just to be precautionous, here you have some tips how to document the workshop.

1. Employ both audio and photographs (or video recording⁹) as documenting methods during workshop sessions to create a comprehensive record ^{1,2}.
2. Adopt a redundant documentation (e.g., two different devices recording) approach to be well-prepared for any eventuality¹.
3. Carefully gather and store all tangible outcomes of the session, treating them with respect and securing them for potential future utilization². Attach clear labels to each material and recording, including names, locations, and dates for easy reference and future analysis¹.
4. Take pictures of the physical material generated during the workshop to store with the rest of the recordings².
5. Promptly download all recorded files and store them securely on a reliable server to safeguard against data loss¹.
6. When labelling data, operate under the assumption that someone else will be responsible for analysing it, necessitating thorough labelling for accessibility and analysis by others¹.

These tips provide guidance for effectively documenting a workshop, ensuring comprehensive coverage, organization, and usability of recorded content while avoiding plagiarism.

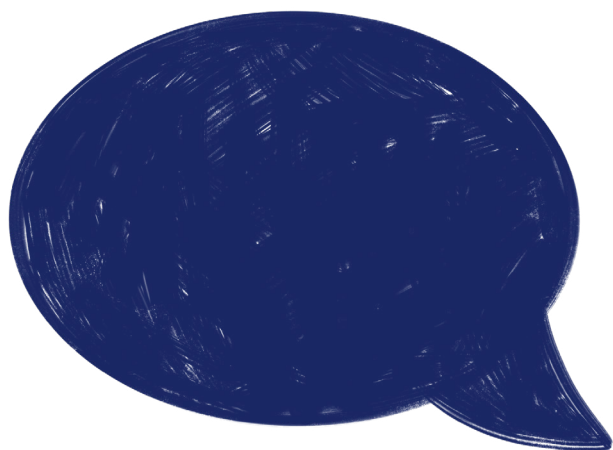
To keep in
mind

Final tips

- To ensure the quality of the output, the roles must be specified from the start of the workshop^{1,2}.
- Don't overly fear moments of silence and resist the urge to fill them with your own words. Silence can encourage participants to engage in deeper contemplation on a subject¹.
- Observe the participant and see who is more willing to contribute and try to leverage on that, it might help to set a positive mood¹.
- It is good to let the participants diverge because it can bring to unexpected insight, however during the activities try to limit this to not lose the focus on the decided topic.
- Keep it simple and try not to use complicated terms or concepts. If such terms or concepts are needed, at least explain them, and break down complicated notions.

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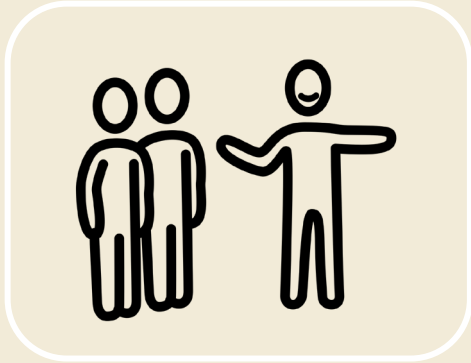


Workshop
**Co-creating
narratives
about migration**



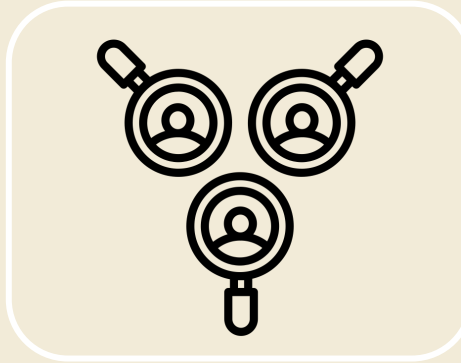
About us

Facilitator



*Name
background*

Problem owners



PACES researcher/s
*Name(s)
background*



PACES project:
*Research project recipient of the
Horizon Europe grant. The goal is to
study migration policy and migration
decision-making as interlinked.*

Objective of the workshop

PACES problem

e.g.

How to convey PACES expert knowledge about migration effectively to a group of your peers?

Objective of the workshop

The objective of the workshop is to connect the research world about migration with native citizens of destination countries, to create new narratives about migration and migration policy that are evidence-based

Why narratives?

Narratives have a crucial role in the public debate about migration since they shape the perception of public opinion. However, the narratives often tend to be used to select scientific knowledge to satisfy specific interpretations of the phenomenon

Guidelines for the workshop

Some guidelines to guarantee a respectful and pleasant workshop

- Guideline 1
- Guideline 2
- ...

Agenda of the workshop

__.-__.-__ **Introductory activity:** Ice-breaker (15/20 min)

__.-__.-__ **Activity 1:** Role-play (45 min)

__.-__.-__ **Break** (15 min)

__.-__.-__ **Activity 2:** Building the narrative (1h)

__.-__.-__ **Closure:** Wrap up and open discussion (15 min)

Ice-breaker



Ice-breaking activity name

Explain here the activity

Role-Play





Role-play

1. You will receive a 'passport' describing the characteristics of a character you will personify during the game.
2. Afterwards, a scenario will be explained to make you understand the setting in which the role play is taking place.
3. Each person briefly presents their characters' roles and beliefs (only belief).
4. Start the discussion and each character (therefore each participants) should try to achieve their goals and pursuing their intentions.

Passport

PASSPORT





Beliefs

Desires

Goals

Discuss with the other stakeholders
to find a solution to reach your goal

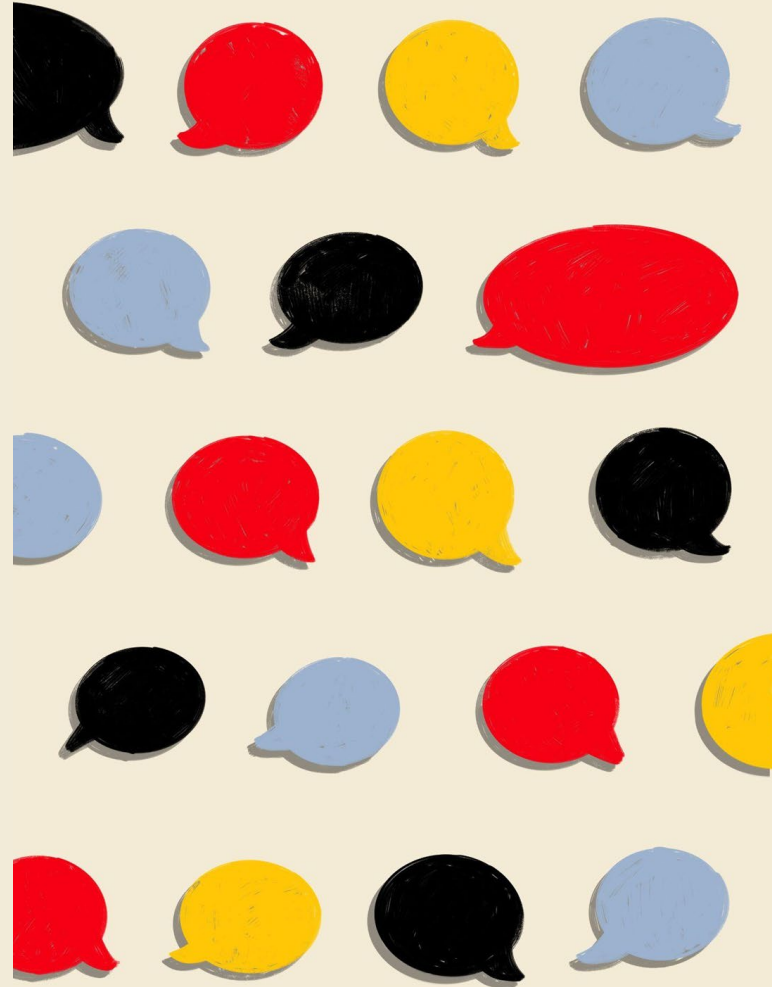
Note

Scenario

Write here the scenario for the role-play. Look at the workshop manual for suggestions on how to do it.

In the next slide, an example on the topic of migration and development.

Discussion

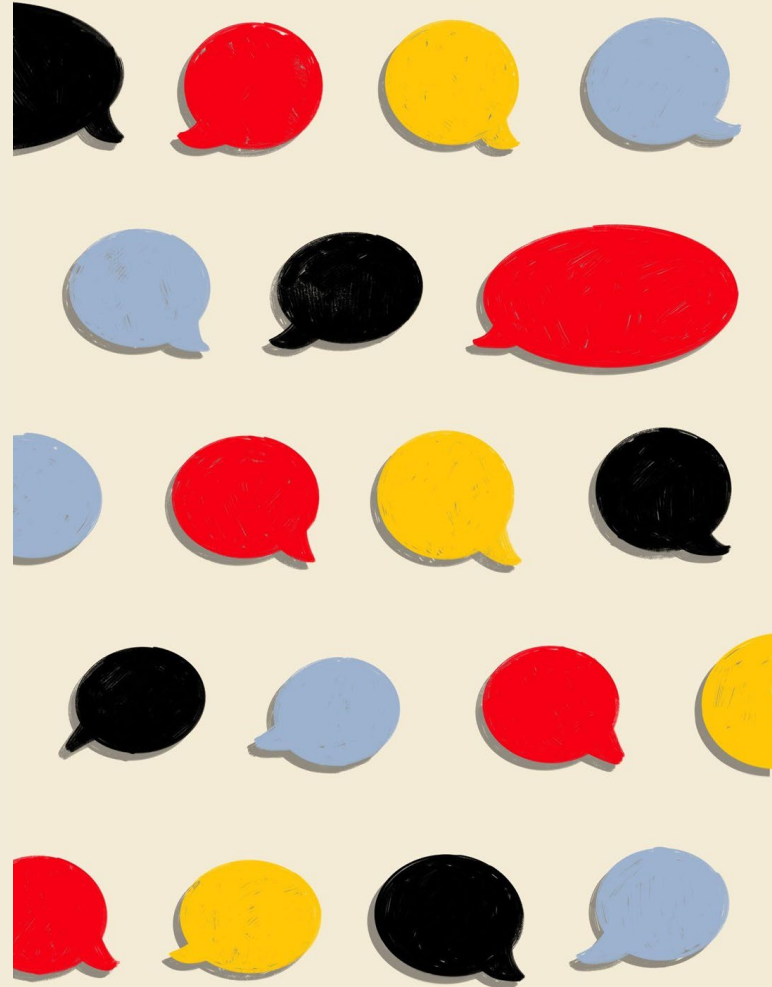


Follow-up scenario

Write here the follow-up scenario for the role-play. Look at the workshop manual for suggestions on how to do it.

In the next slide an example on the topic of migration and development.

**End of the
discussion**



Break - 15 min

till --.---



Agenda of the workshop

Introductory activity: Ice-breaker

Activity 1: Role play

Break

Activity 2: Building the narrative

Closure: Wrap up and last questions

Debrief

How did you feel during the activity?

Do you have any question regarding the subject of the discussion?

What factors influenced your choices during the game?

What were some of the main challenges you faced during the role-play activity?

Do you have something specific regarding the experience that you want to share with the others?

Title for the chosen topic

While developing the explanation, keep close the 10 insights on Italian emerging adults that are in the participants section of the manual (p. 5)

Explain the processes and the mechanisms that sustain the topic that you want to explain but possibly provide also real cases or realistic examples

Use communication modalities that can make the content stimulating for the Italian emerging adults: visuals, graphs, videos, stories of people, straight to the point explanations...

Building the narrative



Let's build the narrative

PACES problem

e.g.

How to convey PACES expert knowledge about migration effectively to a group of your peers?

The goal is to build a narrative that has as purpose to help PACES to communicate the same information that you acquired today to your peers.

To do so, you will fill in the narrative canvas

Narrative Canvas

Audience

- Italian emerging adults
- Age 20-29
- Too mature and conscious to be considered adolescents but still in an uncertain stage of life to be called young adults (Arnett, 2014). This period is characterised by the "feeling in between" and having to take major life decisions that play a role in the process of forging their personal identities.

Topic

Relevant key points to touch upon in the canvas.

Narrative Goal

What function should the narrative have?

Channel of communication

E.g. Instagram post, blogpost, video...

Before

What does your audience think, feel, know before they experience your narrative?

Set the scene

What do you think could be a good a title for the narrative?
What elements and information you should introduce to set the scene?

Make your point

What message do think is important to convey?
What would be the audience a-ha moment ?
What do you think it is important to explain to reach the narrative goal?

After

What is the message that you want to leave?
What does your audience think, feel, know after they experience your narrative?

Sketch

Sketch here you idea! E.g. storyboard, flow chart...

Wrap up



Closure of the workshop

How did you experienced the workshop?

How did you find the activities?

Do you think that the content of the workshop is comprehensible?

Do you think that the workshop helped you to develop a more informed opinion of the discussed topic (migration and development)?

How can the format fit you and your peers?

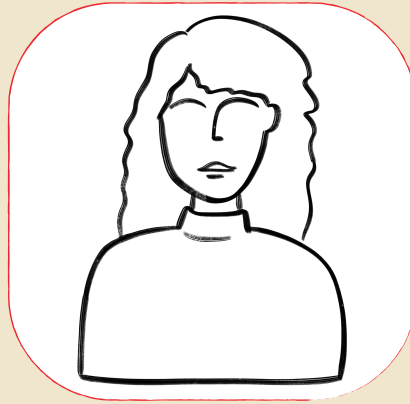
How did you perceived the interaction with the people from PACES?

Any other feedback? Anything that you would change or you think it needs to be improved?

Worksheet

[illegible]

PASSPORT



**Young woman
25 years old
Last year of
Computer Science**

Beliefs

Importance of family and friendships,
Freedom of choice,

Goals

Slow-pace life,
Successful career,

Intentions

She wants to work for a major company, like
apple or IBM

Note

**Discuss with the other stakeholders
to find a solution to reach your goals**

PASSPORT



**Italy's Ministry of
foreign affairs and
international
cooperation**

Beliefs

Italy should help other country's economic development,
Improving people's lives conditions in origin countries would reduce migration flows

Goals

Improve Italian image abroad,
Development of cooperation while protecting
human right and fostering economic growth

Intentions

Stop migration by supporting origin countries
by promoting policies for development in
sectors where the country is already strong .

Discuss with the other stakeholders to find a solution to reach your goals

Note

[illegible]

PASSPORT



**Mali's Ministry of
economy and labour**

Beliefs

The country has a lot of potential, there are young people willing to work for primary economic sectors of the country and they would like to contribute to the development of the country

Goals

Convince international investors to invest in existing and emerging actors.
To engage with destination country to get funding

Intentions

Promote economic development,
Diversify economic sectors,
Retain highskilled people

Note

**Discuss with the other stakeholders
to find a solution to reach your goals**

PASSPORT



Young man
21 years old
Studying medicine

Beliefs

He believes in his country,
He is committed to its development, but he
thinks that he should not sacrifice his life for
the country

Goals

Working in a nice environment,
with good facilities and well-balanced
work-personal life

Intentions

He wants to have an international degree that would open more opportunities (both in his country or abroad)

Discuss with the other stakeholders to find a solution to reach your goals

Note

[illegible]

PASSPORT



**Agro-businessman
from Mali**

Beliefs

He believes that the agricultural sector has potential for growth with the opening to exports,
He believes that there are enough workers in the country to support the growth

Goals

To grow production and become more relevant on an international level


Intentions

To secure funding either from his country or from external ones

Note

Discuss with the other stakeholders to find a solution to reach your goals

PASSPORT



Beliefs

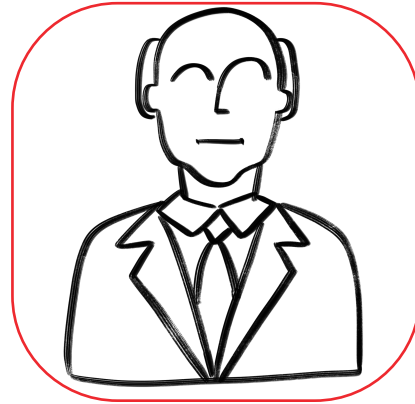
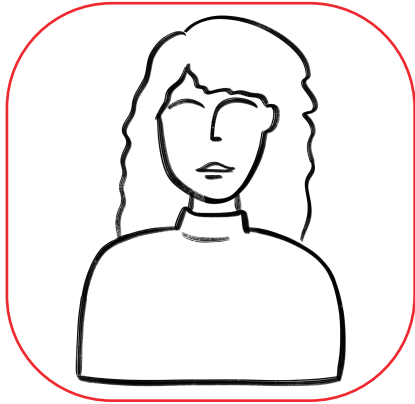
Goals

Intentions

Discuss with the other stakeholders to find a solution to reach your goals and intentions

Note

[illegible]



Narrative Canvas

Audience <ul style="list-style-type: none">Italian emerging adultsAge 20-29Too mature and conscious to be considered adolescents but still in an uncertain stage of life to be called young adults (Arnett, 2014). This period is characterised by the “feeling in between” and having to take major life decisions that play a role in the process of forging their personal identities.	Topic <p>Relevant key points to touch upon in the canvas.</p>	Narrative Goal <p>What function should the narrative have?</p>	Channel of communication <p>E.g. Instagram post, blogpost, video...</p>
Before <p>What does your audience think, feel, know before they experience your narrative?</p>	Set the scene <p>What do you think could be a good a title for the narrative? What elements and information you should introduce to set the scene?</p>	Make your point <p>What message do think is important to convey? What would be the audience a-ha moment ? What do you think it is important to explain to reach the narrative goal?</p>	After <p>What is the message that you want to leave? What does your audience think, feel, know after they experience your narrative?</p>
Sketch <p>Sketch here you idea! E.g. storyboard, flow chart...</p>			