

MOSAIC - WORKSHOPS REPORT

#REPORT



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ITALY

ORGANIZATION

AMAL FOR EDUCATION APS

01

Workshops in Rome (Italy)

The MOSAIC storytelling and videopodcast workshops were implemented in Rome, Italy, within the facility hosting unaccompanied minors of the Welfare Colombi project. A total of 27 young participants, aged 17 to 18 and coming from Egypt, Tunisia, Guinea, Bangladesh, and Senegal, took part in 8 appointments held from October to December 2025, facilitated by a team of 5 staff members with expertise in youth engagement, media production, and participatory methods. Sessions followed two formats, with standard sessions lasting 1.5 to 2 hours focused on theme exploration and technical skills, and field recording sessions of 2 to 3 hours dedicated to hands-on production in neighborhood settings. The workshops explored three main topics: personal heritage and cultural identity through significant objects, traces of Arab culture in Rome, and linguistic connections between Arabic and Italian language, resulting in the production of three dedicated videopodcast episodes.

Presentation/Summary

The MOSAIC storytelling and videopodcast workshops took place in the facility hosting unaccompanied minors of Welfare Colombi in Rome, involving a group of 27 young participants to explore creative expression through audio-visual storytelling. The activities were facilitated by Isabella Chiari, Chiara del Tavano, Mohamed Saleh, Alessia Pierro, and Giulia Morello, who combined experience in youth engagement, media production, and participatory methods to create an open and collaborative learning environment.

Throughout the sessions, participants worked in small groups and took on different production roles according to their interests among visuals, audio

recording, scriptwriting, acting and artistic direction to shape the three episodes of the videopodcast series. Together, the group collectively built a shared narrative and translated it into sound and visuals, creating a three-episode series. Each episode explored a different angle: what they carry with them from their culture of origin, what traces of Arab heritage can be found in Italy - specifically Rome-, and what similarities are shared between Italian and Arabic language.

Bringing out their creative skills, teamwork, and personal storytelling, the workshop sessions offered a space for personal reflection and intercultural dialogue through the narration of simple things like their favorite food or favorite song.

Participants Overview

The MOSAIC project in Italy was implemented within one of the structures part of the local social project Welfare Colombi. Welfare Colombi is an umbrella project implemented by different local cooperatives in collaboration with Rome's Department of Social Policies that hosts unaccompanied minors (Minori Stranieri Non Accompagnati (MSNA)) in their facilities, responding both to second and first reception necessities of young migrants' in the capital. The goal of the project is to welcome and accompany unaccompanied minors in a process of inclusion and empowerment to become active citizens in a new country as well as assure and mediate a intercultural dialogue with the hosting communities of local residents.

For the implementation of the MOSAIC videopodcast and storytelling workshops, Amal for Education prioritizes the young residents of the apartment complex of Welfare Colombi's community center. A total of 27 young people, all between 17 and 18 years old, took part in the activities. They came from a variety of countries, including Egypt, Tunisia, Guinea, Bangladesh, and Senegal, bringing a mix of perspectives and creating the ground to share Arabic culture with non-Arab people.

Choosing this group was key. Living in Italy without family nearby, the participants usually have to learn and adapt to the local culture. MOSAIC flipped this around: it gave them a space to showcase their own identity, express pride in their roots, and even discover new aspects of Arabic culture right in Rome.

Activities & Schedule

[programme structure, modules, timelines, and educational framework, detailed description of activities implemented during the project, including agendas, methodologies, and facilitation approach] – please link external documents and place them in the report folder.

In Italy, the MOSAIC project was implemented through a structured cycle of three thematic episodes, each focused on exploring participants' cultural heritage and promoting storytelling through videopodcasts. Each episode combined reflection, technical training in audio-visual production, and collaborative creation, guiding participants from personal exploration to shared outputs.

The workshops involved 27 young residents of Welfare Colombi, who worked jointly divided into smaller groups with each participant taking on specific roles - visuals, audio, scriptwriting, actors, or artistic direction - to allow everyone to bring their contribution to the different scenes across the three episodes.

A total of 8 appointments were run inside and outside the facility of Welfare Colombi from October to December 2025. The first sessions focused on theme introduction and technical workshops, covering storytelling techniques, video and audio recording skills, and group collaboration. Participants reflected on their own experiences, shared personal narratives, and experimented with producing short audio-visual pieces. The final sessions of each episode included field visits and practical recordings, allowing participants to contextualize their stories in real-world settings, explore neighborhood landmarks, and document cultural elements through videopodcasts. Each episode concluded with the editing and production of all the different audiovideo material into three final short videopodcast episodes, which captured participants' stories, reflections, and cultural insights.

Main Facilitators

Isabella Chiari – Lead facilitation, educational design, storytelling guidance, and technical support

Alessia Pierro – Lead facilitation, educational design, storytelling guidance, and technical support

Chiara del Tavano – Lead facilitation, educational design, storytelling guidance, and technical support

Mohamed Saleh - Lead facilitation, and technical support

Giulia Morello - Videopodcast expert, lead workshop on technical tools and practices

Structure of Each Workshop Day

Most sessions followed one of two formats:

Standard Sessions (1.5–2 hours) – Focused on theme exploration, personal storytelling, and technical skills development

Field and Recording Sessions (2–3 hours) – Hands-on recording in the neighborhood, visits to cultural sites, and co-creation of videopodcasts

Pedagogical Progression Summary

Exploration & Awareness – Introducing the episode's theme and its cultural context

Personal Reflection – Sharing experiences and personal narratives

Storytelling & Technical Skills – Developing audio-visual narratives and learning production techniques

Community Engagement & Co-Creation – Recording stories in situ, interacting with peers, and producing final outputs

Presentation & Peer Dialogue – Sharing videopodcasts within the group and the wider community

Feedback and Knowledge Evaluation

The feedback and knowledge evaluation report was separately uploaded into the platform.

This project offered the opportunity to reverse a dynamic that is often implicit in the life of those who - willingly or not - travel and move to a new country: the pressure of simply adapting. The group chosen for the implementation of activities in Italy was selected especially given their age and necessity to express themselves creatively, but also to have a space where they are not only required to adapt, but to merge their original culture into a new cultural setting, exploring and finding new points of reference in Rome.

With their creativity and sharing of experience, the group proved to be very responsive, even after a first moment of guardedness. This meant for us being able to create a space where the group could feel heard, valued, and get curious. They shared their reflections, previous knowledge, and their creative thinking, using tools that were mostly new to them (cameras, GoPros, microphones).

The sessions were a positive experience from both the participants group, the social workers, and everyone involved in the project inside the facility of Welfare Colombi and the staff of Amal for Education.

02

Workshops in Malta

This phase of the MOSAIC project aimed to explore and communicate the presence of the Arab heritage in Malta and to create a series of 3 videos on the topic. Through this project, the participants engaged with heritage and culture, strengthened interpersonal skills, and learnt technical skills needed in video production. A particular focus was put on allowing as much creative freedom as possible while instilling collaboration skills, cultural awareness, and technical competences.

Presentation/Summary

The activities under WP03 were implemented between 24th September and 7th October 2025 through a structured series of 12 workshops spread throughout 6 meetings dedicated to storytelling and video production. The workshops engaged a group of 15 young participants in the creation of three videos addressing Arab heritage in Malta.

The workshops were facilitated by Gwennaëlle Viard, a self-taught professional in media production with over 7 years of experience. She spent most of her career working for NGOs, leading marketing and communication departments, and delivering workshops and trainings for young people on a wide range of topics, working with participants from all walks of life. While in recent years she dedicated her skills to a private company, she remained actively engaged with youth work NGOs, carrying out punctual activities and workshops for small groups of young people. She was supported by Aimee Hughes Mizzi, a youth worker and chairperson of Generation (Change?), who has many years of experience in non-formal and project-based learning methodologies with youth, particularly those with fewer opportunities. Gwennaëlle and Aimee were

supported by two volunteers of the organisation. During this phase of the project, the participants worked collaboratively to define the themes of the videos, create the videos' structure and script, coordinate recording sessions and edit the videos. This resulted in a video focusing on the presence of Arabic in the Maltese language, another on the influence of Arabic on Maltese villages, and a podcast episode where they reflected and discussed their findings during this project.

Participants Overview

The participants of the project varied greatly, some participants were of Maltese origin, some were half Maltese and half Arabic, whilst others were from South America, Ukraine and The Philippines. The age of the participants ranged from 16-25 and background of participants included, secondary school, post-secondary, employment and NEETS (Not in education, employment or training). Gender-balance was respected with 6 females and 9 males participating.

Activities & Schedule

1. Programme Structure and Educational Framework
This phase of the project was carried out through twelve workshops held between 24 September and 7 October 2025. The aim was to combine heritage exploration with practical training in audiovisual production, leading to the creation of three videos on Arab heritage in Malta.

The approach followed non-formal education principles, with a strong focus on learning by doing and peer collaboration. Participants were encouraged to take ownership of the content and direction of the videos, while facilitators provided guidance and technical support where needed. The workshops moved gradually from introducing basic storytelling and editing skills to exploring the topic in more depth, and finally to planning, filming, and editing the three productions.

The introduction workshops introduced participants to basic storytelling structures and simple mobile editing techniques. We discussed narrative structure, visual composition, and how to organise a short video in a clear and engaging way.

The participants playfully practiced using a GoPro camera with lapel mics, in preparation for future recording sessions where the said mics and camera

will be used.

Participants then worked in small groups to plan, film, and edit a short story within approximately one hour. They were introduced to two free mobile editing apps, GoPro Quick and InShot, the first one being extremely easy to use and therefore ideal for beginners, and the second offering more functionalities and possibilities but requiring a preliminary understanding of video editing software.

The next set of workshops focused on content development. Participants explored the digital map of Arab heritage in Malta created in a previous phase of the project. This was followed by group discussions on historical and contemporary Arab influences in Malta, as well as reflections on personal connections to heritage and identity.

Together, the group brainstormed possible directions for the three videos. This session ensured that the final concepts were based on research while also reflecting the participants' own perspectives and interests.

During this session, participants agreed on the final themes of the three videos. They worked on developing the structure and key messages, including the format of the podcast. Shot lists were drafted, roles were assigned, and internal deadlines were set.

This planning stage required coordination and decision-making, as participants distributed tasks and agreed on timelines in order to complete the productions within the project timeframe.

Workshop 7&8 – Filming Practice, 2nd October 2025
This session was originally planned as a purely hands-on practice round on how to use the recording equipment – mainly the GoPro camera and lapel mics – but it happened to take place at the very same time as a protest for the freedom of Palestine held close-by. As all the young people present expressed their wish to join the protest, it was decided to turn the quiet practice into a real-life practice which was actually more challenging than their filming condition for the project.

This turned out to be a great opportunity for the participants to learn how to take their filming environment into consideration when recording, and come up with creative ways to go around any challenge they may find both visually and audibly.

Workshop 9&10 – Podcast Filming, 4th October 2025
This time focused on recording the podcast included in one of the videos. Participants were responsible for setting up the space, moderating the discussion, and managing the recording process.

The session gave them the opportunity to practice structured discussion, active listening, off-camera coordination and on-camera communication.

A variety of equipment was used by the young people, including lapel mics, GoPro cameras, DSLR camera and studio light, which not only allowed better quality recordings, but also provided a great opportunity for the participants to utilize the different technical skills developed during the previous session.

Workshop 11&12 – Editing and Post-Production, 7th October

The final workshop marked the beginning of the post-production phase. Participants edited the footage, agreed on a shared visual style, and defined common guidelines for titles, transitions, and overall structure to ensure coherence across the three videos.

Additional one-to-one support was provided to a participant who encountered technical difficulties during the editing process, ensuring that everyone was able to complete their assigned tasks.

After this session, participants continued working on the edits independently, and an additional one-to-one session was with one of the participants who encountered technical difficulties in the editing process. A detailed script for each video was produced by one of the participants to help with the subtitles.

3. Methodology and Facilitation Approach

The workshops combined short theoretical inputs with practical exercises and group discussions. Participants were involved in decision-making throughout the process, from selecting themes to defining the final structure of the videos. Independent work between sessions allowed them to continue developing their ideas and technical skills.

Facilitators acted as mentors and technical guides, ensuring that the quality standards were met while allowing participants to maintain ownership of the creative process.

Main Facilitators

Gwennaëlle Viard, media production professional, workshops facilitator
Aimee Hughes Mizzi, youth worker, workshop coordinator

Pedagogical Progression Summary

The workshops were structured in a way that gradually moved from guided learning to more independent work. The first session focused on basic storytelling and editing skills, including narrative structure, visual composition, and the use of accessible digital tools. Through a short group production exercise, participants had the opportunity to immediately apply these skills by planning, filming, and editing a short video within a limited timeframe. This helped build confidence and showed that it is possible to create meaningful content even with simple technical resources.

During the second and third workshops, the focus shifted from technical skills to content development and planning. By exploring the digital map of Arab heritage in Malta and discussing its relevance to their own experiences, participants engaged more critically with the topic. They moved from simply learning information to analysing and interpreting it in their own words. In the planning phase, they defined the themes of the videos, developed the structure and key messages, allocated responsibilities, and set deadlines. Decision-making became increasingly participant-led, while facilitators provided support and guidance where necessary.

In the final phase, which included filming and editing, participants applied the skills they had developed more independently. They worked together to ensure coherence across the three videos, agreed on a shared visual approach, and managed their own timelines and responsibilities. By the end of the process, they were able to carry out key stages of the production workflow with limited supervision. This progression was reflected not only in the quality of the final videos, but also in the participants' increased confidence, sense of responsibility, and ability to work collaboratively.

Evaluation and Feedback Feedback 1)

Participants were not eager to complete the feedback form following the conclusion of the project, however initial input was received from those who signed the registration form - where it was stated that approximately half of participants had some basic

experience with filming and editing, whilst half had little to no experience with this creative medium. Throughout the workshops, facilitator observations could see an improvement in the technical skills, however it is also noted that more workshops would be beneficial to further enhance these skills. Participants stated that there was in-depth guidance from the facilitators which they found beneficial to the project. To gather feedback a verbal evaluation was conducted during the final workshop.

Overall, participants were happy with the workshop format as they enjoyed the hands-on approach and the opportunity to collaborate together. All participants agreed that the facilitators were approachable and they particularly liked that the different elements of the workshops changed, this kept them engaged throughout. Participant 1 discussed how through these workshops and ultimately the creation of the video, they explored areas of Malta in a new way as they were not so aware of the historical aspect of the Arab heritage which was the main theme of the workshops. Participant 2 enjoyed going into depth particularly in relation to the language, as she said that since her employment involves learning and raising awareness of the Maltese language, discussing with peers the influence and origin, gave her a sense of pride. Another participant was excited to learn different editing techniques and to be challenged with this, as he had a basic understanding but these workshops gave him new perspectives and skills that he can take into other areas of his life.

One challenge that all participants faced was deciding on the topics for the videos and how to go about this logistically. They stated that they would have benefitted from more workshops but understood that time was also limited and that it was difficult to coordinate so that all participants could join all workshops.

This series of workshops was successful, there was consistent engagement from the young people and it led to the creation of 3 videos, planned, filmed and edited by the young people themselves. The skills and knowledge gained will be transferred to other areas of their lives ensuring that the impact of the project is utilised well beyond the end date.

SPAIN

ORGANIZATION

Casa Árabe

03

Workshops in Cordoba (Spain)

The MOSAIC project aims to foster intercultural dialogue, creative expression, and digital literacy through storytelling and videopodcast production inspired by shared Mediterranean cultural heritage. In Spain, the project was implemented through a series of participatory workshops hosted by Casa Árabe, focusing on digital storytelling methodologies connected to artistic creation and the legacy of Al-Andalus.

The Spanish implementation sought to provide participants with practical audiovisual skills while encouraging critical reflection on identity, cultural memory, and contemporary narratives. Through collaborative learning environments, participants explored narrative construction, podcast production, audiovisual language, and creative storytelling techniques.

The workshops combined theoretical inputs with hands-on practice, enabling participants to co-create digital narratives and videopodcast content while strengthening intercultural competencies and media literacy skills.

Presentation/Summary

The MOSAIC workshops in Spain consisted of six workshops delivered across twelve sessions between October and November 2025. The programme was organised by Casa Árabe and facilitated by professionals specialised in storytelling, audiovisual production, and participatory education methodologies such as Asociación Juvenil Algarabia and Radio Paradigma.

The training combined narrative development, digital storytelling, and videopodcast production.

Participants worked collaboratively from idea development to recording and editing, integrating cultural reflection with technical learning. Sessions included group discussions, creative exercises, scriptwriting, recording practices, and exposure to professional media environments.

The trainers guided participants through a progressive pedagogical process that emphasized participation, peer learning and experimentation. The workshops culminated in the creation of original storytelling pieces and videopodcast productions reflecting participants' perspectives on cultural heritage and contemporary identity.

Participants Overview

The workshops involved a group of students enrolled in a course at the Escuela de Arte y Superior de Diseño Mateo Inurria. Participants were young adults pursuing artistic and design education, with interests in audiovisual media, storytelling, and creative expression.

Registration and Selection Process

Participants were students from a course at the Escuela de Arte y Superior de Diseño Mateo Inurria. Rather than an open call, participation took place within the framework of their regular academic programme, as the MOSAIC workshops were integrated into their class activities.

Students participated as part of their curricular learning process, allowing the workshops to be embedded in an educational context that connected digital storytelling and videopodcast production with their artistic and design training. This integration ensured continuity of learning, sustained participation, and alignment with pedagogical objectives established by the school.

The group composition reflected the existing classroom cohort, providing a balanced and collaborative learning environment while fostering intercultural reflection and creative experimentation within a formal educational setting.

Access Conditions

Participation was free of charge and implemented during regular class hours, ensuring full accessibility and equal participation conditions for all students.

Participants' Needs

Participants aimed to:
develop audiovisual storytelling skills,

learn podcast and videopodcast production techniques,
explore cultural narratives linked to heritage,
strengthen creative and collaborative competencies,
Learn digital media tools.

Activities & Schedule

WP3 focused on the development of personal narratives and videopodcast production, guiding participants through a creative process that combined storytelling, artistic experimentation and audiovisual training.

The workshops aimed to support participants in transforming personal reflections and cultural experiences into structured digital stories. Through drawing, creative writing, collaborative discussion and media production exercises, students explored identity, memory and intercultural dialogue linked to the legacy of Al-Andalus and Cordoba's Cultural Heritage.

The pedagogical process followed a progressive pathway:

Personal narrative exploration – participants reflected on their experiences and developed storytelling ideas through visual and written exercises.

Narrative development – students structured their stories using scriptwriting techniques and peer feedback.

Audiovisual translation – narratives were adapted into videopodcast formats.

Production and editing – participants recorded and edited audiovisual content.

Main Facilitators

Elena Calvo – Audiovisual Production Trainer, responsible for recording techniques, videopodcast production and editing training.

Francisco Gracia – Project Coordinator (Casa Árabe), responsible for programme coordination and pedagogical supervision.

Pedagogical Progression Summary

The WP3 workshops followed a progressive learning sequence moving from personal reflection to audiovisual production. Initial sessions focused on helping participants identify themes connected to identity, memory and lived experience, encouraging self-expression through artistic and narrative exercises.

During the intermediate phase, participants developed structured storytelling projects and translated their personal narratives into scripts suitable for audiovisual formats. Collaborative feedback sessions strengthened narrative clarity and creative confidence.

The final workshops focused on videopodcast production, including recording and editing processes. Participants demonstrated increased autonomy, technical competence, and confidence in storytelling, successfully integrating personal narratives with digital media skills in line with the objectives of WP3.

Evaluation and Feedback

Evaluation and feedback were provided in the specific report uploaded in the platform.

Conclusions

The implementation of WP3 in Spain successfully demonstrated the potential of personal storytelling as a tool for intercultural dialogue, creative education, and digital skills development. Through a structured sequence of workshops, participants progressed from personal reflection and narrative exploration to the production of audiovisual content, integrating social and artistic expression with media literacy competencies.

The integration of the workshops into the academic programme of the Escuela de Arte y Superior de Diseño Mateo Inurria strengthened the educational impact of the activities. Participants developed not only technical audiovisual skills but also greater confidence in self-expression, critical thinking and collaborative work. The focus on personal narratives enabled students to connect individual experiences with broader cultural and historical perspectives related to the legacy of Al-Andalus.

Evaluation results and participant feedback indicate a high level of engagement and satisfaction, highlighting the effectiveness of experiential and participatory methodologies. The combination of heritage reflection and digital storytelling fostered meaningful learning experiences and reinforced intercultural awareness among participants.

As next steps, the project outcomes will be further supported through the organisation of additional public presentations and dissemination events showcasing the videopodcasts created by participants. These activities aim to extend the visibility of the project beyond the workshop environment, encouraging dialogue with wider

TURKIYE

ORGANIZATION

AIYD

04

Workshops in Kilis (Turkiye)

Introduction

The MOSAIC storytelling and videopodcast workshops in Türkiye were implemented by Amal İnsani Yardım Derneği (AIYD) in Kilis and surrounding areas in Southern Anatolia. The activities formed part of the transnational MOSAIC project, aimed at strengthening awareness of Arab cultural heritage across the Mediterranean through youth-led storytelling and audiovisual production.

The Turkish implementation focused on exploring the Arab cultural legacy in Southern Anatolia, particularly in Harran, Şanlıurfa, and Kilis. Through a structured cycle of workshops and field visits, young participants engaged in collective reflection on heritage, language, architecture, and daily cultural practices. The workshops combined participatory methods, historical exploration, and technical training in videopodcast production.

The process resulted in the creation of three videopodcast episodes produced by youth participants, documenting Arab heritage in architecture, linguistic traces of Arabic in Turkish, and the lived cultural interaction between Syrian refugees and the local Turkish community.

Presentation / Summary

The MOSAIC workshops in Türkiye involved a group of young participants from Kilis, including both Turkish youth and Syrian refugees. The sessions were coordinated and facilitated by the team of Amal İnsani Yardım Derneği (AIYD), under the editorial coordination of Nesrine Boucheda.

The facilitation team combined expertise in youth

work, intercultural dialogue, and media production. The workshops guided participants through thematic exploration, script development, field research, and technical production of videopodcast episodes. Participants worked collaboratively in small teams, assuming roles such as host, researcher, scriptwriter, camera operator, interviewer, and editor.

Across the sessions, participants explored how Arab heritage remains embedded in Southern Anatolia's built environment, language, and everyday life. The three episodes documented visits to Harran's traditional beehive houses, linguistic analysis of Arabic-origin words in Turkish, and reflections on the socio-cultural presence of Syrian refugees in Kilis. The workshops created a space for critical dialogue, identity reflection, and shared storytelling.

Participants Overview

The workshops involved youth participants aged approximately 16–22 years, residing in Kilis and nearby areas. The group included both members of the local Turkish community and Syrian refugee youth, ensuring intercultural exchange within the learning process.

Participants were selected through AIYD's local youth networks and community outreach channels. Priority was given to young people interested in media production, cultural heritage, and storytelling. Participation was voluntary and free of charge. Parental consent was obtained where required.

Many participants came from contexts marked by migration, social transition, and limited access to structured creative opportunities. The workshops responded to identified needs for:

- Safe spaces for intercultural dialogue
- Development of communication and digital skills
- Opportunities to reflect on identity and heritage
- Practical experience in audiovisual production

The mixed composition of the group enabled dialogue between Turkish and Syrian youth, fostering mutual understanding and challenging stereotypes.

Activities

The MOSAIC workshops in Türkiye were structured around three thematic episodes, each developed through a pedagogical progression combining awareness, research, field exploration, and production.

Programme Structure and Educational Framework

The implementation included preparatory sessions, thematic workshops, and field recording days. Sessions combined:

- Historical and cultural contextualization
- Participatory discussion and reflection
- Scriptwriting and narrative development
- Technical training (camera use, audio recording, interviewing techniques)
- On-site filming and documentation
- Collective editing and review

Episode 1 – Heritage and Identity: Arab Legacy in Southern Anatolia

Focus: Architectural and material heritage

Participants visited Harran and Şanlıurfa, exploring:

- The iconic beehive-shaped domed houses of Harran
- Traditional domestic tools and material culture
- Historical layers of Arab presence in the region

Youth participants documented their observations through interviews, guided narration, and visual recording. The episode emphasized how architecture reflects environmental adaptation and cultural continuity.

Episode 2 – Arabic Words in the Turkish Language

Focus: Linguistic heritage

This episode examined the presence of Arabic-origin vocabulary in contemporary Turkish. Participants researched examples of:

- Everyday lexical items
- Religious and administrative terminology
- Expressions embedded in daily speech

Workshops included interactive exercises where participants identified words, traced etymologies, and discussed how language reflects historical coexistence. The episode linked linguistic heritage to identity formation and shared history.

Episode 3 – Arab Cultural Presence in Kilis

Focus: Contemporary cultural interaction

Participants explored how Syrian refugees have influenced daily life in Kilis, particularly in:

- Food culture
- Commerce

- Social spaces
- Language use

The episode highlighted lived cultural exchange rather than abstract heritage, documenting real interactions in markets and urban spaces. Interviews and street footage were used to capture youth perspectives on coexistence and cultural adaptation.

Main Facilitators

Nesrine Bourcheda
Rasha Elavad
Nizar Ridvan
Isabella Chiari
Taher Laela
Huseyn Elcuned

Pedagogical Progression Summary

The project in Türkiye progressed from historical awareness to critical reflection and finally to youth-led production. At the beginning, participants demonstrated curiosity about heritage but often perceived it as distant or purely historical. Through field visits and discussions, heritage became tangible and locally grounded.

During the second phase, participants developed stronger analytical skills, particularly in recognizing linguistic traces of Arabic in Turkish. This stage deepened awareness of cultural interconnection and challenged simplified narratives about identity boundaries.

In the final phase, the focus shifted toward contemporary coexistence in Kilis. Participants expressed increased confidence in public speaking, interviewing, and collaborative production. The process strengthened intercultural dialogue within the group and generated a sense of shared ownership over the final outputs.

Evaluation and Feedback

Evaluation and feedback results have been uploaded in the platform in the specific document.

The MOSAIC workshops in Türkiye strengthened youth awareness of Arab cultural heritage as a living and evolving dimension of Southern Anatolia. Through storytelling and videopodcast production, participants connected historical traces, linguistic elements, and contemporary social dynamics.