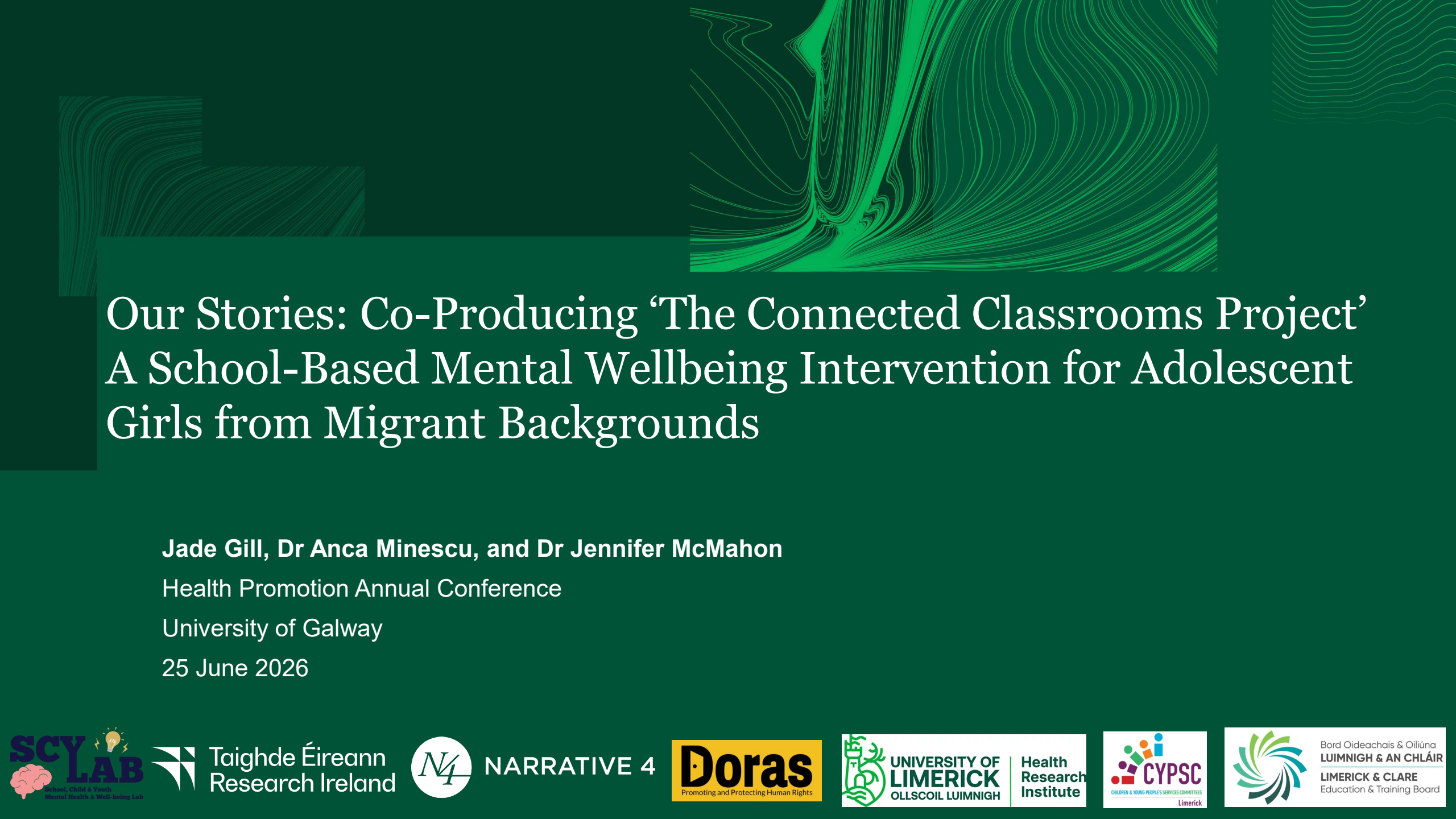




Our Stories: Co-Producing ‘The Connected Classrooms Project’ A School-Based Mental Wellbeing Intervention for Adolescent Girls from Migrant Backgrounds

Jade Gill, Dr Anca Minescu, and Dr Jennifer McMahon

Health Promotion Annual Conference

University of Galway

25 June 2026

Background



Migration at an **historical high** in Ireland and worldwide.



Adolescence is a **key developmental period** → greater emphasis **on peer relationships**.



Migrant girls face unique **mental health** and **wellbeing** challenges.



Migrants more likely to experience **bullying** and **discrimination** in school.



Migrant youth face additional **access barriers** to traditional **mental health supports**.



Schools are pivotal in providing **social** and **emotional support** to adolescent migrants.



Little evidence of **effective, fit-for-purpose** school-based **interventions**.



Youth-adult research partnerships are paramount in youth wellbeing intervention.

PhD Overview

RESEARCH AIM

To explore school-based interventions that promote wellbeing in adolescent migrant girls, with the goal of designing a school-based resource, using Narrative 4 methodologies to promote wellbeing in this population.

WP1

Scoping Review: Identify evidence-based school-based interventions that support migrant girls' wellbeing.

WP2

Explore **existing wellbeing supports** for adolescent migrant girls in Irish post-primary schools.

WP3

Design and pilot a school-based resource to promote wellbeing in adolescent migrant girls.

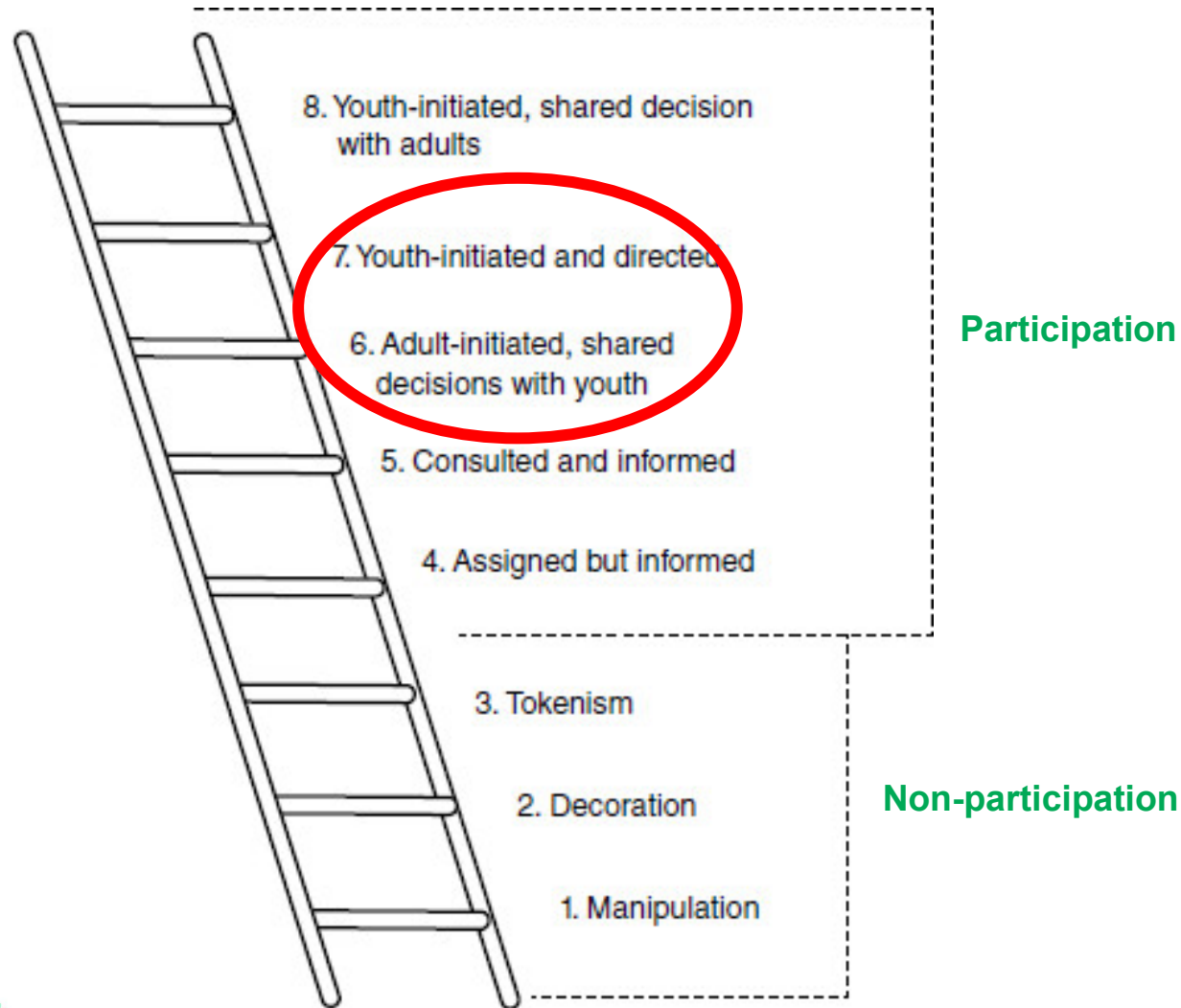
Through:

- School Survey
- Student Focus Groups
- Teacher Interviews

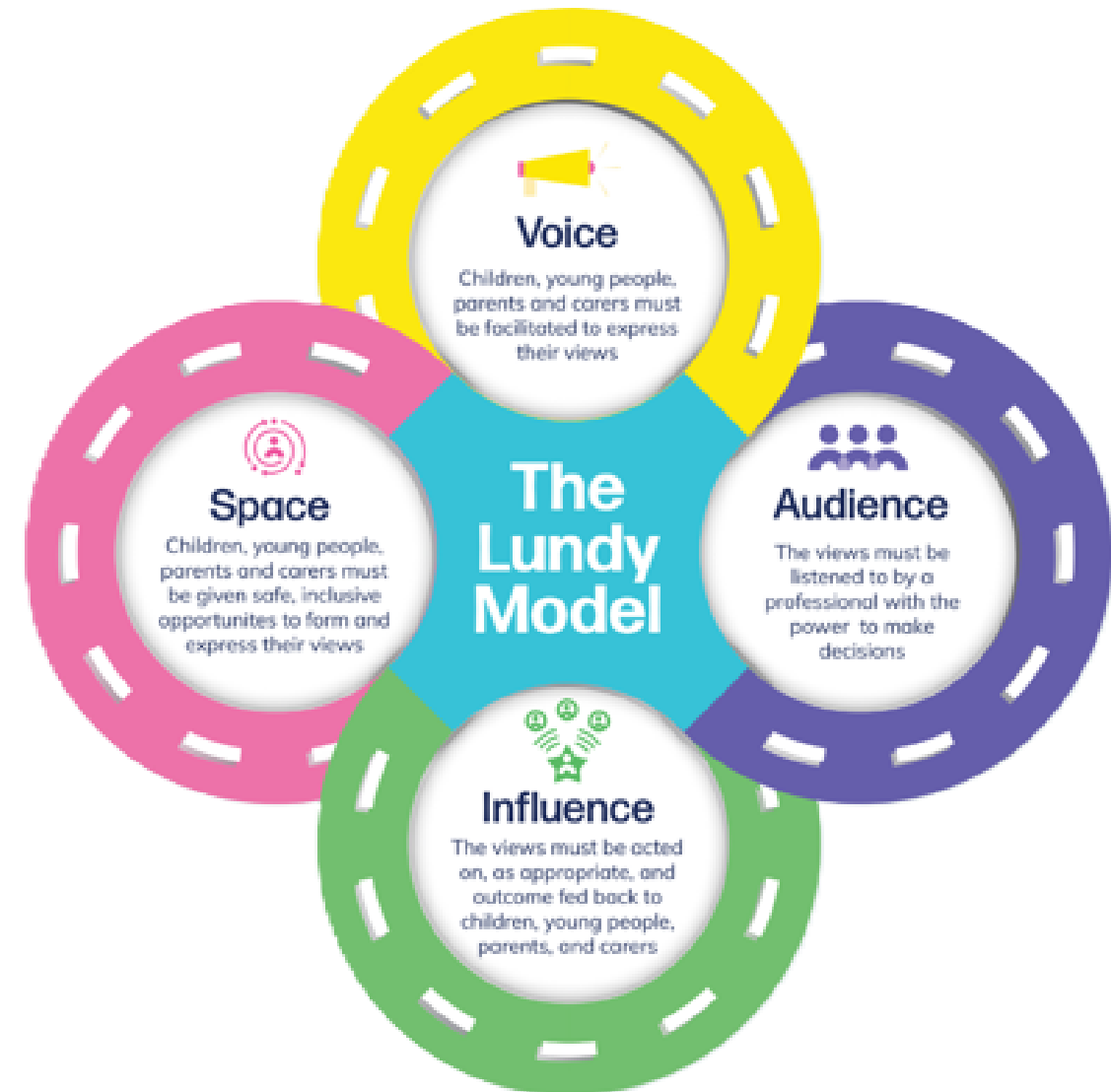


Public & Patient Involvement (PPI)

Hart's Ladder of Youth Participation (1992)



Lundy Model of Child Participation (2007)



PPI Contributors

Youth Advisory Panel (YAP) of adolescent girls from migrant backgrounds ($N = 5$)

Key Stakeholder Group (KSG):

- Enterprise partner
- Migrant advocacy agency
- Post-primary school teachers
- Community partners
- Research team

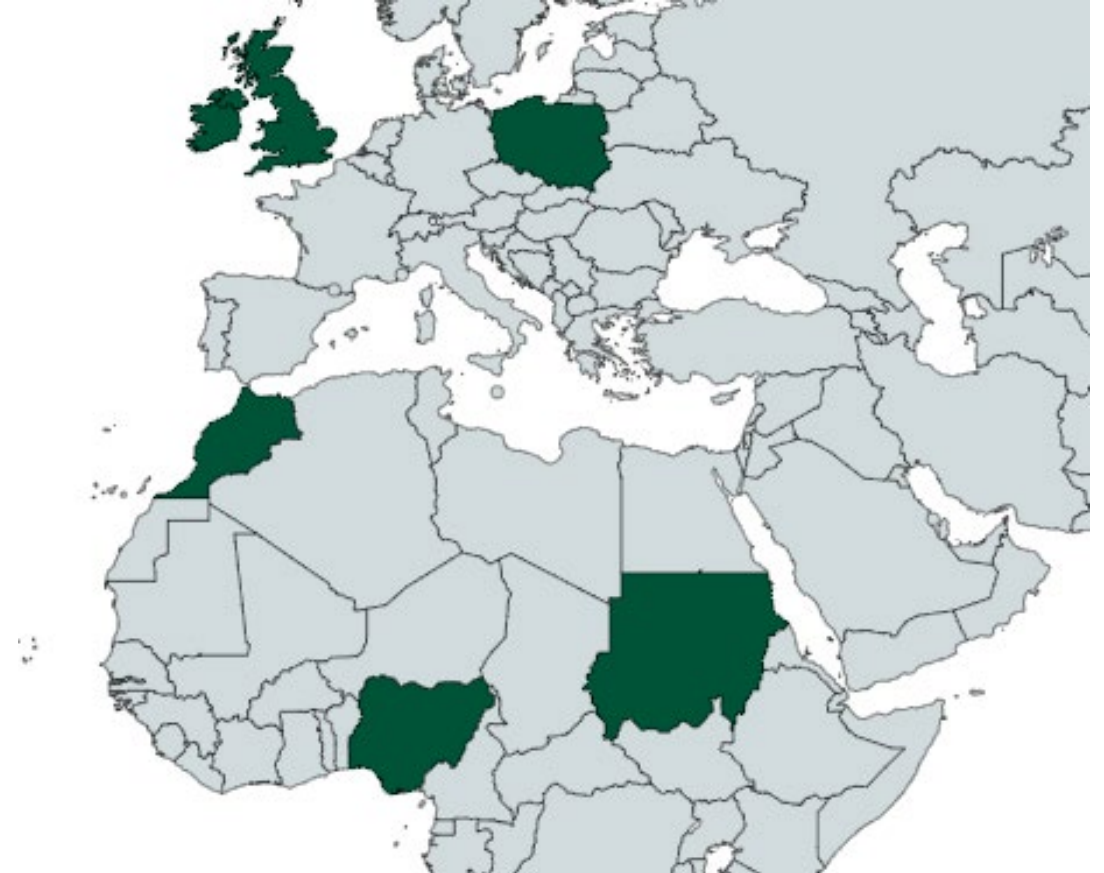


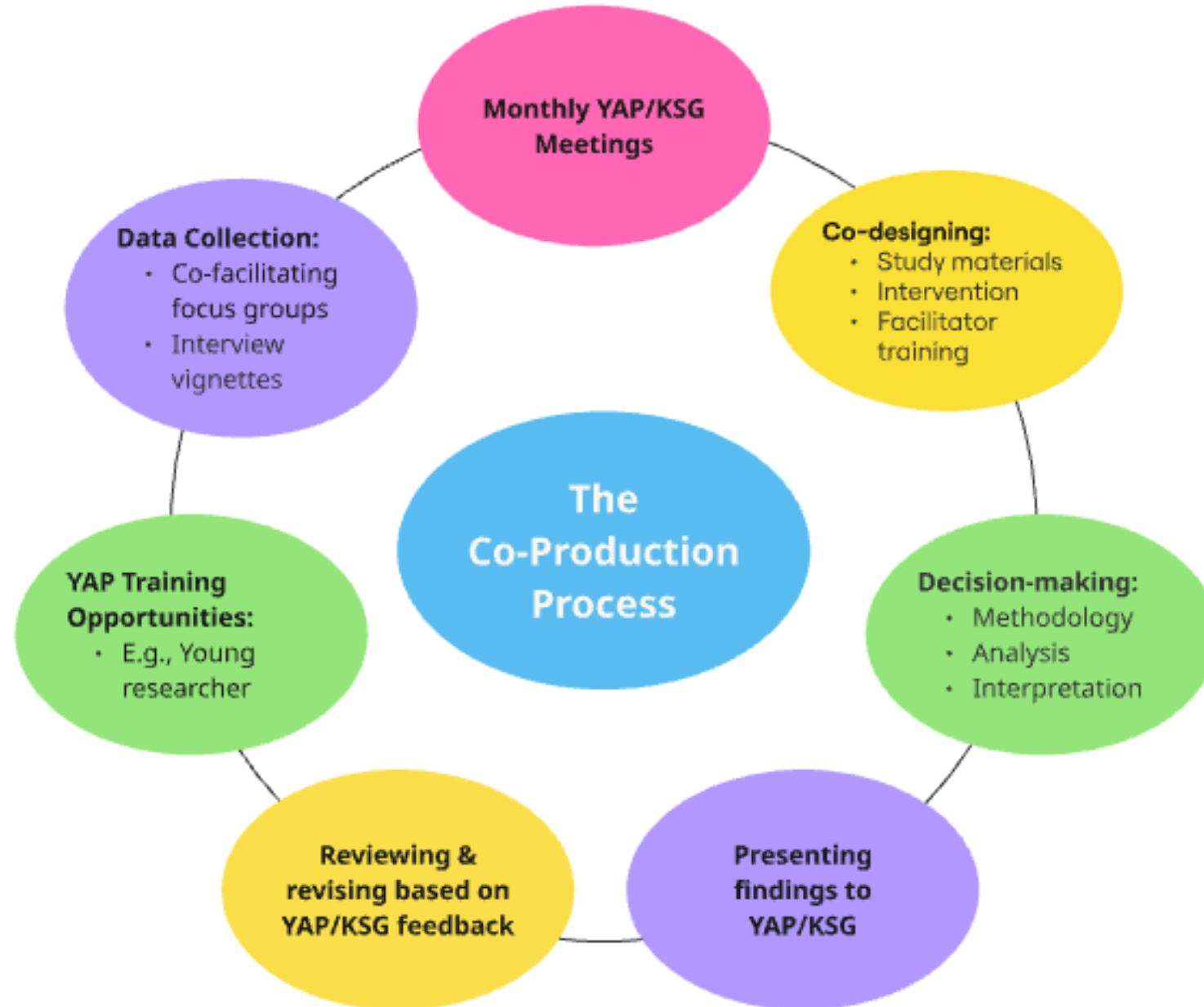
Figure: YAP Members' Nationalities



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR
LIMERICK & CLARE
Education & Training Board



The Co-Production Process



The Co-Production Process

WP1

Scoping Review: Identify evidence-based school-based interventions that support migrant girls' wellbeing.

What are the key findings regarding the use of school-based interventions that promote wellbeing in adolescent migrant girls?

Youth voice in:



Intervention design
($k = 4$)

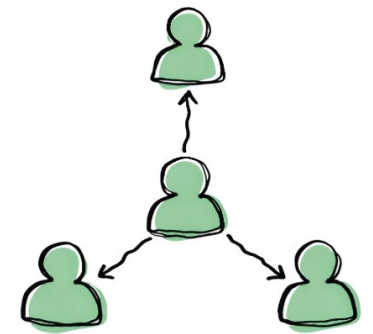


Research process
($k = 1$)

- Enterprise partner helped **refine review inclusion criteria**, reflecting early-stage involvement and shared decision-making.
- Review results have been presented to YAP/KSG.



Voice



Influence

The Co-Production Process

WP2

Explore **existing wellbeing supports** for adolescent migrant girls in Irish post-primary schools.

1



2



3



- Co-designed **survey**, **interview schedules**, and student **focus group** activities.
- **Lived experience vignettes** for teacher interviews.
- **Young researcher training** to co-facilitate focus groups.
- **Participatory methodology** (Ketso) used in focus groups.
- Qualitative themes presented to YAP/KSG to ensure **accurate interpretation**.



Space

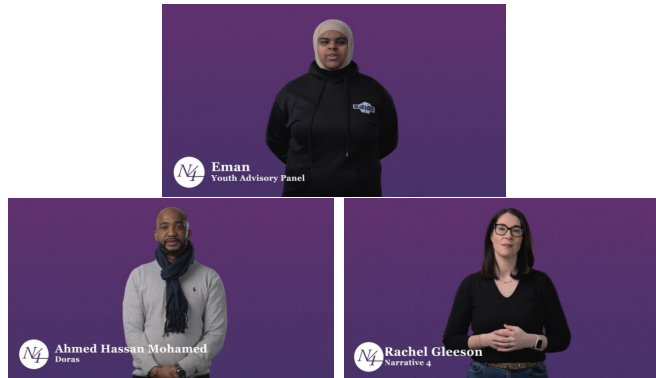


Audience

The Co-Production Process

WP3

Design and pilot a school-based resource to promote wellbeing in adolescent migrant girls.



BACK TO NARRATIVE 4.com Self-Guided Training: Facilitating Story Exch... JG Jade Gill

Course Admin

Self-Guided Training: Facilitating Story Exchanges with Culturally Diverse Youth

Overview

The aim of the 'Facilitating Story Exchanges with Culturally Diverse Youth' module is to equip Narrative 4 Story Exchange facilitators with the skills they need to facilitate Story Exchanges with cultural humility and respect. This will help facilitators to deliver Story Exchanges in culturally diverse settings, such as the classroom.

Your Progress



Welcome!

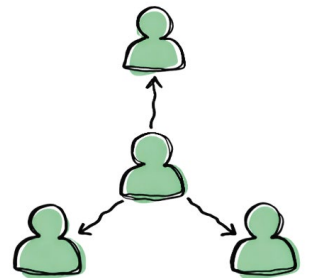
0/2 Topics Completed



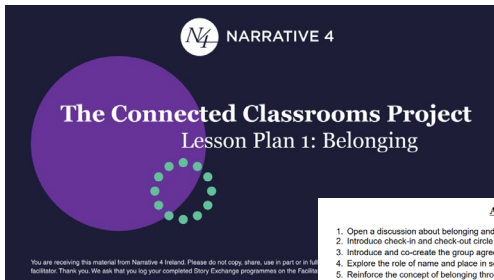
Introduction to Intercultural...

0/5 Topics Completed

- Co-designed **pilot intervention**
- Co-designed **facilitator training**
- Feature in **training videos**
- **Accessible research summaries** will be shared with pilot schools and YAP families.



Design and pilot a school-based resource to promote wellbeing in adolescent migrant girls.



Aims + Learning Outcomes			
1. Open a discussion about belonging and why it matters. 2. Introduce check-in and check-out circle activities. 3. Introduce and co-create the group agreement. 4. Explore the role of name and place in sense of belonging activity. 5. Reinforce the concept of belonging through a closing evaluation activity.			
Learning Intentions	Success Criteria (Assessment)	Organisation of Learning Experience	Key Skills
1. Understand belonging and be able to define it in their own words. 2. Recognise and respect diversity through names and identity. 3. Agree on and implement group agreement. 4. Understand acceptance and belonging in a group context. 5. Reflect on and share a place of connection. 6. Reinforce shared understanding of belonging.	• Students will define belonging and explain why it matters for wellbeing. • Students will pronounce peers' names correctly and share the story or meaning of their own names. • Students will agree on and implement group agreement. • Students will identify ways to make others feel included and valued. • Students will identify and describe a place they feel connected to share with a peer. • Students will articulate what belonging means in their classrooms and how it should feel.	1. Motivation: A facilitator shares a personal story of belonging. 2. Orientation: Check-in circle, group agreement + optional ice breaker 3. Information: Watch video explaining acceptance and belonging. 4. Application: A place belonging to Map. 5. Evaluation: Check-out circle.	• Being Creative. • Working with others. • Communicating. • Managing information and thinking. • Staying well. • Managing myself.

Learning Intentions	Success Criteria (Assessment)	Organisation of Learning Experience	Key Skills
1. Understand belonging and be able to define it in their own words. 2. Recognise and respect diversity within themselves and identify. 3. Agree on and implement group agreement. 4. Understand acceptance and belonging in a group setting. 5. Reflect on and share a place of connection. 6. Reinforce shared understanding of belonging.	- Students will define belonging and explain why it matters for wellbeing. - Students will pronounce peers' names correctly and share the story of meaning of their own name. - Students will agree on and implement group agreement. - Students will identify ways to make others feel included and valued. - Students will identify and describe a place they feel connected to and share with a partner. - Students will articulate what belonging means in their classroom and how it should feel.	1. Motivation: Facilitator shares a personal story of belonging. 2. Orientation: Check-in: sharing group agreement + optional ice breaker 3. Information: Watch video explaining acceptance and belonging 4. Application: A place I feel connected to Map 5. Evaluation: Check-out: Circle	- Being Creative. - Working with others. - Communicating. - Sharing information and thinking - Staying well. - Managing myself.

Video Title: From Acceptance to Belonging – Social Emotional Learning For Kids

Link: <https://www.youtube.com/watch?v=08t6LyGp8DI&>

0:02

Hi everyone, I'm Julie from Impact Kids Coach. Welcome to the ABCs of SEL: A for Acceptance. Before we start talking about what acceptance is and how it feels to feel accepted and to accept others, I want you to think about how it feels to not be accepted.

0:22

Think of a time when you were new or you were the different one in a group. How did that feel? We show acceptance to others when we include someone in our games or our conversations, we make eye contact with them when they're speaking, we listen to their ideas, we ask them questions to understand more about their thoughts and ideas. We make people feel like they're important to us and like we're glad they're around.

0:50

Showing acceptance to others is important for ourselves as well because when we accept others, that will come back to us and they will show us acceptance. And, you know, acceptance is just the bare minimum.

1:07

Language	Hello
1. Amharic (Ethiopia)	ሰላም (pronounced "salam")
2. Arabic (Middle East, North Africa)	مرحبا (pronounced "marhaban")
3. Armenian	Բարև (pronounced "barev")
4. Bengali (Bangladesh)	সমুদর (pronounced "nomoshkar")
5. Bulgarian	Здравейте (pronounced "zdraveite")
6. Cantonese Chinese (Hong Kong)	哈囉 (pronounced "ha lo")
7. Croatian	Bok
8. Czech	Ahoj
9. Danish	Hej
10. Dutch	Hallo
11. Estonian	Tere

Workshop 1: Belonging – Additional Materials

"Everyone in this circle belongs to our class group. People who belong to this group should feel _____."

If you are unsure, these words may help you finish the sentence.

			
Safe	Happy	Included	Excited
			
Valued	Loved	Relaxed	Supported
			
Welcomed	Peaceful	Confident	Important
			
Strong	Respected	Connected	Listened to

-

Key Takeaways



True co-production is an **iterative process**.



We need to avoid **extractive research** practices.



Young people are **experts** in their **own experience**.



“If there isn’t enough room at the table, we need to make a bigger table.”

~ Dr Myrna Lashley

Acknowledgements

Thank you to all project partners for their time and commitment to this work.

In particular, thank you to our Youth Advisory Panel members:

Eman, Naomi, Fiyin, and Kornelia



Thank you!
Questions?



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The logo consists of a dark green oval with a white border, containing the text 'WP3' in white. It is located in the top left corner of the slide.

WP3

Co-Designed Intervention Pilot Study

E-Learning Module (Teacher Training)

A large, solid purple rectangle occupies the center of the slide, serving as a background for the 'Congratulations!' text.

Congratulations!

Results – Summary

- **Arts-based** interventions most common ($k = 5$), followed by Cognitive Behavioural Therapy (CBT; $k = 4$)
- **~90%** ($k = 15$) of studies employed **migrant-exclusive samples**
- Majority interventions delivered **outside class time** ($k = 13$), by **external facilitators** ($k = 9$)
- Majority studies are not underpinned by **wellbeing theory** ($k = 14$) and contain no **wellbeing definition** ($k = 13$)

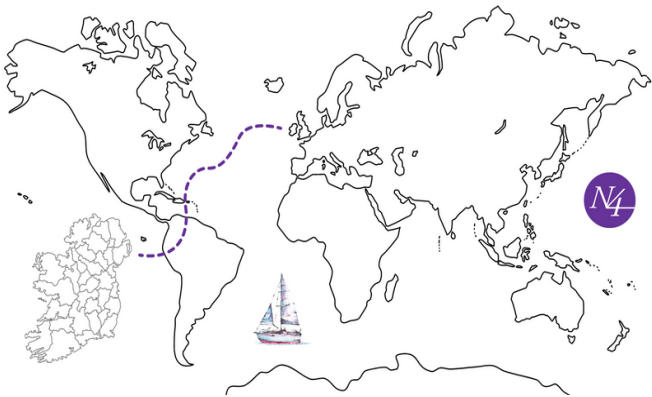


Method - Story Exchange Activities



1

A place I feel connected to:



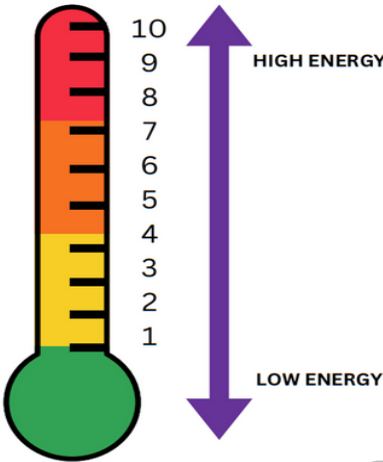
2



Tell a story about your first day of secondary school in Ireland...

Other Components

Check-In Thermometer
Please circle your current energy level of on a scale of 1 (low energy) to 10 (high energy).





Current Practice in Ireland – Student Focus Groups

Ketso – Participatory Data Collection Method

- Developed in Lesotho, Africa (Dr Joanne Tippet; 1995).
- To ensure women have an equal voice in mixed-gender conversations.



What does **success** look like?



What are the key **challenges**?



What is **working well**?



What are creative **possibilities/solutions**?

