

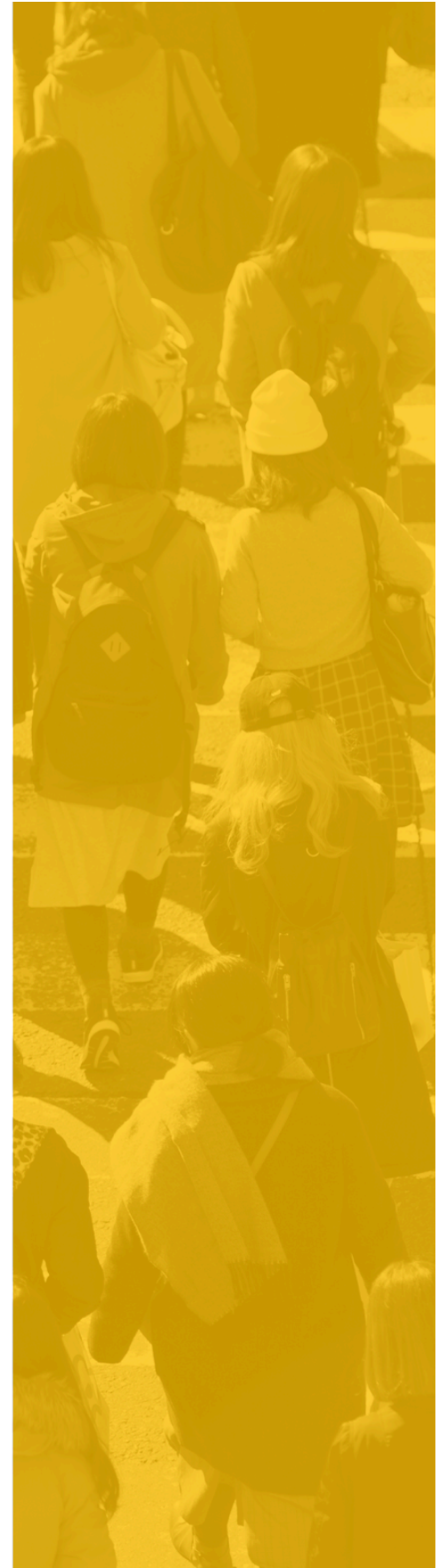
HumanityHub

Where Cultural Inclusion Meets Economic Empowerment

Job Club Impact Report

D.005.004

CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI ETS



Social
Innovation 
Initiative



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Summary of the Project

Humanity Hub is a transnational project co-funded by the Social Innovation Initiative +, focused on addressing the economic and social integration challenges faced by Ukrainian refugees in Croatia and Italy.

The social innovation stems from a comprehensive understanding of the specific needs and difficulties encountered by these refugees. Humanity Hub aims to tackle these challenges through a comprehensive and holistic approach that combines multiple support mechanisms.

The project focuses on enhancing economic and social integration through three primary avenues: 1) psychosocial support and cultural orientation, 2) entrepreneurial education and acceleration program, and 3) a robust peer support system for employability opportunities. This innovative model as an individual and tailored approach, is designed to foster resilience, self-sufficiency, and community cohesion among Ukrainian refugees by addressing their immediate and long-term needs. By combining tailored interventions for economic, social, and psychological support, the project seeks to create a sustainable model for refugee integration that can be replicated in other contexts.

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List of abbreviations

Acronym	Description
WP5	Work Package 5
RMA	Reciprocal Maieutic Approach
CSC	Centro per lo Sviluppo Creativo Danilo Dolci ETS
JC	Job Club

Executive summary

This document constitutes Deliverable D.005.004 under WP5 – *Employment, Opportunities, Challenges, Response (Set-up and Pilot Test)*. It presents the impact assessment of the pilot implementation of the Refugee Job Inclusion Programme, an initiative developed within WP5 to address employment-related challenges faced by refugees. The pilot combined a five-module training programme with a Job Club, providing participants with complementary opportunities for skills development, peer support, networking, and guidance throughout the programme.

The report presents the findings of the impact assessment based on both quantitative and qualitative evidence. The quantitative analysis draws on questionnaires administered to participants before and after the programme, while the qualitative assessment is based on participants' feedback and reflections collected during and at the end of the pilot.

The findings are used to assess the effectiveness and impact of the programme, evaluate the contribution of its holistic approach, and identify lessons learned and good practices to inform future employment support initiatives for refugees and migrants.

The findings demonstrate that the integrated Job Club and training programme has had a substantial positive impact on participants' competencies and overall well-being. The quantitative analysis shows a 46.3% overall improvement across all competency domains, with a 90% success rate among participants and an average satisfaction score of 9.7 out of 10. The programme proved particularly effective in addressing administrative and legal barriers to integration, with recovery rates exceeding 80% in areas such as Housing, Healthcare, and Employment Support. Qualitatively, participants reported significant gains in emotional well-being, social connection, and self-confidence. These results confirm that a holistic approach can effectively empower refugees to navigate the complexities of host societies and move towards greater autonomy and participation.

This report is organized as follows:

Methodology: describes the participants, data collection instruments, procedures, and analytical approaches employed in the evaluation.

Findings: presents the quantitative results, including overall improvement, improvements by competency, success rates, and autonomy rates, followed by qualitative findings derived from open-ended responses.

Discussion: interprets the findings by integrating the quantitative and qualitative evidence and explores their implications for programme design and implementation.

Conclusions: summarizes the key findings and highlights their significance.

Recommendations: provides actionable suggestions for strengthening the programme in future editions.

Introduction

1.1 Background

The objective of Work Package 5 (WP5) – *Employment, Opportunities, Challenges, Response (Set-up and Pilot Test)* is to design, test, and evaluate innovative solutions addressing the multifaceted employment-related challenges faced by Ukrainian refugees in European host societies. Recognizing that employability is an essential and strategic pathway to long-term participation in host societies, but is shaped by a combination of professional, personal, and contextual factors, the programme adopted a holistic approach that extends beyond traditional job-readiness training. It acknowledges that meaningful integration and sustainable employment depend on a constellation of interconnected factors, including: access to social networks; attention to gender-specific risks and needs; psycho-physical well-being; cultural and social knowledge of the host society; and legal and bureaucratic literacy.

The program was designed and delivered through a dual-structure pilot:

1.1.1 The Job Club

The Job Club (JC) was established with a cohort of 10 participants who regularly attended the training course. Its primary aim was to create a consistent space for peer support, habituality, and skills sharing. By operating concurrently with the training pathway, the JC fostered bonding, mutual learning, and the development of a supportive community. The JC was therefore envisioned as a place where participants could build social resilience, share experiences, and navigate the overlapping complexities of a new context together, enhancing both employability and psycho-social well-being.

1.1.2 The Training Course

The training course consisted of 5 modules delivered over 20 hours. Critically, the contents, modalities, and methodologies were co-constructed directly with participants through a series of reciprocal maieutic workshops. This participatory

approach ensured that the program was responsive to participants' genuine needs, desires, and lived experiences. The resulting modules were:

1. **Psycho-physical resilience and intersectional healthcare navigation:** practical physical activity and emotional awareness sessions, as well as an in-depth focus on women's health and specific needs from an intersectional perspective including gender and migration background.
2. **Navigating the territory:** practical knowledge and tools for moving independently in the city, including public transport and orientation to key services and institutions.
3. **Legal and cultural aspects – employment rights, housing and institutional support:** an overview of the Italian legal and bureaucratic systems, covering employment contracts, workers' rights, healthcare access, housing regulations, and procedures for qualification recognition, alongside cultural norms and communication styles.
4. **Italian speaking club:** an interactive space for practicing Italian in everyday and professional contexts through guided conversation, role-playing, and peer dialogue.
5. **Belonging and imagining the future:** a focus on long-term participation, the dimensions of belonging including knowledge of the territory, culture and history, and building social networks and engaging with the local community.

The structure of the training pathway reflects a core hypothesis of the program: that employment and social anchoring in host societies are closely and intrinsically connected. For a highly educated target group, the main barriers to employment are not primarily related to a lack of professional skills, but rather to limited familiarity with cultural norms, legal and administrative systems, and the specific mechanisms of the host-country labour market.

1.2 Evaluation objectives

This evaluation was conducted to assess the effectiveness and impact of the integrated Job Club and training program. Given the complexity of the challenges faced by the target group – spanning legal, bureaucratic, linguistic, social, and psycho-physical dimensions – the evaluation was designed to capture not only measurable changes in competencies but also participants' subjective experiences and perceptions. The specific objectives were:

1. **Measure changes in competencies:** to quantify the change in participants' self-reported competencies across 9 key domains from pre- to post-intervention. This objective aims to provide a baseline understanding of the program's overall effectiveness in enhancing the knowledge, confidence, and skills considered essential for employability and social integration.
2. **Identify areas of greatest and least impact:** to determine which competencies were most and least improved by the program, thereby identifying strengths to be sustained and areas requiring further refinement. This objective is particularly relevant given the co-constructed nature of the training pathway, as it allows for an assessment of how well the identified needs were translated into effective learning outcomes.
3. **Assess success rate and social impact:** to evaluate the program's overall success rate, measured as the proportion of participants who showed improvement, and its social impact, understood as the extent to which participants moved from a state of difficulty to one of autonomy. Autonomy is defined here as achieving a score of 6 or above on a 10-point scale, representing the threshold for functional independence in a given competency.
4. **Understand participant experiences and perceptions:** to analyze qualitative data from open-ended questionnaire responses and a final RMA meeting, capturing participants' lived experiences, perceived benefits, and unanticipated outcomes. This objective is essential for understanding the subjective value of the program and for uncovering dimensions of impact – such as emotional well-being or social support – that may not be fully captured by quantitative measures alone.
5. **Provide evidence-based recommendations:** to formulate actionable, data-driven recommendations for program improvement and future iterations. The aim is to ensure that the insights generated through this evaluation translate into concrete enhancements to the program's design, content, and delivery, thereby strengthening its relevance and effectiveness for future cohorts.

Methodology

3.1 Data Collection

3.1.1 Participants

The evaluation involved 10 participants who completed the pilot training programme and participated in the Job Club. All participants were Ukrainian refugees temporarily residing in Italy. While some participants had arrived in Italy following the outbreak of the war, others had arrived more recently. The group consisted exclusively of women of different age groups, most of whom had children. Participants presented diverse educational and professional backgrounds, with the majority holding higher education qualifications and having previous professional experience in their fields of expertise.

3.1.2 Instrument

A structured, self-administered questionnaire was developed to assess participants' level of confidence, knowledge, and perceived readiness across nine key domains relevant to their participation in the host society and access to employment opportunities:

1. **Housing:** knowledge of legal procedures, rights, and interactions with landlords;
2. **Healthcare:** ability to access healthcare services and confidence in navigating the system;
3. **Contracts and working conditions:** understanding of employment contracts, workers' rights and obligations;
4. **Employment support services:** awareness and use of available employment-related support services;
5. **Qualification recognition:** knowledge of procedures for the recognition of educational and professional qualifications;
6. **City orientation:** confidence in navigating the city and accessing local services;
7. **Communication in Italian:** ability to manage daily interactions, including shopping, transport, and basic communication needs;

8. **Social network:** sense of belonging and access to supportive social connections;
9. **Emotional management:** awareness and ability to manage emotions in relation to personal and professional challenges.

Each domain was assessed using a Likert scale ranging from 0 to 10, where 0 represented "no confidence/knowledge" and 10 represented "high confidence/knowledge". The questionnaire was administered before and after the programme to measure changes in participants' perceived competencies and confidence levels. Open-ended questions were also included to collect qualitative insights into participants' needs, expectations, and experiences throughout the pilot.

3.1.3 Procedure

The questionnaire was administered twice:

- Pre-test: administered at the beginning of the program, prior to any intervention.
- Post-test: Administered at the conclusion of the program, following the final session.

All participants completed both questionnaires, resulting in a 100% response rate.

In addition to the questionnaires, qualitative feedback was collected through a group discussion held at the end of the programme.

3.2 Data Analysis

Data analysis was conducted using a mixed-methods approach, combining quantitative and qualitative techniques.

3.2.1 Quantitative Analysis

The quantitative analysis focused on descriptive measures. Specifically, the following analyses were performed:

- Overall improvement: the overall mean pre-test and post-test scores (across all 9 competencies and all participants) were calculated. This provided a general measure of the program's overall impact.
- Improvement by competency: For each of the 9 competencies, the percentage improvement was calculated. This allowed for the identification of areas of greatest and least impact.
- Success rate: individual total scores (sum of all 9 competencies) were calculated for each participant. A participant was classified as "improved" if their post-total exceeded their pre-total. The success rate was calculated as the proportion of participants who improved, expressed as a percentage.
- Autonomy rate: for each competency, the number of participants who moved from a "difficulty" level (score < 6) to an "autonomy" level (score ≥ 6) was counted. The threshold of 6 was established as the sufficiency level, representing the minimum score required for functional autonomy in a given area. The autonomy rate for each competency was expressed as the number of participants who crossed this threshold.

3.2.2 Qualitative Analysis

Qualitative data were collected from two sources:

- Open-ended responses from the pre- and post-test questionnaires.
- Final group discussion conducted with participants at the end of the program.

The discussion was guided by the following questions:

1. How useful have the sessions been for your daily life? In what specific ways have they made a difference?
2. What, if anything, was missing? What would you have liked more of, or done differently?
3. Looking ahead, what would you like to see in the future? What kind of support would you continue to need?
4. What were the main added values you discovered through the Job Club? Were there any unexpected benefits, things you did not anticipate but came to appreciate through the meetings or through being together as a group?
5. What were the main challenges or difficulties you encountered, either in the sessions themselves or in the organization of the Job Club?

Data from both sources were analyzed using thematic analysis. Responses were read to identify recurring ideas, phrases, and concepts, that captured key patterns in participants' experiences and perceptions. This analysis aimed to complement quantitative findings by providing context, depth, and insight into participants' lived experiences and perceived benefits and challenges.

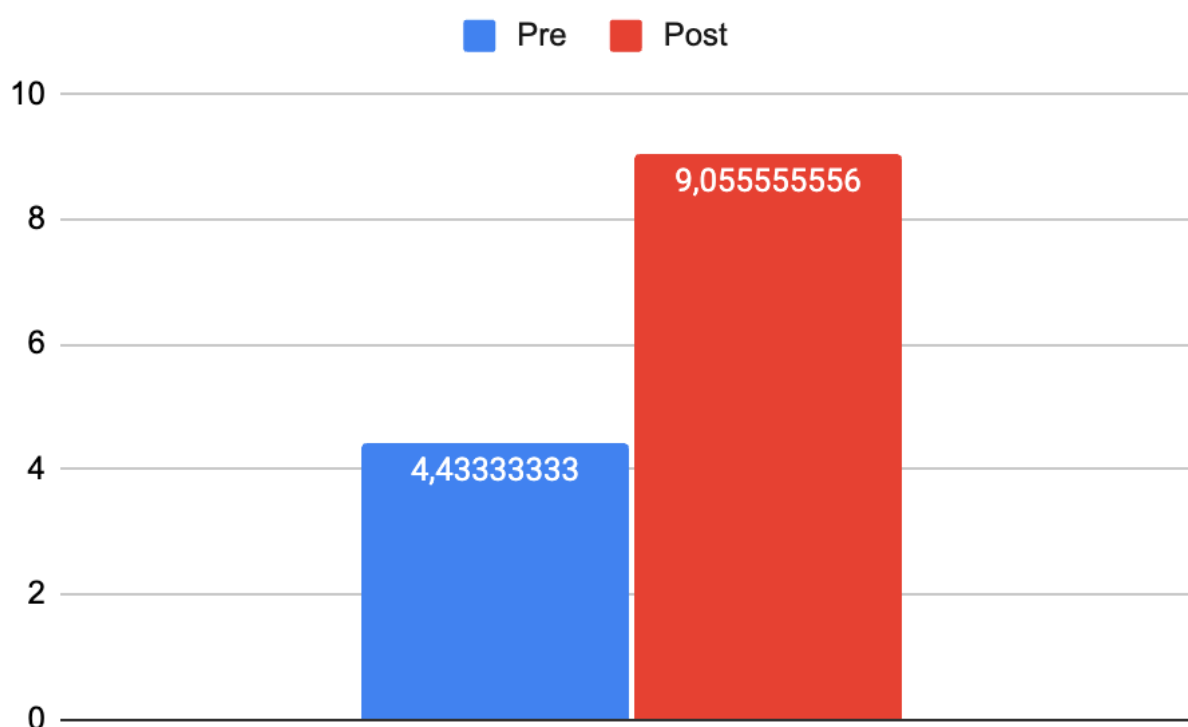
Findings

4.1 Quantitative Findings

4.1.1 Overall Improvement (General Impact)

The overall mean score across all participants and all competencies increased from 4.4 (Pre) to 9.1 (Post), representing a +46.3% improvement (see Table 1).

Table 1. Overall improvement



The improvement is substantial, indicating that the program significantly raised participants' overall competency levels. The post-test mean of 9.1 out of 10 suggests that participants achieved a high level of confidence and knowledge across the measured domains.

4.1.2 Improvement by competency

The program's impact varied across the 9 competencies. Table 2 presents the changes in the mean Likert-scale scores reported by participants before and after the

programme, showing the increase in points for each domain. Table 3 reports the corresponding percentage improvements for each area.

Table 2. Mean improvement in Likert-scale scores by domain (pre- and post-programme assessment).

Pre e Post

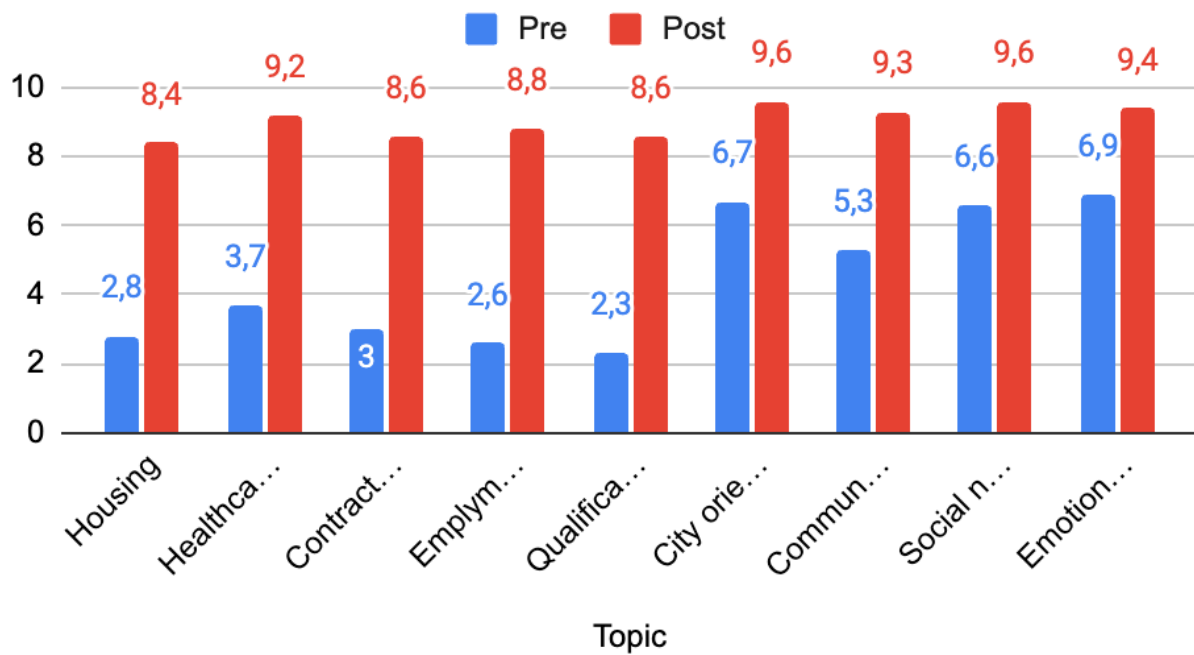
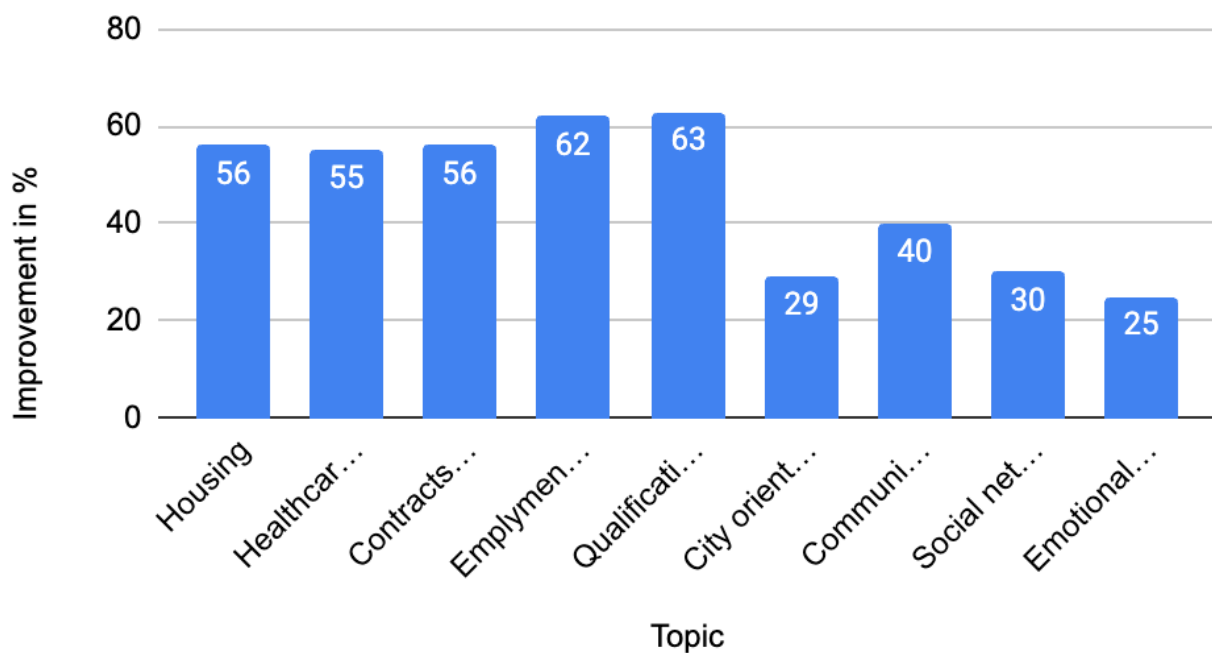


Table 3. Percentage improvement by domain

Improvement in % per Topic

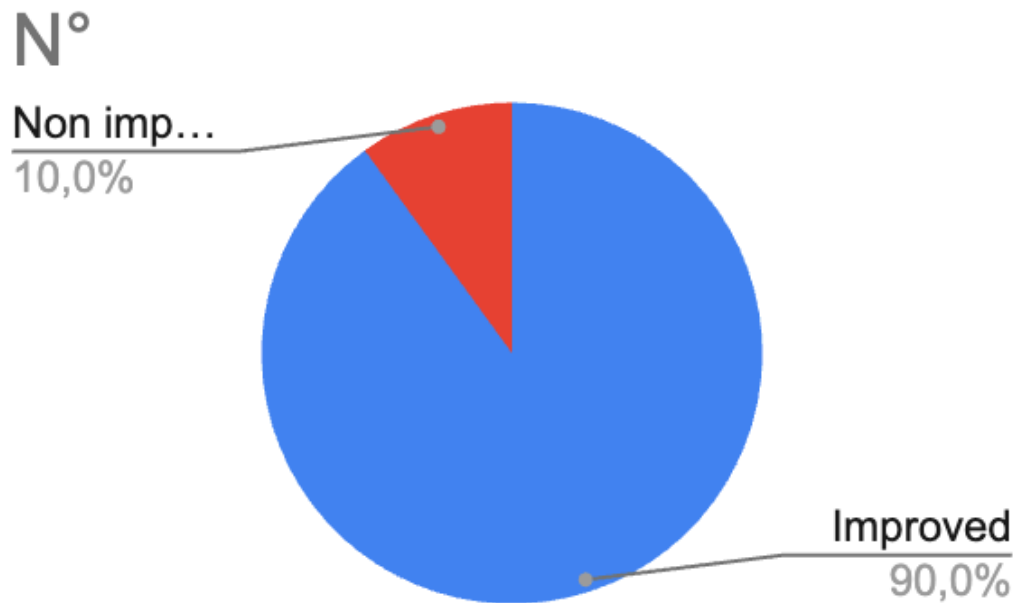


The program was most effective in areas where participants had the lowest initial scores, particularly in administrative and legal domains (Qualification Recognition, Employment Support, Housing, Contracts). These areas showed improvements exceeding 55%. Conversely, the program had a more modest impact on Emotional Management (25%) and City Orientation (29%), where participants had higher starting scores. In these domains, the programme contributed to further strengthening participants' existing levels of perceived ability and confidence.

4.1.3 Success Rate (individual improvement)

Individual total scores were calculated for each participant by summing their responses across all 9 competencies. Table 4 presents the pre- and post-totals for each participant and indicates whether they improved.

Table 4. Percentage of participants showing improvement

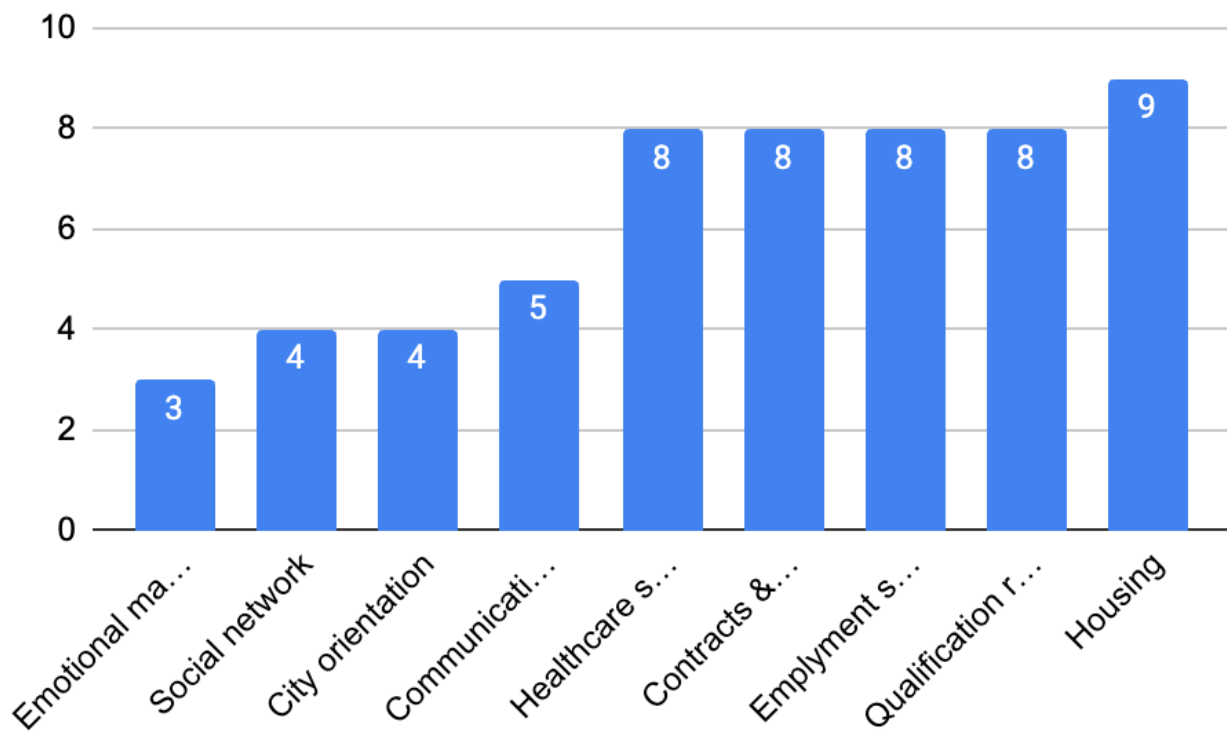


The program achieved a 90% success rate, with 9 out of 10 participants showing overall improvement. The one participant who did not improve showed a slight decrease (-1 point). This case warrants further investigation to identify potential barriers or specific needs that were not met.

4.1.4 Autonomy Rate (sufficiency threshold)

This analysis measures the program's social impact by counting the number of participants who moved from a state of difficulty (score <6) to a state of autonomy (score ≥6) for each competency. Table 5 presents the number of participants who met this threshold for each area, along with the recovery rate.

Table 5: Participants who reached autonomy



On average, 6.3 out of 10 participants (63%) who started in difficulty reached a level of autonomy. The program was particularly effective in helping participants achieve autonomy in practical, administrative, and legal areas: Housing (9 out of 10) , Healthcare Services (8 out of 10) , Contracts & Working Conditions (8 out of 10) , Employment Support Services (8 out of 10) , and Qualification Recognition (8 out of 10).

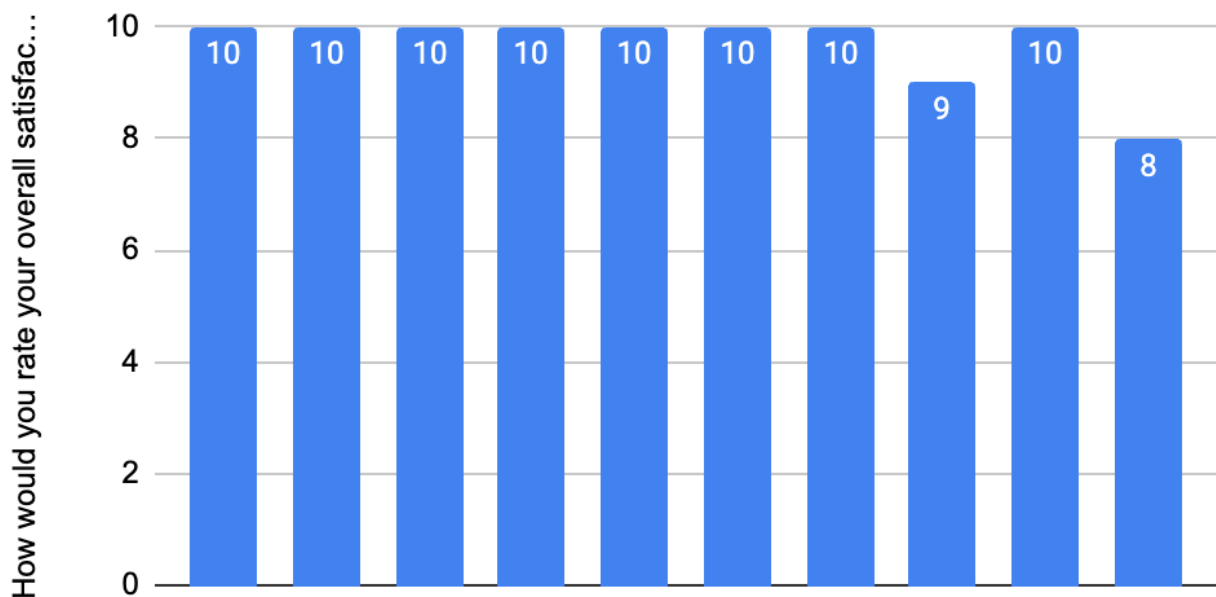
In areas such as Emotional Management (3 out of 10) , Social Network (4 out of 10) , and City Orientation (4 out of 10) , the recovery rates were more modest. However, it is important to note that participants started with comparatively higher scores in these domains (pre-test averages above 6), leaving less room for dramatic improvement.

4.1.5 Overall Satisfaction

Participants were asked to rate their overall satisfaction with the program on a scale from 0 to 10. The mean satisfaction score was 9.7 out of 10, corresponding to 97% satisfaction (Table 6)

Table 6: Overall satisfaction with the programme

How would you rate your overall satisfaction with this program?



Satisfaction levels were high, indicating strong participant approval of the program's content, delivery, and overall experience. This finding aligns with the qualitative data, where participants consistently expressed appreciation for the program's practical utility, professionalism, and impact on their well-being.

4.2 Qualitative Findings

4.2.1 Initial needs (pre-test)

Analysis of open-ended responses from the pre-test questionnaire revealed participants' primary motivations for joining the program. The most frequently cited themes were:

- **Employment:** participants expressed a strong desire to find a job and understand job opportunities.
- **Language:** improving Italian language skills was also a priority for better daily communication and integration.

- Rights and responsibilities: participants wanted to understand their legal rights as immigrants and their responsibilities within the Italian system.
- Participation: a recurring theme was the aspiration to become more part of Italian society.
- Confidence and well-being: Some participants explicitly mentioned the desire to gain self-confidence, find inner balance, and feel more at ease in their daily lives. This suggests that, alongside practical needs, participants were also seeking emotional support and a sense of personal empowerment.

Selected participant quotes:

"Find out more about job opportunities and activities for children."

"I'd like to know my rights to find a job."

"Gaining a better understanding of the healthcare system."

"To integrate into Italian society, gain a better understanding of my rights and responsibilities, and find a job."

"Improve my language skills, find my way around the city more easily."

"To gain greater self-confidence, improve my language skills, and know how to protect myself legally or who to turn to in case of need"

"Finding your inner balance"

4.2.2 Perceived benefits (post-test)

When asked what they gained from the program, participants provided responses that highlighted both expected and unexpected benefits. The most frequently cited themes were:

Well-being and emotional management: physical activity and relaxation sessions were mentioned by 7 out of 10 participants as the most valuable aspect of the program. Participants reported feeling calmer, more positive, and more balanced.

Professionalism: participants highlighted the professionalism and reliability of the organizers and facilitators.

Social support: the sense of being part of a group and receiving support from peers was a key benefit.

Practical knowledge: participants also valued the practical information gained on legal rights, healthcare, and employment.

Selected participant quotes:

"I have become healthier and more positive"

"I liked the professionalism and reliability"

"I have become more confident in my daily life"

"Getting to know new people."

"Meeting the lawyer and the trip to Trappeto."

"The yoga sessions gave me the strength to carry on and [helped me to embrace] my femininity and feel special."

"I really enjoyed taking part in everything. The meetings organised especially for us. The meeting with the doctor was helpful"

"Taking part in the meetings and counselling sessions has helped me"

4.2.3 End-of-program discussion – findings

The group discussion conducted at the end of the programme provided an opportunity for collective reflection on the programme's impact, challenges, and future directions. Thematic analysis identified the following key themes:

1. Practical utility and empowerment: Participants emphasized that the program provided concrete, actionable information that they could apply immediately in their daily lives. The practical, question-driven format of the sessions was particularly valued.

"All the meetings were useful for daily life, especially having answers to specific questions; they as foreigners don't know the laws or customs."

"Health and the healthcare system: I found answers that I couldn't even get from doctors before."

2. Social connection and group support: participants highlighted the importance of coming together as a group. The program provided a rare opportunity to connect with others, share experiences, and build a supportive community.

"Also the participation just to be together; we do the jobs we have to survive, so it was nice to come together to grow and be together."

3. Psycho-physical well-being: the yoga and relaxation sessions were consistently cited as one of the most valuable and unexpected benefits of the program. Participants described them as essential for mental health and stress relief, offering a rare opportunity to pause and focus on themselves.

"Also yoga for mental health. The possibility to relax and leave things outside."

4. Hope and future orientation: participants reported greater confidence in pursuing their goals and independent living.

[The programme was important] for the future: to achieve some progress.)

5. Organizational challenges: participants acknowledged the practical challenges of coordinating a diverse group with different needs and schedules. One participant noted the strain on the facilitator and the difficulty of accommodating everyone.

"The most difficult thing is to host a large group; when we meet, it is certainly nice to be together, but being able to organize all the women is tiring. Organizational problems. Each one has different needs."

4.2.4 Theme synthesis: the impact on participants' well-being

A synthesis of the qualitative data reveals an important finding: while the initial needs were primarily pragmatic (job, language, rights), the most appreciated element of the program was its impact on participants' emotional and social well-being. Participants finished the programme feeling not only more capable but also more calm, supported, and connected. This indicates that the program provided an unanticipated value-add, addressing not only skill gaps but also psychosocial needs related to emotional well-being, social support, and a sense of belonging.

Conclusions

The combined pilot programme and Job Club model has demonstrated a significant positive impact on participants' competencies, with a 46.3% overall improvement and a 90% success rate. The program was particularly effective in addressing administrative and legal needs, such as Qualification Recognition (+63%) and Employment Support Services (+62%), and in helping participants achieve autonomy in practical areas like Housing (90% recovery rate).

The qualitative findings reveal an unanticipated but highly valued outcome: the program's positive impact on participants' emotional well-being, social support, and sense of community. This suggests that the program addressed not only skill gaps but also psychosocial needs related to long-term participation in host societies.

Satisfaction levels were exceptionally high, averaging 9.7 out of 10 (97%), indicating strong participant engagement and approval of the program's design and delivery.

7. Recommendations

Based on the findings, the following recommendations are proposed for future program iterations:

Sustain and scale key strengths: continue prioritising the practical modules addressing administrative procedures, rights and responsibilities, and access to services, as these areas generated the greatest improvements and responded to critical participant needs. Consider expanding these modules to allow for deeper exploration of specific topics and greater practical application.

Maintain and further develop well-being activities: the physical activities and psychosocial support sessions emerged as a particularly valued and unexpected outcome of the programme. These activities should be maintained as a core component, as they provide an important space for emotional well-being, and social support, representing a distinctive element of the programme.

Sustain and enhance the Q&A methodology with experts, as it proved to be a highly appreciated and effective format for addressing participants' concrete questions and immediate practical needs.

Adopt an intersectional approach in expert-led sessions: the sessions benefitted and should continue benefitting from an intersectional approach, ensuring that experts address not only their specific professional fields (e.g., legal, health, or social services), but also the different factors that shape participants' access to information and services. In particular, participants' experiences may be influenced by the intersection between refugee status, gender, cultural background, and other personal circumstances. For example, access to services is often linked to documentation requirements; cultural background may influence how services are understood, accessed, and navigated; and gender-related experiences may create additional barriers or specific needs. Creating dedicated spaces where participants can discuss these dimensions openly, particularly as women with diverse migration experiences, could further strengthen the relevance and accessibility of the support provided.

Strengthen the Job Club as a space for social connection and community building: beyond its practical and employment-related functions, the Job Club should

continue to be developed as a broader space for exchange, relationship-building, and mutual support. Participants highlighted the value of sharing experiences related to culture, language, and daily life, which contributed to the creation of informal support networks. These connections sometimes translated into concrete forms of mutual assistance among participants. For example, one participant provided temporary accommodation to another participant who was experiencing difficulties finding a place to stay. Future editions could further encourage these forms of peer connection, while also strengthening links with the local community and supporting participants' sense of belonging to the places where they live, including through greater familiarity with local history, resources, and social environments beyond simple orientation.

Develop more targeted support for individual needs: the case of the participant who did not show improvement should be further explored to identify possible barriers or unmet needs. This could inform the development of more individualised support strategies in future cohorts, including case management approaches for participants requiring specific assistance related to employment, family responsibilities, childcare, or other personal circumstances.

Expand advanced language learning opportunities: participants highlighted the need for access to more advanced language courses, which are often more difficult to identify and access. Strengthening pathways towards higher-level language learning could support longer-term professional and social participation.

Strengthen support for qualification recognition and skills assessment: any participants entered the programme with high levels of education, professional experience, and qualifications acquired in their countries of origin. However, they often faced difficulties in having these qualifications recognised and in translating their previous skills and professional backgrounds into opportunities in the local labour market. As a result, some participants found themselves in jobs below their level of competence or had to restart educational pathways from the beginning. Future programmes should therefore include stronger support for qualification recognition processes, skills assessment, and pathways that help participants make use of their existing expertise.

Maintain holistic support for well-being and social connection: as already pointed out, many participants arrived with high levels of education and professional qualifications but experienced difficulties in transferring or recognising their previous qualifications in the local context, often resulting in employment below their skill level.

For these participants, support related to skills recognition, cultural orientation, and administrative processes are the most important. At the same time, the programme should continue to provide dedicated spaces where participants can step away from daily responsibilities and pressures, invest in their own well-being, build relationships, and engage in activities that promote relaxation, confidence, and social connection.

Expand opportunities for recreational, creative, and well-being activities: participants expressed a strong interest in additional opportunities related to sport, arts, creativity, and activities supporting physical and mental well-being. These activities respond to a broader need for dedicated spaces where participants can focus on themselves beyond everyday responsibilities and pressures. Providing opportunities for relaxation, social interaction, and personal expression can help participants build relationships, regain energy, and create moments of balance within their daily lives. Such activities represent an important complement to practical and employment-oriented support, contributing to a more holistic approach to participants' needs.

ANNEXES

1. PRE-QUESTIONNAIRES

Job Club in Italy

Опитувальник Ви заповнюєте перед початком Цей підтримується в рамках програми «Job Club», яка є частиною проекту Humanity Hub.

Метою опитування є дізнатися, як ви орієнтуєтеся у повсякденному житті в Італії, у системі охорони здоров'я, як ви отримуєте та отримуєте доступ до підтримки, ринку праці, як ви себе почуваєте, як ваше самопочуття. Ваші відповіді повністю нам краще розуміють Ваші потреби та забезпечують підтримку, яку ми пропонуємо, максимально ефективно та адаптовано саме для Вас.

Усі відповіді є повністю анонімними. Ваші дані будуть захищені відповідно до законодавчих норм, Загального регламенту про захист даних (GDPR) та професійної етики.

Дякуємо Вам за Ваші відповіді! :-)

HumanityHub Team.

This questionnaire is part of the "Job Club" program, which is included in the Humanity Hub project.

The purpose of the questionnaire is to understand how you navigate everyday life in Italy, the healthcare system, how you access and receive support, the labor market, how you feel, and your overall well-being. Your answers will help us better understand your needs and ensure that the support we provide is as effective and tailored to you as possible.

All responses are completely anonymous. Your data will be protected in accordance with applicable laws, the General Data Protection Regulation (GDPR), and professional ethics.

Thank you for your responses! :-)

Team Humanity Hub

1.

Тут запишіть свій номер/прізвисько/ініціали, які ви запам'ятаєте та знову впишете під час заповнення анкети наприкінці навчання.

Write down your number/surname/initials here, which you will remember and re-write when filling out the questionnaire at the end of the course.

2.

Поточний статус зайнятості/ Current employment status:	
зайнятий / Employed	☐
безробітні / Unemployed	☐
студент / Student	☐
працевлаштований в Україні (дистанційна робота онлайн) / Employed in Ukraine (remote online work)	☐
Інше / Other	☐

САМООЦІНКА НАВИЧОК (0-10) / SKILL SELF-ASSESSMENT (0-10)

Наскільки зараз Ви відчуваєтеся компетентними у таких сферах? (0 – зовсім ні | 10 – дуже впевнено та компетентно). / How competent/confident do you currently feel in these areas? (0 – not at all | 10 – very confident and competent).

3.

I understand the legal steps for renting a home and my rights when dealing with landlords, including whether their requests are appropriate./	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
Я розумію юридичні кроки щодо оренди житла та свої права під час взаємодії з орендодавцями, зокрема, чи є їхні запити доречними	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

4.

I feel confident accessing healthcare services independently (e.g knowing how to make a medical appointment)./	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
Я впевнено можу самостійно користуватися медичними	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

послугами (наприклад, знаю, як записатися на прийом до лікаря).											
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5.

I understand different types of employment contracts and the related working conditions, rights, and obligations, as well as financial responsibilities (such as taxes and social contributions)/	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
Я розумію різні види трудових договорів та пов'язані з ними умови праці, права та обов'язки, а також фінансові зобов'язання (такі як податки та соціальні внески).	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

6.

I know how to access employment support services (e.g. "CAF" and "Patronato") and related services./	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
Я знаю, як отримати доступ до служб підтримки працевлаштування (наприклад, «CAF» та «Patronato») та пов'язаних з ними послуг.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7.

I know the procedure for the recognition and use of my educational and professional qualifications in Italy./	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
Я знаю процедуру визнання та використання моєї освітньої та професійної	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

кваліфікації в Італії.												
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8.

I feel confident navigating the city where I am in Italy./ Я впевнено орієнтуюся в місті, де я перебуваю в Італії.	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

9.

I can communicate with Italians on a daily basis (shopping, transport, etc.)/ І можу спілкуватися з італійцями щодня (шопінг, транспорт тощо).	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

10.

I feel like I am part of a group that can support me./ Я відчуваю себе частиною групи, яка може мене підтримати.	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

11.

I am aware of my emotions and know how to manage them in my daily life./ Я усвідомлюю свої емоції та знаю, як керувати ними у повсякденному житті.	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

12.

Чого б Ви хотіли навчитися або досягти під час цього навчання?/ What would you like to learn or achieve during this training? (*What are your main goals for joining this programme / Які ваші основні цілі участі в цій програмі?)

13.

Яку зміну ви хотіли б побачити у собі після завершення цієї програми?/ What change would you like to see in yourself after completing this program? (What skills or knowledge do you most want to improve? / *Які навички чи знання ви найбільше хочете вдосконалити?)

2. POST-QUESTIONNAIRES

Job Club in Italy

You are completing this questionnaire after completing your support within the framework of the program Job Club by CSC organization, which is part of the Humanity Hub project. The purpose of the survey is your honest assessment of the knowledge, information and skills you have gained through this program and cooperation with CSC Team.

Your answers will help us see your satisfaction with the program and what you have gained from the program – what has changed for you.

All answers are completely anonymous and will not be made public. Your data will be protected in accordance with legal regulations, the General Data Protection Regulation (GDPR) and professional ethics.

Be honest. Thank you for your answers!

—

Ви заповнюєте цю анкету після завершення вашої підтримки в рамках програми Job Club від організації CSC, яка є частиною проекту Humanity Hub. Метою опитування є ваша чесна оцінка знань, інформації та навичок, які ви отримали завдяки цій програмі та співпраці з командою CSC.

Ваші відповіді допоможуть нам побачити вашу задоволеність програмою та те, що ви отримали від програми – що змінилося для вас.

Усі відповіді є повністю анонімними та не будуть оприлюднені. Ваші дані будуть захищені відповідно до законодавчих норм, Загального регламенту про захист даних (GDPR) та професійної етики.

Будьте чесними. Дякуємо за ваші відповіді!

1.

Запишіть номер/прізвище/ініціали, які ви вказали в першій анкеті. / Write down the number/surname/initials you put in the first questionnaire.

2.

Чого ви навчилися з цієї програми – що нового та позитивного ви отримали від цієї програми? Перелічіть позитивні аспекти вашої участі./

What did you learn from this program – what new and positive things did you gain from this program? List the positive aspects of your participation.

3.

Яка найважливіша зміна відбулася у вашому повсякденному житті завдяки цій програмі? Які конкретні зміни ви відчули в результаті участі в цій програмі? (позитивні чи негативні) /

What is the most important change in your daily life thanks to this program? (positive or negative)

САМООЦІНКА НАВИЧОК (0–10) / SKILL SELF-ASSESSMENT (0–10)

Наскільки компетентними/впевненими ви себе почуваєте в цих сферах після завершення програми підтримки? 0 – зовсім ні | 10 – дуже впевнено та компетентно./

How competent/confident do you feel in these areas after you finished the support programme? 0 – not at all | 10 – very confident and competent.

4.

I understand the legal steps for renting a home and my rights when dealing with landlords, including whether their requests are appropriate./	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
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5.

I feel confident accessing healthcare services independently (e.g knowing how to make a medical appointment)./ Я впевнено можу самостійно користуватися медичними послугами (наприклад, знаю, як записатися на прийом до лікаря).	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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7.

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	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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I know the procedure for the recognition and use of my educational and professional qualifications in Italy./ Я знаю процедуру визнання та використання моєї освітньої та професійної	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

кваліфікації в Італії.													
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		☐	☐	☐	☐	☐	☐	☐	☐	☐	

10.

I can communicate with Italians on a daily basis (shopping, transport, etc.)/ І можу спілкуватися з італійцями щодня (шопінг, транспорт тощо).	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
		☐	☐	☐	☐	☐	☐	☐	☐	☐	

11.

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	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

12.

I am aware of my emotions and know how to manage them in my daily life./ Я усвідомлюю свої емоції та знаю, як керувати ними у повсякденному житті.	0 (зовсім ні / Not at all)	1	2	3	4	5	6	7	8	9	10 (дуже впевнено та компетентно. /very confident and competent).
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

13.

Як би ви оцінили свою загальну задоволеність цією програмою? /	Я зовсім не задоволений./I am not satisfied at all.	1	2	3	4	5	6	7	8	9	Я повністю задоволений./I am completely satisfied.
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How would you rate your overall satisfaction with this program?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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14.

Що вам найменше сподобалося в програмі?/ What did you like least about the program?

15.

Що вам найбільше сподобалося в програмі?/ What did you like most about the program?

16.

Чи плануєте ви використовувати отримані знання у повсякденному житті?/ Do you plan to use the knowledge you have gained in everyday life?

Yes

No



HumanityHub

Where Cultural Inclusion Meets Economic Empowerment



GOVERNMENT OF THE REPUBLIC OF CROATIA
Office for Cooperation with NGOs



RCT
Zagreb



ACTGRUPA



**CENTRO SVILUPPO
CREATIVO
DANILO DOLCI**

**Social
Innovation 
Initiative**



**Co-funded by
the European Union**

ESF+ Social Innovation +

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