



HumanityHub

Where Cultural Inclusion Meets Economic Empowerment

Refugee Job-Inclusion

Training Programme

D005.002

CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI ETS



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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.

Table of Contents

Co-design through RMA	9
Why RMA?	9
Needs Emerged	10
Training & JobClub overview	13
Methodologies	13
The modules	14
Creating a Job-club	15
Structure of the sessions	17
Expected outcomes	18
Overview of the training Programme	20
Module 1: Psycho-physical resilience and intersectional healthcare navigation	23
Rationale	23
Expected outcomes	24
Methodology	25
The module in practice	25
Module 2: Navigating the territory	30
Rationale	30
Methodology	31
Expected Outcomes	31
The module in practice	31
Module 3: Legal and cultural frameworks: employment rights, housing, and institutional support	35
Rationale	35
Expected outcomes	36
Methodology	36
The module in practice	37
Module 4: Italian speaking club	41
Rationale	41
Expected outcomes	41
Methodology	42
The module in practice	42
Module 5: Belonging and imagining the future	45
Rationale	45
Expected outcomes	46

Methodology	46
The module in practice	46
Annex 1	49
Application of RMA	49

List of abbreviations

Acronym	Description
WP5	Work Package 5 – Employment, Opportunities, Challenges, Response (Set up and Pilot Test)
RMA	Reciprocal Maieutic Approach

Executive summary

This document constitutes Deliverable D.005.002 under WP5 – Employment, Opportunities, Challenges, Response (Set-up and Pilot Test). Its purpose is to outline the programme of a pilot training course and the concurrent establishment of a job club aimed at supporting the integration of Ukrainian refugees into host societies. This tool is **designed to serve as a flexible tool for other entities and organizations responding to the consequences of Russia's war of aggression in Ukraine.**

The training programme and job club model are rooted in specific approaches ensuring that, while individual activities can be adapted to local needs, preferences, and contexts, a coherent vision and underlying framework are always maintained.

First and foremost, the intervention is based on a **holistic approach**. This implies that the diverse needs of Ukrainian individuals fleeing the war are not merely a sum of separate parts, but are intertwined within a dynamic system. Consequently, supporting the employability of Ukrainian refugees cannot be detached from elements such as psycho-physical well-being, building social capital and support networks. Furthermore, since the majority of these refugees are women, the approach systematically considers specific health and safety needs, care-work responsibilities they likely carry.

Second, the programme incorporates a strong **participatory element**, meaning that the participants themselves shaped the objectives and components of the training, ranging from logistical decisions to the actual topics and methodologies. This aligns with a vision of creating sustainable impact by allowing the genuine needs of the participants to guide the process. This co-design was achieved through the Reciprocal Maieutic Approach (RMA) developed by the nonviolent educator Danilo Dolci. The RMA enables a deep exploration of the participants' complex realities, allowing holistic elements to surface while leaving ample space for their personal desires and aspirations.

This collaborative process resulted in a **20-hour training programme integrating the job club**, structured into 5 modules that address the holistic aspects identified by

participants as their most urgent needs: 1) Psycho-physical resilience; 2) Navigating the territory; 3) Legal and cultural aspects; 4) Italian speaking club; 5) Belonging.

The following sections present the participatory needs-assessment methodology known as RMA in practice, as well as the aforementioned modules in detail, outlining their rationale, methodologies, and a set of adaptable activities. This structure ensures that the training programme remains a flexible tool capable of being customized while preserving its foundational concepts. It also provides guidelines for integrating and adapting a job club within the course framework.

Co-design through RMA

The Refugee Job-Inclusion Training Programme is the result of a collaborative effort carried out with the recipients of the training itself.

The Reciprocal Maieutic Approach (hereinafter, RMA) was deployed to go more in-depth into the questions related to the situation of Ukrainian refugees in Palermo, allowing their needs to emerge in their complete, complex nature, along with their actual desires related to their lives in Palermo.

Why RMA?

The Reciprocal Maieutic Approach (RMA) is a dialogic method for popular analysis developed in western Sicily by nonviolent activist Danilo Dolci since the 1950s. It refers to the Socratic concept of maieutics – the art of bringing out truths and ideas that are already within people – but adds the principle that such a process cannot be unidirectional and can only take place reciprocally, in a relational context through dialogue.

Rooted in the idea that social change can only take place when driven by the very ones affected by the topic and cannot be hierarchically imposed, RMA is characterised by collective meaning-making and is strongly oriented toward the co-construction of concrete actions. Therefore, it was considered a particularly suitable approach to tackle the themes of the project.

First, by using RMA, HumanityHub adopted a participatory method to structure its support for Ukrainian refugees, making sure that its interventions would not be imposed from above, but would actually reflect the complexities of the realities of recipients, centering their agency rather than making them passive recipients. This

participatory nature does not only have to do with the content of the training, but also allows the construction of a path that responds to the logistical needs of participants as workers, mothers, or taking into account if they live far away or do not speak the language, so as to ensure better inclusivity.

Moreover, RMA contributes to the holistic approach at the heart of the project because, by nature, it is an inquiry method based on questioning things, creating links between them, and analysing the complexity of situations and personal circumstances. This makes it possible to bring to light the complex realities lived by Ukrainian refugees and the necessary complex and multi-layered responses.

RMA is also a space building the foundation for the creation of the foreseen Job-club. Because it requires more than a single meeting, it is a process that necessarily passes first through the establishment of relationships among participants, bonding, reciprocal recognition, and sharing, building the very bases for it. For further information on the implementation of RMA, please, check Annex 1.

Needs Emerged

The programme was informed by the broader needs assessment carried out under A5.1, which combined contextual and desk-research input from Croatia and Italy with the participatory RMA process implemented in Palermo. The Palermo RMA component provided the direct participant input that played a central role in shaping the five modules described below¹:

¹ The RMA results is an adaptable approach because – although there are many points in common among Ukrainian refugees temporarily hosted or wishing to stay long-term in European host countries – local contexts present specific characteristics that highlight distinct needs. Furthermore, the personal lives, experiences, and desires of individuals vary significantly across different environments. For this reason, the needs and desires that emerged and the consequential training programme implemented in Palermo are shown in this paragraph, it is important to note that this model stems from a specific situatedness. This applies both to the unique profiles of the training course and job club participants, and to the specific living conditions and requirements within the province of Palermo, Sicily. For example, the participants involved in the needs assessment process aimed at implementing the training course were entirely women, most of whom were mothers, held high educational degrees from their country of origin, and were potentially open to the idea of remaining in Palermo or Italy long-term. At the same time, the local context of Palermo, and Italy more generally, presents challenges due to a particularly complex bureaucratic system, even when simply accessing basic services. This reality highlighted requirements closely linked to cultural, spatial, and local orientation, with the dual aim of accessing what is needed to lead a full life and building social bonds within the territory. Consequently, the focus shifted toward specific local knowledge and orientation rather than universal job-related skills, emphasizing how to navigate services, institutions, and channels to make their participation in the territory sustainable. Once again, it is crucial to underline that this training programme is designed as a flexible tool. Based on the concrete experience in Palermo, it defines a specific way to implement a response to the situation of Ukrainian refugees: a response deeply rooted in a holistic vision and a participatory approach. Therefore, it can be used as a general map for interventions, even though the actual activities implemented to address the situation may vary depending on the characteristics and needs of different contexts.

- **Legal orientation and housing:** Participants require comprehensive knowledge of the legal system, including residence permit types and procedures, civil registration, and essential documentation. Understanding housing procedures, rental contracts, tenant rights and obligations, as well as culturally appropriate communication in administrative contexts, was highlighted as essential. This cluster reflects the need to make informed decisions, act autonomously in daily life, and navigate administrative procedures while remaining aware of potential fraud.
- **Access to health care:** This area addresses the need to understand the structure of the healthcare system, the documentation required to access it, and patient rights. Participants expressed the need to manage everyday healthcare independently, including obtaining a health card, selecting a family doctor, booking appointments, managing prescriptions, and responding effectively to emergencies. Reducing anxiety when accessing healthcare and understanding patient rights and privacy requirements were also central to this cluster.
- **Economic autonomy and the labour market:** Participants emphasized the need to develop a clear understanding of the Italian labour market, including employment opportunities, types of contracts, rights and obligations, salaries, taxes, and social security contributions. Knowledge of self-employment procedures, business registration, VAT (Partita IVA), and entrepreneurial opportunities was also considered critical. Strengthening these skills supports financial independence, active participation in the economy, and the ability to pursue personal and professional initiatives.
- **Language and local engagement:** Improving Italian language skills beyond basic levels was seen as crucial for daily interactions, administrative procedures, healthcare access, and social participation. Participants also highlighted the importance of familiarizing themselves with the local territory, public services, cultural sites, and social gatherings to increase confidence, build networks, and develop a sense of belonging. This cluster emphasizes communication, mobility, and active participation in community life.
- **Psychophysical well-being:** Finally, participants highlighted the need for environments that support emotional and physical well-being. This includes

opportunities for stress management, gentle physical activity, and access to social support networks. Creating spaces for decompression, community interaction, and personal resource development was seen as essential to achieving emotional balance, fostering resilience, and supporting both individual and collective well-being.

Training & JobClub overview

Methodologies

The diverse needs identified by the participants reflected a pluralism of methodologies, encompassing both knowledge-based needs and practical requirements to address specific questions related to daily life challenges. The resulting mixed implementation methodologies include:

Participatory and dialogic learning: participants' experiences, perspectives and questions remain active inputs throughout the programme. While RMA was used specifically for the co-design process and selected reflective activities, broader dialogic principles informed the delivery of the training.

Participant-led inquiry and professional input: participants' concrete questions are addressed through facilitated Q&A, discussion with practitioners, information sessions and interactive professional input. These formats are used to provide verified and locally relevant information while allowing questions and clarification to emerge throughout the session.

Applied problem-solving and simulation: participants work with concrete cases, documents, dilemmas and simulated interactions that reflect situations encountered in everyday life. Depending on the learning objective, this includes case study analysis, problem-based learning, role-play and multi-step simulations.

Mapping, contextual and place-based learning: participants use visual and collaborative mapping to understand services, institutional pathways and territorial resources. Where appropriate, learning takes place directly in the local environment,

connecting information with places, organisations, social networks and community contexts.

Functional and task-based language learning: language is practised through meaningful communicative tasks linked to everyday, administrative and professional situations. Guided conversation, information-gap tasks, collaborative script preparation and role-play prioritise successful communication, information exchange and communicative confidence.

Peer learning and Job Club: participants exchange knowledge, strategies, practical information, contacts and experiences drawn from their own everyday and professional pathways. Peer learning takes place throughout the programme and is reinforced through the Job Club, a recurring space for sharing employment opportunities, discussing practical challenges and maintaining mutual support and connections within the group.

Embodied and well-being practices: somatic and experiential activities, including grounding, gentle movement, relaxation and sensory awareness, are integrated into the programme to support psycho-physical well-being and create space for decompression and emotional regulation. These practices respond to needs identified by participants and are incorporated according to the purpose and setting of each session.

The modules

As previously noted, the modules are built based on the needs that emerged during the RMA. They maintain an open and flexible structure, allowing for adaptations if new requirements within each macro-area surface from the participants' ongoing experiences.

The modules are independent, meaning that each one can be implemented on its own, and participation does not require any form of prerequisite.

1. **Psycho-physical resilience and intersectional healthcare navigation:** practical physical activity and emotional awareness sessions, alongside an in-depth focus on women's health and specific needs viewed from an

intersectional perspective that accounts for both gender and migration backgrounds.

2. **Navigating the territory:** practical knowledge and tools for moving independently in the city, including using public transport and developing orientation skills for key services and local 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, housing regulations, and procedures for qualification recognition, alongside cultural norms and communication styles.
4. **Italian speaking club:** an interactive space for practicing the Italian language 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 and the multiple dimensions of belonging. This includes gaining knowledge of the territory's culture and history, building social networks, and engaging directly with the local community.

Creating a Job-club

WHAT IS A JOB CLUB?

A Job Club is a collaborative space where people looking for employment or aiming to build their path within the local socio-economic fabric meet to share job leads, strategies, resources, and mutual support. Unlike a traditional classroom course that focuses solely on transmitting job-search techniques, a Job Club operates as an action-oriented peer network. It aims to reduce the isolation often experienced during the resettlement process by turning individual discoveries into shared collective knowledge.

BUILDING AND MAINTAINING A JOB CLUB

Building and sustaining a Job Club within this framework relies on different operational strategies:

- **Meeting periodically:** regular, predictable gatherings are essential to maintain momentum and establish a consistent routine for the group.
- **Building relationships and trust:** Building trust and meaningful relationships requires time and a safe, judgment-free space. The coordinator supports this process by creating a framework that invites open communication, constructive feedback and manages group dynamics to ensure balanced participation.
- **Mixing social and thematic focuses:** the structure balances formal competence-building, if needed, with informal opportunities to socialize and decompress. This combination reinforces the holistic well-being of the participants while addressing their practical professional goals.
- **Structuring the sharing of skills and resources:** the format aims to systematically organize how information, local contacts, and practical experiences are exchanged. Participants progressively map out available channels, recommend reliable local services, and share opportunities they encounter within the territory.

PRACTICAL INTEGRATION IN THE TRAINING

Including the Job Club within the training programme can be also useful and with a strong impact for the participants. Indeed, the Job Club can be fully embedded into every session of the training course for its benefits. Specifically, it can help to: a) create a core group of reference during the training, but still open to new potential participants; b) allow to receive ready-to-share information based on the topic of the program, with other trainees willing to share their experiences with their peers facing the same situation/subject of the training session; c) create a further sharing moment at the end of the session of the training, integrating the knowledge shared during the programme with emotional support (this is the reason why it is proposed in the structure of the training session in the following pages).

Structure of the sessions

The training programme consists of five 4-hour sessions, each including a 30-minute break, for a total of **20 hours**. To ensure a fluid and cohesive flow that weaves together sharing, interactive learning, and mutual support, each session follows a specific timeline:

- **First 30 minutes – grounding and emotional balance:** the session opens with gentle physical movement, such as yoga, alongside mindfulness and grounding exercises. This allows participants to enter a state of relaxation and inhabit the dedicated space, preparing them emotionally and mentally for the rest of the day.
- **Next 150 minutes (including 30-minute break) – core interactive session:** this block represents the operational heart of the training. During this time, the different methodologies described above are actively applied and combined to explore and address the specific themes of the module. A 30-minute break is naturally integrated into this session, allowing the group to decompress and socialize.
- **Final 60 minutes – Job Club:** the last hour is a dedicated space for the activation of the group's collective social capital and mutual support. While it directly addresses professional pathways – such as exchanging verified job openings and sharing direct experiences with specific employers – it also functions as a broader horizontal network. Participants utilize this time to offer and receive concrete assistance for real-time daily hurdles, ranging from logistical and bureaucratic navigation to sharing community resources and contacts, reinforcing both professional growth and collective well-being.

Logistical Set-up and Environment

- **Scheduling:** to ensure consistency and respect participants' planning needs, sessions are held on a specific, regular day and time.
- **Flexible setting:** the physical environment is dynamically adapted to respond to the plurality of methodologies used throughout the day. This requires an open space suitable for physical activities, with chairs and tables that can be

easily rearranged – for instance, placing chairs in a circle during dialogues and Q&A sessions to foster horizontality.

- **Involvement of professionals:** A key element for addressing practical, everyday matters effectively is the direct involvement of practitioners and professionals to co-deliver specific modules. Rather than sharing purely theoretical information, these experts bring their daily professional experience from local institutions and services, providing participants with up-to-date, hands-on knowledge on how to navigate and access these systems autonomously.

Expected outcomes

The training programme is designed to produce measurable changes across nine competency domains:

- 1. Housing:** participants gain understanding of the legal steps for renting a home, their rights in interactions with landlords, and the ability to assess whether landlords' requests are appropriate.
- 2. Healthcare:** participants gain the ability to access healthcare services independently, including making medical appointments, understanding the structure of the system, and knowing patient rights.
- 3. Contracts and working conditions:** participants gain understanding of different types of employment contracts, related working conditions, rights and obligations, and financial responsibilities such as taxes and social contributions.
- 4. Employment support services:** participants gain knowledge of how to access employment support services (e.g., CAF and Patronato) and related services.
- 5. Qualification recognition:** participants gain knowledge of the procedures for the recognition and use of their educational and professional qualifications in the host country.

6. City orientation: participants gain confidence in navigating the city, using public transport, and accessing local services and institutions.

7. Communication in Italian: participants gain the ability to manage daily interactions in Italian, including shopping, transport, and basic communication needs, with increased confidence in speaking.

8. Social network: participants develop a sense of belonging to a supportive group and access to social connections, both within the programme and in the local community.

9. Emotional management: participants gain awareness of their emotions and the ability to manage them in daily life, supported by practical tools for stress regulation and somatic grounding.

Overview of the training Programme

Module	Title	Objective	Expected outcomes
1	<i>Psycho-physical resilience and intersectional healthcare navigation</i>	- To foster individual and collective resilience providing tools for stress management, somatic grounding, and emotional regulation - To mobilize personal resources and help participants protect their health while pursuing professional goals.	- Clearer recognition of gender and migration specific barriers, translated into practical strategies to navigate them. - Improved capacity to articulate needs and autonomously access tailored information on women's healthcare and institutional rights. - Co-constructed mapping of specific local socio-medical channels, formal administrative procedures, and trusted networks in the territory. - Established peer-support connections within the group to share solutions for care-work responsibilities and daily logistical challenges.
2	<i>Navigating the territory</i>	- To map essential services at a micro-neighborhood level and clarify the geography of the local urban area. - To build self-efficacy and communicative confidence through practical simulation of real-world emergencies and routine checks	- Clearer geographical orientation within local neighborhoods, key landmarks, and public transport networks. - Improved capacity to navigate local bureaucracy, manage appointment procedures, and independently handle required documentation for public service access. - Developed confidence and skills to communicate effectively and handle real-life administrative and emergency scenarios within the urban territory.
	<i>Legal and cultural frameworks: employment rights,</i>	To systematically analyze labor frameworks and social protections, turning complex legal parameters into	Clearer comprehension of the main types of employment contracts in Italy.

3	<i>housing, and institutional support</i>	actionable tools for self-defense and economic autonomy. ▪ To unpack the operational logistics and legal protections of the local rental market under national leasing legislation (Italian Law 431/98). ▪ To integrate the knowledge from both thematic blocks through an action-oriented, problem-based exercise that mirrors real-life systemic navigation	▪ Developed capacity to independently recognize indicators of undeclared work, administrative scams, and knowledge of how to legally protect oneself. ▪ Improved operational literacy regarding local administrative and employment support systems ▪ Acquired procedural knowledge regarding international qualification recognition pathways and the use of the European Qualifications Passport for Refugees (EQPR). ▪ Practical understanding of standard rental contracts, tenant rights, security deposit protections, and common structural pitfalls. ▪ Enhanced communicative assertiveness to navigate cultural aspects of renting in Italy and establish balanced, legally recorded relationships with landlords.
4	<i>Italian speaking club</i>	▪ To master immediate functional phrases and negotiate information gaps actively, prioritizing successful communication and data transfer over perfect sentence structure ▪ To build communicative assertiveness through collaborative script preparation and playful role-play simulations	▪ Acquired vocabulary consisting of high-utility, ready-to-use localized phrases to independently initiate and handle practical queries. ▪ Developed capacity to ask specific questions to gather and verify practical information regarding local service hours, schedules, and appointment procedures ▪ Improved communicative confidence and reduced performance hesitation during face-to-face routine interactions and neighborhood problem-solving scenarios.
5	<i>Belonging and imagining the future</i>	▪ To experience territorial belonging, community building, and collective resilience directly on the field	▪ Improved knowledge of the local territory, its social and cultural history, and its community organizations to ease everyday navigation and connection. ▪ Clearer awareness of personal strengths, background skills, and the shared mutual-aid strategies developed within the group (such as information sharing and childcare support).

			▪ Developed ability to plan for the future, using the creative writing timeline to outline practical and personal steps for the next 12 to 24 months.
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Module 1

Psycho-physical resilience and intersectional healthcare navigation

Rationale

This module is structured around three interconnected dimensions: providing a dedicated space for decompression and stress relief, fostering actionable strategies for emotional balance and bodily well-being, and sharing key health-related information.

The inclusion of this module responds to an explicit request for psycho-physical well-being that emerged during the co-design process, which highlighted the need for a dedicated space to address the psychological and physical toll of forced displacement. Women face significant psychological and physical strain due to the weight of legal precarity and the simultaneous structural barriers encountered when entering a host society; furthermore, because the group is entirely composed of women and mothers, their psychological and physical pressure is deeply intertwined

with care-work responsibilities and specific health needs. From the standpoint of the training's holistic approach, physical and emotional well-being directly impacts the capacity to develop professional pathways and maintain economic autonomy. By addressing these overlapping pressures, the module aims to ensure that systemic stress is recognized as a structural factor that directly influences a person's ability to navigate the local labor market.

In practice, this module aims to foster individual and collective resilience. It provides tools for stress management, somatic grounding, and emotional regulation, usable to mobilize personal resources and help participants protect their health while pursuing professional goals.

Furthermore, the module recognizes that refugee women face distinct challenges, aiming to address these dynamics and foster participants' autonomous health management. The intersection of gender and migration status creates specific vulnerabilities and unique patterns of access to healthcare that differ from those experienced by both refugee men and local women. To address these intersections, the training provides specific focus sessions and verified local information, equipping participants with the administrative and operational guidance needed to navigate public healthcare services independently.

Expected outcomes

- Clearer recognition of gender and migration specific barriers, translated into practical strategies to navigate them.
- Improved capacity to articulate needs and autonomously access tailored information on women's healthcare and institutional rights.
- Co-constructed mapping of specific local socio-medical channels, formal administrative procedures, and trusted networks in the territory.
- Established peer-support connections within the group.
- Acquisition of practical techniques for emotional regulation and anxiety management..
- Integration of somatic grounding exercises and body-awareness practices into daily routines.

Methodology

- Experiential & somatic learning
- Peer-to-peer exchange
- Participant-driven Q&A
- Interactive lecture
- Job Club

The module in practice

Total duration: 4 hours

Group size: A maximum of 20 participants is recommended to allow sufficient time for active engagement, meaningful exchange and in-depth exploration of the issues raised.

Setting: A quiet, comfortable space with sufficient room for physical activities, equipped with mats or chairs depending on the specific exercises. To ensure privacy and confidentiality, the environment should be dedicated exclusively to the session, with no outside foot traffic, disruptions, or disturbances.

Block 1: Somatic and well-being practices (60 minutes)

Activity 1 – Breath pacing

The session introduces simple, physiological breathing patterns to regulate the respiratory rate and lower the heart rate. Participants practice Lengthened Exhalation (inhaling for 4 counts and exhaling for 6) to stimulate the parasympathetic nervous system. Alternatively, they practice Box Breathing (equal 4-count phases of inhalation, retention, exhalation, and suspension) to regulate the balance between oxygen and carbon dioxide, which directly suppresses the fight-or-flight response and reduces cortisol levels. These practices serve as direct, easily replicable tools to restore cognitive focus and manage acute physiological stress in daily life.

Activity 2 – Sensory visualization

The trainer utilizes a standard visualization script based on a neutral, natural landscape (an open coastline). The guidance focuses strictly on objective, sensory parameters – such as the solid support of the ground, the uniform rhythm of the waves, and ambient warmth. This specific focus serves to lower the cognitive workload caused by racing thoughts, using non-threatening sensory anchors to stabilize attention and maintain presence in the room.

Activity 3 – Environmental grounding

Participants engage in a classic grounding sequence based on external observation and proprioception. The group is guided to identify 5 specific objects, 4 distinct textures, and 3 ambient sounds in the room, while simultaneously pressing their feet firmly into the floor to track the structural resistance of the ground. This activity shifts focus from internal stress loops to immediate external stimuli, using direct environmental feedback to stabilize the nervous system.

Activity 4 – Group movement and spatial coordination

- Spatial balancing (The empty space protocol): participants walk through the room with the collective goal of maintaining distributed spatial coverage, continuously adapting their trajectories so that no area of the room remains empty and no crowding occurs. When a participant changes speed or stops, the surrounding group must dynamically compensate by altering their own movement, which trains situational awareness, peripheral vision, and the capacity to read and respond to non-verbal group behaviors instantly to build collective coordination and structural adaptability without relying on centralized direction.
- Cooperative trajectory navigation (The guided walk): working in peer pairs, one participant moves through the space with their eyes closed or gaze lowered while the partner guides them safely through the environment using only a light touch on the forearm or minimal verbal cues. This protocol shifts the focus from visual hypervigilance to tactile and auditory listening, acting as a practical, non-formal framework to build reciprocal trust and cooperative communication directly through structured, coordinated movement before reversing roles.

Activity 5 – Joint mobilization

The trainer models a systematic, head-to-toe joint mobility pathway, consisting of slow, controlled rotations of the neck, shoulder shrugs, and gentle torso twists. This physical work aims to release muscular stiffness and localized tension accumulated in the upper body and spinal column due to prolonged sitting, poor posture, or physical inactivity.

Activity 6 – Functional bio-mechanical stretching

The trainer showcases accessible, low-impact stretches for the spine, back, and hips, focusing on axial decompression of the vertebrae using wall supports and gentle extension of the hip flexors (psoas and quadriceps). These targeted movements mechanically release tension in deep muscle layers that are chronically shortened by stress and sedentary states. Participants modify or skip movements based entirely on their own physical capacity, reinforcing physical autonomy.

Activity 7 – Relaxation and somatic integration

To transition the body into physical recovery, participants select their preferred resting position – whether lying down on a mat, sitting upright on a chair, or leaning against a wall, with eyes open or closed. The trainer leads a neutral physical scan, directing attention to the literal points of contact between the body and the floor or chair, providing a predictable, secure closing structure to end the workshop.

30-minutes break

Block 2: Exploring and addressing intersectional health challenges (90 min)

This second group of activities approaches healthcare from an intersectional perspective, combining contextual analysis with the co-construction of practical, user-driven resources.

First, an interactive lecture explores the specific healthcare challenges faced by women in forced migration contexts, focusing on two thematic blocks:

1. **Psychophysical vulnerabilities:** the group examines specific health conditions prevalent among female refugees, such as complex PTSD, somatic symptom disorders involving chronic pain without medical explanation, reproductive health complications, and nutritional deficiencies. The analysis highlights how displaced women face higher rates of maternal morbidity and hidden trauma

due to the direct intersection of gender-based violence during transit and a lack of continuity in healthcare.

2. **Socio-cultural, linguistic, and systemic barriers:** this section identifies the structural reasons why foreign women often underutilize existing healthcare systems in host countries. Public health studies confirm that language obstacles and the scarcity of female medical personnel actively discourage access, while cultural taboos surrounding mental health exacerbate isolation. Furthermore, a major barrier is the systemic anxiety and fear of administrative or legal repercussions, which often deters newly arrived or temporary status women from seeking essential care.

In this second part of the session, participants engage in practical, hands-on activities to map structural barriers and translate them into useful, user-driven tools for everyday life.

Activity 1 – Healthcare horizons mapping

Participants divide into small working groups around large paper charts to execute a Visual trajectory protocol, where they are presented with a practical case scenario (e.g., a newly arrived woman requiring specialized gynecological or psychological care). The groups visually trace the physical, administrative, and spatial pathway this hypothetical individual must navigate to access care, identifying and drawing continuous connecting nodes between local communities, civil society organizations, general practitioners, and public hospitals.

During this process, groups apply an intersectional bottleneck analysis by physically marking structural barriers directly onto the timeline wherever a systemic block occurs. They visually document how the lack of linguistic mediation, the scarcity of female medical personnel, cultural taboos surrounding healthcare, and administrative or legal precarity interrupt or derail the healthcare trajectory.

Activity 2 – Institutional signposting and strategic referral systems

The final phase utilizes the completed horizon maps to transition participants from diagnostic analysis into practical, action-oriented strategy. Working on the same visual charts, groups cross-reference the identified bottlenecks with verified, localized healthcare resources, cataloging cross-cultural psychological clinics, specialized women's health centers, and reproductive care units within their municipal or

national context. This collaborative data collection establishes an objective, peer-supported directory and clear referral methodologies

Final 60 minutes — Job Club

The last hour is explicitly reserved for the activation of the group's collective social capital and mutual support. While it directly addresses professional pathways – such as exchanging verified job openings and sharing direct experiences with specific employers – it also functions as a broader horizontal network. Participants utilize this time to offer and receive concrete assistance for real-time daily hurdles, ranging from logistical and bureaucratic navigation to sharing community resources and contacts, reinforcing both professional growth and collective well-being.

Module 2

Navigating the territory

Rationale

This module addresses the practical challenges of geographical orientation and service access within the local context. During the co-design process, participants mentioned a sense of disorientation and highlighted a discrepancy between the availability of public services and the practical capacity to utilize them due to localized bureaucratic, logistical, and language barriers.

The module is structured around two interconnected operational dimensions:

- Understanding the territory: this dimension provides tools to develop familiarity with the participant's local neighborhood structure. They identify available services – such as health centers, pharmacies, and public offices, but also local amenities such as hair salons and specialized shops – and learn to differentiate between different types of providers, for example the functional division between emergency rooms, primary care physicians, and walk-in clinics.
- Accessing services: This area focuses on the operational requirements needed to utilize local infrastructures. It covers opening hours, appointment-making systems, and the specific documentation required for different administrative and health procedures.

Methodology

- Problem-based approach
- Peer to peer exchange
- Q&A sessions
- Role play simulations
- Collaborative mapping
- Job Club

Expected Outcomes

- Clearer geographical orientation within local neighborhoods, key landmarks, and public transport networks.
- Ability to identify and locate services and everyday community amenities.
- Improved capacity to navigate local bureaucracy, manage appointment procedures, and independently handle required documentation for public service access.
- Developed confidence and skills to communicate effectively and handle real-life administrative and emergency scenarios within the urban territory.

The module in practice

Duration: 4 hours.

Group size: A maximum of 20 participants is recommended to allow sufficient time for active engagement, meaningful exchange and in-depth exploration of the issues raised.

Setting: A flexible open space with sufficient room for rearrangement, equipped with movable chairs and tables that can be placed in a circle to foster horizontal communication, alongside a large table or floor space for the mapping charts. The environment must ensure strict privacy and confidentiality, with no outside disruptions or foot traffic.

First 30 minutes — Grounding and relaxation practice

The session opens with a dedicated space for decompression and stress relief, using physical movement and environmental grounding exercises. This routine supports the transition out of daily survival stress, reinforces bodily well-being, and ensures structural continuity across the entire training curriculum.

Block 1 – Deconstructing the territory: the "Slices of the City" mapping (30 Minutes)

The objective is to map essential services and community amenities at a micro-neighborhood level and clarify the geography of the local urban area.

Activity 1 – Neighborhood identification & naming: the coordinator introduces the administrative and spatial structure of the city. Participants work interactively to identify exactly where they reside, learning the local names of the districts and understanding the functional logic of nearby public transport networks.

Activity 2 – visual mapping – "slices of the city": the workspace is arranged around a large circular map divided into visual sections representing the specific districts where participants live. Using universal, color-coded icons and visual cards, participants physically place key landmarks and services onto their respective sections. For example:

- Red Cross: Emergency Room (Pronto Soccorso) vs. General Practitioner (Medico di Base).
- Green Cross: Local Pharmacies and understanding night/weekend rotas.
- Purple Icon: Gynecological and Women's Health Family Clinics (Consultori).

30-minutes break

Block 2: Problem-based scenario analysis & system logistics (50 Minutes)

The objective is to transition from knowing where a service is to understanding how it functions logistically (bureaucracy, timing, documents).

Activity 1 — The "What to Do" Decision Matrix: The coordinator introduces a practical, situated dilemma: a participant experiences a sudden health issue during a night shift or holiday when the primary care doctor (Medico di Base) is unavailable. Participants work in teams using a comparative grid to evaluate territorial options – specifically distinguishing the role, availability, and specific functions of the Guardia Medica versus the Pronto Soccorso. By weighing constraints such as operational hours, physical distance within their specific neighborhood, and urgency, teams complete the matrix to deduce appropriate institutional pathways and prevent system overload.

Activity 2 — Logistics Breakdown: The group transitions to an empirical review of real administrative intake layouts and sample documentation. This hands-on analysis serves as an operational guide to decipher complex opening hours, navigate online or telephone appointment systems, and isolate the exact list of mandatory access documents required upon physical arrival (such as the STP code, health cards, and identity documents), detailing what to expect during triage or front-desk check-ins.

Block 3 — Real-life simulations and role-play (40 Minutes)

The objective is to build self-efficacy and communicative confidence through practical simulation of real-world emergencies and routine checks.

Scenario 1: Acute Emergency – "I have food poisoning, where do I go?": a participant or group simulates waking up at 11:00 PM with severe food poisoning. To resolve this emergency, they must navigate their "slice of the city" map, identify that the primary care doctor is closed, and locate the nearest operational Guardia Medica or emergency room. Participants then role-play the interaction or phone call, practicing how to explain the symptoms and interpret instructions using basic keywords and functional translation cards under realistic time constraints.

Scenario 2: Routine/Specialized Care – "I need a gynecological check-up": this scenario addresses a routine women's health and preventative care need. Participants simulate locating the Consultorio designated for their district and role-play the interaction at the front desk to request an appointment. During the simulation, they navigate linguistic and administrative barriers, discover which mandatory documents are required for intake (such as STP codes and identity papers), and practice filling out privacy and triage forms independently.

Debriefing & Evaluation (10 mins): Collective reflection on the feelings and communicative hurdles experienced during the role-play. At the end of the meeting, a portable, visual "Emergency & Neighborhood Pocket Guide" customized by the participants' notes during the session is distributed as a permanent tool for daily autonomy.

Final 60 minutes — Job Club

The last hour is explicitly reserved for the activation of the group's collective social capital and mutual support. While it directly addresses professional pathways – such as exchanging verified job openings and sharing direct experiences with specific employers – it also functions as a broader horizontal network. Participants utilize this time to offer and receive concrete assistance for real-time daily hurdles, ranging from logistical and bureaucratic navigation to sharing community resources and contacts, reinforcing both professional growth and collective well-being.

Module 3

Legal and cultural frameworks: employment rights, housing, and institutional support

Rationale

This module responds to participants' need to better understand and navigate the legal, administrative and relational frameworks that shape employment, housing and access to institutional support. The co-design process highlighted the importance of understanding rights and obligations, interpreting contracts and other essential documents, recognising potentially irregular situations and knowing which services or institutional pathways can provide support.

In the employment-related part of the module, the focus is therefore on working conditions and contractual rights, the interpretation of employment documentation, pathways for the recognition of qualifications obtained abroad, and the different

functions of administrative and welfare-support services. These elements support participants in making better use of their existing professional competences while becoming more autonomous in navigating employment-related procedures and interactions.

The housing component applies the same practical orientation to rental agreements and tenant rights. Participants explore how contracts are structured, which obligations apply to landlords and tenants, and how to recognise and respond to potentially problematic requests. Across both areas, the emphasis is on moving from receiving information to being able to use it: reading documents, identifying the relevant service or procedure, asking informed questions and determining appropriate next steps.

Expected outcomes

- Improved understanding of employment conditions, contractual rights and key employment documentation, including indicators of possible irregularities.
- Clearer knowledge of qualification-recognition pathways and of relevant administrative and welfare-support services.
- Practical understanding of rental agreements, tenant rights and obligations, and potentially irregular housing practices.
- Improved capacity to identify appropriate documents, services and steps when navigating employment-, housing- and welfare-related administrative situations.

Methodology

- Case study analysis
- Role-play
- Problem-based learning
- Peer-to-peer exchange
- Q&A session

- Job Club

The module in practice²

Duration: 4 hours.

Group size: A maximum of 20 participants is recommended to allow sufficient time for active engagement, meaningful exchange and in-depth exploration of the issues raised.

Setting: A flexible open space with sufficient room for rearrangement, equipped with movable chairs and tables that can be placed in a circle to foster horizontal communication, alongside wall support or boards for flowchart mapping.

Block 1: Labor market, contracts, qualifications, and welfare support (90 minutes)

The objective is to systematically analyze labor frameworks and social protections, turning complex legal parameters into actionable tools for self-defense and economic autonomy.

Activity 1 — Contract analysis, exploitation prevention and support services: the coordinator introduces a textual audit workshop utilizing authentic legal documents. The analysis focuses on national collective labor agreements (Contratto Collettivo Nazionale di Lavoro - CCNL) that are either prevalent among or requested by the target group. Working in pairs on a bilingual (Italian/Ukrainian) standard model contract, participants map out four critical elements – such as classification levels and alignment with actual duties; weekly hours and overtime clauses; minimum hourly wages; severance indemnity – using color-coded highlighting. To mitigate undeclared work, a case study explores the "Fake Part-Time" scenario (a 20-hour contract with 40 actual working hours). Participants also analyze an authentic pay slip (busta paga), focusing on matching the net pay with social security contributions to identify irregularities independently.

² The content of Module 3 – as shown in the following sections – is quite structured and extensive; therefore, to ensure it can be replicated, it is advisable to adapt it to the group's needs and capabilities. Furthermore, it is important to bear in mind that delivering the entire module may take more than 4 hours, given the more administrative terms and concepts involved.

The activity concludes by introducing two commonly used services that can support workers when employment issues also involve tax, social-security or welfare procedures. For example, CAFs (Centri di Assistenza Fiscale – tax assistance centres) provide assistance with tax procedures and with the ISEE, the household economic indicator used in Italy to determine access to certain benefits and reduced-rate services. Patronati provide assistance with social-security and welfare procedures, including unemployment benefits and access to contributory records. Participants are therefore introduced not only to the documents themselves, but also to the main support channels available when further administrative assistance is needed.

Activity 2 — Recognition of foreign qualifications & preventing deskilling: this phase provides a procedural flowchart mapping session to navigate the main pathways for the assessment and recognition of foreign qualifications. The overview differentiates between Academic Recognition (including, where relevant, procedures leading to the award of a corresponding Italian qualification, historically referred to as “equipollenza”), managed by universities and higher education institutions, and Professional Recognition for regulated sectors like nursing or teaching, managed by the competent authority depending on the profession. The coordinator provides an operational guide to the [CIMEA Information Centre](#) and explains the role of the Declaration of Value (Dichiarazione di Valore), an informational document issued by the competent Italian diplomatic-consular authority which may support recognition procedures but does not itself constitute recognition. For situations where documentation is missing or insufficient, the session introduces the Council of Europe European Qualifications Passport for Refugees, an international tool that assesses available evidence through document review and a structured interview, without constituting formal recognition of the qualification.

Activity 3 — Problem based service navigation simulation: participants work in pairs or in groups in a realistic employment-related situation that requires them to identify the main issue, determine which service or institution may provide support, and prepare the information and interactions needed. For example, they may work on the case of a woman whose fixed-term employment contract has reached its end. She wants to understand whether she may be entitled to unemployment support and what she needs to do next. Working in pairs, participants first identify the main issue and the type of support needed. Drawing on the services introduced earlier in the session, they determine whether a CAF or a Patronato is the more appropriate first point of support. They then prepare the key information and questions the worker

would need to bring to the service and role-play a first meeting with a Patronato worker, explaining the situation and asking for guidance on the NASpl unemployment benefit and the next administrative steps.

The activity closes by reconstructing the basic pathway from the end of the employment contract to the NASpl application and subsequent contact with the Centro per l'Impiego (public employment service).

30-minutes break

Block 2: Housing navigation and tenant rights (60 minutes)

The objective is to unpack the operational logistics and legal protections of the local rental market under national leasing legislation.

Activity 1 — Rental framework analysis: The coordinator guides the group through the structural dissection of standard rental options, comparing the different types of contract and the lease agreements registrations procedures. Participants analyze how an unregistered contract is legally null, strips the tenant of legal rights, and prevents municipal registration of residence. The session also outlines the regulatory parameters of the security deposit; for example that it is legally capped at a maximum of three months' rent, generates legal interest, and requires traceable return mechanics to prevent deposit fraud.

Activity 2 — Assertiveness & negotiation role-play: Working in small teams, participants engage in an interactive simulation based on a critical incident scenario: a landlord refuses to register a lease agreement claiming tax savings for both parties, or demands that the tenant pays for extraordinary building maintenance (such as facade or roof repairs) which legally falls entirely on the property owner. Teams respond to the scenario using pre-drafted bilingual "Response Script Cards" containing precise legal references (e.g., "According to Article 2 of Italian Law 431/98...") and operational boundaries (e.g., "I require a traceable bank transfer receipt..."). This exercise builds linguistic confidence and legal assertiveness in handling tenancy boundaries.

Final 60 minutes — Job Club

The last portion of the meeting is explicitly reserved for the activation of the group's collective social capital and mutual support. While it addresses professional pathways—such as exchanging verified job openings and sharing direct experiences with specific employers—it also functions as a broader horizontal network.

Participants utilize this time to offer and receive concrete assistance for real-time daily hurdles, ranging from logistical and bureaucratic navigation to sharing community resources and contacts, reinforcing both professional growth and collective well-being.

Module 4

Italian speaking club

Rationale

This module directly responds to the operational and social needs expressed by the participants during the co-design phase, recognizing that language practice encompasses both practical navigation and everyday social connection. In daily life, language is the primary tool to handle routine administrative tasks while simultaneously serving as the bridge to build relationships, talk with school teachers, and interact with neighbors.

To support both dimensions, the module establishes a space centered on communicative safety, where language is practiced as an adaptable tool for successful information exchange and mutual understanding. By addressing both functional administrative scenarios and informal social dialogues, the session equips women with the confidence to clear up misunderstandings on the spot, navigate services independently, and actively foster their own personal and community connections within the territory.

Expected outcomes

- Acquired vocabulary consisting of high-utility, ready-to-use localized phrases to independently initiate and handle practical queries.
- Developed capacity to ask specific questions to gather and verify practical information regarding local service hours, schedules, and appointment procedures

- Improved communicative confidence and reduced performance hesitation during face-to-face routine interactions and neighborhood problem-solving scenarios.

Methodology

- Functional and task-based language learning
- Information-gap and problem-solving tasks
- Role-play
- Peer learning and Job Club

The module in practice

Duration: 4 hours.

Group Size: Recommended maximum of 20 participants to maximize active speaking pairs and maintain peer safety.

Setting: A flexible open space with movable chairs that can be easily rearranged into facing dyads or small circles, removing any hierarchical front-facing setup.

First 30 minutes — Grounding and relaxation practice

The session opens with a dedicated space for decompression and stress relief, using physical movement and environmental grounding exercises. This routine supports the transition out of daily survival stress, reinforces bodily well-being, and ensures structural continuity across the entire training curriculum.

Block 1: High-utility vocabulary & survival Interactions (60 minutes)

The objective is to master immediate functional phrases and negotiate information gaps actively, prioritizing successful communication and data transfer over perfect sentence structure.

Activity 1 – The "Lexical Chunks" matching laboratory: the coordinator introduces a practical scaffolding task that avoids abstract grammar drills, focusing instead on ready-to-use expressions that solve immediate problems. Working in small pairs, participants receive cards with visual illustrations of critical everyday needs, such as a

broken water pipe, an upcoming school meeting, or a medical prescription. They must match these visual anchors with strips of paper containing target Italian phrases designed to initiate requests (e.g., "Avrei bisogno di un aiuto per...", "Mi potrebbe indicare dove trovare...?"). Participants match the needs to the phrases and practice reading the complete strings aloud to their partners, securing correct pronunciation within a situated context.

Activity 2 - Information gap logistics tasks: the group transitions into an interactive, game-like task built on a systematic communication gap, where oral interaction is necessary to solve a practical puzzle. In pairs, Participant A receives a completed weekly calendar from a local community hub containing specific dates and hours for cloth distributions, language courses, or public intake offices. Participant B holds the identical calendar template entirely blank. Using simple, direct queries (e.g., "Quando c'è il corso?", "A che ora aprono?"), Participant B must interview her partner to complete her schedule, while Participant A practices scanning and delivering accurate details. This task mirrors real-life communication: it creates an authentic, functional necessity to cooperate and speak to bridge an information disparity, focusing cognitive resources entirely on achieving a practical result rather than fearing negative evaluation.

30-minutes break

Block 2: Collaborative scenes & cultural fillers (60 minutes)

The objective is to build communicative assertiveness through collaborative script preparation and playful role-play simulations.

Activity 1 - Cooperative theater & everyday scenettes: participants split into small peer groups of 3 to 4 to collaborate on building everyday scenettes. Each team is handed an envelope containing a realistic neighborhood scenario involving mandatory visual keywords or friction points: explaining a child's sudden symptom and requesting a dosage at a pharmacy, notifying a teacher about a school absence and asking for supplies lists, or calling a landlord because the hot water is broken. The groups have 20 minutes to co-construct and sketch out a short, simple script in Italian, helping each other with terms while the coordinator moves around the room strictly as a passive "living dictionary" if called upon. Instead of immediate, stressful improvisations, this collaborative preparation provides a vital safety net. Each group then acts out their 5 minute scenario in a supportive atmosphere, allowing

participants to share the communicative burden, validate their collective skills, and reduce individual performance stress.

Activity 2 – Keeping the conversation going: Building on the scenes developed in the previous activity, the coordinator introduces a small set of everyday expressions that can be used to gain time, ask for clarification or reformulate when the right word does not come immediately, such as *“Allora...”*, *“Fammi pensare...”*, *“Può ripetere?”*, *“Come posso dire...?”* or *“Volevo dire...”*. Participants then replay a short part of their previous scene without relying on the written script. During each replay, the interaction includes a small unexpected element — for example, a follow-up question, a request for clarification or a slight change in the situation — requiring participants to adapt their response and use the expressions introduced to keep the exchange going. Roles and challenges are switched so that participants can experiment with different conversational strategies. The quick replays add a lighter and more dynamic dimension to the session while encouraging participants to experiment with hesitation markers, repair strategies and reformulation devices.

Final 60 minutes — Job Club

The last hour is explicitly reserved for the activation of the group's collective social capital and mutual support. While it directly addresses professional pathways—such as exchanging verified job openings and sharing direct experiences with specific employers—it also functions as a broader horizontal network. Participants utilize this time to offer and receive concrete assistance for real-time daily hurdles, ranging from logistical and bureaucratic navigation to sharing community resources and contacts, reinforcing both professional growth and collective well-being.

Module 5: Belonging and imagining the future

Rationale

This final module responds to participants' explicit interest, expressed during the co-design process, in exploring the local territory together. Previous modules primarily support participants in dealing with practical aspects of everyday life, such as accessing services, understanding rights and communicating in Italian. This final session addresses a complementary dimension: developing greater familiarity with the social and cultural context in which they live and strengthening connections with the local community. Becoming familiar with its history, cultural references, community spaces and social networks can support participants in understanding the context around them, identifying opportunities for connection and participation, and developing a stronger sense of belonging. At the same time, the module shifts attention from the resources available to participants to the skills, experiences and relationships that participants themselves bring to the local context.

As the concluding module, it also creates space to look beyond immediate needs and connect these personal and collective resources with future aspirations. The focus therefore moves from becoming more familiar with the territory, to recognising one's own resources within it, and finally to identifying possible directions and practical next steps for the future.

In the Palermo implementation, this approach was developed through a field-based session at Borgo di Dio in Trappeto, a place connected to Danilo Dolci's work and to the social history of the area. Learning about the history of the site allowed participants to deepen their knowledge of the local context while engaging with a

concrete experience of community organisation and collective action. This specific history also provided a meaningful basis for reflecting on how skills, relationships and shared resources can contribute to community life, creating a direct connection with the asset-mapping and future-oriented activities that followed.

Expected outcomes

- Improved knowledge of the local territory, its social and cultural history, community spaces, organizations and networks.
- Clearer awareness of personal and collective strengths and of how they can connect with local resources and opportunities.
- Strengthened capacity to reflect on future personal, social and professional goals and identify realistic next steps.

Methodology

- Contextual and place-based learning
- Participatory and dialogic learning
- Collective asset mapping
- Strengths-based and future-oriented reflection

The module in practice

Duration: 4 hours

Group Size: A maximum of 20 participants is recommended to allow sufficient time for active engagement, meaningful exchange and in-depth exploration of the issues raised.

Setting: A field-based setting with historical, cultural or community significance, allowing participants to become more familiar with the territory through its history, cultural references, social experiences and present-day resources, while strengthening their sense of orientation and belonging. In Palermo, the session took place at Borgo di Dio in Trappeto, whose connection with Danilo Dolci and the local social history offered a concrete way to discover the area, understand a significant

community experience and reflect on how people can build connections and participate in the life of the territory..

First 30 minutes — Grounding and relaxation practice

The session opens with a dedicated space for decompression and stress relief, using physical movement and environmental grounding exercises. This routine supports the transition out of daily survival stress, reinforces bodily well-being, and ensures structural continuity across the entire training curriculum.

Block 1: Exploring place, history and community (90 minutes)

The objective is to strengthen familiarity with the local context by using a significant place as a starting point for exploring local history, cultural references, community experiences and present-day resources.

Activity 1 — Place-based exploration: participants explore the selected site and are introduced to key elements of its history, cultural significance and relationship with the surrounding territory. This provides an opportunity to become more familiar with the local context and to acquire historical and cultural reference points connected to the place in which they live. At the same time, the characteristics of the site provide a starting point for reflection. In the Palermo implementation, Borgo di Dio is explored not only as a place connected to Danilo Dolci and the social history of Trappeto, but also as an example of community initiative. Its history opens questions about how people respond collectively to local needs, recognise and mobilise existing skills and resources, and create opportunities through cooperation.

Activity 2 — From the history of the place to the territory today: following the exploration, participants gather in a circle for a facilitated dialogue. Starting from the history and community experience encountered at the site, the coordinator invites the group to reflect on how people create connections, mutual support and opportunities within a territory, and what this can mean in the context in which participants live today. The discussion then moves from the historical example to the present local environment: participants identify organisations, cultural and community spaces, informal networks and other places where relationships, participation and support can develop. These contributions can be collected visually on a shared map or board, linking the experience of the site with the social and community landscape participants encounter in their everyday lives.

30-minutes break

Block 2: From collective resources to future pathways (90 minutes)

The objective is to recognise the skills, experiences and forms of mutual support already present within the group and connect these resources with future personal, social and professional aspirations.

Activity 1 – Collective asset mapping: building on the reflection developed in the previous block, participants turn their attention to the resources they themselves bring to the territory. Using visual mapping, the group identifies skills and knowledge acquired through previous professional and educational experiences, practical and relational abilities developed through everyday life and resettlement, and resources created through peer exchange and mutual support within the group. These elements are brought together in a collective map and discussed in relation to the social sectors, organisations and community resources explored during the session. The activity makes visible both individual strengths and resources that can be activated through relationships and cooperation, creating a bridge between participants' existing capacities and the possibilities available within the local context.

Activity 2 – Imagining the future and identifying next steps: the focus then shifts from recognising existing resources to considering how they can support participants' future directions. Where the setting allows, a short walk or change of space creates a transition from collective discussion to individual reflection. In the Palermo implementation, participants used the outdoor spaces of Borgo di Dio overlooking the surrounding landscape. Participants then write a "Letter to My Future Self", reflecting on where they would like to be in the next 12 to 24 months in relation to areas that are meaningful to them. The reflection then moves towards the practical dimension, inviting participants to identify concrete steps that could help them move towards these aspirations, drawing where relevant on the skills, relationships and territorial resources identified during the session. The exercise closes the module by connecting what participants have discovered about the territory, recognised in themselves and in the group, and imagined for their own future.

Annex 1

Application of RMA

Disclaimer

This annex refers to the use of the Reciprocal Maieutic Approach (RMA) during the participatory co-design phase that preceded the training programme. RMA workshops were used to explore participants' experiences, needs and priorities and to inform the subsequent definition of the training contents and structure. The practical recommendations below therefore concern the organisation and facilitation of these dedicated RMA workshops only; they do not apply to the duration or organisation of the training modules presented in the previous sections.

Although it is an open process, the application of RMA is rooted in specific principles, and there is a "certain formalism" – as Danilo Dolci defined it – in its application to structure the process, ensure its functioning, and respect its core tenets.

ASSUMPTIONS

- Every person is a subject of knowledge, particularly based on the fact that each individual carries unique life experiences.
- Knowledge, meaning-making, and actions are co-constructed through horizontal dialogue, inquiry, and validation. No hierarchies of knowledge or stereotype-based classifications are accepted, and each person's contribution has the power to change the direction of the group.
- Nonviolent communication is practiced, grounded in openness, non-judgment, and radical listening.
- A connection with concrete issues and needs is essential for understanding the tangible reality affecting the participants, thereby driving an action-oriented focus.

FORMAL ARRANGEMENTS

- Seating in a circle: in order to foster horizontality and collective responsibility toward participation, all participants are to sit around a circle.
- Group size: it is preferred not to exceed 20 participants to ensure everyone has the opportunity to contribute.
- Series of workshops: rather than a single workshop, at least two should be implemented to first foster relationships among participants and build a safe, judgment-free, and caring environment.
- Duration: meetings should ideally not exceed 3 hours.
- The role of the coordinator: each meeting must have a coordinator to support the dialogue. The coordinator is not a leader and does not influence the conversation with personal standpoints; instead, they sustain an equitable dialogue by noticing imbalances in participation, ensuring the discussion moves toward a practical direction, and keeping detailed notes to draw links between interventions.

THE WORKSHOP

Before

Beyond preparing the physical setting, all participants should be aware of and co-decide the topic that will be addressed.

The coordinator should then craft a “good question”:

- Open-ended: it cannot be answered with a simple yes or no. It invites storytelling, reflection, and exploration (e.g., instead of "Is peace important?", asking "What does peace mean to you, based on your experiences?").
- Precise: it focuses on a specific aspect of experience rather than being vague (e.g., instead of "What do you think about society?", asking "What would you like to change about the place where you live?").
- Generative: it does not seek a single answer, but sparks further questions and deeper exploration.
- Anchored in experience: it stems from people's concrete, lived experiences (e.g., "What was an experience where you felt truly heard?").

- Simple: it avoids complicated or technical language, using accessible words.

During

In the first meeting, participants get to know each other. They introduce themselves and share, if they wish to do so, something personal to build relationships; an engaging opening question could be, for instance: "What is your dream?"

Afterward, the coordinator asks the first question, and each person is expected to share their personal view, experience, or idea regarding the topic. From then on, the discussion takes an open direction, with participants signaling when they want to intervene or add to the conversation. The coordinator remains attentive to guarantee that everyone has the necessary conditions and time to express themselves.

All participants are invited to take responsibility for the process by intervening, and all contributions should be grounded in personal experiences and concretely justified standpoints, as this is a collective research process exploring diverse perspectives. As the conversation progresses, new questions are co-crafted, and nexuses are drawn between different perspectives, ideas, and solutions until a conclusion is reached.

Conclusion

Each workshop should conclude with the coordinator providing a synthesis of what occurred during the session. This summary remains open to validation by the participants. Adhering to the same collaborative approach, the coordinator then draws conclusions and suggests potential future research pathways that emerged for the next meeting.

For the workshop that concludes the entire series, it is essential to ask participants to evaluate the experience: how it went, what they feel they have learned, and what consequences or impact this will have on their lives.



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