



Participatory workshop with the Faculty of Psychology — Dimitrie Cantemir University, Târgu Mureș

SOLIS SRLS · ERASMUS+ ADULT EDUCATION

Arriving With Something to Give

A method for working on the inclusion of adults in a new community
Toolkit for educational and community practice

From a one-month job shadowing at Dimitrie Cantemir University, Târgu Mureș, Romania · 19 May – 17 June 2026
Project 2025-1-IT02-KA121-ADU-000315936 · National Agency INDIRE (IT02)



Co-funded by
the European Union



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INTRODUCTION

About this toolkit

This toolkit is a method for working on the social inclusion of adults who arrive in a new community — adults who often bring qualifications, a profession and experience with them, and still find it hard to become part of local life.

Its starting point is simple: inclusion does not fail because welcome activities are missing.

It fails because nobody connects the competences that arrive with the needs that are already there. Six tools, in three steps — look, discover, build — help an institution or organisation to see where its welcome stops reaching people, to make visible what newcomers bring, and to turn it into recurring occasions with the local community.

The method comes from a one-month job shadowing carried out by Ana Maria Solis (SOLIS SRLS) at Dimitrie Cantemir University in Târgu Mureş, Romania, from 19 May to 17 June 2026, within SOLIS's Erasmus+ accreditation in adult education.

6

tools
ready to use

3

steps
look · discover · build

3

formats
one day · one month ·
one semester

0

budget needed
no specialist staff
required

Who it is for

Adult education providers, associations and public bodies that receive people from outside or work with newcomers — from universities and training centres to local organisations and municipalities that want to understand why contact with new residents does not happen. It assumes no budget and no specialist staff.

What it is not

Each tool is a practical sheet: it states what it needs, how to run it step by step, and what it produces. The tools can be used one by one or combined, and they can be run by any facilitator, without previous training in the method.

INTRODUCTION

Reading keys

Six principles run through every tool in this toolkit. They are what has to survive when the format is adapted.

Diagnosis before activity

The method does not begin by adding activities for newcomers. It begins by finding out what the organisation already offers, and where that offer stops reaching people.

Competence, not need

Adults who move arrive with qualifications, trades, languages and working lives. The toolkit makes those visible before it asks what they lack.

The participants produce the conclusions

In every tool the group names and ranks the priorities. The facilitator holds the structure and the time, and draws no conclusions of their own.

Occasions, not events

A single event changes nothing. What changes a place is a recurring occasion, at a time people can reach, around something real..

Educational, not therapeutic

Some tools use autobiographical narrative to identify shared issues and turn them into ideas — never as therapy, and never beyond what people freely choose to share.

Nothing is adopted without being adapted

Every tool states what it needs and what it produces, so that an organisation can change the format and keep the purpose.

How to use this toolkit

The toolkit is organised as a route in three steps. The steps are in order for a reason: each one produces the material the next one works on.

STEP ONE

Look

Find out what the organisation already offers and where that offer stops reaching people. The purpose is diagnosis, not blame.

Sheets 1 and 2

STEP TWO

Discover

Make visible the qualifications, trades, languages and ideas that arrived with the newcomers, and turn them into project ideas.

Sheets 3 and 4

STEP THREE

Build

Connect what arrived with what the place lacks, and design a recurring occasion where ordinary social life does not produce one.

Sheets 5 and 6

CHAPTER 1

Methodological framework

1.1 Where this comes from

The method was built from direct observation, not from theory. It comes from a one-month job shadowing at Dimitrie Cantemir University in Târgu Mureș, Romania — a setting where a large share of the students are adults over 45: qualified professionals who have moved from other countries and cities, often alone, to undertake a second course of study.

This made it possible to observe, in one place, the whole chain of adult inclusion: what an institution offers to adults who arrive, what happens between them and the town, and what they bring with them that nobody uses. Its participatory part was tried out in two workshops, with the Faculty of Psychology and with the Dental Medicine programme.

The four observations that follow are the basis of the method.

1.2 Welcome exists. Inclusion does not follow from it.

An organisation can offer welcome activities, orientation and support, and from its own side the system works. Yet the adults who arrive may still say that what is missing is contact with the local community. In Târgu Mureș, this was exactly what the students reported.

1.3 The contact fails at a precise point.

The reasons are usually concrete: language, and local social habits. Where people do not go out in the evening or rarely meet outside work, the ordinary occasions in which a newcomer meets a place — the bar, the association, the neighbour — do not occur. An institutional welcome cannot replace them, because it is not the same kind of contact.

1.4 Food turned out to matter, and not as folklore.

Different food and different eating habits are easy to dismiss as a minor discomfort. They are not: meals are where a day is organised and where most informal contact happens. A person who cannot find their food, or eats at hours when nobody else does, stays outside the ordinary rhythm of a place. For the same reason, food is one of the most available bridges.

1.5 The unused resource is the newcomers themselves.

Adults who move often bring qualifications, professions and ideas — for projects with the local community, or for starting their own practices and organisations. People from different disciplines, all arrived from elsewhere, can form an interdisciplinary team that already exists. Often the local community has no way of meeting them.



Announcement of the workshop with the Faculty of Psychology, 25 May 2026. A second workshop was held the next day with first-year adult and migrant students of Dental Medicine.

1.6 The thesis, in one diagram

The thesis of this guide can be stated in one sentence: inclusion does not fail because welcome activities are missing. It fails because nobody connects the competences that arrive with the needs that are already there.

What the organisation offers

Welcome days, orientation, tutoring, information, a named contact. All of it real, all of it recorded.



What newcomers actually reach

A part of it, and almost never the part that connects them to the people already living there..

The gap is the working material

It is not a failure of the organisation, nor of the newcomers. It is the space where the six tools of this toolkit work: first to describe it precisely, then to fill it with what the newcomers already brought.

This is why the method that follows does not begin with activities for newcomers. It begins with finding out what they brought.



CHAPTER 2

Activity sheets

Six tools, in the order of the three steps. Each one is self-contained; none needs the others to have been run, with the single exception of Sheet 5, which uses what Sheets 2 and 3 produce.

Quick guide: which tool for which objective

IF THE GOAL IS	USE	WHY IT WORKS
Understand what the organisation already offers, and what it does not reach	1.1 The welcome audit	Separates what is provided from what is used. Produces the gap, which is the working material.
Find out why contact with the local community does not happen	1.2 The occasions audit	Maps where people actually meet in this place, and whether a newcomer can reach those moments.
Make visible what newcomers bring	2.1 The competence inventory	Turns a list of enrolled people into a list of what the group knows how to do.
Move a group from lived experience to concrete project ideas	2.2 The participatory workshop	Two hours, from needs to ranked project ideas written by the participants themselves.
Connect what arrived with what the place actually lacks	3.1 Matching competences to needs	Produces a small number of commitments with names and a date.
Create contact where ordinary social life does not produce it	3.2 Designing an occasion	Designs a recurring occasion, at a time people can reach, around something real.

Reading the sheets

- Every sheet opens with a card: duration, group, who runs it, materials. These figures are indicative and can be adapted.
- Step-by-step development is the sequence. It can be shortened, but the order matters.
- Suggestions for facilitation point out where a session can go wrong, and how to prevent it.
- Accessibility and inclusion is not an appendix: a session that works only for confident, literate, monolingual participants is not finished.
- What it contributes says what the group leaves with. If a tool does not produce that, it has not been run.

SHEET 1 · STEP ONE

The welcome audit

Look at what already exists — and at what it does not reach

WORKSHEET 1: THE WELCOME AUDIT

Duration

Two to four weeks of meetings, in a medium-sized organisation.

Who runs it

Someone from outside the organisation, or someone inside with a mandate to report honestly.

With whom

Staff who work directly with newcomers, and administrative staff, separately from the newcomers themselves.

Output

One page: what is offered, what is used, what is missing.

Objective

To separate what the organisation provides from what the newcomers experience, and to locate the gap between the two.

Step-by-step development

- 1 Meet the staff who work directly with newcomers and ask what is offered to people arriving from outside. Write it down as they describe it, not as the website describes it.
- 2 Meet administrative and front-desk staff separately. They see the arrival problems that never reach the others, and they are rarely asked.
- 3 Ask both groups the same question: who do they think takes care of the relationship with the local community? Note whether the answers agree. Often they do not.
- 4 Then ask the newcomers, in their own session, what they actually use of what is offered, and what they would have needed in the first month.
- 5 Put the two lists side by side. The gap between them is the working material. Do not close it yet.

Suggestions for facilitation

- Keep the two conversations apart. Newcomers do not say the same things in front of the staff who welcomed them.
- Resist the temptation to defend the organisation while listening. The welcome activities are usually good; that is not what is being examined.
- The disagreement about who holds the community relationship is itself a finding, and worth reporting.

Accessibility and inclusion

- Hold the newcomers' session in a language they are comfortable in, or with someone who can interpret informally.
- Adults who already hold qualifications may be reluctant to describe themselves as needing support. Ask what was difficult, not what help they needed.

What it contributes. A one-page map of what is provided, what is used, and what nobody is covering.

SHEET 2 · STEP ONE

The occasions audit

Look at what already exists — and at what it does not reach

WORKSHEET 2: THE OCCASIONS AUDIT

Duration

One session of two hours, plus a week of observation.

Who runs it

The facilitator, together with two or three local people and two or three newcomers.

Materials

A large sheet, markers, and a map of the town.

Objective

To establish where, in this specific place, people actually meet each other — and whether a newcomer can reach those occasions.

Step-by-step development

- 1 On the map, local participants mark every place and moment where people in this town meet one another who did not already know each other: the market, the sports club, places of worship, the association, the evening street.
- 2 Beside each one, write the time of day and the day of the week. This is the step that produces the surprise.
- 3 Newcomers then mark, on the same map, which of these they have ever been to, and which they did not know existed.
- 4 For each occasion a newcomer cannot reach, write why in one word: language, hours, cost, invitation, information, confidence.
- 5 Count the reasons. The pattern tells you whether the obstacle is practical, linguistic or cultural — and these need different answers.
- 6 Where the map comes out nearly empty for newcomers, do not treat it as a failure of the newcomers. Treat it as the finding: the occasions do not exist, and they will have to be built.

Suggestions for facilitation

- Where local social life is limited, this exercise can be uncomfortable for local participants.
- Say at the start that nobody is being blamed for how a town lives.

Accessibility and inclusion

- Mixing local and newcomer participants in the same room is the point of the exercise; do it only if the group can hold the conversation without defensiveness.
- If it cannot, run the two mappings separately and compare them afterwards, which works almost as well.

What it contributes. A map of the real social occasions of a place, and of which ones a newcomer can actually enter.

SHEET 3 · STEP TWO

The competence inventory

Find out what arrived

WORKSHEET 3: THE COMPETENCE INVENTORY

Duration

One hour, or a form plus one hour of conversation.

Group size

Any; works from 10 upwards.

Who it is for

Any organisation working with a group of adults who arrived from elsewhere.

Materials

Cards, one per person, or a simple shared sheet.

Objective

To establish, concretely, what the newcomers in the group know how to do.

Step-by-step development

- 1 Each person writes three things: what they are qualified in, what they have worked at, and one thing they know how to do that has nothing to do with either.
- 2 The third item is not decoration. It is where the cook, the choir conductor, the football coach and the translator appear.
- 3 Read the cards aloud and group them by field. The group hears itself for the first time.
- 4 Name what is in the room: how many health professionals, how many languages, how many years of combined practice. Say the numbers out loud.
- 5 Ask one question and let it sit: which of this does the town around us know about?

Suggestions for facilitation

- Adults with qualifications often undersell themselves when they are in the position of learners or beneficiaries. Ask for the qualification by name and country.
- This exercise changes how a group sees itself, which is half of what it is for. The other half is the list, which is used in step three.
- If the organisation keeps this list, it must say so and ask permission.

Accessibility and inclusion

- Qualifications obtained outside the country may not be formally recognised. Record what the person studied and did, not what is recognised — recognition is a separate problem and should not erase the competence.
- Some participants will not want their profession known. Participation in the inventory is voluntary, and this must be said.

What it contributes. A list of what the group can do, in its own words, visible to the group itself.

SHEET 4 · STEP TWO

The participatory workshop: from lived experience to project ideas

Find out what arrived

WORKSHEET 4: THE PARTICIPATORY WORKSHOP: FROM LIVED EXPERIENCE TO PROJECT IDEAS

Duration

120 minutes, and it does fit in 120 minutes.

Group size

15 to 30, in small groups of four or five.

Who it is for

Newcomers; also professionals and staff, in a separate session with the same structure.

Materials

Movable chairs, cards, markers, a wall, dots or stickers for voting, and a printed Project Idea Canvas per group.

Objective

To turn what a group has lived and knows into concrete project ideas that could be carried out, and to let the group decide which ones matter.

Step-by-step development

- 1 Opening circle, 10 minutes. One question answered by everyone in one sentence. With newcomers: name one difficulty someone faces when they arrive here. With professionals: name one need you see in your field and cannot meet.
- 2 Short input on how cooperation projects are built, 15 minutes. Needs, target groups, objectives, activities, results, partners, impact. Interactive, not a lecture, and genuinely short.
- 3 Exploring the experience, 25 minutes, through guided autobiographical narrative, empathy mapping and collective reflection. The aim is not to analyse individual cases but to surface shared challenges. Follow the principle “Educational, not therapeutic” in the Reading keys — it is not optional.
- 4 From challenges to ideas, 25 minutes. Small groups take one challenge each and turn it into a possible project. The move being made is from “this is a problem” to “this could be done”.
- 5 Project Idea Canvas, 25 minutes. Each group fills in one: the need, who it is for, the objective, the activities, the expected result, who else would have to be involved.
- 6 Gallery walk and collective prioritisation, 15 minutes. Each group presents briefly; everyone then distributes their dots across the ideas, using criteria named in advance — relevance, feasibility, capacity to improve inclusion.
- 7 Closing round, 5 minutes. One sentence each, and an honest statement from the facilitator about what will happen to the ideas.

Suggestions for facilitation

- The 15-minute input is the hardest part to keep short, and the part most often allowed to swell. Prepare it and time it.
 - Groups of four or five keep everyone in. Above five, somebody disappears.
- Photograph the wall before dismantling it. That photograph is the record.

Suggestions for facilitation

- The 15-minute input is the hardest part to keep short, and the part most often allowed to swell. Prepare it and time it.
- Groups of four or five keep everyone in. Above five, somebody disappears.
- Photograph the wall before dismantling it. That photograph is the record.
- Do not promise that the prioritised ideas will be funded. Say what will actually happen next, including if the answer is nothing yet.
- Run the same structure separately with staff and with newcomers, then compare the two sets of priorities. The overlap is where a project can start.

Accessibility and inclusion

- Cards can be dictated rather than written, and this must be offered rather than waited for.

What it contributes. A set of project ideas generated and ranked by the people they concern, in two hours.

Project Idea Canvas

Gruppo: _____ Titolo del progetto: _____

1. IL BISOGNO / PROBLEMA <i>Quale sfida specifica?</i>	2. GRUPPI TARGET <i>Chi ne beneficerà direttamente?</i>
3. OBIETTIVO PRINCIPALE <i>Quale cambiamento volete?</i>	4. ATTIVITÀ CHIAVE <i>Cosa farà il progetto?</i>
5. RISULTATI ATTESI <i>Cosa esisterà alla fine?</i>	6. VALORE AGGIUNTO EUROPEO <i>Perché insieme, non da soli?</i>
7. POSSIBILI PARTNER <i>Quali tipi di organizzazioni?</i>	8. FINANZIAMENTO E PROSSIMO PASSO <i>Quale programma? E poi?</i>

UN CANVAS PER GRUPPO • UNA PENNA • OGNI CASELLA DEVE AVERE QUALCOSA — ANCHE SE GREZZO

The Project Idea Canvas: one sheet per group, eight boxes, every box filled in — however roughly.

SHEET 5 · STEP THREE

Matching competences to needs

Build the occasions that do not exist

WORKSHEET 5: MATCHING COMPETENCES TO NEEDS

Duration
Half a day.

Group size
12 to 25.

Who it is for The organisation, the newcomers, and at least two local organisations.

Materials
The competence inventory (Sheet 3), the occasions map (Sheet 2), cards and a long wall.

Objective

To connect what the newcomers brought with what the local community actually lacks, and to produce a small number of things that can be started.

Step-by-step development

- 1 Put the competence inventory on one side of the wall and, on the other, the needs named by local organisations — invited in advance and asked to come with concrete gaps, not with a presentation of themselves.
- 2 The whole group reads both walls (aquí deja tu texto tal como está: en la captura lo tapan los iconos) before anyone speaks.
- 3 Draw the lines. Which competence answers which need? Some will be obvious; the useful ones usually are not.
- 4 For every line drawn, ask three questions: what would the first step be, who would have to agree, and what already exists that is not being used.
- 5 Choose two. Not ten. Two things that can start within three months, with a named person for each.
- 6 Agree the date on which the group will meet again to see what happened. Write it down before anybody leaves.

Suggestions for facilitation

- Inviting local organisations to bring gaps rather than presentations is the difference between a networking event and a working session. Say it explicitly in the invitation.
- Two commitments that happen are worth more than ten that are listed. The temptation to accept all the good ideas is what usually kills this step.
- The returning date is what converts a workshop into a process. Without it, the wall is a photograph.

Accessibility and inclusion

- Newcomers should be in the room as people with something to offer, not as beneficiaries being discussed. Say so in the framing, and seat the room accordingly.
- Where language is a barrier, pair each newcomer with someone who can interpret informally; do not leave anyone following at half speed.

What it contributes. Two concrete commitments with names and a date, plus a visible map of what else is possible.

SHEET 6 · STEP THREE

Designing an occasion

Build the occasions that do not exist

WORKSHEET 6: DESIGNING AN OCCASION

Duration

One planning session of two hours; then the occasion itself, repeated.

Who it is for

The organisation together with the newcomers who proposed it..

Materials

Depends entirely on the occasion.

Objective

To create a recurring occasion in which local people and newcomers meet around something real, where ordinary social life does not provide one.

Step-by-step development

- 1 Start from the occasions map (Sheet 2). Pick the obstacle that blocks most contacts — usually hours, language or invitation — and design against that one specifically.
- 2 Choose a content, not a purpose. People come to a thing: a free consultation afternoon, a cooking evening, a repair workshop, a reading, a walk. “An integration event” is not a thing.
- 3 Make the newcomers the hosts, not the guests. The competence inventory (Sheet 3) says what they can host.
- 4 Fix the time against the obstacle. If people do not go out in the evening, the occasion is in the afternoon — and this is not a compromise but the whole design.
- 5 Decide in advance how it repeats: monthly, weekly, four times. A single event produces goodwill; a repeated one produces acquaintance.
- 6 After the second edition, ask both sides one question: did you meet anyone you would now greet in the street? That is the measure.

Suggestions for facilitation

- The instinct is to invite the local community to something about the newcomers. It works far better when the newcomers offer something the town wants — a skill, a service, a meal, a language.
- Choosing a time that fits local habits is an obvious adaptation, and it is remarkable how often it is not made.
- “Someone you would greet in the street” is a low bar deliberately. Inclusion is made of low bars crossed repeatedly.

Accessibility and inclusion

- Free, central, and reachable on foot or by the bus that actually runs at that hour.
- Care responsibilities decide attendance more than interest does: say whether children are welcome, and mean it.
- Make sure the first edition does not depend on fluent language in either direction.

What it contributes. A recurring occasion that exists because it was built, in a place where it would not have happened on its own.

CHAPTER 3

Session planner

The same six tools, combined for the time that is actually available.

One day

For an organisation that wants a first diagnosis

- Morning: 1.1 The welcome audit, short version: two meetings only
- Afternoon: 2.1 The competence inventory with the group that is present
- Closing: name the gap out loud and agree who does what next

One month

For an organisation that wants to work through all three steps

- Weeks 1-2: 1.1 and 1.2, the two audits — what the organisation offers, and what happens outside it
- Week 3: 2.1 and 2.2, the competence inventory and the workshop with the group
- Week 4: 3.1, matching competences to local needs, with at least two local organisations
- After: 3.2, designing the occasion together with the people who proposed it

One semester

When the organisation wants to change something, not only look

- Month 1: the two audits, with written outputs shared with the participants
- Month 2: the inventory and the workshops, separately with staff and newcomers
- Month 3: matching, and the first occasion designed and held
- Months 4-6: the occasion repeated, and a second round of ideas



Needs and first project ideas on the table — participatory workshop with the Faculty of Psychology, 25 May 2026.

CHAPTER 4

Facilitator's guide

What the facilitator does

Holds the structure and the time, asks the question and then stops talking, writes nothing on behalf of the group, and closes by saying what will actually happen next — including when the answer is “nothing yet”.

What the facilitator does not do

Does not defend the organisation, does not correct what the group says about its own experience, does not promise outcomes that depend on someone else, and does not probe for personal disclosure.

Time

Every tool in this toolkit states a realistic duration, not an optimistic one. The step most often allowed to swell is the short input; prepare it and time it. The step most often skipped is the one that matters most — the second pass, where the group adjusts what it produced.

Languages

Allow small groups to work in a shared language and report back in the common one. Cards can be dictated rather than written, and this must be offered rather than waited for.

Rooms and bodies

Movable chairs, a wall that can be written on, and a circle without barriers do more for participation than any instruction. Decide the format of any final showing with the participants, not for them.

Recording what happens

Photograph the wall before dismantling it: that photograph is the record. Collect and process the contributions digitally, and tell the group where their words will go.

The ethical frame for autobiographical narrative

Several activities in this toolkit invite people to speak from their own experience. They are participatory and educational tools, and they must be kept clearly distinct from therapy. Autobiographical narrative is used here to identify shared issues, understand different perspectives and turn lived experience into possible ideas. It is not a therapeutic space, and it is not a space for personal disclosure beyond what participants freely choose to share. In practice, the facilitator says a few things out loud at the start, in these words or similar ones: nobody has to share the first thing that comes to mind; nobody has to speak at all; anyone may leave the room at any time without explanation; and what is said in the room stays in the room.

It also means that the facilitator does not probe. When a participant stops, the facilitator does not ask the next question. Where the group may include people who have experienced violence, loss or forced migration, support must be available and known in advance, so that the facilitator knows where to refer someone instead of improvising.

CHAPTER 5

Field learnings

What the observation behind this method showed.

- Welcome activities and inclusion are different things. An organisation can do the first well while the second does not happen at all, and measuring the first tells you nothing about the second.
- Administrative and front-desk staff see arrival problems that never reach the people who design the activities. They are rarely asked, and they answer in detail when they are.
- Where local social life is thin, no institutional welcome can replace it. Occasions have to be built deliberately, and timed to the actual habits of the place rather than to the ones it ought to have.
- Adults who move with qualifications already behind them are not a group with needs to be met. They are a group with competences nobody has asked about — and the asking is itself the intervention.
- Interdisciplinarity does not have to be engineered among adult newcomers. It is often already there: different professions, all arrived from elsewhere, sitting in the same room.
- Food is not a soft subject. Different food and eating habits are named by newcomers themselves as a real difficulty, and meals are where most informal contact happens. Anything built around eating together starts closer to the problem than most designed activities.
- Two hours of participatory facilitation can surface more concrete project ideas than an organisation had collected before. The ideas existed; the occasion to collect them did not.

CHAPTER 6

Replicability and adaptation

What has to stay

The order — diagnosis, then competence, then design. The rule that the participants produce the conclusions. The ethical frame around autobiographical narrative. Without these three, the tools still run, but they produce a consultation rather than a change.

What can change

The durations, the group sizes, the materials, and the names of the tools. A two-hour workshop can become two sessions of one hour. A printed canvas can become a sheet of paper divided into eight boxes. Nothing here depends on a budget.

In a university

The institution already holds the relationship with the town, and the newcomers are students. The audits are run with teaching and non-teaching staff separately, because they see different halves of the arrival.

In an adult education centre or an association

The group is usually smaller and more mixed, and the local organisations are closer. Start from the competence inventory (Sheet 3), because the competences are the quickest way to show the group what it already is.

In a municipality

The occasions audit (Sheet 2) is the tool that transfers most directly: a map of where people meet, and at what hours, is something a municipality can act on without anyone's permission.

CREDITS

About this guide

This guide was produced by SOLIS SRLS following a one-month job shadowing carried out by Ana Maria Solis at Dimitrie Cantemir University, Târgu Mureş (Romania), under project 2025-1-IT02-KA121-ADU-000315936, within SOLIS's Erasmus+ accreditation in adult education (2024-1-IT02-KA120-ADU-000289908). The mobility combined observation, meetings with teaching and non-teaching staff, and two participatory workshops: one with members of the Faculty of Psychology, on needs around mental health, emotional and digital wellbeing, resilience, education, social inclusion and community support; and one with first-year adult and migrant students of the Dental Medicine programme, on academic adaptation, intercultural dialogue, integration, belonging, mentoring and mutual support. Sixty-two people took part in total. In both workshops the needs identified by the participants were turned into structured project ideas, and the materials were prepared and the contributions collected and processed by digital means. Our thanks to the host institution and in particular to the colleagues who made the two workshops possible.



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