



COTAF
CONNECTED TOWNS
FOR A SHARED FUTURE

**Project: 101249763 – COTAF – Connected Towns for a Shared
Future Programme: CERV-2025-CITIZENS-TOWN-NT**

TRAIN THE TRAINERS - SESSION 2 - INSIGHTS

**WP3
LEADING PARTNER:
MOVEMENT ON THE GROUND**



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Train-the-Trainers Session 2: On Inclusive Facilitation and Intercultural Dialogue for Effective Human Libraries

11:00 – 11:15 | Opening

Welcome, framing, and objectives of the training.

11:15 – 12:10 | Context, Ethics & Facilitation

Exploring the collective refugee experience; refugee vs. migrant distinctions; ethical and sensitive data collection; preparing participants with transparency; safeguarding and creating protective Human Library environments. Includes a short reflection exercise.

12:10 – 12:20 | Break

12:20 – 13:15 | Mental Mapping Practice

Using mental maps as storytelling and collection tools, connecting personal trajectories and place, with examples and live simulation.

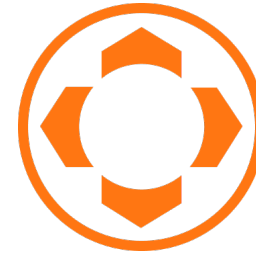
13:15 – 13:30 | Q&A & Closing

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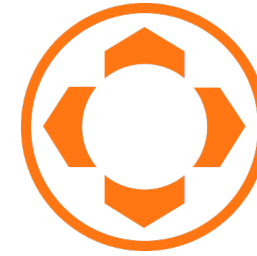
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Train-the-Trainers Session 2

*Inclusive Facilitation and Intercultural
Dialogue for Effective Human Libraries*



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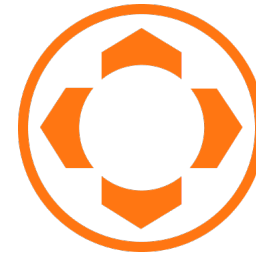
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AGENDA

- Objectives
 - Icebreaker
 - Theoretical Context
 - Who is a refugee?
 - Who is an immigrant?
 - Ethical data collection
 - Training Objectives
 - Methodology
 - Reflection Exercise
- BREAK**
- Mental Mapping
 - Types of mental maps
 - Examples
 - Live simulation
 - Q&A & Greetings



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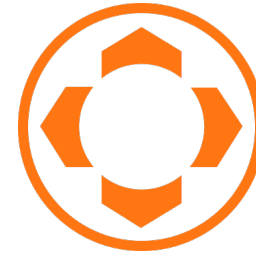
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Objectives of ToT Session 2:

- Evaluate the importance of intercultural dialogue in Human Library events.
- Understand the principles of ethical data collection.
- Basic principles of trauma-informed spatial values at a Human Library Event.
- Create your own Human Libraries event using a trauma-sensitive framework.
- Be able to undertake at least two data collection tools to create a human libraries event with storytellers with some kind of vulnerability/ traumatic life-experiences.



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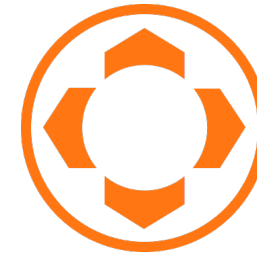
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**How would you describe the lived experience of a
refugee/migrant?**





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According to the 1951 Geneva Convention a refugee is:

A person who has fled their home **due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.**

This person can be living outside of their country (Asylum Seeker/Recognized refugee), or within their country but at a different place/city (Internally Displaced).

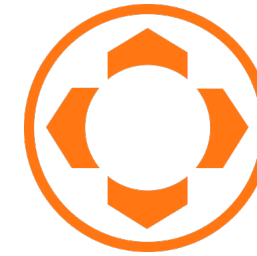


Shared experience:

- Displacement and loss
- Trauma (of the journey)
- Identity and belonging crisis
- Structural violence (border violence, detention systems - chronic stress)



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Migrants are individuals who cross international borders by choice rather than in response to immediate threats (such as persecution). Their movement is typically motivated by factors such as employment, education, or family reunification, though it may also be influenced by complex conditions including environmental disasters, famine, or extreme poverty.

The main difference entails the legal framework for each of these groups of people (Global Compact on Refugees and Global Compact for Migration).

However both groups:

- Have experienced trauma.
- Experience the anxiety of being away from home.
- Have undergone survival mode in their everyday life.

Therefore:

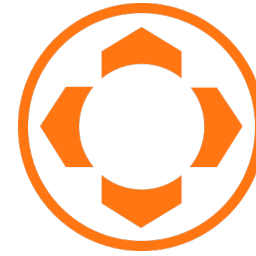
- They probably face challenges to discuss their journey
- They find it difficult to talk about their homes / home-towns
- Struggle with opening up about their experiences
- May experience re-traumatization when discussing their stories

We can limit possible negative effects of the human library event by **safeguarding** our story tellers.





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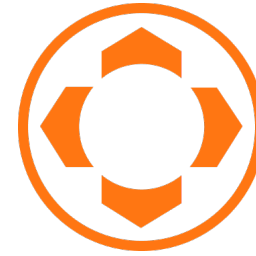
“Placing the lens on the storytellers”

How can we practice **Ethical Data Collection** when preparing Human Library Events with refugees/migrants/people of a vulnerable background?

- Prepare the Human Library products prior to the event (an art piece / a paragraph as a conversation starter)
- Obtain informed consent
- Be transparent on use/publication of materials
- Data Minimization
- Encourage people to take the lead in storytelling (through guided exercises / focus group discussions)
- Train staff (distress/ disclosure of abuse) + referral pathways to local services
- Conduct interview in safe environment



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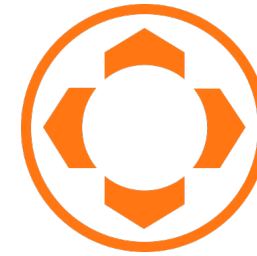
Why is it important to have Human Library events with refugees/immigrants?

- Battle xenophobia
- Improve integration and social cohesion
- Encourages intercultural exchange and enrichment
- Improves policy and service design
- Reduces conflict and tension





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CASE STUDY

Approach to participant preparation and “mental mapping” as a data collection tool

Transparent Communication

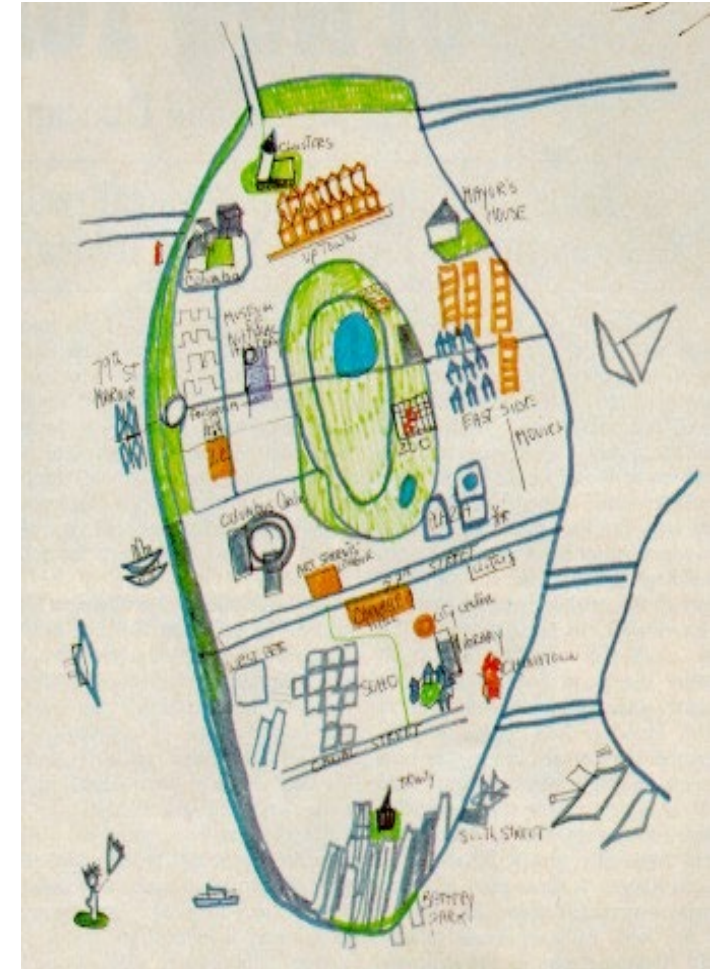
- Clear explanation of the purpose of:
 - Mental mapping exercises
 - Human Library (HL) events

Mental mapping as Data collection tool

- Visual, participatory methodology documenting lived spatial and social experiences
- Gives an ‘incentive’ for discussion
- Drawings developed in a structured, protective setting prior to HL events

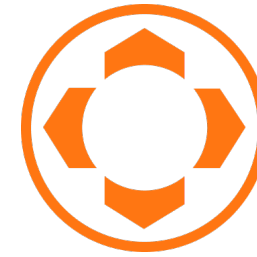
Methodological rationale

- Supports reflective self-representation
- Enables participant-led narrative framing
- Allows expression beyond words alone
- **Reduces reliance on direct or intrusive questioning**
- **Enhances protective characteristics of the environment**





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Emphasizing Trauma-Informed Design

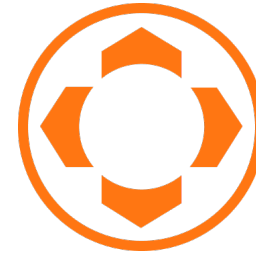
Trauma-Informed Spatial Design of the Human Library

- Open, non-hierarchical layout (no desks or barriers).
- Small-group and fluid standing arrangements.
- Visual prompts (mental map collages) mediating the interaction.
- Not putting storytellers or story-receivers 'on the spot'.
- Availability of water and light snacks to create a relaxed atmosphere.
- Freedom of movement/retrieval.





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Emphasizing Trauma-Informed Design

Trauma-Informed Psychological Safeguarding in the Human Library

Operationalizing Trauma-Informed Principles in Dialogical Practice

- Clear framing of HL as a **participatory, dialogical format**, where engagement leads to structured conversation
- Recognition that roles of “storyteller” and “recipient” are dynamic and increasingly reciprocal
- Implementation of safeguarding measures to protect:
 - Narrative agency and emotional well-being of participants.
 - Psychological safety of all interlocutors.
 - Avoid retraumatization.

Facilitator Role

- Active observation of verbal and non-verbal distress cues.
- Immediate boundary-setting when inappropriate questioning/behaviours occur.
- Gentle redirection to maintain respectful engagement.

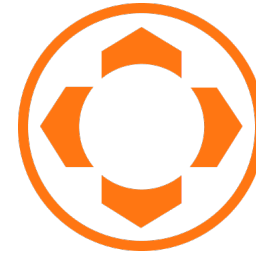
Psychological safety measures

- Pre-event preparation sessions.
- Clear behavioral guidelines for participants.
- Post-session debriefing opportunities.



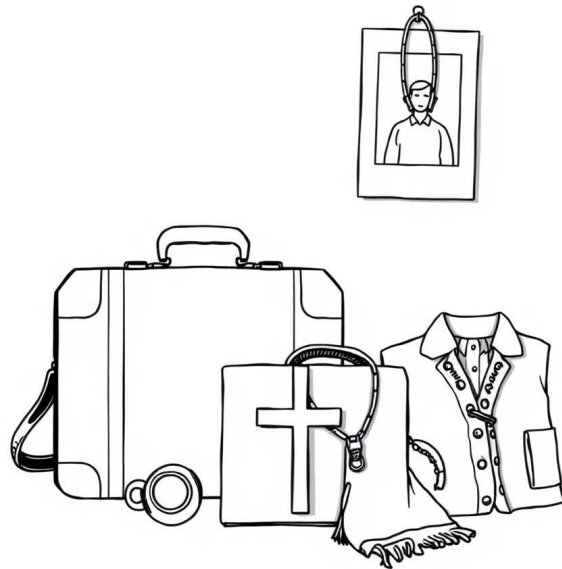


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If you had to leave your house/country in the next hour, not knowing if you would ever come back - what is the one object you would take with you?





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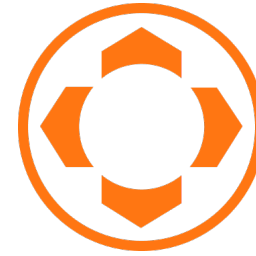


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**Mental maps as tools of data collection:
What are they? How can we use these tools to create a human library event?**

Mental city maps

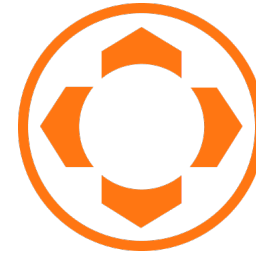
1. Gain insight on people's **personal connection** with **a new place**, and which features they recognize as a potential **home** and **community**.
2. Understand how people perceive **local landmarks** and **culturally significant sites** through their eyes.
3. The different ways that people perceive the same **physical place**.

Mental life maps

1. Allow people to explore **important moments** of their life or life decisions and use it as **driver** and incentive for **conversation**.
2. Explore common and different '**life-changing moments**' between **storyteller** and **story-recipient**.
3. Engage in **cross-cultural exchange** concerning life-experiences with **respect** and **empathy**.



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How to directly engage people in creating a mental city map

- 1) Please think about **XX (city)**, and our own experience of it.
- 2) Take a moment to think of **specific places/areas of this city that mean something to you.**

What are the characteristics of such places?

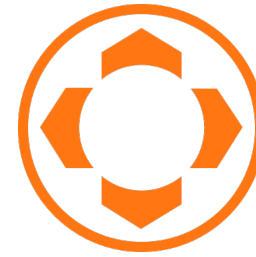
- Places you use a lot (e.g. a shop, a bench, a street, etc)
- Places that make you feel something (e.g. a place that reminds you of home, a place that makes you feel good about yourself, a place that makes you feel safe/unsafe.)
- Places you do not like, and avoid on purpose

- 3) Write down a list of those places
- 4) Draw a mental city map

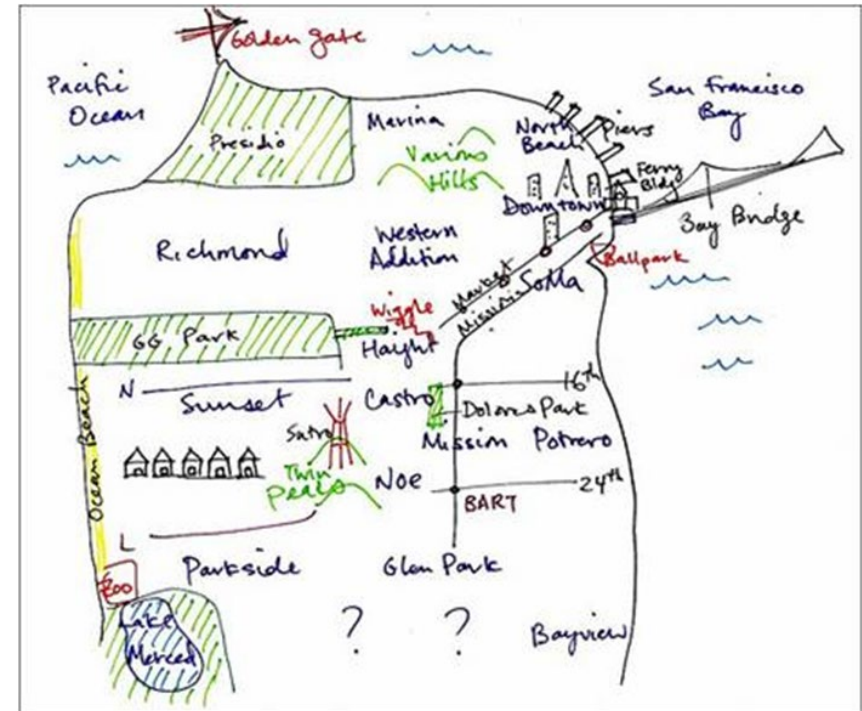
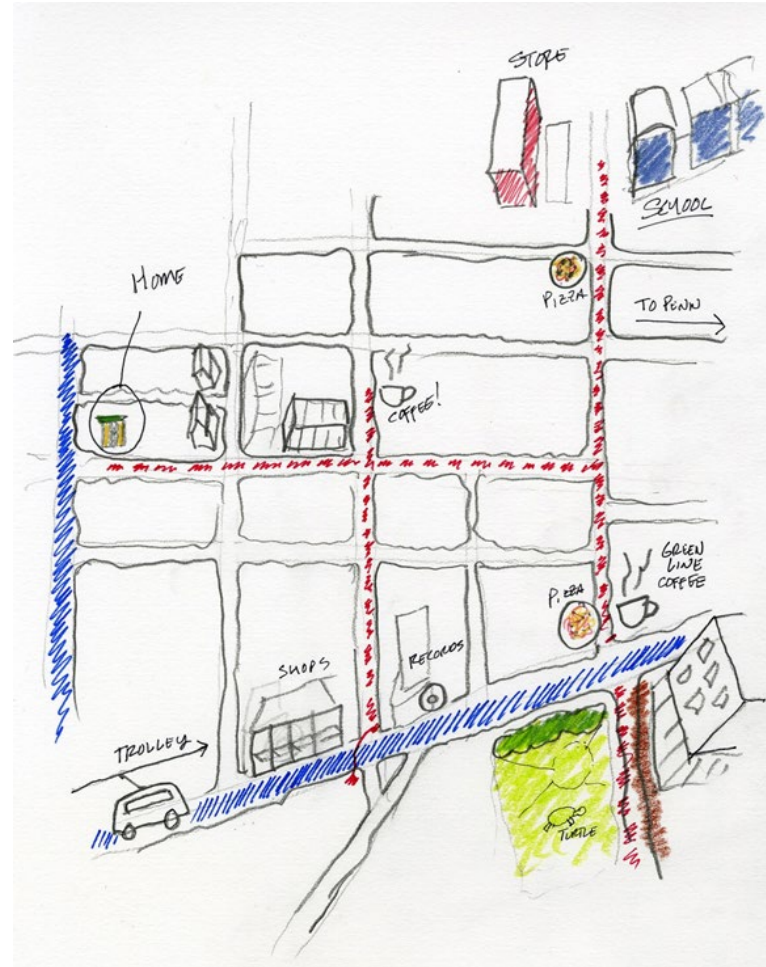
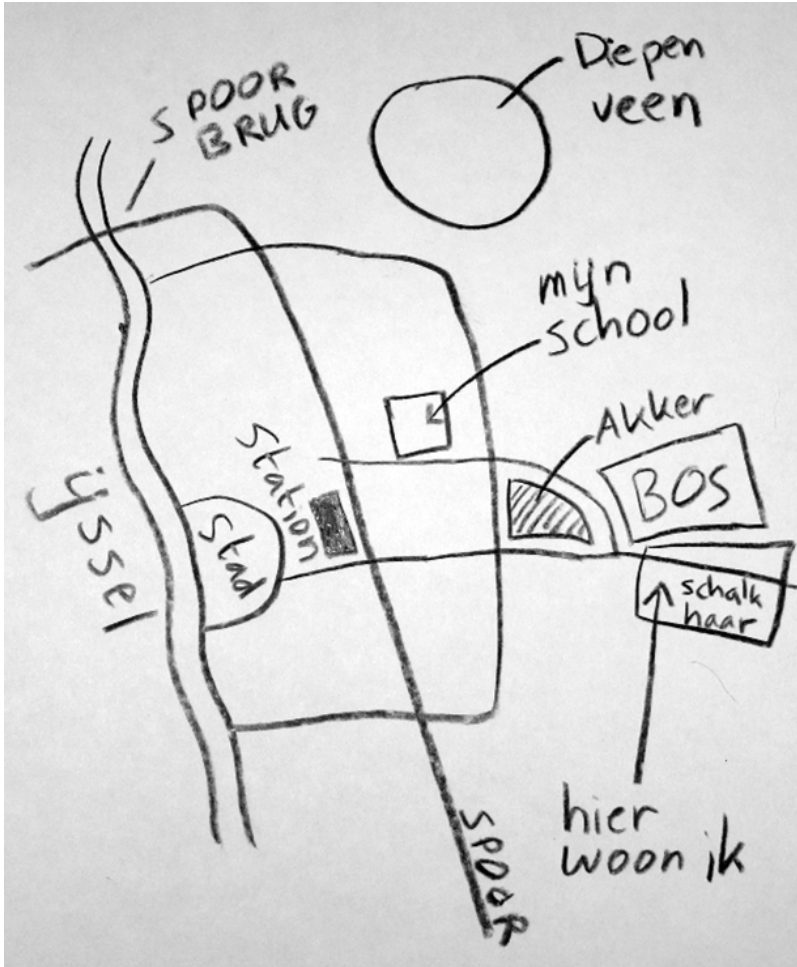
Mental city map: a representation of place which is formed your own experience.



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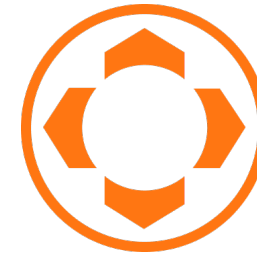


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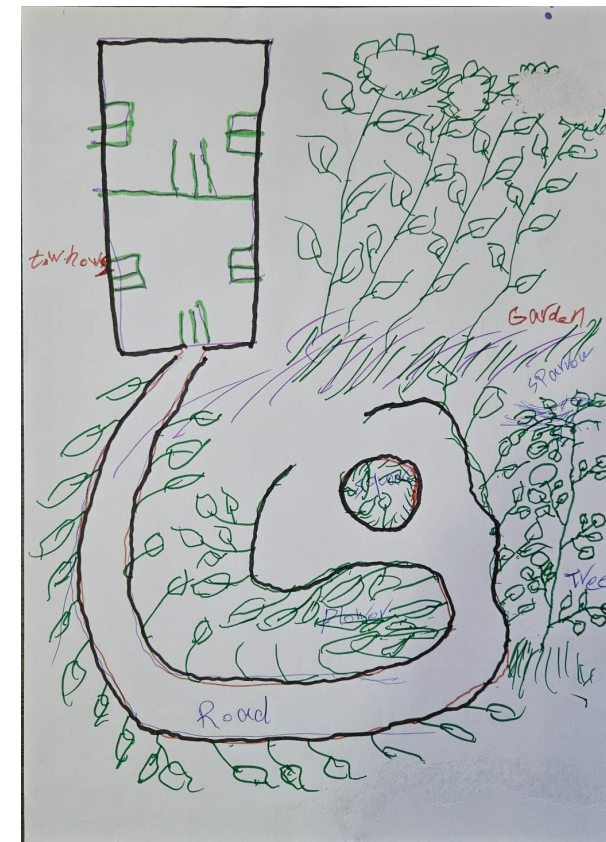


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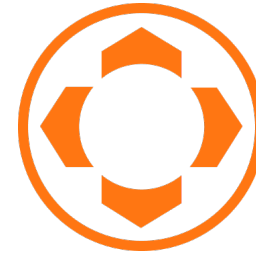
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Examples created from mental map drawing exercises at Ergon Vocational and Integration Academy in Lesvos, Greece.

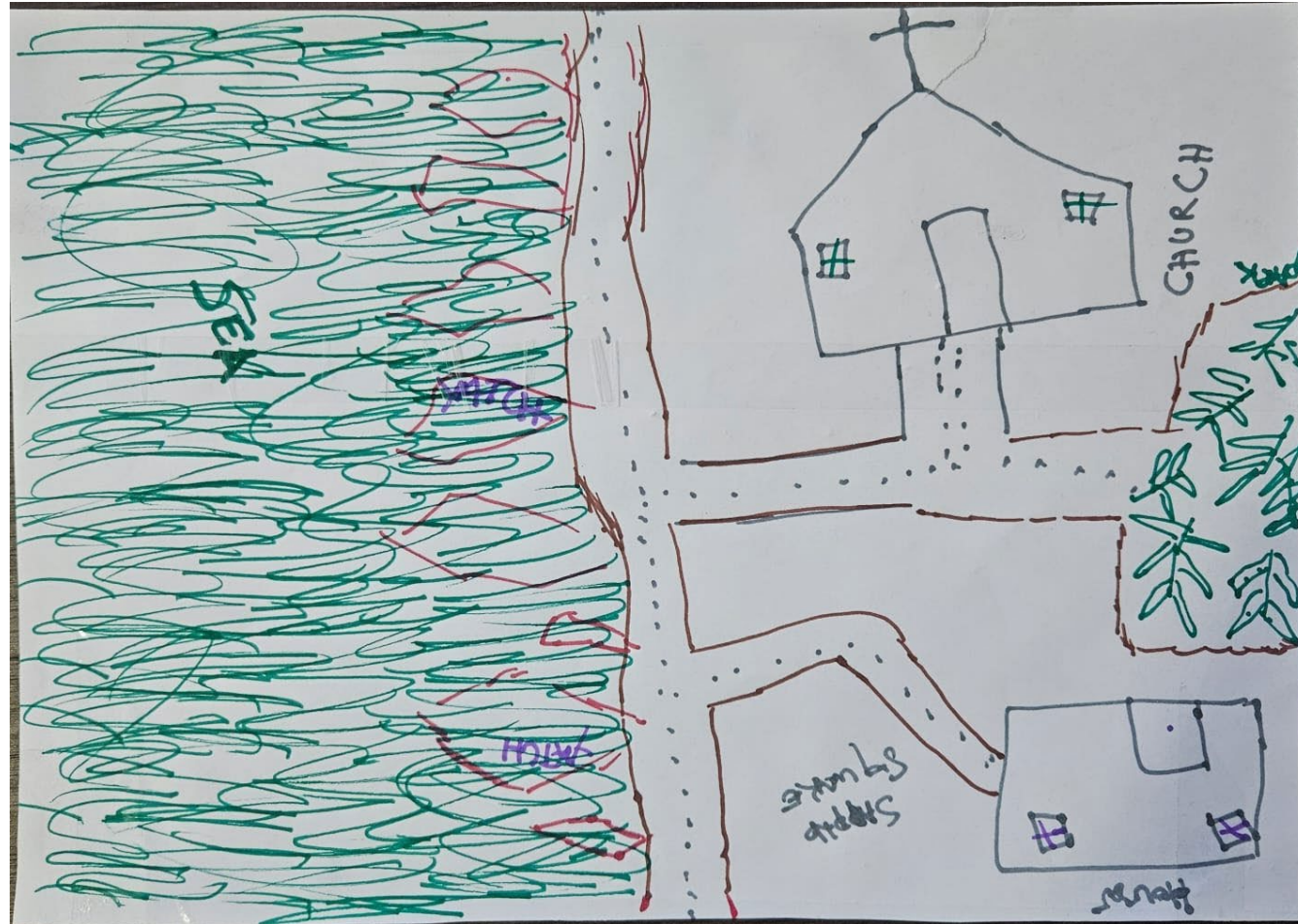




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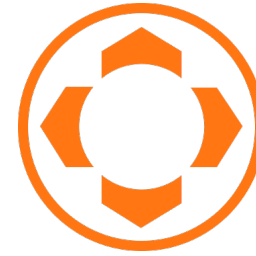


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How to directly engage people in creating a mental life map

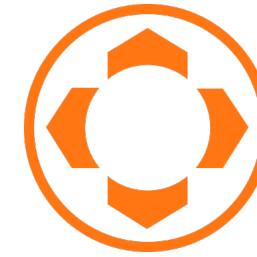
A life map is a map that represents important moments of our lives – decisions that we made, moments when we felt strong, moments when we felt injustice, our dreams, etc.

Questions that you can keep in mind:

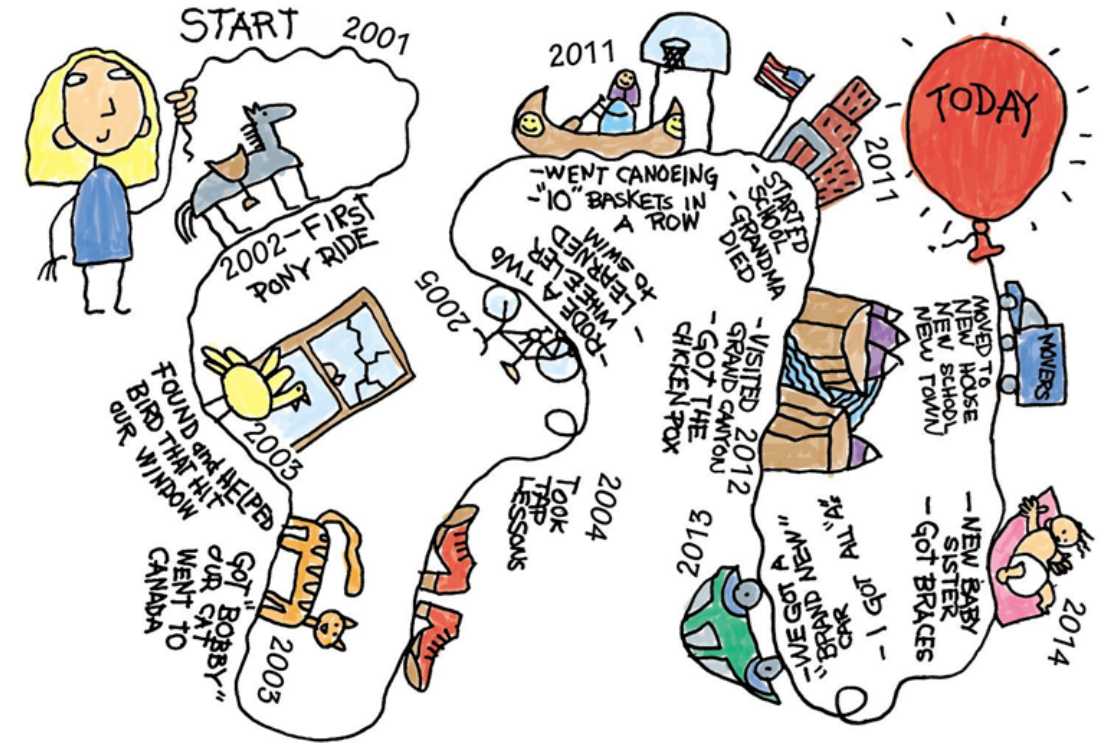
- Who are you?
- What is your story?
- What changed how you see the world?
- When was a time when you wanted to say something, but you couldn't?
- What was time when you felt very strong/very weak?
- When was a time that you felt injustice?



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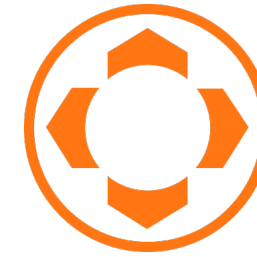


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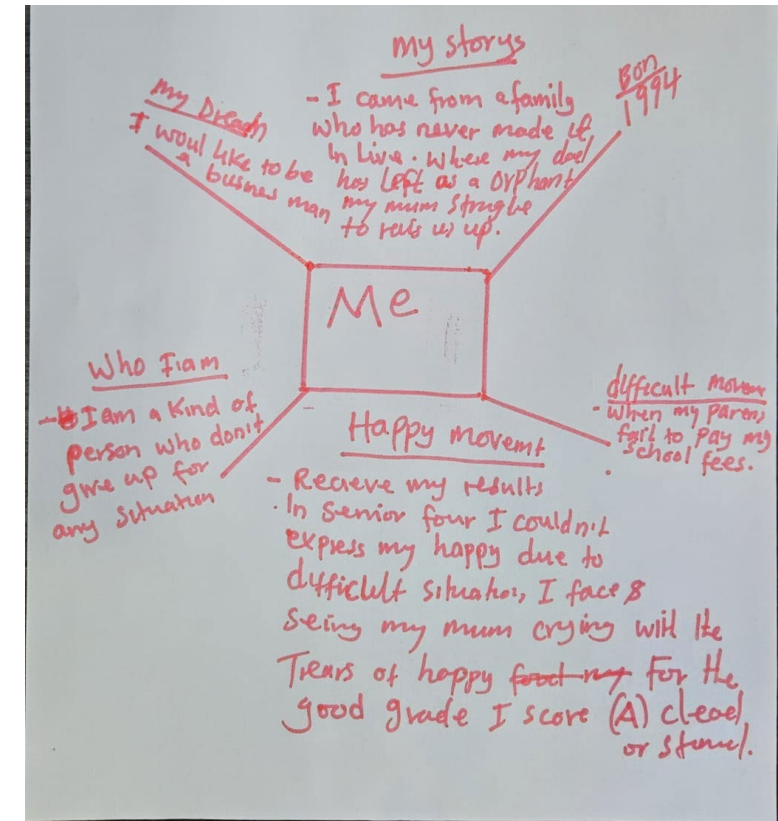
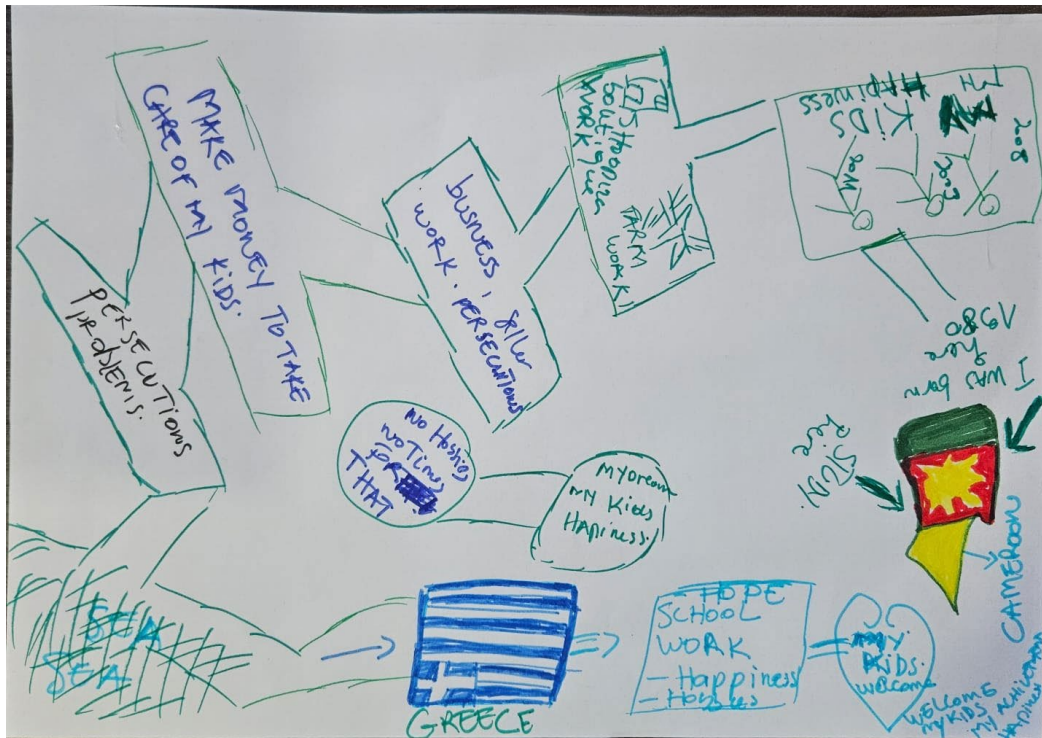


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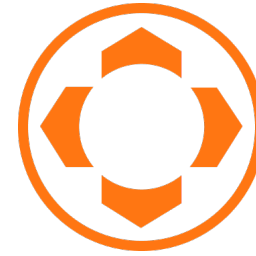
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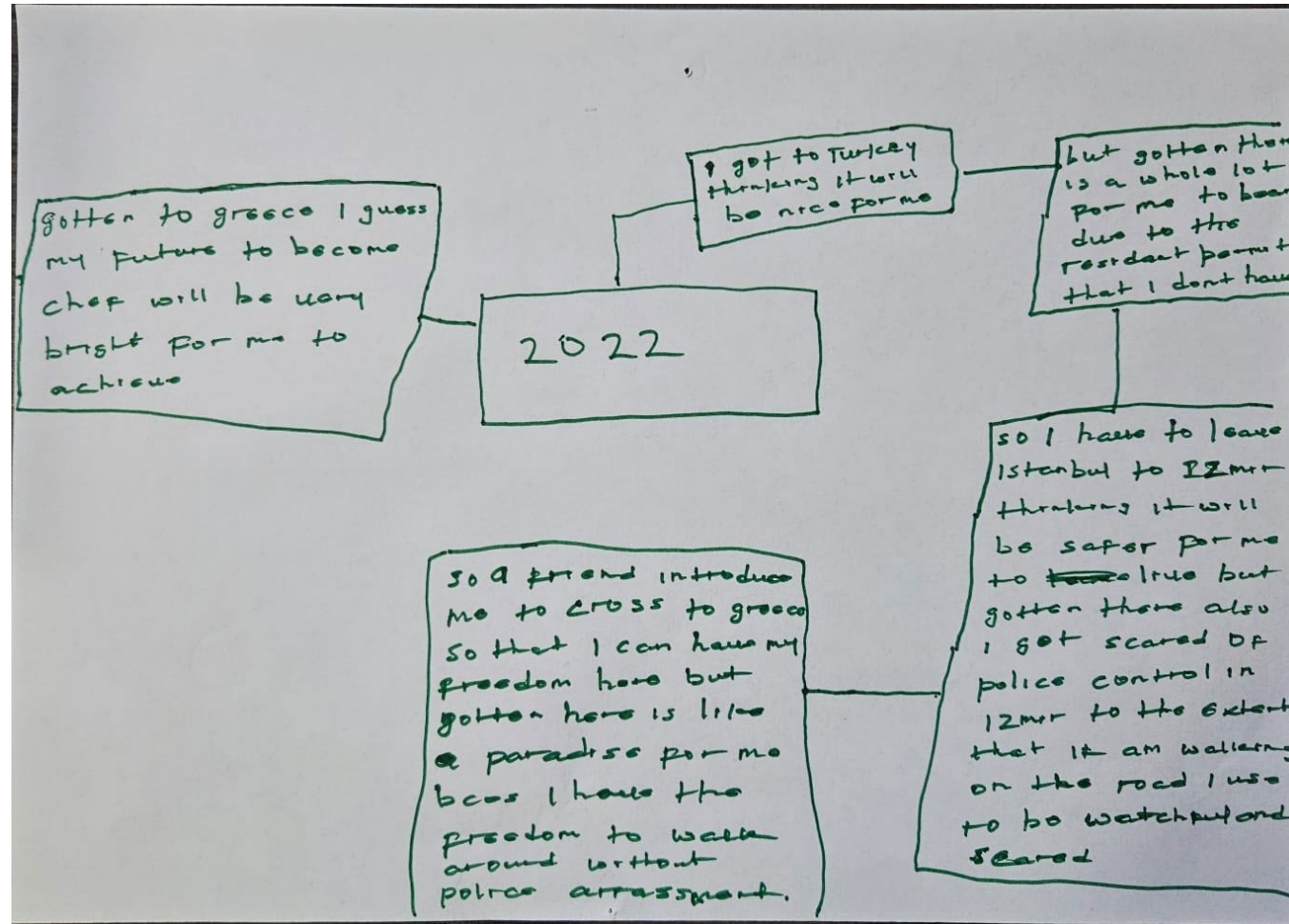




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Thank you!

Questions?

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