



The Reciprocal Maieutic Approach Manual for Youth Workers

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Co-funded by the
European Union

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Foreword

The manual at hand is developed in order to familiarize youth workers, trainers and educators of other kinds with one specific participatory research method, the Reciprocal Maieutic Approach (RMA) and its practical application, specially in the context of youth civic participation. However, the exploration of the Reciprocal Maieutic Approach in this manual and its contents also demonstrate how participatory strategies have the potential to be employed in myriad circumstances and contexts, as their underlying principles are highly conducive to social, constructive dialogue and engagement. In this regard, the Reciprocal Maieutic Approach is explored in terms of its origins and core ideas, but also its practical application in real-life settings. While firstly elaborating on its conception, background and main principles, the manual at hand dissects the Reciprocal Maieutic Approach step-by-step and offers an in-depth depiction of all relevant aspects and potential benefits of its use. Upon completing this manual, the reader will understand the theoretical basis of the Reciprocal Maieutic Approach, as well as the broader theoretical landscape of participatory research, be familiar with its main underpinnings, and understand its development in different contexts. Moreover, the reader will understand the preconditions, settings and attitudes necessary to conduct a workshop that relies on the Reciprocal Maieutic Approach, as well as all its relevant steps and desired outcomes.

This manual is developed within the “Pathway to Civic Participation” which is an ERASMUS+ Capacity Building Project in the field of Youth, Project Reference: [101131491](#) supported by the European Commission. The project has partners from Austria, France, Algeria, Libya and Tunisia.



1.

Reciprocal Maieutic Approach and its History

1.1 DANILO DOLCI


Stemming from the firm belief in working and exploring participatory research frameworks, the introduction of the Reciprocal Maieutic Approach merits an inquiry into its origins and the story of Danilo Dolci.

An Italian social activist, poet, sociologist and community worker, who later became deemed the “Sicilian Gandhi”, Danilo Dolci dedicated his adult life to civic engagement and popular mobilization. Stricken by the impoverished and undereducated rural Sicilian living conditions in the 1950s, he rose to recognition by undertaking non-violent protests such as hunger strikes, and calling to attention the social injustices he bore witness to.



Danilo Dolci openly opposed the widespread corruption in Sicily, even when connected to the government, yet always did so in a non-violent manner, simultaneously making efforts to educate and empower the people around him. Much like we’ve seen in the example of the Asset-based Community Development (ABCD), which takes stock of the assets already present in the community, Danilo Dolci was a constructive activist who, even in his protests, chose to build up rather than tear down. He inspired the community around him to engage, not to follow him, but to stand up for themselves. Believing in the strength of community, and led by a deeply ingrained idea that people inherently have resources and potentials that can enable their growth and progress, he invested his most precious resources in the realization of these principles.

Increasingly concerned with undereducation and unemployment, after many hunger strikes and other non-violent protests calling for better living conditions in Sicily, Danilo Dolci rose to international recognition. Upon receiving a Lenin Peace Prize in 1958, he directed the funds fully to the establishment of the “Centre of Studies and Initiatives for Full Employment” in Partinico, Sicily (Centro Sviluppo Creativo Danilo Dolci, n.d.).



His remarkable social and political activism made him a prominent figure in the fight against mafia, particularly its interest in and connections to the government. He continued these efforts throughout his entire life, simultaneously engaging in various community-building activities and strongly promoting education. Dolci acted mostly within the community around him, the underprivileged, oppressed, poor and undereducated groups. Most importantly, he worked with them, taking into consideration and appreciating their values and resources, and thereby managed to activate and mobilize communities. Dolci's approach was not merely a method of protest or an educational tactic, but a holistic philosophy grounded in the belief that every individual holds untapped potential and wisdom.

The Reciprocal Maieutical Approach operates on several foundational principles:

Dialogue and Listening: Central to RMA is the practice of active listening and open dialogue, where every participant has a voice and contributes to learning processes.

Mutual Learning: Unlike traditional educational models that position the teacher as the primary source of knowledge, RMA emphasizes learning as a shared journey, where teacher and student learn from each other.

Problem Posing: This involves identifying issues within the community through collective reflection and discussion, a method that encourages critical thinking and practical engagement.

Action and Reflection: RMA promotes a cyclical process of action followed by reflection, allowing participants to apply what they have learned, observe the outcomes, and reflect on the need for further action or modification of strategies.

Following his activist years, during the 70s, Dolci first started experimenting and formalizing what would be inaugurated as the Reciprocal Maieutical Approach. In 1975, the RMA was officially practiced in the Mirto Educational Centre, which got the official status of an experimental state school, and was later on further developed into a Centre for creative development, concentrating more broadly on education and communication (idem).

The Reciprocal Maieutical Approach was practiced throughout the life and work of Danilo Dolci, and continues to be practiced today in various educational settings thanks its valuable format and underlying principles as an experiential participatory research framework. The lived life, activism and engagement of Danilo Dolci served to inform the RMA and was thus crucial for contextualization. The following sections focus on its underlying principles, elements and its practical application.

1.2 THE RECIPROCAL MAIEUTICAL APPROACH

Valuing the inherent assets and resources of human beings, and seeking a way to utilize them within a community, Danilo Dolci developed what is now known as the Reciprocal Maieutical Approach directly from his personal experiences in community work.

Witnessing the problems facing his community, he understood that change could only be brought through a strong and vital civic engagement movement. He saw education as crucial for a functioning society, yet practiced it in non-traditional manners, leaving aside the power relations inherent to teacher/student (researcher/researched) structures, and opening the door towards emancipation and personal responsibility.

Put very simply, the “maieutic” part in RMA finds its roots in Socratic maieutic, or the Socratic Method, referring to a method of teaching that uncovers answers by probing questions. The word maieutic itself comes from the Greek word for midwifery. As midwives assist in the birth of a new life, the teachers who rely on maieutic methods are regarded as the “intellectual midwives”, assisting the birth of (their students) new ideas and discoveries (Merriam-Webster Dictionary, n.d.). They do so through a dialectic method based on posing and answering questions, as the key idea is that the teacher does not instill knowledge upon the student, but assists the student in uncovering knowledge, to bring it to life.

Adding to the method’s baseline from his own experiences and views, Danilo Dolci adapted the method to the Reciprocal Maieutic Approach, indicating the need for reciprocity in the dialogue taking place as part of the maieutic process. Any active dialogue is of course reciprocal in nature, but what is meant here is the elimination of the difference between the teacher and the student, both of whom are at liberty to answer and bring forth new questions to one another and both of whom collaborate in the inquiry taking place. This is a characteristic of the RMA similar to characteristics already identified above in other participatory research methods.

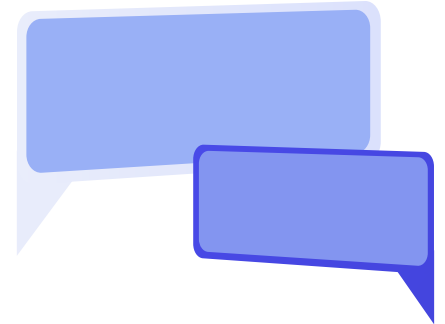
Taken together, these elements constitute Danilo Dolci’s Reciprocal Maieutic Approach. Usually conducted in group settings, RMA starts with raising questions, and transforms into a collective exploration, a sharing process of uncovering answers through the contributions, creativity and expression of its participants. “The maieutic workshop needs everybody to question and uncover themselves in front of the others, and with the others to start a common research path of analysis, testing and creative co-education” (Centro Sviluppo Creativo Danilo Dolci, n.d.).

Principles of RMA

In both theory and practice, the RMA rests upon certain key hypotheses, all of which reflect the beliefs expressed and practiced by Danilo Dolci, as well as some elements of other types of participatory research methods. Crucially, the hypothetical building blocks of RMA can be summarized as the following:

Dialogue is seen as an instrument for both reciprocal research and active participation

The process of determining the problem(s) within the group, as well as the process of viewing the problem from multiple perspectives and findings possible solutions or determining key actions to be taken in response are all conducted through communication within the group.

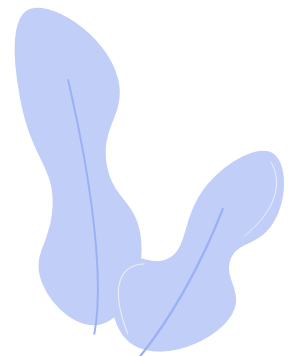


Each person is valued for the internal knowledge acquired through their lived experience

All participants within the group are considered equal and all contributions made by the participants are seen as valuable and constructive for a common understanding. The participants are encouraged to share their perspectives as all of them make up the fabric of the complex reality discussed.

Knowledge is ever-expanding and should be explored and cultivated within group settings

There is no pre-determined problem or definite knowledge to be transposed to the group, as the group is the research and exploration means through which problem statements are defined. There are also no specific requirements or instructions in terms of the content being explored, as each participant is invited to share their internal thoughts, views and knowledge, all of which are seen as beneficial to the ever-expanding knowledge within the group itself.



Each and every participant within the group is seen as a potential element of change

As all participants are equal, they are also all seen as having the potential to bring about change with their contributions, opinions, perspectives and change themselves based on the contributions of others. The main idea is that the process is a collaborative one and that each contribution made can be the one that shifts the perspective or facilitates a common or new understanding.

Complementary to the previous demonstrated features, when applied in practice, RMA can be delineated further by considering the role of the following elements in its use:

Reality

Reality plays a central role in the RMA group analysis. Firstly, because the group analysis undertaken refers to the real lives of the participants and searches to uncover their real needs, roles and responsibilities. Second, it must be based in reality as the group seeks to analyze and determine real life problems and wants to address them through collective, reciprocal awareness. Finally, reality is taken seriously in RMA and so is its complexity. In the application of RMA application, reality is considered from multiple and various perspectives and understood as a complex cluster of a plurality of views and understandings. Reality is therefore not imposed, but carefully analyzed through collective efforts. The element of reality should by no means be interpreted as a limitation to imagination or creativity, as the two are also highly important in RMA. Reality is a central element because it is collectively observed with consideration for the different lenses through which it is seen and understood; and because the key idea is to eventually make a leap from contemplation into action, ideally action that is beneficial to society and therefore necessarily derived from real life problems.

Power

As discussed earlier in the context of participatory research and evident through the life work of Danilo Dolci, power is neither centralized nor imposed in RMA. Power is shared by all participants, who are viewed as equal and uniquely valuable. The RMA process is therefore a fully horizontal, rather than a vertical one. The traditional classroom etiquette where in the professor holds all the power and authority is broken down and replaced by another set of expectations, which can in turn only be realized if the power is shared. Power, or more precisely, the use of power, is very important to the approach, as it assumes everyone has an inherent value, and therefore power. The latter, when yielded collectively, non-violently and constructively can be used to bring about significant change. Importantly, power must be correctly understood. “According to Dolci, we need to rescue the strength and intrinsic ability that each of us possesses. ‘Power’ means ‘have the power to do’, to be capable of and this distinguishes it from ‘domination’, which is the mistaken, negative and violent use of power. Domination is that power over another being that restricts their liberty, their needs and even their potential” (Longo 2020, p. 17).

Active participation

For the RMA, active participation is the most crucial element without which the process cannot be sustained. However, in the RMA context, active participation itself presupposes key conditions such as openness, communication, confrontation, active listening, cooperation, non-violence, creativity and self-reflection. It can be argued that RMA in-and-of-itself sets forth an ideal model of civic engagement, as all of these characteristics point to a pluralistic, democratic, respectful, reflexive and broadly conscious and informed model of conduct and social life. Active participation in which every participant is not only free but encouraged to share their views, needs and thoughts, contributes to the pluralistic vision of the real world, facilitates understanding and critical thinking, enables connections and empathy and permits for individuals within a group to collectively determine their problems and the actions necessary to address these problems. In the words of Danilo Dolci, “the mother, the peasant, the artisan, the workman and the cooperative member will bring their problems and they will be studied together. [...] Our aim is to create a real pedagogical alternative to authoritarianism and its antithesis, permissiveness” (Dolci 1973, p. 142, in Longo 2020, p.34).



Key elements of RMA

In order for an RMA workshop to be successfully conducted, and for it to yield the best results and outcomes, certain elements must be satisfied. Although simple and flexible in its implementation, the approach is rooted in the principles elaborated above, and there are certain practical and physical conditions that can significantly facilitate the establishment and sustainability of these principles.

Firstly, as a RMA workshop is a collective, group effort, the workshop should clearly happen within a group of people. The suggestion is that the group should gather a minimum of 10, and a maximum of 20 participants. The suggested duration of each RMA workshop is no longer than 3 hours.


Ideally, the participants within the group are of diverse backgrounds, with different societal positions and of different views and opinions. The RMA workshops should make possible and facilitate the coexistence of different people.

While it has been established that all participants within a RMA workshop are equal and contribute to the process in a non-hierarchical manner, one person should nonetheless have the role of the coordinator/facilitator of the process. This is so to ensure that the key principles of RMA are satisfied and that the communication within the group remains constructive, non-violent and participatory.

Once a topic is defined and a problem elaborated, the coordinator, through minor interventions if necessary, simply ensures that the group stays on course and that each participant has the time and the opportunity to express their views and share their contributions. Also, the coordinator makes sure that active listening is present within the group, that everyone's contributions are carefully considered and respected and that there are no dominant voices over others.

It is also important that the coordinator shares their own contributions in order to respect and make possible the vitally important element of reciprocity. Importantly, we must not forget that the coordinator is no different than other participants, so they are expected to participate in an equal manner, but simply assume the responsibility to enable most favorable conditions within the group.

Finally, another responsibility of the coordinator is to record the workshop's development and its main discoveries, findings, contributions and conclusions. This applies also to the evaluation stage, which comes last, where the coordinator is tasked with taking notes on the opinions, views and evaluations shared by all participants, including themselves.



The role of the coordinator is not a simple one, and the coordinator of a RMA workshop should have certain traits and skills to assume this role. Namely, the person designated as the coordinator should be able to easily facilitate the group process and simultaneously take part in it as another participant. This means the coordinator requires the capacity to distribute power between all participants and not hold onto it, to make sure the workshop is following a constructive pathway and to keep track of and manage time constructively.

Furthermore, the coordinator must possess the ability to restrain themselves from imposing views, opinions and solutions, but to rather solve potential issues through further questions and collective analyses. This requires a strong sense of empathy and understanding, as well as the people skills which allow the coordinator to “read the room” and understand if things are getting heated or off-track.

It is of crucial importance that the coordinator ensures everyone in the group feels seen and heard and that no one feels left out. This is followed by the task of the coordinator to make sure everyone is allocated sufficient time and attention to make their contributions. This also means that the coordinator must possess strong conflict management skills and use them to not only overcome potential conflicts within the group, but to transform them into something constructive. Thus, the coordinator must also be very open-minded, and respectful of diversity within the group and must not in any circumstances whatsoever demonstrate any prejudice or favoritism. In sum, the coordinator must be communicative, receptive, reflexive, creative, attentive and patient.

In terms of the physical settings and surroundings of the workshop, it is highly recommended to physically establish and demonstrate the horizontality of the participants’ relationship. This can simply be done by arranging the participants to sit in a circle, which establishes a situation conducive to collaborative efforts. This is so because the participants are able to see each other, no person is in a leadership position, the distance between all participants is equal, they all share the same view, and no one is excluded. What further facilitates the workshop is to work in a warm, inviting and relaxing environment. Ideally, RMA workshops will be conducted in places surrounded by or directly immersed in nature. This helps to create a calm atmosphere that disarms potential tensions and facilitates unity within the group.

In terms of materials, there are no specific requirements other than the need to record the process and its findings. This can be done in whichever way is designated most fit for the group settings and needs, but a notebook, flipchart, board or any other tool used to write down notes by the coordinator will do.

How does RMA change?

Through its participatory, communicative, non-violent and collective application, RMA is a strong tool in facilitating societal change. This is because the RMA application relies upon and therefore strongly encourages and facilitates the personal emancipation and empowerment of all participants. As previously elaborated, there are no pre-determined knowledge being imposed on the participants, but they are instead the very drivers of knowledge creation, problem definition and solution-seeking actions.

Danilo Dolci made a strong point in differentiating between power and domination, and this is precisely what separates RMA from hierarchical knowledge creation. Power is seen as something inherent to all participants, and the process itself facilitates the recognition and use of this personal power. Once unlocked, this inherent power and value found within everybody, is individually and collectively yielded exactly in opposition to any form of domination. The latter is regarded as violent, corrupt and ultimately striving for an imbalanced power relation in which one or more people have significant influence over other, larger groups of people.

The RMA's emphasis on tapping into the irrevocable resources, knowledge, and experience of individuals not only empowers them but also validates their importance in society. It encourages active participation, fostering a sense of relevance and agency. This is critical in a world where traditional educational and social systems often marginalize those who do not fit within predetermined frameworks, leaving them feeling inadequate or irrelevant.

When we consider unilateral and one-directional knowledge creation, its inflexibility often leads to a one-size-fits-all impositions which easily exclude points of view that do not match the desired outcomes. This mode of knowledge creation therefore has the potential of excluding individuals or groups from active participation. Moreover, it becomes easily possible for individuals and groups to feel inadequate, powerless and irrelevant if they do not conform to the knowledge being imposed on them.

Thus, by including broad coalitions of participants and not simply allowing them to participate, but encouraging and valuing their contributions, we create a reality in which different views, positions, backgrounds, concerns, opinions and knowledge sources are taken into account when making collective decisions. The decision-making becomes a participatory, collective process that is designed and guided by various contributions, not something imposed on a portion of the people concerned.

5.

RMA procedure and steps




RMA WORKSHOP PREPARATION

Although the RMA procedure depends on the unfolding of the group process itself, some preparation prior to the actual group work is nonetheless necessary. It should be kept in mind that RMA is not a simple process of asking questions and receiving answers, it is a process of cultivating, inspiring and sustaining dialogue, in which all participants contribute and are equally relevant.

The continuous and expansive dialogue taking place serves to motivate action and transform ideas into real-life practices. In order for such a powerful and productive dialogue to take place, it must be noted that preparation is key, the desired unfolding cannot take place fully spontaneously and crucially, has to be based in a need analysis of the group who will be engaged, or the process the group would ideally engage in. The purpose of RMA workshops is to spark and stimulate a transformation, a process of awareness-raising and thus champions the type of dialogue that can result in concrete actions.


The preparation of the workshop is done by the RMA workshop coordinator, and they start this process by first determining and selecting necessary materials, the space where the workshops will be held in, and the questions that will serve as the starting point of a group reflection. It is once more important to note that the role of the coordinator differs from a traditional teaching role.

While the coordinator must prepare for the workshop, they do not prepare the type of information that will be conveyed to the participants. Rather, the RMA coordinator prepares the workshop by considering which topics are important and relevant for the target group and which questions would facilitate the collective contemplation of and engagement with this topic. This consideration does not have to have definite answers prior to the workshop itself, as participants crucially all engage in identifying a problem/topic/situation that collectively concerns them.



In terms of selecting materials in preparation for the RMA workshop, we again witness a difference from traditional classroom preparation that would be done by a professor for instance. Instead of collecting materials that contain and aim to disseminate predetermined information, knowledge or resources, the RMA coordinator collects materials that would be conducive to the group process, or inspiring engagement with the topics addressed. Such materials can be poems, songs, drawings, images, videos or any other resource that could animate the participants and trigger reflection, dialogue and consideration.

As concerns other materials, the coordinator can select a way to keep track of the RMA workshop. This can involve flipcharts or whiteboards that are used to record the findings, developments, interventions and results of the RMA workshop. Alternatively, with the agreement and consent of the participants, the workshops can also be audio/video recorded for more precise tracking of developments. However, if this option is selected, it is important to inform the participants of this, but also to attempt to minimize the effect of being recorded on behavioral changes of participants. The recording must be done in a seamless way that would not disturb the RMA process itself, or the openness, easiness and general behavior of the participants. It is also useful and recommended that the participants themselves keep notes of the workshop's developments, their ideas, breakthrough points and interventions. This can be done with notebooks, or reporting templates as the one included in the Annex to this manual.



In terms of the physical space in which the RMA workshop takes place, as already mentioned above, ideal conditions would allow for the workshop to take place somewhere in nature or in its close proximity. However, if this is not possible, any venue available will do, as long as the arrangement of the participants' seating reflects the horizontality between them. For these purposes, it is highly recommended to maintain a circular structure, as it facilitates the feelings of sharing, equality and openness.

The workshop participants are not asked or required to prepare in anticipation of the workshop, but it is important to note that the coordinator must be a person within or close to the participants' community. The coordinator must have real-life knowledge and experience within and with the target group that forms the participants, and they must understand the problems, issues, resources and realities of these participants. Alternatively, if the coordinator is not part of the target group or does not have close relations with the group, they should be familiar and have an understanding of the topic that will be addressed in the RMA workshops. It is recommended to alternate between multiple coordinators if possible, to better favor the non-hierarchical nature of the workshops and not establish authority in just one individual.

RMA WORKSHOPS

As mentioned already, the ideal conditions for a RMA workshop include a maximum of twenty (20) participants and one (1) coordinator, for a total duration of maximally three (3) hours, ideally outdoors or in a spacious enough (class)room, where the participants are seated in a circle.

Every RMA workshop has an overarching topic that guides the process. It is recommended to approach any topic through a series of at least three RMA workshops, or more if needed. This is in order to create an atmosphere of openness, trust and comfort with the participants and in order to establish conditions suitable and conducive to discussions, reflections and planning of actions. For a minimum of three workshops, the recommended structure is as follows:

1) Workshop 1 - Introductions

2) Workshop 2 - Self-analysis, needs-analysis, visions

3) Workshop 3 - Reflection, needs-analysis, planning

For the purpose of this manual, youth civic participation will serve as an example in the RMA workshop procedures elaborated below, but keep in mind the topics, structures and number of workshops can be adapted to a broad array of topics and target groups. Also, the examples given here are not prescriptive but rather exemplary and the participants and coordinators of each RMA workshops can define their own topics and modify the theme to better suit their needs.

As a starting point for the first RMA workshop, the RMA coordinator will begin by a brief introduction to some basic principles. This does not have to involve an entire introduction to the RMA method, but rather introduces some simple settings that will help facilitate the workshop and its goals.

The coordinator will establish the following workshop settings:

- **Participants to express their contributions freely, but honoring & upholding the circular structure;**
- **Participants will not interrupt each other while speaking;**
- **While the circle structure is ideally followed as the order of contributions, participants can raise their hands and respectfully make a contribution whenever they feel ready. Conversely, if a participant is not ready to share or contribute, they do not have to;**
- **If some notion, concept or idea is not understandable or clear, the coordinator can ask the participant to rephrase their thought;**
- **The RMA coordinator also makes contributions and shares, particularly to maintain reciprocity, but the interventions of the coordinator must not influence the topic discussed within the group by imposing their ideas, contributions or views;**
- **The coordinator decides and informs the group on the recording process within the session. They will for example encourage participants to take notes or inform them that they will ask them questions in the end.**

Considering the topic at hand would concern youth civic engagement, an overview of three RMA workshops in line with this example is as follows:

RMA WORKSHOP 1 - INTRODUCTIONS

Workshop 1 - Part 1

At the onset of the first workshop, the coordinator will start by introducing themselves to the group. This introduction can include their background and basic information of their choosing, but importantly, it should also include the coordinator presenting and sharing a personal dream of theirs with the group. In the context of youth civic engagement, the coordinator can, for example, start by sharing their dream of overcoming youth apathy and creating and sustaining more vibrant civic society within their own neighborhood, city or country. As the dream they share is a real one, they can be as open about it as they feel comfortable and wish to disclose. However, it should be kept in mind that this sets an example for other participants.

Following the introduction of the coordinator, the participants introduce themselves one-by-one and in same order answer the question: “What is your personal dream?”.

Here, we seek to bring forth information about the problems and issues that exist within the target group and larger community they are part of, the current conditions regarding civic engagement within their communities, the topics that emerge as important to the group, as well as their own engagement practices (or lack thereof), their levels of awareness about civic engagement and issues they can, want to or do not want to engage with.

The process of dream-sharing and expressions stimulates an intimate feeling within the group and supports the process of the participants searching for and identifying mutual interests, dreams, perceptions, needs and visions. It facilitates the feelings of empathy, appreciation and understanding within the group.

Part 1 of the workshop should last around 45 minutes and notes should be taken on key findings and common grounds established through these reflections.

Workshop 1 - Part 2

In this part, following the sharing of personal dreams by the participants, the coordinator will allow the free interventions by all participants, while encouraging following the circle formation and being respectful to all contributions made by all participants. Here, the participants engage more deeply with the topic at hand.

Questions that can also be employed in this part include:

- ***What are, in your opinion, the advantages and the challenges of your community?***
- ***How do you define civic participation and what importance level do you attach to it?***
- ***How much do you personally care about civic engagement in your own community?***
- ***How much do you actually engage within your community? Around which topics?***
- ***What is the purpose/goal/idea behind your civic engagement?***

The coordinator's role here is to maintain respect between participants, but also to instill doubt when necessary. Such conditions may include participants determinately expressing their views within the group. The coordinator's role here is not to contradict them, but to probe their views and ideas for the purpose of gaining a deeper understanding of the origins, purpose and validity of these ideas. Such probing is not limited to just the coordinator, but the entire group profits from it as well by being subjected to more in-depth reflections of their peers' views, as well as their own. Part 2 of the workshop should last between 45 minutes and an hour, and this part of the workshop should also be recorded and yield some concrete findings.

Workshop 1 - Part 3

The final stage of the first workshop includes a summary of the process so far by the coordinator. This is to re-establish the main outcomes and findings of the process, and also for the participants to reflect and confirm or amend their contributions. The participants should also provide a brief evaluation (feedback) of this first workshop.

Part 3 of the first workshop is then closed once the coordinator presents a short summary of the developments and findings of the workshop and bringing forth conclusions based on them. The coordinator suggests the next workshop time and place, as well as the topic(s) of the upcoming workshop. If this second workshop is on the same day, then the participants are given a sufficient break first and then continue.

Part 3 of the workshop should last between 20 and 30 minutes, leaving aside some time for an evaluation as well. The evaluation (feedback) can be done by employing the Reporting Template as the one in the Annex to this manual.

WORKSHOP 2 - Part 1

Starting the second RMA workshop should ideally include another introduction part. However, in the second workshop, it is no longer necessary to introduce oneself or to present the personal dreams. Rather, the introduction part here serves the purposes of establishing the necessary atmosphere and settings for another productive workshop. The introduction part of the second workshop can therefore commence with the coordinator initiating a reflection round on the first workshop. The coordinator can ask the following questions for example:

- ***How do you feel about the previous workshop?***
- ***Did you reflect further on the findings from the previous workshop?***
- ***Did the previous workshop inspire further thinking or action on your side?***
- ***What are your expectations for the workshop at hand?***

The main goal of the second workshop is to stimulate self-reflection, self-analysis, needs-analysis and elaboration of visions or actions to be taken. The topics of the second workshop can roughly be summarized as the levels of civic engagement already present, the ideas, views and opinions towards the topic that get addressed through civic engagement, topics that should be addressed more or less, and topics that are of particular concern to the group. Finally, the topics of the second workshop also include what is necessary to create and sustain more engagement on certain topics, who should be included and what kind of resources and actions are necessary to transform visions into realities.

The contributions of the participants can again flow freely, but mutual respect without interruptions of any participant, and allowing the space and time for everyone to contribute should still be maintained.

Part 1 of the second workshop should last around 45 minutes and notes should be taken on key findings and common grounds established through these reflections.

WORKSHOP 2 - Part 2

In this part, following the sharing of reflections by the participants, the coordinator will allow the free interventions by all participants, while encouraging following the circle formation and being respectful to all contributions made by all participants. Here, the participants engage more deeply with the topic at hand.

Questions that can also be employed in this part include:

- **Are you confident in the levels of civic engagement within your community?**
- **What are the matters that get addressed through civic engagement within your community?**
- **Are you satisfied with the matters garnering a lot of civic engagement within your community?**
- **Are there some other topics, issues or concerns you would like to see garner more civic engagement within your community?**
- **Do you know about the rights, resources, means or actions available for you to engage more?**
- **What are some topics or issues you are particularly interested in within your community?**

The coordinator's role here is to maintain respect between participants, but also to instill doubt when necessary. Such conditions may include participants determinately expressing their views within the group. The coordinator's role here is not to contradict them, but to probe their views and ideas for the purpose of gaining a deeper understanding of the origins, purpose and validity of these ideas. Such probing is not limited to just the coordinator, but the entire group profits from it as well by being subjected to more in-depth reflections of their peers' views, as well as their own. Part 2 of the workshop should last between 45 minutes and an hour, and this part of the workshop should also be recorded and yield some concrete findings.

WORKSHOP 2 - Part 3

The final stage of the workshop includes a summary of the entire process provided by the coordinator. This is not only to re-establish the main outcomes and findings of the process, but also for the participants to reflect and confirm or amend their contributions. The participants should also provide a brief evaluation of the workshop in this part.

Part 3 and the workshop itself can be closed once the coordinator presents a short summary of the developments and findings of the workshop and bringing forth conclusions based in them. The coordinator suggests the next workshop time and place, as well as the topic(s) of the upcoming workshop. Part 3 of the workshop should last between 20 and 30 minutes, leaving aside some time for an evaluation as well. The evaluation can be done by employing the Reporting Template as the one in the Annex to this manual.

RMA WORKSHOP 3 - REFLECTION, NEEDS - ANALYSIS, PLANNING

WORKSHOP 3 - Part 1

Starting the third RMA workshop should ideally include another introduction part. However, in the third workshop, it is no longer necessary to introduce oneself or to present the personal dreams. Rather, the introduction part here serves the purposes of establishing the necessary atmosphere and settings for another productive workshop.

The introduction part of the third workshop can therefore commence with the coordinator initiating a reflection round on the previous first and second workshops. The coordinator can ask the following questions for example:

- **How do you feel about the previous workshops?**
- **Did you reflect further on the findings from the previous workshops?**
- **Did the previous workshops inspire further thinking or action on your side?**
- **What are your expectations for the workshop at hand?**

The main goal of the second workshop is to stimulate self-reflection, self-analysis, needs-analysis and elaboration of visions or actions to be taken. The topics of the second workshop can roughly be summarized as the levels of civic engagement already present, the ideas, views and opinions towards the topic that get addressed through civic engagement, topics that should be addressed more or less, and topics that are of particular concern to the group. Finally, the topics of the second workshop also include what is necessary to create and sustain more engagement on certain topics, who should be included and what kind of resources and actions are necessary to transform visions into realities.

The contributions of the participants can again flow freely, but mutual respect without interruptions of any participant, and allowing the space and time for everyone to contribute should still be maintained.

Part 1 of the workshop should last around 45 minutes and notes should be taken on key findings and common grounds established through these reflections.

WORKSHOP 3 - Part 2

Irrespective of the participant structure, part 2 of the third workshop concerns itself with the transformative process of ideas and conclusions into actions and concrete plans. In this part, following the sharing of reflections by the participants, the coordinator will allow the free interventions by all participants, while encouraging following the circle formation and being respectful to all contributions made by all participants. Here, the participants engage more deeply with the topic at hand.

Questions that can also be employed in this part include:

- ***From the presented needs, what are the most important needs for the community?***
- ***How do you prioritize the needs identified?***
- ***Who do you think needs to be involved to bring about change regarding the needs identified?***
- ***What resources are needed to bring about change regarding the needs identified?***
- ***Can you share some ideas that could be potentially relevant to the topic at hand?***
- ***What do you think is the necessary course of action to address the needs identified?***

The coordinator's role here is to maintain respect between participants, but also to instill doubt when necessary. Such conditions may include participants determinately expressing their views within the group. The coordinator's role here is not to contradict them, but to probe their views and ideas for the purpose of gaining a deeper understanding of the origins, purpose and validity of these ideas. Such probing is not limited to just the coordinator, but the entire group profits from it as well by being subjected to more in-depth reflections of their peers' views, as well as their own.

Part 2 of the third workshop should last between 45 minutes and an hour, and this part of the workshop should also be recorded and yield some concrete findings.

Workshop 3 - Part 3

The final stage of the workshop includes a summary of the entire process provided by the coordinator. This is not only to re-establish the main outcomes and findings, but also for the participants to reflect and confirm or amend their contributions. The participants should also provide a brief evaluation of the workshop in this part.

Part 3 and the workshop itself can be closed once the coordinator presents a short summary of the developments and findings of the workshop and bringing forth conclusions based in them. The coordinator can also suggest that the participants provide a one-word-feedback about their experience in the workshops at the end of the third workshop.

Part 3 of the workshop should last between 20 and 30 minutes, leaving aside some time for an evaluation as well. The evaluation can be done by employing the Reporting Template as the one in the Annex to this manual.

Visualisation of a complete RMA Cycle.



Visualisation of a complete RMA Cycle.



Expected Learning Outcomes (Skills, Knowledge, Attitudes)

Whereas learning outcomes of educational processes traditionally include a familiarity with a certain topic or domain, an understanding of key concepts within in and concrete and prescriptive information and knowledge on the said topic, the learning outcomes of the RMA process are of course, somewhat different. As a process of collective, cumulative and shared examination and engagement, the RMA process ideally results in the following skills, knowledge and attitudes.

Skills

Following the participation in RMA workshops, the participant has enhanced and invigorated their following skills:

PERSONAL EXPRESSION

The participant is better able to communicate in an eloquent and non-violent way their ideas, feelings, dreams, fears and concerns

ACTIVE LISTENING

The participant understand the concept of active listening and knows how to practice it in real life, engaging with the ideas presented by the person speaking and interpreting it within the context of the person's contributions

PATIENCE

The participant demonstrates more patience in communication, allowing for other participants to freely express their views and waiting for their own turn to speak

CULTURAL CONSIDERATION AND SENSITIVITY

The participant understands the various cultural, ethnic, linguistic, educational and other traits of other people and respects them without discrimination or the employment of stereotypes

CONTEXTUALIZATION

The participant understands that certain societal issues do not exist in a vacuum and are part of a broader context that has to be considered and taken into account

EMPATHY

The participants understands how to empathize with different people and recognizes the value of empathy within society

Knowledge

Following the participation in RMA workshops, the participant has gained knowledge of the following concepts:

PARTICIPATORY RESEARCH

The participant understands the process of knowledge-sharing and knowledge-creation within the context of smaller or larger groups of people

BROAD STAKEHOLDER ENGAGEMENT

The participant recognizes the value of contributions to complex issues by different groups of people or participants from different backgrounds

EXPLORATION AND EXPERIMENTATION

The participant understands the crucial processes of exploration and experimentation for the purpose of uncovering solutions, ideas, action plans

Attitudes

Following the participation in RMA workshops, the participant has developed the following attitudes:

PERSONAL VALUE

The participant is aware of their inherent personal value and knows how to tap into their personal resources, how to trust their instincts and interpretations of experiences, with trusting their own critical thinking to revise and build upon their own beliefs

POWER-SHARING

The participant recognizes the need and value of power-sharing within communities and society at large, the participant understands the value and necessity of collective action

CHANGE

The participant recognizes that change is not only possible but inevitable, and recognizes that they can contribute to the change they want to see happen

PERSONAL RESPONSIBILITY

The participant acknowledges their own personal responsibility within the context of their own life, their family, community and society

Annex 1 - Reporting Template

RMA Workshops

DATE, PLACE:
WORKSHOP #:
NUMBER OF PARTICIPANTS:
TARGET GROUP:
TOPICS COVERED:
QUESTIONS ADDRESSED:
NEEDS IDENTIFIED:
WISHES IDENTIFIED:
STRENGTHS IDENTIFIED:
CRITIQUES:
KEY WORDS:
ACTIONS NEEDED:
NEXT TOPICS IDENTIFIED:
KEY NOTES:

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