

HumanityHub

Where Cultural Inclusion Meets Economic Empowerment

Report on exchanges of good practices

Deliverable D7.2

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Summary of the Project

Humanity Hub is a transnational project focused on addressing the economic and social integration challenges faced by Ukrainian refugees in Croatia and Italy. The social innovation stems from a comprehensive understanding of the specific needs and difficulties encountered by these refugees. Humanity Hub aims to tackle these challenges through a comprehensive and holistic approach that combines multiple support mechanisms. The project focuses on enhancing economic and social integration through three primary avenues: 1) psychosocial support and cultural orientation, 2) entrepreneurial education and acceleration program, and 3) a robust peer support system for employability opportunities. This innovative model as an individual and tailored approach, is designed to foster resilience, self-sufficiency, and community cohesion among Ukrainian refugees by addressing their immediate and long-term needs. By combining tailored interventions for economic, social, and psychological support, the project seeks to create a sustainable model for refugee integration that can be replicated in other contexts.

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List of abbreviations

Acronym	Description
ACT Group	ACT Grupa
CSC	Centro per lo Sviluppo Creativo Danilo Dolci ETS
RMA	Reciprocal Maieutic Approach
RCT	Rehabilitation Centre for Stress and Trauma
SFBT	Solution-Focused Brief Therapy

Executive summary

This report documents the implementation and main results of A7.3 Exchange of examples of good practice and constitutes D7.2 Report on exchanges of good practices. The activity was carried out on 22 January 2026 in Split, Croatia, as part of the transnational knowledge-transfer workshop and second coordination meeting. Representatives of the three partner organisations exchanged methods and programmes used to empower beneficiaries to identify, plan and work towards personal and professional goals.

RCT presented professional psychosocial support and counselling, integrated and flexible community-based programmes, capacity building and advocacy, together with a humanistic, integrative and solution-focused approach. CSC presented the Reciprocal Maieutic Approach and the Feeling Home project, illustrating dialogic, participatory and informal learning methods. ACT Group presented an individual-centred empowerment methodology combining needs assessment, co-created goals, tailored mentoring and training, professional services, continuous feedback and impact measurement. RCT also facilitated an experiential workshop on social networks, support systems and resources.

Across the examples, partners identified a shared set of principles: starting from beneficiaries' actual needs and aspirations, treating users as active participants, linking personal and professional development, building on strengths and resources, adapting support throughout the process, creating trust and peer or community connections, and monitoring change. This report summarises the practices, highlights the key learning generated through the exchange and provides recommendations for adapting similar approaches in HumanityHub and other contexts involving Ukrainian refugees and people with fewer opportunities.

Report on exchanges of good practices

1. Purpose and scope of D7.2

D7.2 records the exchange carried out under A7.3 and converts the materials and discussion generated during the meeting into a concise resource for future implementation. It is designed both as evidence of the completed activity and as a practical knowledge-transfer document for the project partners.

The report includes: an overview of the meeting and its format; a structured summary of each partner's examples; selected presentation slides; a description of the experiential workshop delivered by RCT; a comparison of the approaches; key learning; and recommendations for transferring the practices to relevant support settings.

The report focuses on the elements most directly connected to empowerment, goal planning and the realisation of personal and professional goals. It does not rank the approaches. Instead, it identifies their complementarity and the conditions that may support their adaptation in different organisational and community contexts.

2. Activity context and implementation

2.1 Event details

Activity	A7.3 Exchange of examples of good practice
Date	22 January 2026
Location	Heritage Hotel Santa Lucia, Narodni trg 1, Split, Croatia
Participating organisations	RCT, ACT Group and CSC
Main format	Partner presentations, facilitated discussion and experiential workshop demonstration
Main focus	Empowering users to plan and realise personal and professional goals

2.2 Agenda and working format

09:30–12:00	Exchange of examples of good practice: partner presentations, discussion and practical demonstration.
12:00–13:30	Lunch break.
13:30–17:30	Conclusions and closing: recap of agreements, clarification of immediate tasks, evaluation, group photo and departure.
Working methods	Presentations, workshops, discussion, experiential learning and joint reflection.

2.3 Summary of implementation

The event was dedicated to the exchange of methods and programmes used by the partner organisations to support beneficiaries in identifying priorities, mobilising resources, setting goals and taking practical steps towards change. Each organisation presented examples rooted in its own area of expertise. The presentations were followed by discussion on their relevance for current and future support to Ukrainian refugees and other people with fewer opportunities.

Following the presentations, partners compared the approaches and identified common principles and transferable elements. RCT then facilitated a workshop demonstration so that participants could experience selected methods through direct participation.

The final session was used to review agreements, clarify next steps and close the three-day meeting.



Photo 1. Exchange of examples of good practice, Split, 22 January 2026

3. Examples of good practice shared

The partner presentations showed three complementary pathways to empowerment: professional psychosocial support and counselling; participatory and community-based learning; and individualised mentoring and professional development support. The following sections summarise the approaches as they were presented during A7.3.

3.1 RCT: professional psychosocial support and solution-focused practice

RCT presented professional psychosocial support and counselling as a means of strengthening personal capacities, life skills, self-confidence and more effective coping with life challenges. The approach encourages beneficiaries to identify, plan and work towards both personal and professional goals.

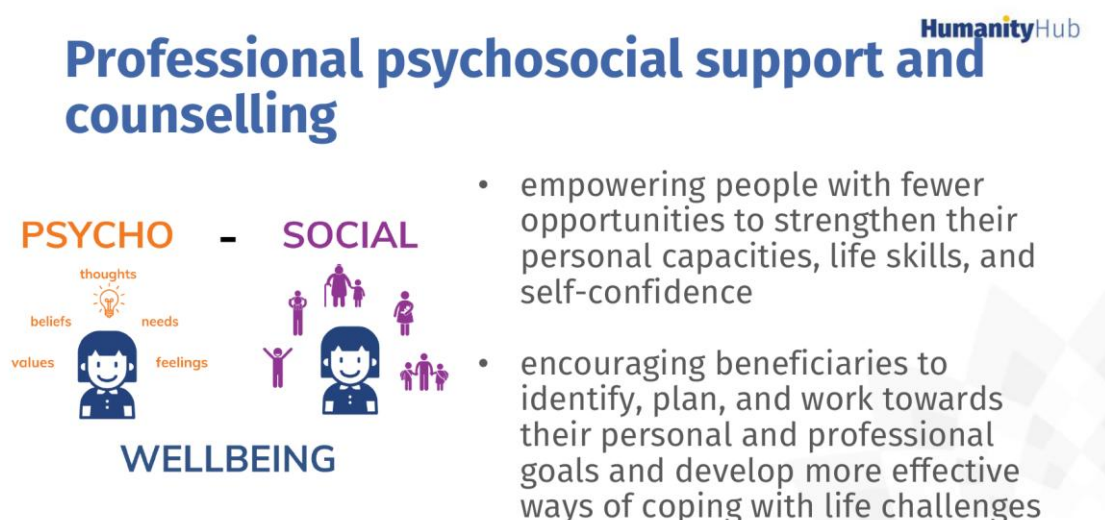


Figure 1. RCT presentation: professional psychosocial support and counselling.

Main components presented:

- **Integrated and flexible community-based programmes:** Programmes are developed in communities with fewer resources and adapted to users' real needs. They support beneficiaries in planning their next life steps, accessing available resources, improving social inclusion and making better use of their potential.
- **Education and capacity building:** RCT provides education and training to professionals and organisations working in psychosocial support, mental health and social inclusion, thereby strengthening the quality of support available to beneficiaries.
- **Advocacy and accessible services:** The approach includes the promotion of human rights and the accessibility of social and psychosocial services, as well as support for policies and practices that enable fairer access to resources and opportunities.
- **Humanistic, integrative and solution-focused practice:** RCT combines counselling and psychotherapy methods, including cognitive-behavioural elements, gestalt techniques and creative or art-based activities, according to the needs and context of beneficiaries.

Solution-Focused and integrative approach

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- humanistic and integrative approach
- combining different counselling and psychotherapy methods (e.g. cognitive-behavioural elements, gestalt approach, and creative/art-based techniques)
- Objectives:
 - to help beneficiaries to recognize their strengths,
 - define achievable goals, and
 - develop concrete strategies for achieving desired changes in their personal and professional lives

• *Figure 2. RCT presentation: solution-focused and integrative approach.*

The solution-focused component emphasises strengths, resources and desired change. Techniques introduced during the presentation included miracle questions, exception questions and scaling questions. These techniques help users describe a preferred future, recognise times when difficulties were less dominant, identify what already works and monitor movement towards their goals.

Contribution to user empowerment

The RCT approach links emotional and psychosocial wellbeing with the capacity to plan, make decisions and act. It is particularly relevant when progress towards professional goals is influenced by stress, reduced confidence, social isolation, disrupted support systems or other life challenges.

3.2 CSC: Reciprocal Maieutic Approach and Feeling Home

CSC presented the Reciprocal Maieutic Approach (RMA) as a process of collective exploration that begins with the experience and intuition of individuals. The approach is grounded in the idea that education supports people in bringing forward their own potential rather than receiving knowledge passively.

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What is it?

- It is a *"process of collective exploration that takes, as a departure point, the experience and the intuition of individuals"* (Dolci, 1996).
- RMA was developed from the Socratic concept "μαιευτικός", which means midwife (the woman who helps a pregnant woman to give birth to her child): **every act of educating is a giving birth to the full potential of the learner.**
- The RMA workshops are based on **self-analysis and community analysis concerning needs and desires aim to seed active questions.** Apart from contributing to personal development, they aim to stimulate the acquisition of several soft skills, such as **social skills, active participation, creativity, and organisational and self-evaluation skills.**

Figure 3. CSC presentation: definition and purpose of the Reciprocal Maieutic Approach.

RMA workshops use self-analysis and community analysis of needs and desires to generate active questions. The process is intended to contribute to personal development while strengthening social skills, active participation, creativity, organisational skills and self-evaluation.

Core features of RMA:

- Experience: each person brings an inner heritage formed through lived experience.
- Dialogue: dialogue is the main tool for research, reflection and participation.
- Knowledge creation: knowledge is generated within the group and is therefore dynamic and evolving.

- Change: every participant can become an agent of change.
- Concreteness: the process remains connected to the reality and problems experienced by the community.
- Complexity: different points of view are needed to understand complex realities.
- Sharing and reciprocity: participants take part in a horizontal process and share power.
- Community involvement: needs, desires, diagnosis and possible solutions are explored collectively.

Contribution to user empowerment

RMA positions participants as holders and co-creators of knowledge. Its use of dialogue, reciprocity and shared analysis can strengthen ownership, participation and the capacity to formulate collective or individual responses to real needs.

Feeling Home was presented as an example of an informal language-learning opportunity tailored to migrant and refugee women. The project responded to the fact that childcare responsibilities and other barriers can reduce women's access to integration-related language offers.

Main elements of the approach

- A language curriculum developed around the practical task of creating a city map.
- Events, excursions and visits that connect vocabulary and language practice with the city, local history, culture, public spaces and community interaction.
- Continuous feedback and discussion among trainers and learners, locally and internationally.
- International online events involving migrant women who speak the same language.
- Photo and video documentation of women's experiences during the learning process.

- A methodological manual for language teachers, trainers and educators.
- An interactive learning platform containing materials, resources and examples from the informal learning process.
- Upskilling workshops for trainers.

The curriculum linked specific language and cultural competences with topics such as getting to know each other, green urban spaces, local food traditions, popular theatre, neighbourhoods, local history, influential women, European art, opera and the city's relationship with the sea. This made language learning experiential, socially embedded and directly connected to everyday life.

The project

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Feeling Home (Erasmus + - KA2: Cooperation partnership in adult education)

Background

Migrant/refugee women have disadvantageous preconditions for learning. On average, due to childcare responsibilities, women are less likely to have access to integration supported linguistic offers and thus are less likely to learn the host language. Therefore, language learning opportunities for migrant women should be tailored to their specific needs.

Objectives

- ❑ To offer an informal language opportunity to migrant women in which they can improve their linguistic skills while simultaneously enhancing their integration process.
- ❑ To reduce the risk of social exclusion of migrant women in our society, by promoting education and motivating trainers and learners for a lifelong learning strategy focusing on the needs of migrant women.
- ❑ To improve the competences of educators for the delivery of informal training, including digital skill, and offer ready solutions that easily enhance teaching strategies for vulnerable groups.

Figure 4. CSC presentation: background and objectives of the Feeling Home project.

Contribution to user empowerment

Feeling Home illustrates how language acquisition can be combined with orientation, cultural participation, confidence, peer connection and familiarity with the local environment. Rather than treating language learning as an isolated classroom activity, it connects learning with social inclusion and active participation.

3.3 ACT Group: individual-centred empowerment methodology

ACT Group presented an individual-centred methodology used to support impact entrepreneurs, non-governmental organisations, social economy entities and vulnerable groups. The goal is sustainable personal and professional growth through tailored support.

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Our Approach to User Empowerment

Method 1 - Needs Assessment - Understanding Before Acting

Before program implementation, AG conducts:

- **Comprehensive needs assessment** - identifying individual challenges, skills gaps, and opportunities
- **Baseline measurement** - establishing starting point indicators for professional competencies, business readiness, and personal development
- **Goal-setting workshop** - co-creating realistic, measurable objectives with each user
- **Resource mapping** - identifying available support systems and potential barriers

Outcome: Customized development roadmap aligned with user's unique circumstances and aspirations.

Figure 5. ACT Group presentation: needs assessment before programme implementation.

Method 1: needs assessment – understanding before acting

- Comprehensive needs assessment to identify individual challenges, skills gaps and opportunities.
- Baseline measurement to establish starting-point indicators for professional competences, business readiness and personal development.
- Goal-setting workshops in which realistic and measurable objectives are co-created with each user.
- Resource mapping to identify available support systems and potential barriers.
- The intended outcome is a customised development roadmap aligned with the user's circumstances and aspirations.

Method 2: tailored programme implementation

- Personalised one-to-one business mentoring adapted to the user's stage of development.
- Skills modules selected according to identified gaps, for example financial management, marketing or leadership.
- Peer-learning networks that connect users facing similar challenges.
- Access to professional services, including legal, accounting and strategic-planning consultations.

Method 3: continuous monitoring and feedback

- Regular progress check-ins to review milestones and adjust strategies.
- Bi-directional feedback: users assess the quality of support while mentors assess progress.
- Real-time problem solving when new challenges arise.
- Recognition of milestones to maintain motivation.

Method 4: impact measurement

ACT Group assesses both professional and personal development. Professional indicators can include business sustainability, operational capacity, market position, competitiveness and employment creation. Personal indicators include self-confidence, leadership skills and decision-making autonomy.

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Key Success Factors

What Makes Our Approach Effective:

- ✓ Flexibility - programs adapt to changing user needs and circumstances
- ✓ Co-creation - users are active participants in designing their development journey
- ✓ Holistic perspective - addressing both professional and personal growth
- ✓ Evidence-based - decisions informed by data and continuous assessment
- ✓ Long-term commitment - support doesn't end at program completion; we maintain alumni networks
- ✓ Systemic thinking - connecting users with broader ecosystem of opportunities

Figure 6. ACT Group presentation: key success factors.

ACT Group identified flexibility, co-creation, a holistic perspective, evidence-based decision making, long-term commitment and systemic connection with a broader ecosystem of opportunities as the main factors supporting the effectiveness of its approach.

Contribution to user empowerment

The ACT Group methodology provides a structured pathway from assessment to action and measurement while retaining flexibility. It supports users not only through mentoring and skills development, but also by connecting them with specialised expertise, peers and wider opportunities.

4. Comparative snapshot of the shared practices

Dimension	RCT	CSC	ACT Group
Primary entry point	Psychosocial wellbeing, strengths and coping	Experience, dialogue, community needs and learning	Individual needs, goals, capacities and business/professional development
Main support mechanism	Counselling, psychotherapy, psychosocial workshops, creative methods and solution-focused techniques	Collective exploration and informal experiential learning	Tailored mentoring, training, professional services and peer networks
Role of the user	Active expert on their life, strengths and preferred future	Co-creator of knowledge and participant in community analysis	Co-designer of goals and development pathway
Goal orientation	Achievable personal and professional change	Participation, learning, personal development and social change	Sustainable professional and personal growth
Feedback and adaptation	Ongoing dialogue and techniques for recognising progress	Continuous feedback between trainers and learners	Systematic check-ins, bi-directional feedback and impact measurement

5. RCT demonstration workshop

5.1 Workshop overview

Title	Social Network – Support System and Resources
Duration	80 minutes
Methods	Drawing and facilitated discussion
Materials	High-quality black drawing paper, dry pastels, fixative spray, adhesive tape and tables or other surfaces suitable for drawing
Objectives	To examine the current support network, visualise a preferred future, identify existing and potential sources of support, recognise personal capacities and establish appropriate goals

After the partner presentations, RCT facilitated the workshop as a practical demonstration of how creative and solution-focused methods can be used to help participants identify resources, relationships and possible next steps. Participants worked individually on visual representations and then reflected on their work in the group.



Photo 2. Practical workshop demonstration facilitated by RCT.

5.2 The 'Personal Universe' exercise

Participants received black paper and dry pastels and were invited to imagine a sky filled with celestial bodies or a constellation. They first represented themselves in the centre of the page as a celestial body, choosing the colours and form that felt appropriate.

1. Closest orbit – current and strongest support.

Participants placed people or organisations that currently support them on the orbit closest to the centre. They considered the specific ways in which each source provides support. The instructions allowed them to include people who are no longer alive.

2. Second orbit – more distant sources of support.

Participants represented people who are less close, were previously closer or are contacted less frequently, but are still experienced as supportive. Pets could also be included. Participants decided how many figures to draw, how to represent them and how far to place them from the centre.

3. Furthest orbit – potential future support.

Participants added people, organisations or institutions that might be helpful in the future but with whom contact has not yet been established, or has not been established in the desired form. They also reflected on the kind of support they would like to receive.

When the drawings were completed, participants gave their work a title. A volunteer was invited to share first. The facilitator encouraged reflection on the experience of seeing the support network visually, using the materials and observing the work of others.

Participants were then invited to present their networks and describe the kinds of support available in their close and more distant environment. Names were not required and each person decided how much they wished to share. After presenting, the drawings were displayed on the wall. The facilitator concluded the group reflection by connecting common themes related to support systems and resources.

The final ten minutes were used for a round of brief feedback. Each participant was invited to share impressions of the workshop and the process.

5.3 Learning value of the demonstration

- It translates an abstract concept such as a support network into a concrete and visible representation.
- It helps participants distinguish between current, more distant and potential future resources.
- It connects external support with the participant's own capacities and possible goals.
- It allows individual reflection while also creating opportunities for voluntary sharing and peer learning.
- It demonstrates how creative methods can complement verbal counselling and goal-planning techniques.
- It can open discussion about gaps in support and possible next contacts with people, organisations or institutions.

6. Key learnings and transferable elements

No.	Key learning	Meaning for practice
1	Start from actual needs and aspirations	Effective support begins with understanding the user's lived situation, priorities, barriers, capacities, needs and desires. This may be achieved through individual needs assessment, self-analysis, community analysis, dialogue or resource mapping.
2	Treat users as active participants	Across all approaches, beneficiaries are not passive recipients. They co-create goals, contribute knowledge, interpret their own experiences and participate in decisions about the support process.
3	Connect personal and professional development	Confidence, wellbeing, social participation, language, decision-making and access to support can directly influence progress towards employment, entrepreneurship and other professional goals.
4	Build on strengths and resources	The approaches help users identify what they already know, what has worked before, which relationships and institutions can support them, and which capacities can be mobilised for the next step.
5	Use flexible and tailored pathways	Programmes are more relevant when their intensity, methods, topics and professional inputs are adapted to changing circumstances rather than delivered as a fixed sequence.
6	Combine individual, group and community dimensions	One-to-one mentoring or counselling can be strengthened through peer networks, group dialogue, community activities, excursions and connections with wider services or opportunities.
7	Use experiential and non-formal methods	Creative exercises, city-based language learning, participatory dialogue and practical workshops allow participants to learn through experience and connect new knowledge with everyday life.

No.	Key learning	Meaning for practice
8	Maintain feedback throughout implementation	Continuous dialogue, progress check-ins and bi-directional feedback support timely adjustment and help users recognise movement towards their goals.
9	Monitor both personal and professional change	Relevant progress may include professional competences and employment-related outcomes as well as self-confidence, autonomy, participation, coping and leadership.
10	Connect users with a wider ecosystem	Empowerment is strengthened when users gain access to organisations, professionals, peers, institutions, services and community opportunities beyond a single programme.

6.1 Complementarity of the approaches

The exchange confirmed that psychosocial, educational, community and professional-development methods do not need to operate separately.

RCT's work demonstrates how wellbeing, strengths and support networks influence the ability to set and pursue goals.

CSC's examples show how dialogue, community participation and experiential learning can create ownership and inclusion.

ACT Group's methodology shows how these capacities can be translated into a structured development pathway supported by mentoring, expertise, monitoring and ecosystem connections.

Shared conclusion

A holistic empowerment programme can combine psychosocial support, participatory learning, practical skills, individual planning, peer or community connection and access to professional opportunities. The exact combination should be adapted to the beneficiary group and implementation context.

7. Recommendations for implementing similar practices

The following recommendations are derived from the examples and discussion presented during A7.3. They are intended to support adaptation rather than direct replication.

1. Begin with a structured but participatory assessment.

Explore needs, aspirations, skills, barriers, existing support systems and potential resources before deciding which activities or services to provide. Use both professional assessment and the beneficiary's own understanding of their situation.

2. Co-create goals and define realistic next steps.

Translate broad aspirations into specific and achievable objectives. Encourage users to identify what would indicate progress and what small action could move them forward.

3. Offer a tailored mix of support.

Combine only the elements that are relevant to the user or group: counselling, mentoring, language learning, skills modules, peer learning, community activities, creative methods or specialised professional advice.

4. Integrate personal and professional dimensions.

Do not assume that employment or entrepreneurship goals can be addressed independently of confidence, wellbeing, social connection, language, family responsibilities or access to services.

5. Use strengths, exceptions and resource mapping.

Help users recognise capacities, supportive relationships, previous successes and opportunities in their environment. These resources can provide the basis for goals and practical action.

6. Create active and experiential learning opportunities.

Use discussion, workshops, excursions, real-life tasks, creative exercises and community interaction so that participants can practise, test and apply new knowledge.

7. Build feedback and adjustment into the programme.

Invite regular feedback from users and practitioners, review progress and respond to emerging barriers. Adapt the support pathway when needs or circumstances change.

8. Connect users to peers, services and professional ecosystems.

Map and activate links with organisations, institutions, specialists, local communities and other beneficiaries. Support should help users expand their network rather than remain dependent on a single provider.

9. Monitor changes that matter to the user and the programme.

Combine professional or employment-related indicators with personal indicators such as self-confidence, autonomy, participation, leadership, coping or progress towards individual goals.

10. Document and share the methodology.

Retain presentation materials, workshop outlines, examples, learning resources and implementation notes so that practices can be transferred, adapted and used for staff or partner capacity building.

1. Engage and assess Needs, aspirations, barriers, resources and baseline	2. Co-design Goals, priorities, roles and a realistic development pathway	3. Implement Tailored combination of individual, group and community support	4. Review and adapt Progress checks, participant feedback and problem solving	5. Connect and sustain Ecosystem links, future resources and continuation of progress
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8. Transfer to future contexts

The practices are potentially relevant to programmes supporting refugees, migrants, women facing barriers to participation, people living in communities with fewer resources, social entrepreneurs, non-governmental organisations and other groups requiring tailored support. Transfer should preserve the central principles while adapting the language, format, intensity, professional inputs and community connections to the specific context.

The most transferable element is not a single technique but a sequence:

- understand the person and context;
- involve the user in defining goals;
- combine internal strengths with external resources;
- provide a tailored mix of support;
- review progress;
- and connect the user with wider opportunities.

9. Conclusion

A7.3 achieved its planned purpose by enabling the three partner organisations to exchange and discuss examples of good practice in empowering users to plan and realise personal and professional goals. The activity combined presentation of methods with practical demonstration and joint reflection.

The exchange showed that the partner approaches are distinct but mutually reinforcing. RCT contributes psychosocial, strength-based and creative methods; CSC contributes dialogic, participatory and experiential learning; and ACT Group contributes structured assessment, mentoring, professional support and impact measurement. Together, they support a holistic understanding of empowerment that connects wellbeing, participation, learning, goal planning and access to opportunities.

The key recommendation is to adapt these elements into coherent and flexible support pathways in which beneficiaries are active participants, progress is monitored and personal development is connected with professional and social inclusion. The presentation materials, workshop outline and photographs accompanying this report provide practical evidence and resources for future implementation.

10. Annexes :

1. RCT PPT

2. ACT Group PPT

3. CSC PPT



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