



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Greek State Scholarship's Foundation (IKY). Neither the European Union nor Greek State Scholarship's Foundation (IKY) can be held responsible for them.

Integrating Refugee and Migrant:

2025



HELP VET

**A Practical Guide for VET
Professionals**

Prepared by

**DIGITAL IDEA
Greece**

**DEINDE SP. Z O. O.
Poland**

**CEKDEV ACADEMY
Türkiye**



Free Publication



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Greek State Scholarship's Foundation (IKY). Neither the European Union nor Greek State Scholarship's Foundation (IKY) can be held responsible for them.

A Practical Guide for VET Professionals

within the project "Experience-exchange to Help VET Professionals Integrate Refugee Children into the Local Community"

Language version: English



CC BY-SA

This license enables reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. CC BY-SA includes the following elements:

BY: credit must be given to the creator.

SA: Adaptations must be shared under the same terms.

<https://creativecommons.org/share-your-work/ccllicenses/>

PROJECT CONSORTIUM



Digital Idea
Scientific Association

DIGITAL IDEA
LEADER
GREECE

www.digitalidea.gr



CEKDEV ACADEMY
PARTNER
TURKEY

<https://cekdev.com>



DEINDE SP. Z O.O.
PARTNER
POLAND

<https://deinde.pl>

Contents

CHAPTER 1: INTRODUCTION	4
CHAPTER 2: THEORETICAL OVERVIEW	7
2.1 Migration trends and the refugee context.....	9
2.2 Key challenges for inclusion in VET	11
2.3 Legal and policy frameworks.....	13
2.4 Case studies in practice	15
Conclusion	17
CHAPTER 3: RESEARCH FINDINGS AND CONCLUSIONS	18
3.1 Summary of the literature review	20
3.2 Key findings from interviews and surveys.....	21
3.3 Identified barriers and needs	23
3.4 Good practices and local innovations	25
Conclusion	27
CHAPTER 4: INCLUSIVE TEACHING APPROACHES	28
4.1 Creating an inclusive learning environment	29
4.2 Working with families and communities.....	38
4.3 Key strategies	38
4.4 Supporting psychological well-being and social integration.....	39
4.5 Key strategies	39
Innovative features of the CEKDEV model.....	40
CHAPTER 5: INNOVATIVE SOLUTIONS AND APPROACHES.....	41
5.1 Digital tools for language development	42
5.2 Interactive teaching methods and gamification	44
5.3 Trauma-informed educational practices.....	46
Conclusions	47
CHAPTER 6: BEST PRACTICES FROM PARTNER COUNTRIES.....	50
6.1 Case study: Apprenticeship initiatives for refugees in Poland.....	51
6.1.1 Examples of integration programs in schools.	52
6.1.2 Examples of VET integration programs.....	52
Conclusions	54
6.2 Case study: Apprenticeship initiatives for refugees in Turkey.....	55
6.2.1 Emotion Canvas – Reflective emotional education program.....	55

6.2.2 Family Café – Platform for joint reflection by parents and teachers	55
6.2.3 Certification program for teachers with knowledge of traumatic experiences.....	56
6.2.4 Empowerment Week – Creative Expression and Community Participation.....	56
6.2.5 Cultural Bridges – Intercultural student cooperation program	56
6.2.6 Bridge to Belonging – Supporting the transition to school for young refugees.....	57
Conclusions	57
6.3 Case study: Apprenticeship initiatives for refugees in Greece	57
6.3.1 Case study: Greek community integration programs	58
6.3.2 Examples of integration programs in schools and adult education.....	60
6.3.3 Integration programs for vocational education and training.....	62
Practical advice for VET providers:.....	64
CHAPTER 7: PRACTICAL TOOLS, ACTIVITIES, AND MODELS	66
7.1 Practical tools and activities from Greece.....	67
7.1.1 Language development exercises	67
7.1.2 Problem-solving scenarios and role-playing	68
7.1.3 Group activities for building social bonds	68
7.1.4 Classroom assessments and progress monitoring	69
7.2 Practical tools and activities from Poland	69
7.2.1 Language development exercises	69
7.2.2 Problem-solving scenarios and role-playing	73
7.2.3 Group activities for developing social bonds	74
7.2.4 Classroom assessments and progress monitoring	75
Conclusions	76
7.3 Practical tools and activities from Turkey	76
7.3.1 Practical tools for implementing psychosocial support.....	77
Conclusions	79
APPENDIX	80
Lesson scenario "Greetings and farewells"	81
Assessment checklists.	83
Checklists for students, classified by CEFR activity	85
Example templates for language teaching.....	93
Basic vocabulary card template	93
Template for creating sentences.....	94



HELP VET

Conclusion	96
References.....	97



**Co-funded by
the European Union**

CHAPTER 1:

INTRODUCTION



Vocational education and training (VET) providers are at the forefront of Europe's response to the growing educational diversity resulting from migration, the refugee crisis, and global crises. For thousands of students, refugees, and migrants, vocational education and training institutions are not only places for developing skills and creating employment pathways, but also social environments that foster identity, security, and a sense of belonging. In this context, educators are entrusted with responsibilities that extend far beyond teaching; they are mentors, spiritual guides, and cultural mediators.

This guide was developed in response to the complex and often overlooked emotional and social challenges faced by refugee students in VET. While policy discussions typically focus on access to education or language learning, a significant gap remains in the development of practical, psychosocial support frameworks tailored to vocational settings. The project consortium aims to bridge this gap with this comprehensive, evidence-based, and tested resource.

The underlying philosophy of this guide is that academic learning cannot take place without emotional safety. Students who have survived war, trauma, forced migration, or long-term displacement often carry psychological burdens that render traditional classroom models inadequate or even harmful. Anxiety, post-traumatic stress, social withdrawal, and identity fragmentation are not uncommon. These are not just individual struggles, but systemic challenges that require systemic solutions.

The consortium proposes that VET institutions should be redefined as learning communities centered on healing and well-being. This transformation begins with the recognition that trauma is not a personal failure, but a collective experience that manifests itself within institutional structures. Educators and administrators must be equipped not only with pedagogical skills but also with tools for emotional literacy, trauma responsiveness, and intercultural sensitivity.

This guide is designed for a diverse audience of professionals and decision-makers, including vocational training teachers, career guidance counselors, psychologists, social workers, school principals, NGO staff, and policymakers. Whether they are located in urban centers or rural regions, and whether they work in formal education or non-formal training programs, readers of this guide share a common challenge: creating learning environments where all learners—regardless of their background—can feel safe, visible, and supported.

Throughout the guide, emphasis is placed on the three interrelated dimensions of support that the consortium considers essential: emotional well-being, social inclusion, and educational engagement. These are not separate goals but overlapping areas that must be addressed together. A trauma-informed school climate, for example, also improves attendance and learning. A culturally inclusive curriculum strengthens social cohesion. A strong peer support system enhances both mental health and academic resilience.

The structure of this guide reflects this integrated perspective. It begins in Chapter 2 with a theoretical overview of refugee education in Europe, mapping macro-level trends, gaps in service provision, and evolving policy frameworks. Chapter 3 presents a synthesis of the project's research findings, including information from interviews with educators, refugee students, and caregivers in multiple countries.

Chapter 4 focuses on inclusive teaching strategies, with CEKDEV contributing two key sections: 4.2 on family and community involvement and 4.3 on psychosocial support. These chapters reveal CEKDEV's three-level model—covering universal, group, and individualized interventions—which was developed and refined through years of practical experience in Turkish VET schools.

In Chapter 5, the project partners present innovative digital tools, trauma-informed practices, and gamified methods. Chapter 6 offers best practices from each participating country, including successful



programs such as "Emotion Canvas" and "Family Café." These initiatives are not theoretical pilot applications—they are real interventions with measurable results.

Chapter 7 shifts the focus to implementation. It provides specific tools, lesson plans, reflection worksheets, and activity templates that professionals can download, adapt, and implement. These resources are designed to be accessible, low-cost, and scalable, especially in resource-limited settings.

The guide concludes in Chapter 8 with appendices and reference materials that support further exploration. It includes templates, workshop outlines, and guidance for creating cross-sector partnerships. The final section is not an endpoint but an invitation: to continue the work of creating inclusive, healing, and empowering VET for all learners.

A key feature of this guide is its modular structure. Readers are encouraged to move freely between chapters based on their institutional roles or specific needs. A school counselor may start with psychosocial support strategies, while a VET trainer may go directly to classroom activities.

The guide is not a rigid manual, but a flexible toolkit.

Another distinctive quality is the perspective of those involved. Throughout the guide, real stories, quotes, and observations from teachers, students, and support staff are incorporated. These ground the content in real life and serve as reminders that every statistical result reflects a personal journey – and every tool introduced here has been tested in real schools, with real students.

Ultimately, this guide is more than just a teaching aid. It is an invitation to redefine education as a form of social solidarity. At a time when refugee waves, division, and inequality dominate the headlines, VET institutions can become places of connection, healing, and transformation—if we choose to make them so.

Through this guide, the consortium hopes to empower educators not only with tools, but also with a mindset:

A mindset that focuses on empathy, cultural humility, and systemic care. Education should not merely prepare young refugees for the labor market but should prepare society to welcome them as whole, resilient, and valuable members of the community.

Below is a fully structured and detailed English version of all chapters of the e-book under the leadership of the consortium. Each chapter summary is enriched with clear objectives, target topics, and specific content descriptions.

CHAPTER 2:

THEORETICAL OVERVIEW



Chapter 2 presents a comprehensive synthesis of the key findings from the national research conducted as part of the HELP-VET project. This chapter is designed to equip VET professionals with a deeper understanding of the practical challenges and opportunities associated with the integration of refugee and migrant children into vocational education and training (VET) systems.

Drawing on extensive desk research, interviews, and detailed surveys conducted across Poland, Turkey, and Greece, the chapter provides evidence-based information on the processes of integrating migrants and refugees. This knowledge reveals the complex dynamics of educators and learners within different educational settings. The chapter describes not only the practical difficulties faced by VET teachers, including language barriers, cultural differences, organizational challenges, and insufficient educational resources, but also highlights the expressed needs, expectations, and priorities of VET professionals and refugee families.

This chapter examines how overcoming language and cultural barriers through targeted language support programs and culturally sensitive pedagogical approaches can significantly improve educational outcomes.

It also discusses systemic solutions necessary for long-term improvements in VET institutions, including teacher training, capacity building, and adaptation strategies for the curriculum. Furthermore, the chapter recognizes the emotional and psychological challenges faced by refugee children and guides the integration of psychosocial support into educational practices to address trauma and facilitate emotional resilience.

This chapter examines real-life issues identified through rigorous analysis to support VET professionals in navigating the multifaceted landscape of refugee and migrant education. It is a critical resource for designing more inclusive, responsive, and effective educational strategies and practices tailored to promote better academic outcomes and smoother social integration for refugee and migrant children. Ultimately, this chapter empowers educators by equipping them with the knowledge, skills, and tools needed to turn challenges into meaningful learning experiences and successful integration outcomes.

2.1 Migration trends and the refugee context

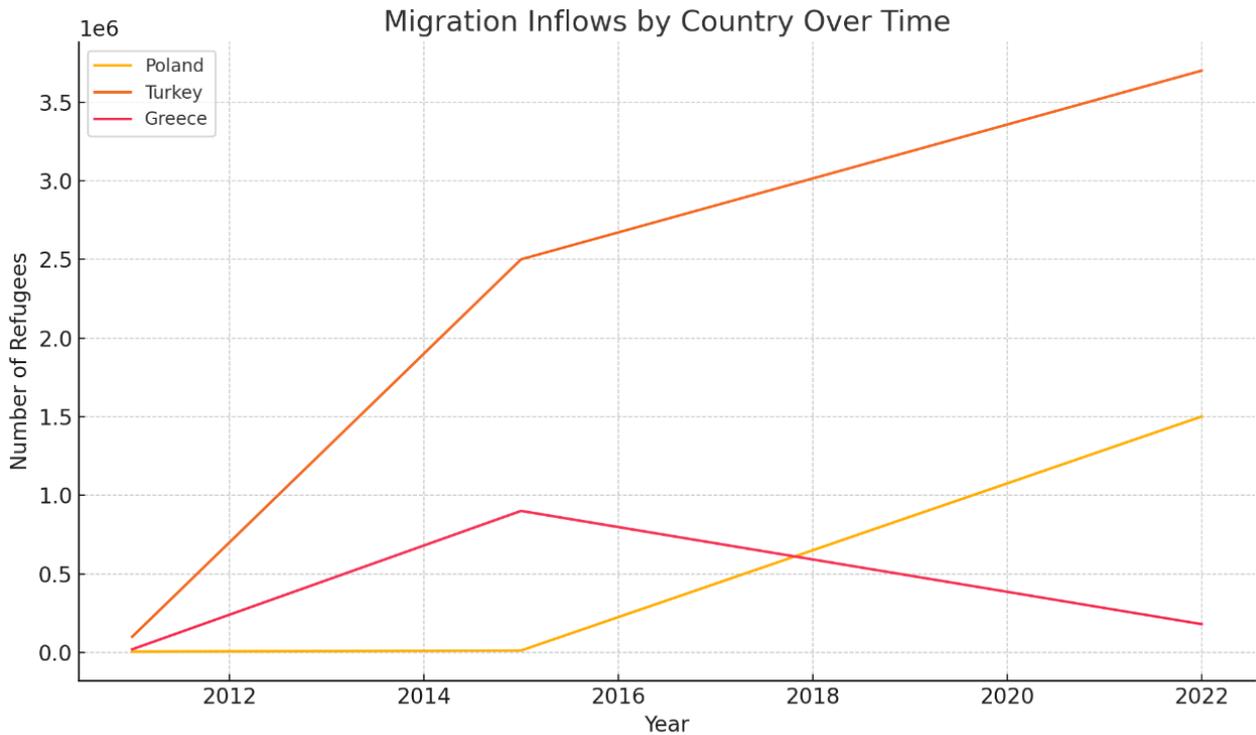


Figure 1: Migration flows to Poland, Turkey, and Greece (2011-2022)

Poland, Turkey, and Greece have experienced significant and evolving migration trends that have reshaped their demographic profiles and created new demands on education systems, particularly in vocational education and training (VET). Understanding these migration trends and the refugee context is essential for developing effective and inclusive responses tailored to the needs of refugee and migrant children.

In Poland, migration was not a significant policy issue until the country joined the European Union in 2004. Poland became a destination country for migrants, particularly after the outbreak of war in Ukraine in 2022. This conflict led to the rapid influx of more than 8 million Ukrainians, of whom approximately 1.5 to 2.5 million remained in Poland. Most of the new arrivals were women and children, creating an urgent need for accessible childcare, school education, housing, and healthcare services. Polish educational institutions, which were largely unprepared for such a demographic shift, faced the immediate challenge of integrating thousands of children who did not speak Polish into classrooms. While emergency measures enabled rapid enrollment in public educational institutions, long-term strategies for language learning, social integration, and academic support are still in the development phase.

Turkey, as the world's largest refugee host country, has welcomed over 3.6 million Syrians under temporary protection, in addition to migrants from Afghanistan, Iraq, and other regions. Since 2011, Turkey has implemented various policies to manage this influx, ranging from emergency humanitarian aid to more structured long-term integration plans. Despite these efforts, barriers such as language learning, limited access to formal education, and economic marginalization remain persistent problems. The Turkish VET system is gradually adapting to these realities, recognizing the critical role of inclusive and multilingual education in supporting refugee children and preparing them for future employment. In recent years, Turkey

has increased its investment in teacher training, curriculum development, and digital education platforms to support inclusive education.

Greece has been a key entry point into the European Union, particularly during the 2015 migration crisis. The influx of refugees, mainly from Syria, Iraq, and Afghanistan, put pressure on local infrastructure, especially on the Aegean islands. Although significant EU support and policy reforms have facilitated improvements, the Greek education system continues to face challenges, including overcrowded schools, limited staff training, and a lack of resources to support refugee students. The country's VET sector has only recently begun to systematically address these gaps through pilot programs, intercultural training, and increased cooperation between NGOs and public education providers. In particular, initiatives such as afternoon preparatory classes and mobile support teams have provided essential transitional pathways for refugee students.

In all three countries, demographic changes have underscored the pressing need to develop inclusive education systems that can cater to students from diverse cultural, linguistic, and socioeconomic backgrounds. The integration of refugee children into VET institutions requires not only language training and curriculum adaptation, but also emotional and psychological support to address trauma and facilitate long-term development. These measures must also take into account the mobility and uncertainty of refugee populations, where frequent relocations or changes in legal status can disrupt educational continuity.

Furthermore, these trends reveal deeper structural problems: from a lack of specialized teaching staff to the absence of culturally sensitive curricula. Migration has also underscored the need for enhanced cooperation among schools, local communities, and public authorities to ensure a unified response to these challenges. Importantly, comparative information between Poland, Turkey, and Greece highlights the value of sharing strategies, particularly about digital learning tools, trauma-informed teaching, and parent and community involvement. International support from the European Union and global NGOs is crucial to strengthening national responses and ensuring that integration efforts are responsive and sustainably integrated into national education frameworks.

As migration continues to shape the social and educational landscape in Europe and beyond, VET professionals must remain informed and flexible. By recognizing the broader context of the refugee crisis and related migration trends, educators can design more effective practices and environments that support all learners, regardless of their background or origin.

2.2 Key challenges for inclusion in VET

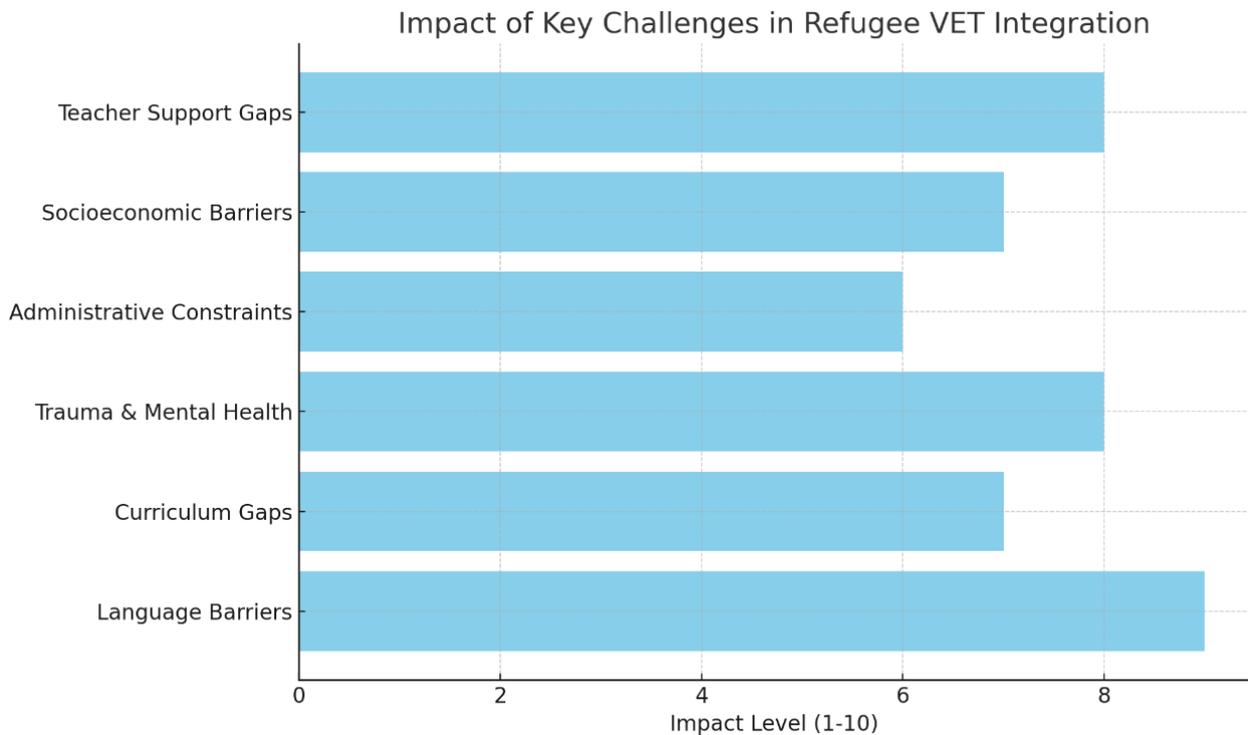


Figure 2: Relative impact of key integration challenges faced by refugee and migrant students in VET

Refugee and migrant children face a multitude of interrelated challenges when integrating into VET systems. These challenges span the areas of language, education, institutions, and the psychosocial sphere, and require individualized responses from educators, policymakers, and support networks.

Language barriers and educational gaps

The language barrier is one of the most persistent obstacles in all three countries. Without sufficient knowledge of the host country's language — Polish, Turkish, or Greek — refugee students often struggle to understand instructions, communicate with their classmates, or perform well in assessments. These challenges are exacerbated when students have interrupted their schooling or have limited prior formal education, resulting in varying levels of literacy. Language gaps affect academic outcomes and hinder students' ability to participate in social and professional activities, increasing their risk of exclusion.

Curriculum adaptation and teaching constraints

VET teachers often face difficulties in adapting standardized curricula to linguistically and culturally diverse classes. Multi-level classes with students at different academic stages require differentiated teaching, which can be challenging to implement due to limited training and resources. Additionally, there is a noticeable lack of translated and culturally appropriate teaching materials, as well as support for teachers to develop effective lesson plans and assessment methods. These shortcomings are most acute in technical and vocational courses, where practical terminology can be complicated for newcomers.

Trauma and emotional distress

Many refugee students carry with them experiences of trauma. These psychological burdens can affect concentration, motivation, and behavior in the classroom. Teachers are often unprepared to manage these impacts, as trauma-informed pedagogy training remains rare. The lack of school counseling services or

psychosocial support mechanisms limits schools' ability to respond to these needs. Furthermore, the stigma surrounding mental health can discourage both students and their families from seeking help, creating additional barriers to practical support.

Institutional and administrative constraints

In many areas, VET providers are not fully equipped to respond to the specific requirements of refugee integration. This includes insufficient training of teachers in intercultural skills, the absence of permanent support structures, and reliance on ad hoc funding or short-term programs. Fragmented coordination between education authorities, NGOs, and community partners hinders the provision of coherent services. Sometimes, eligibility restrictions or bureaucratic barriers prevent refugee students from enrolling in vocational training programs or accessing complementary support services.

Socio-economic pressures and incentives

Some refugee children view their stay in host countries as temporary, which reduces their motivation to learn the language or invest in long-term educational goals. This perception is reinforced when families live in isolated camps or face legal uncertainty. These socioeconomic conditions affect school attendance and contribute to a lack of participation in VET programs. Financial insecurity and the need for children to contribute to household income are also barriers to consistent school attendance and participation.

Gaps in VET staff support

Teachers report a need for professional development in areas such as working in multilingual classrooms, managing cultural diversity, and implementing trauma-informed teaching. In many cases, support is inconsistent and not sustainable. Teachers often feel isolated in their efforts and rely on personal commitment rather than systemic support. Opportunities for peer learning, mentoring, and collaborative problem-solving are scarce, despite their proven effectiveness in other integration contexts.

Inequalities in technology and resources

Access to digital tools and educational technology remains uneven. In some settings, refugee students and their families do not have the devices, internet connection, or digital skills needed to benefit from e-learning platforms. Similarly, VET teachers may not have the necessary training to use digital tools effectively, which limits their ability to offer blended or distance learning solutions, particularly in times of disruption such as the COVID-19 pandemic.

Conclusion

Complex and overlapping challenges shape the integration of refugee and migrant students into VET programs. Addressing these challenges requires a holistic approach that includes language training, flexible curricula, trauma-informed teaching, and cross-sectoral collaboration. Continued investment in teacher development, inclusive school environments, and enhanced coordination with local communities and refugee and migrant support services is crucial to creating VET systems where all students, regardless of their background, can thrive.

2.3 Legal and policy frameworks

Table 1: Comparative overview of national legal and policy frameworks

Country	Key policies	Inclusion measures	Main gaps
Poland	Temporary protection for Ukrainians (2022), alignment with the EU	Simplified access to education, language support	Lack of national strategy, limited training for teachers
Turkey	Temporary Protection Regulation (2014), open-door policy (2011)	Transition to public schools, Migrant Education Units	Uneven implementation, overburdened system
Greece	Law 3907/2011, Law 4375/2016, Reception classes	Reception classes, language, and psychosocial support	Understaffed schools, resources

National legal frameworks, institutional structures, and international policy obligations greatly influence the integration of refugee and migrant children into VET systems. Poland, Turkey, and Greece have developed different, but sometimes overlapping, approaches to managing migration and asylum, with varying effects.

Greece has undergone significant legislative reform over the last decade. With the enactment of Law 3907/2011 and Law 4375/2016, national asylum procedures were aligned with the European Union's Common European Asylum System (CEAS). These laws led to the creation of the Greek Asylum Service and the Reception and Identification Service. Although these developments were intended to systematize asylum procedures, frequent legal changes and funding instability have limited their effectiveness. The Immigration and Social Integration Code (Law 4251/2014) provides the general framework for third-country nationals, covering entry, residence, and certain social rights, although gaps in implementation remain. Greece has also introduced measures to integrate migrants into education, including the creation of reception classes and language support programs in schools serving large migrant populations. However, many schools face implementation difficulties due to insufficient staff, irregular school attendance, and a lack of cultural mediation services.

At the EU level, directives such as the Reception Conditions Directive and the Asylum Procedures Directive set minimum standards for the asylum process and support services. The 2016 EU-Turkey Statement, which aims to reduce irregular migration, further complicates asylum management, affecting the speed and conditions of refugee children's access to education. Funding under the Asylum, Migration and Integration Fund (AMIF) and the European Social Fund Plus (ESF+) supports integration efforts. However, concerns remain about the continuity of projects and the sustainability of resources.

Turkey operates under the Temporary Protection Regulation established in 2014, following its 'open door policy' since 2011 for Syrians fleeing the civil war. Although this framework provides access to healthcare, education, and employment, the reality on the ground often differs due to high demand, limited resources, and administrative capacity issues. Educational provisions for refugee children in Turkey include schooling in camps and integration into public schools. The Ministry of National Education has also established Migrant Education Units and has supported the transition of refugee students from temporary education centers to public schools in the general education system. However, implementation varies by

region, and many children remain outside the system due to language barriers, financial difficulties, or legal uncertainty.

Poland has faced a rapid influx of refugees, particularly since the war in Ukraine. Although the country does not have a unified national integration strategy, recent legal adjustments have aimed to facilitate school enrollment procedures for children from Ukraine. Emergency legislation in 2022 simplified the conditions for residence and access to education for Ukrainian nationals. However, support remains fragmented, with no central educational framework in place for integrating international students. Much of the legal framework is shaped by temporary protective provisions based on EU regulations, such as the Temporary Protection Directive. However, challenges persist due to a lack of long-term legal clarity, inadequate teacher training, and limited infrastructure to support refugees. Municipalities and schools are often responsible for interpreting and implementing measures without overall national coordination.

International influence and coordination

In all three countries, international and non-governmental organizations play a crucial role in complementing government efforts. In Greece, for example, NGOs such as METAdrasi and the United Nations High Commissioner for Refugees offer language courses, legal assistance, and psychosocial support. In Turkey, organizations such as UNICEF, GIZ, and Save the Children support teacher training, develop educational materials, and provide services to children who lack access to the formal education system. With language courses taught by volunteers, fundraising campaigns, and mutual aid groups, Poland has seen an increase in civil society engagement, particularly in response to the Ukrainian refugee crisis.

EU-funded initiatives such as Erasmus+, AMIF, and national programs under the European Education Area aim to improve integration outcomes and develop teachers' capacities. However, many of these initiatives are project-based and for a limited duration, raising questions about their scalability and sustainability.

Barriers to effective implementation

Although national policies reflect varying degrees of commitment and capacity, they face common obstacles to implementation, including administrative fragmentation, shifting policy priorities, limited cross-sectoral cooperation, and a shortage of specialized professionals trained in refugee education. There is also a general need to improve data collection and monitoring of the educational progress of refugee students. To translate legal commitments into effective educational outcomes, more straightforward guidelines, cooperation between different stakeholders, and sustained investment in infrastructure and professional development are needed.

In conclusion, while legislative and policy frameworks exist to support the integration of refugees and migrants into VET, their success depends on coherent implementation, adequate resources, and continuous adaptation to changing demographic and geopolitical conditions. Strengthening the link between policy and practice remains critical to ensuring equal access to quality education for all learners.

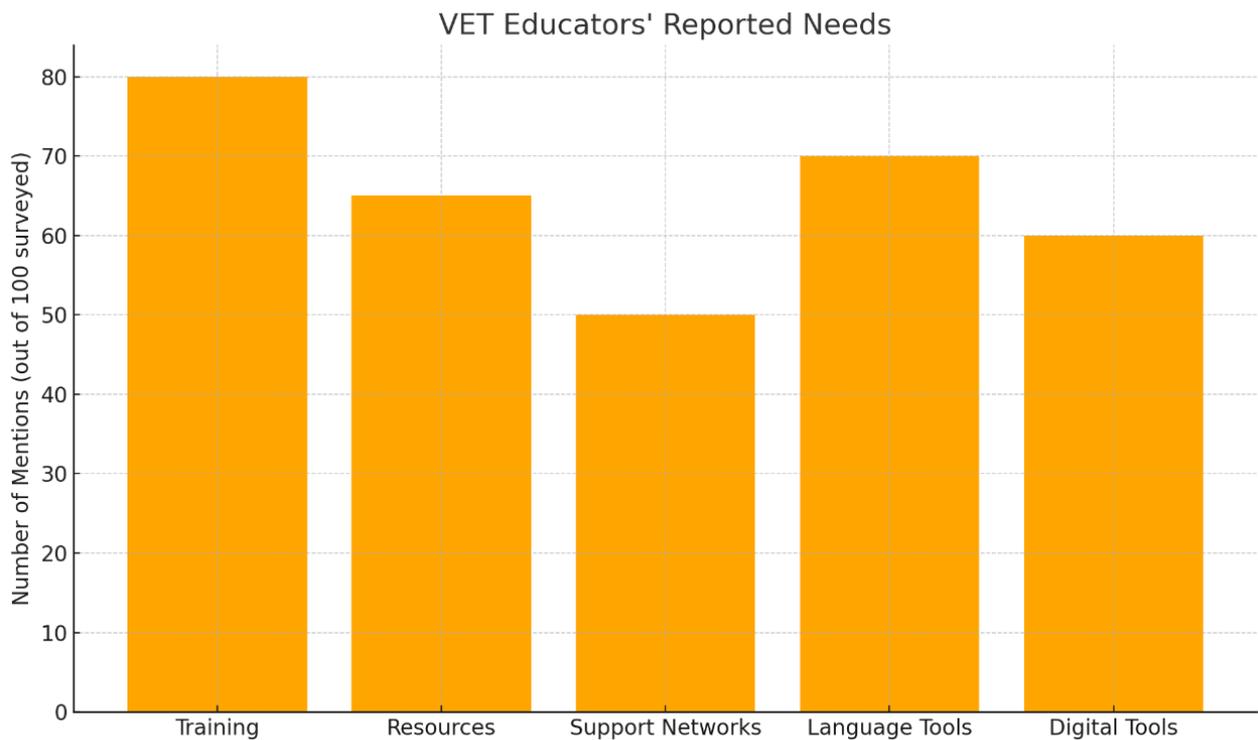


Figure 3: The most frequently reported needs of VET teachers supporting refugee inclusion

2.4 Case studies in practice

This section presents real-life case studies from Poland, Turkey, and Greece, which demonstrate how VET institutions, municipalities, NGOs, and international organizations are responding to the challenges of integrating refugee and migrant children. Each example highlights a different context, presenting innovative strategies, cross-sectoral cooperation, and adaptive solutions that have improved educational and social outcomes. These cases aim to inspire and inform VET professionals by showing what can be achieved when integration is approached with creativity, empathy, and strategic planning.

1st Case study: Poland, Local school adapts to Ukrainian refugees

Location: Lublin, Eastern Poland

Context: After the outbreak of war in Ukraine in 2022, a vocational school in Lublin quickly took in over 200 Ukrainian students, most of whom spoke little or no Polish.

Measures taken:

- Collaboration with a university to recruit Ukrainian-speaking volunteers.
- Training for teachers on trauma-informed pedagogy.
- Mentoring and extracurricular integration programs were launched.

Results: Over 75% of refugee students felt welcome and supported within six months.

2nd Case study: Turkey, Digital vocational training for young people from Syria

Location: Gaziantep, southeastern Turkey

Context: Young refugees, especially girls, faced barriers to participating in face-to-face VET programs.

The following measures were taken:





HELP VET

- Pilot implementation of digital VET in culinary arts and programming.
- Distribution of tablets and internet access in homes.
- Combination of courses with language learning and distance coaching.

Results: Over 600 registrations in the first year. 40% of participants found internships or work as freelancers.

3rd Case study 3: Greece, Reception classes and NGO cooperation

Location: Athens

Context: Refugee children faced difficulties in regular VET courses due to language and cultural barriers.

Measures taken

- Reception classes were set up to teach the Greek language.
- Cooperation with METAdrasi to provide cultural mediators.
- Training of teachers in intercultural teaching through the Erasmus+ program.

Results: Dropout rates were halved, and the approach was adopted at the national level.

4th Case study: Poland, Municipal coordination in Krakow

Location: Krakow, Poland

Context: Refugee enrolments are unevenly overburdening local schools.

Measures taken:

- Creation of a coordination office to balance school capacity.
- Sharing of mobile teaching and *counseling* resources between districts.
- Organization of intercultural community events to support integration.

Results: Improved equitable distribution of resources, increased family participation in school life.

5th Case study: Turkey, Vocational training for refugee women

Location: Izmir, Turkey

Context: Refugee women faced barriers to employment and lacked formal education.

Measures taken:

- Textile, handicraft, and language courses offered through a local VET center.
- Provided on-site childcare and training to raise awareness of rights.

Results: Training for more than 300 women. Many of them started small businesses or joined cooperatives.

6th Case study 6: Greece, Integration in rural areas through VET

Location: Thessaly Region, Greece

Context: Young refugees in rural areas did not have access to vocational training programs.

Measures taken:

- Collaboration with local farms for practical training in agriculture.
- Combination of language learning and technical training.
- NGOs helped with transportation and cultural orientation.

Results: Several students secured apprenticeships and improved relations with the local community.

These case studies demonstrate that flexible, context-sensitive, and collaborative approaches can lead to significant integration outcomes. They also highlight the importance of investing in sustainable structures, teacher support, and student-centered policies.



Co-funded by
the European Union

Conclusion

The integration of refugee and migrant children into VET systems in Poland, Turkey, and Greece is a multidimensional process shaped by migration trends, institutional frameworks, classroom realities, and broader socio-political dynamics. This chapter has examined these dimensions in detail and identified key challenges, such as language barriers, trauma, uneven policy implementation, and limited teacher support.

Despite these obstacles, examples of effective practices demonstrate that change is possible. Inclusion policies, well-coordinated local responses, targeted teacher training, and strong community involvement have successfully improved the access, retention, and outcomes of refugee students.

This chapter highlights the importance of a holistic, learner-centered approach for VET professionals. Addressing educational inclusion is not solely a pedagogical task. It is a social responsibility that requires empathy, adaptability, and collaboration. By staying informed and active, educators can serve as key agents of positive transformation in increasingly diverse learning environments.

Based on the research findings and case studies in Chapter 2, this chapter provides practical tools and strategies to support VET professionals in creating inclusive, culturally sensitive, and trauma-informed learning environments for refugee and migrant students. Based on research and tried-and-tested practices, Chapter 3 provides educators with methods and resources that address the diverse and evolving needs of learners from backgrounds affected by trauma.

These tools can be adapted to different educational settings and student profiles. Central to this chapter is the recognition that refugee, migrant, and immigrant students are not a homogeneous group; their experiences, strengths, and challenges vary greatly. Therefore, inclusive education must be both flexible and sensitive. The strategies presented here aim to improve access to education and promote equality, resilience, and active participation for all learners. VET professionals are encouraged to use these tools as a basis for creating more inclusive, empathetic, and dynamic classrooms.

The chapter is structured around the key pillars of inclusive VET: language and communication, social and emotional learning, curriculum adaptation, digital tools, and community involvement.

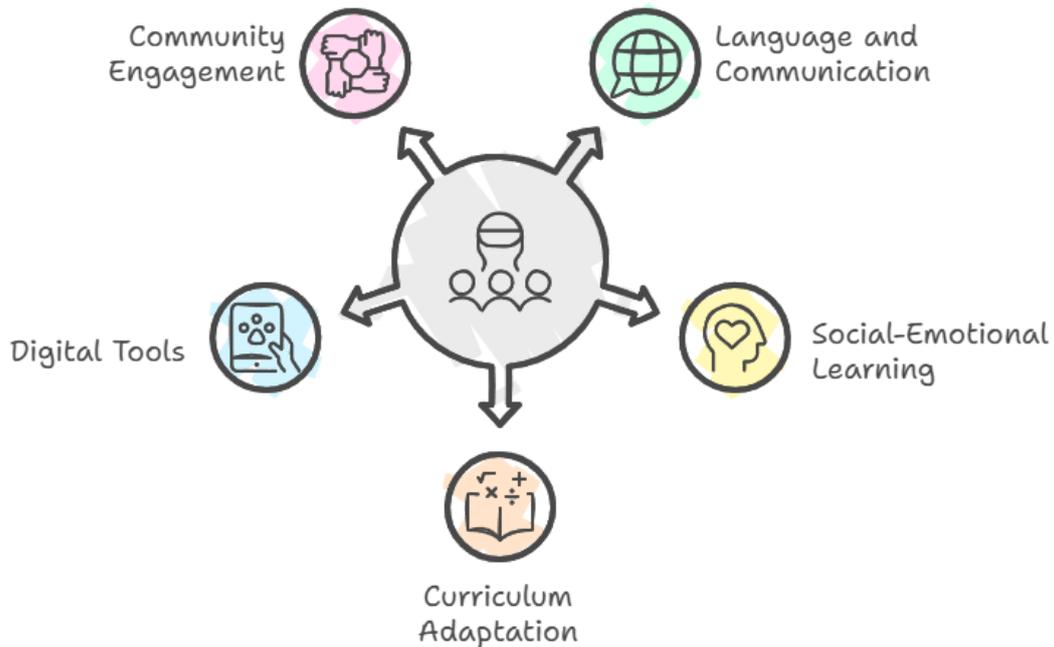
CHAPTER 3:

RESEARCH FINDINGS AND CONCLUSIONS



Based on the research findings and case studies in Chapter 2, this chapter provides practical tools and strategies to support VET professionals in creating inclusive, culturally sensitive, and trauma-informed learning environments for refugee and migrant learners. Based on research and tried-and-tested practices, Chapter 3 provides educators with methods and resources that address the diverse and changing needs of learners from traumatized backgrounds.

Inclusive VET Education Strategies



These tools can be adapted to different educational settings and student profiles. A central element of this chapter is the recognition that refugee, migrant, and immigrant students do not constitute a homogeneous group; their experiences, strengths, and challenges vary greatly. Therefore, inclusive education must be both flexible and sensitive. The strategies presented here aim to improve access to education and promote equality, resilience, and active participation for all students. VET professionals are encouraged to use these tools as a basis for creating more inclusive, empathetic, and dynamic classrooms.

The chapter is structured around the key pillars of inclusive VET: language and communication, social and emotional learning, curriculum adaptation, digital tools, and community involvement.

3.1 Summary of the literature review

Exploring Educational Inclusion for Displaced Learners



Key findings

- **Policy and system readiness:** In all three countries, education systems were under pressure due to the volume and diversity of refugee and migrant students. While legal provisions generally allow access to school, the readiness of systems remains uneven, particularly in VET. Poland and Greece lack comprehensive national integration strategies, whereas Turkey operates within a more structured framework for temporary protection. Significant differences in readiness were observed between urban and rural areas.
- **Language and learning barriers:** The language gap between students and teachers is a recurring challenge. There are a few tailored language learning programs in the VET system, and existing materials are often inadequate or not adapted to the professional environment. This limits participation and success in VET programs, especially in technical fields where specialized terminology is essential.
- **Teacher readiness and training:** VET teachers in all three countries report a need for targeted training in working with diverse classes, traumatized youth, and students who have interrupted their formal education. Inclusive teaching tools and multilingual resources are also limited. Many teachers express frustration at being expected to support inclusion without adequate preparation or institutional support.
- **Inequalities in infrastructure and resources:** Schools face significant inequalities in infrastructure and support resources. In many areas, classes are overcrowded, and access to psychological services, educational materials, or interpretation support is inadequate. These inequalities are more pronounced in rural and disadvantaged areas. Access to digital learning tools is also uneven, which exacerbates inequalities.
- **Non-formal and NGO initiatives:** Without coherent national policies, NGOs, international organizations, and local authorities often fill the gap. This includes language support, intercultural mediation, extracurricular learning, and psychosocial care. Although valuable, these efforts are often temporary, dependent on donations, and lack long-term sustainability planning.

- **Legal and social status issues:** The legally uncertain status of many refugee and migrant students affects their schooling and long-term planning. Issues related to documentation, housing, and financial insecurity also affect educational continuity. In some cases, students are unable to progress to upper secondary or post-secondary education due to legal or bureaucratic problems.

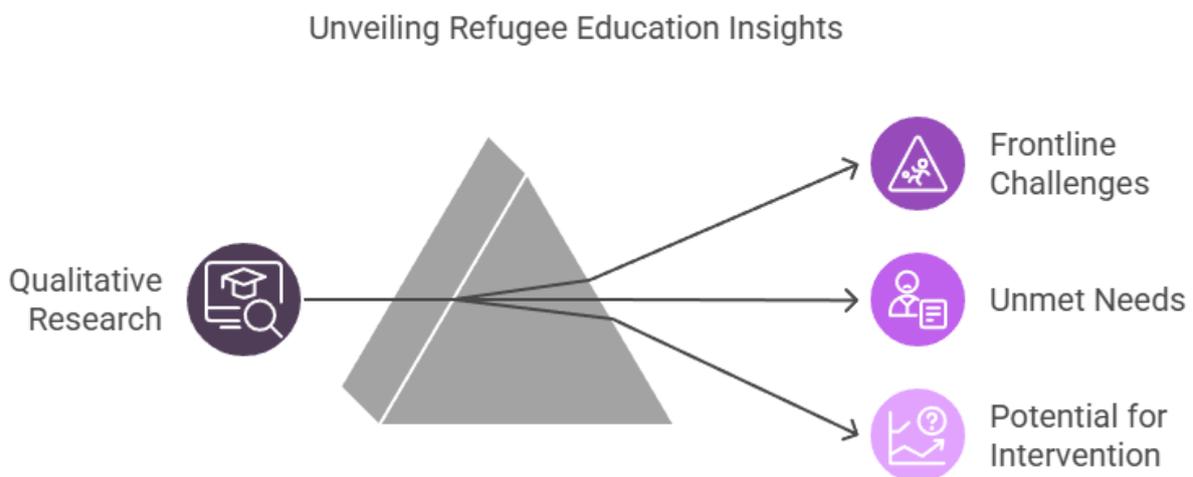
Findings from the transnational comparison: Although national contexts differ, common trends emerged. While regional inequalities remain, Turkey appears to be more advanced in implementing central integration policies. Poland, which has recently received many refugees, relies heavily on emergency measures, while Greece continues to manage a protracted migration situation with limited resources. All countries recognize the importance of inter-institutional cooperation and the need for sustainable funding.

Conclusions from the desk research: The desk research highlights the strong need for systematic, long-term planning in the education of refugees and migrants in the context of VET. There is consensus in all three countries that integration requires a multi-level approach combining policy alignment, professional development, resource investment, and an inclusive school culture. It is equally important to recognize the psychosocial needs of students and provide them with language and professional support tailored to their background and aspirations.

The findings of the literature review phase laid the foundations for the subsequent qualitative research and the development of this guide. They emphasize that improving the educational experiences of refugee and migrant students in VET is not simply a matter of access, but also of creating pathways to inclusion, participation, and future opportunities.

3.2 Key findings from interviews and surveys

The qualitative research phase of the HELP-VET project, which included interviews and surveys conducted with VET professionals, administrators, and support staff in Poland, Turkey, and Greece, provided in-depth perspectives on the real conditions of refugee and migrant education. These insights complement the findings of the literature review, revealing the challenges faced by those involved, unmet needs, and opportunities for meaningful intervention in the context of vocational training.



Issues that emerged from the interviews:

- **Language and communication challenges:** The vast majority of teachers cited language barriers as the most immediate and persistent obstacle in all countries. These academic and social challenges hindered



students' ability to participate in classroom discussions, collaborate with their peers, and adapt to everyday life.

- **Mental health and emotional well-being:** Teachers often encountered students who had experienced traumatic events or continued to live in unstable and unsafe conditions. Symptoms such as anxiety, withdrawal, and concentration difficulties were common. Many institutions were unable to provide consistent psychological support, and teachers expressed a strong need for training on trauma issues.
- **Cultural integration and classroom dynamics:** Participants reported that cultural differences, ranging from educational expectations to gender norms, often led to misunderstandings and friction in the classroom. Teachers requested organized support to promote an inclusive classroom culture and facilitate intercultural dialogue.
- **Professional isolation and burnout:** Teachers felt isolated in their support of refugee and migrant students. With limited access to organized training or collaboration with colleagues, many relied on personal initiative. The emotional cost of these efforts, especially without adequate institutional support, was often cited as a source of professional stress and burnout.

Key findings of the survey:

- Approximately 70% of teachers who participated in the survey stated that they had not received any specific training before starting to work with refugee or immigrant students.
- Over 80% wanted professional development in three key areas: second language support, trauma-informed approaches, and intercultural competence.
- Respondents also highlighted administrative barriers, such as a lack of translated materials, insufficient availability of interpreters, and inflexible curricula that left little room for adaptation.
- Staff in urban areas reported better access to NGOs and complementary services, while teachers in rural areas noted that they felt unsupported and had limited resources.

Country observations:

- In **Poland**, the sudden and massive arrival of Ukrainian refugees in 2022 created a considerable demand for immediate response measures. Many teachers took on new responsibilities with minimal guidance or support in planning their lessons.
- In **Turkey**, while national frameworks are more established, the scale of the refugee population puts constant pressure on public services. Some areas benefit from well-structured programs, but others operate with minimal coordination.
- In **Greece**, prolonged exposure to the refugee situation has led to the gradual development of policies, but their implementation remains uneven. Educators in areas with high migrant density highlighted fatigue and the need for stable, long-term solutions.

Recommendations from the sector: Educators and stakeholders highlighted several immediate priorities:

- Expanding access to ongoing, specially tailored professional development.
- Introducing language and cultural mediators in classrooms and guidance offices.
- Promoting peer learning among teachers across schools and countries.
- Integrating flexible curricula and teaching methods that incorporate language.

Conclusion: The views recorded in the interviews and surveys highlight the central role of teachers in facilitating integration and their vulnerable position in systems with limited resources. Their views underscore the importance of capacity building, effective coordination among actors, and sustained investment. As a basis for policy and practice, these findings suggest that the effective integration of refugees and migrants into VET must be designed in collaboration with those who implement it daily.



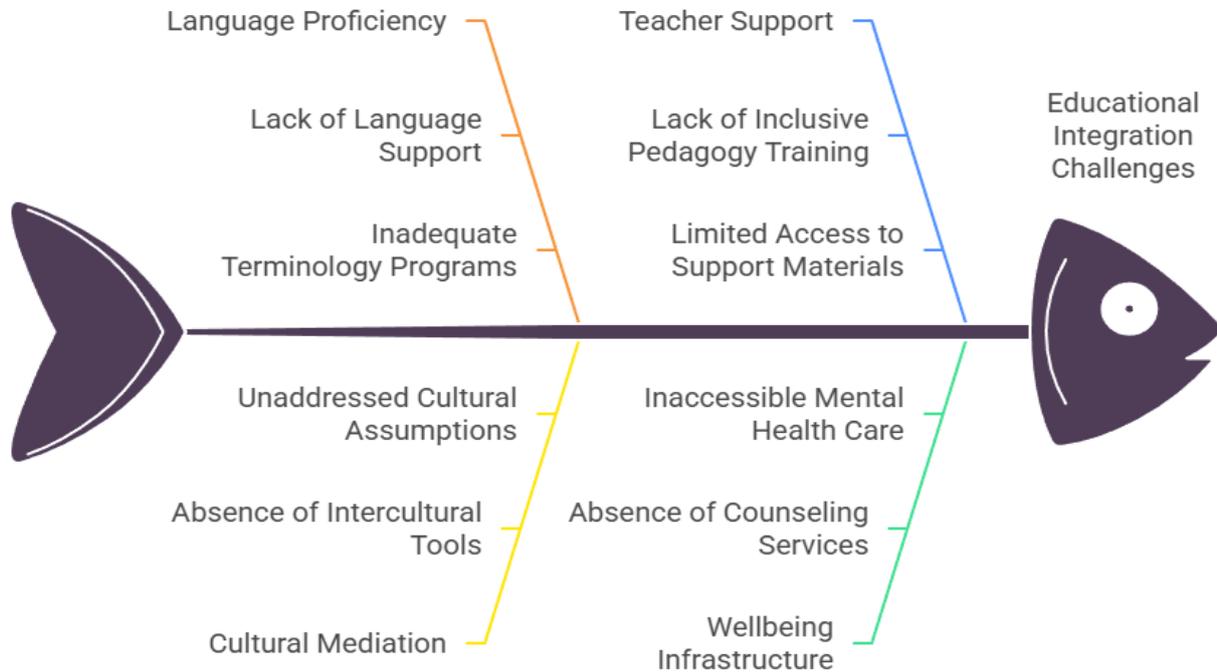
3.3 Identified barriers and needs

Based on the findings of desk and field research, this section identifies the most pressing barriers to the integration of refugee and migrant learners into VET systems, as well as the key needs expressed by educators and stakeholders in Poland, Turkey, and Greece. These challenges hinder access to education and limit the long-term success and integration of students into the vocational training landscape.

Barriers to educational inclusion:

- **Language proficiency:** A significant challenge in all countries is the lack of adequate language support in VET systems. Language tools are often limited in scope and not well-suited to the professional environment, resulting in students being unable to participate in training fully. Furthermore, the absence of structured language programs tailored to the terminology and practices of specific professions creates a significant barrier to understanding and practical participation.
- **Inadequate cultural mediation:** The lack of structured intercultural tools and mediators makes it difficult for teachers to address cultural misunderstandings, contributing to social isolation and poor communication in the classroom. In many cases, cultural assumptions about learning styles, gender roles, and classroom behavior are not addressed, which can hinder inclusion and lead to learning problems.
- **Limited support for teachers:** Teachers often lack training in inclusive pedagogy, second language acquisition, and trauma-informed education. Teachers often report feeling inadequately equipped and unsupported, and often rely on personal initiative rather than guidance from VET providers.
- **Inadequate infrastructure for well-being:** Students' emotional and psychological needs are often not met due to the absence of counseling services, protocols for dealing with traumatic experiences, and consistent psychosocial support. In schools where support staff are available, demand often far exceeds capacity, and referral pathways to mental health professionals are not always accessible or reliable for families.
- **Fragmented resources and implementation:** Even when good practices or tools exist, they are rarely integrated into formal curricula or professional development systems. As a result, their adoption remains inconsistent and largely dependent on individual initiative or the involvement of local NGOs. Teachers emphasized the need to integrate practical tools into institutional workflows and teacher training systems.

Barriers to Educational Integration in VET Systems



Additional barriers identified in specific contexts:

- **Mobility and school dropout:** Frequent moves due to housing instability or the implementation of migration policy disrupt continuity of learning. Students often enter and leave training programs mid-cycle, making it difficult to track their progress.
- **Legal and administrative complexities:** Students may not have the required documents for enrollment or may face unclear eligibility requirements for certification, graduation, or placement.
- **Parental involvement and support from home:** Teachers noted that some students do not receive academic support at home due to their parents' limited language skills, work commitments, or lack of knowledge about the host country's education system.

Expressed needs of teachers and institutions:

- **Access to central resources:** Teachers called for the creation of national or regional platforms providing multilingual materials, teaching guides, and case studies for inclusive teaching in VET. These should include professional glossaries, illustrated material, and ready-made lesson modifications.
- **Continuous professional development:** Respondents emphasized the need for long-term training programs, peer-to-peer networks for sharing experiences, and mentoring systems for exchanging inclusive teaching strategies. Short workshops were considered insufficient; teachers want models of continuous learning and reflective practice.
- **Integration of language and VET content:** Teachers need support in designing and delivering lessons that integrate language learning into vocational training, especially in practical, experiential settings. Access to co-teaching models and collaboration between language and subject teachers was highlighted as particularly beneficial.



HELP VET

- **Strong institutional partnerships:** To create holistic support structures, stronger collaboration between schools, NGOs, public services, and mental health professionals is needed. Integrated service models, in which schools act as community hubs, were cited as promising practices.
- **Policy clarity and support:** Unclear or inconsistent policies on student enrollment, assessment, and eligibility continue to be a challenge for VET providers. Teachers are calling for more straightforward guidelines and legal protection to support inclusive practices. They emphasized the importance of national frameworks that extend beyond responding to emergencies and enable long-term planning and preparedness.

Conclusion: Although various tools exist to support inclusion in VET, they are often fragmented, underutilized, or limited in scope. The lack of central repositories and systematic training for VET professionals means that many of these tools do not reach the educators who need them most. To move forward, there is a clear need to curate, adapt, and scale up the most effective resources while ensuring that teachers receive ongoing support for their effective implementation.

3.4 Good practices and local innovations

In response to the many challenges described in the previous sections, teachers, NGOs, and institutions across Poland, Turkey, and Greece have developed innovative and context-sensitive solutions to promote the inclusion of refugee and migrant students in VET settings. This section presents selected examples of grassroots initiatives and local adaptations that have proven to have a positive impact.

Mentoring programs in Poland: Mentoring systems have been introduced in various urban VET schools. In these systems, older students, often bilingual or with shared migration experiences, support younger refugee students. These programs help bridge language differences, reduce isolation, and create a welcoming school culture.

Mobile language support in Turkey: In areas with high student mobility, Turkish VET schools have trialed mobile language teaching teams that rotate between institutions. These teams offer targeted, short-term language instruction in professional settings, thereby enhancing students' ability to access practical training.

Vocational-oriented reception classes in Greece: Schools in Thessaloniki and Athens have integrated preparatory reception classes for young refugees, combining Greek language teaching with introductory vocational training. This dual approach strengthens language skills and motivation by linking language to tangible skills.

Digital tools co-created by educators: In all three countries, some schools and NGOs have collaborated to create multilingual digital tools tailored to the vocational environment. These include translated safety instructions, illustrated professional glossaries, and detailed guides for practical tasks.

Teacher learning circles: In rural areas of Greece and Poland, teachers have established informal professional learning communities to exchange strategies, reflect on their experiences, and jointly develop inclusive lesson plans. These circles promote peer learning and reduce professional isolation.

Collaborations with employers and community organizations: In Turkey, various VET providers have partnered with local businesses to offer internships to refugee students, pairing them with culturally sensitive mentors. These experiences support integration beyond the school setting and promote entry into the labor market.



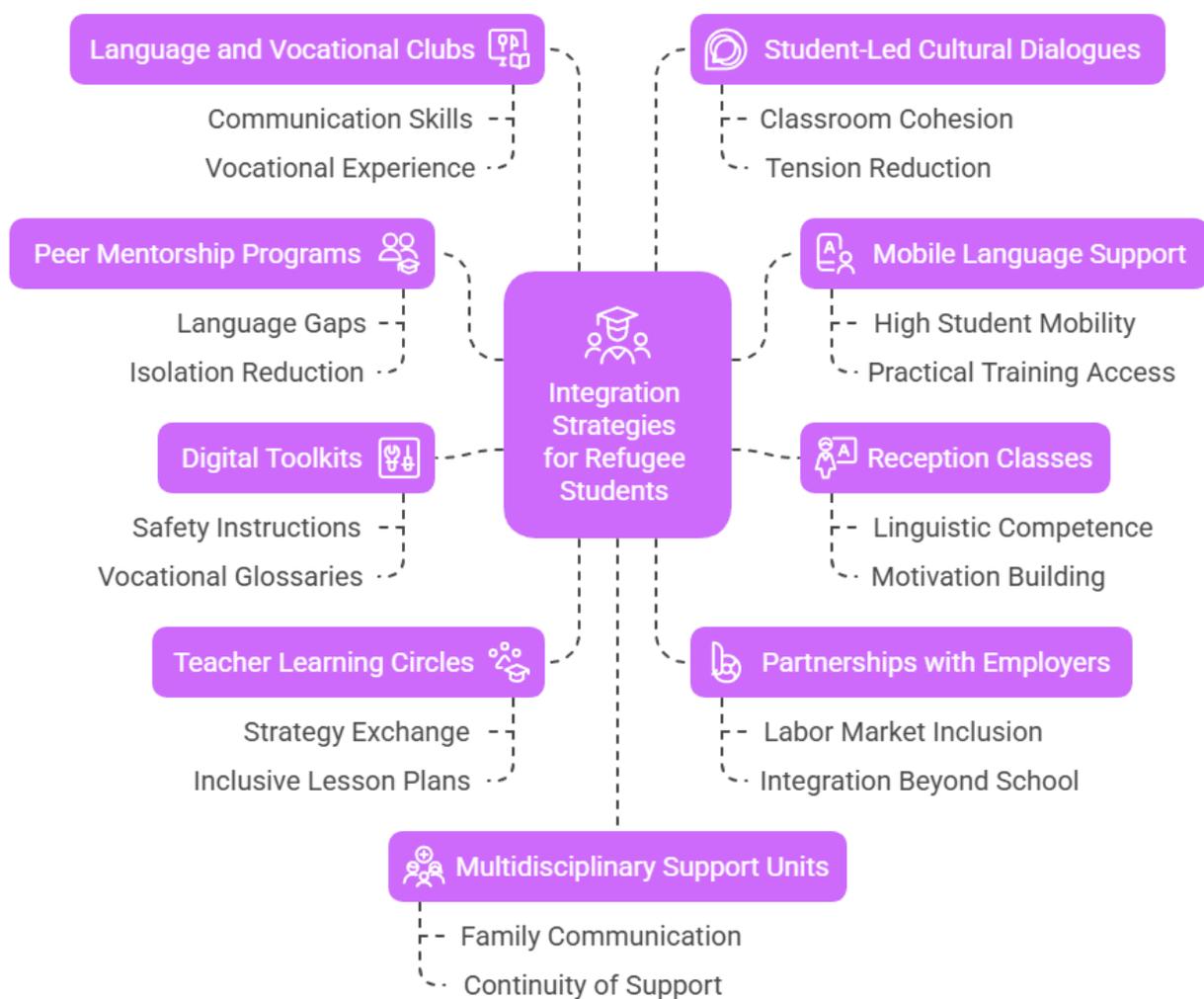
Co-funded by
the European Union



Language and vocational training clubs in Poland: Several VET providers have set up extracurricular clubs where language learning is integrated into practical activities such as cooking, sewing, or carpentry. These informal spaces provide a relaxed and non-judgmental environment where refugee students can develop their communication skills while gaining professional experience.

Student-led cultural dialogues in Greece: In schools with diverse student populations, dialogue sessions organized by students provide a space for discussion about cultural differences, shared values, and mutual respect. These sessions reduce tensions and promote cohesion in the classroom.

School-based multidisciplinary support units in Turkey: Some VET institutions have set up small teams of language teachers, social workers, and counselors to coordinate support for refugee students. These units provide regular case reviews, coordinate communication with families, and ensure continuity of support even when transitioning from one level of education to another.



These examples show that local innovation can lead to scalable and sustainable practices when supported and shared. They also highlight the potential of school-level actions, particularly when combined with institutional support and community engagement.



Conclusion

Chapter 3 highlighted the multifaceted challenges and promising responses for the inclusion of refugee and migrant learners in vocational education and training. Based on an extensive literature review, interviews, and survey data, the findings underscore the urgent need for systemic improvements in language support, teacher training, psychosocial services, and intercultural understanding.

Documented barriers, ranging from language differences and legal uncertainties to inadequate infrastructure, are being addressed by a growing field of innovative and local practices that demonstrate the potential for broader adoption. As the examples in section 3.4 show, practical solutions and community efforts can significantly support student inclusion and success, even in limited environments.

This chapter provides the basis for the strategies presented in Chapter 4. Henceforth, the focus will shift to providing specific tools and pedagogical approaches to VET professionals that respond to the realities discussed here, translating knowledge into action for inclusive and effective vocational education.

Systemic improvements needed for refugee VET



CHAPTER 4:

INCLUSIVE TEACHING APPROACHES



4.1 Creating an inclusive learning environment

Vocational education and training (VET) providers across Europe are increasingly serving refugee and migrant learners, offering new opportunities but also significant challenges. Recent research in Poland, Turkey, and Greece highlights the complexities of integrating young refugees into VET programs. These learners often face interrupted education, language barriers, and the trauma of displacement, all of which can hinder their full participation in learning. At the same time, VET teachers may feel inadequately prepared to address such diverse needs in their classrooms. It is therefore essential to create an inclusive learning environment that recognizes these challenges and works proactively to address them so that refugee and migrant students can develop alongside their peers.

Common barriers to inclusion: Refugee and migrant learners in VET face several barriers that can hinder their learning and inclusion:

- **Language barriers:** Limited proficiency in the language of the host country is the most frequently cited barrier. In surveys of VET staff, learning the host language (e.g., Greek) was identified as the most critical need for refugee integration. Language barriers affect classroom learning and social integration, as refugee students struggle to communicate with teachers and peers. In Greece, VET stakeholders noted that almost all refugee students face language difficulties, which in turn lead to social isolation and difficulty adapting to the education system. Similarly, in Poland and Turkey, teachers reported that language gaps make it difficult for refugees to access curriculum content and vocational terminology. Without adequate language support, refugee students may become disengaged or fall behind academically.



- **Traumatic experiences and psychological distress:** Many refugees have experienced traumatic events and disorders, which can manifest themselves in the classroom as anxiety, distrust, or difficulty concentrating. Research shows that refugees often have high levels of trauma that negatively affect their mental health and ability to learn. An adult refugee with a history of trauma may be in a constant state of "fight or flight," leading to hypervigilance, difficulty concentrating, and overreactions to normal classroom stimuli. These trauma-related behaviors can seriously impede learning. VET teachers in Turkey

emphasized the need for psychological support and teaching approaches that take into account the trauma experienced by refugee children. Without a trauma-informed approach, teachers may misinterpret these behaviors as indifference or misbehavior, rather than symptoms of past experiences.

- **Limited teacher readiness:** VET teachers face challenges in adapting curricula and teaching to different groups of students. Interviews with VET staff in Turkey and Greece revealed a lack of teachers trained to manage cultural and linguistic differences in the classroom. Teachers may feel inadequately equipped to teach students with varying levels of prior education, limited language skills in the host country, or differing cultural expectations of school education. This gap in teacher training can lead to reliance on trial-and-error approaches and additional stress for teachers. In one example, a teacher in Turkey attempted to differentiate assessments for students of different levels, only to find the workload "too much," with one hour of class feeling "like 3-5 hours" when trying to meet everyone's needs. Systematic professional development is needed to prepare teachers for the reality of multicultural, multilingual VET classrooms.
- **Systemic and structural constraints:** Broader structural factors often constrain inclusive education efforts. VET staff in Poland pointed out that refugees face many practical barriers to integration—legal complexities, finding housing and work, and accessing information—that no single institution can easily address. Support services are often scattered across different agencies, leaving refugees without a 'one-stop shop' location to receive assistance. This lack of coordination means that even motivated students may miss educational opportunities while trying to resolve daily settlement issues. Financial pressures also play a role: refugees who must work or manage family responsibilities may experience irregular attendance or drop out if VET programs cannot accommodate their circumstances. In Greece, many young refugees are housed in camps far from city centers and see the country as a temporary transit point, which significantly reduces their motivation to invest in local education. Teachers noted that some students do not attend classes or show apathy because they expect to move elsewhere.

Finally, discrimination and xenophobia in the community or even within schools can undermine refugees' sense of security. Studies confirm that bullying or harassment rooted in prejudice can erode the well-being and willingness of refugee students to attend classes. Therefore, an inclusive environment must also combat subtle and overt exclusionary behaviors.

Despite these challenges, evidence and experience have identified **effective strategies** and **promising practices** for significantly improving the integration of refugee and migrant learners into VET. The following sections outline practical approaches, informed by research findings and best practices in education, to help adult educators create a welcoming, supportive, and effective learning environment for all learners.

Inclusive teaching practices and strategies

Designing an inclusive VET classroom involves deliberate pedagogical strategies that address the diverse needs of refugee and migrant learners. Educators should adopt a flexible, learner-centered approach, utilizing methods that range from differentiated instruction to trauma-informed techniques.

Key inclusive practices include:

- **Intensive language support and multilingual resources:** Removing language barriers is fundamental to inclusion. Successful VET programs provide targeted language support alongside vocational training. This can mean offering preparatory language courses or ongoing language instruction tailored to the vocational content. Creating 'language-friendly' schools that value multilingualism helps learners feel that their native languages are an asset rather than a problem. For example, research on refugee education emphasizes the use of visual aids, gestures, and translated materials

to understand scaffolding until students become proficient in the language of instruction. Whenever possible, seek bilingual support: cultural mediators or teaching assistants who speak the students' native languages can bridge communication gaps and build trust. In one initiative, Lithuanian schools used Ukrainian-speaking teaching assistants to support Ukrainian refugee students, which greatly facilitated communication and helped students feel understood. Providing glossaries of key professional terms in multiple languages or allowing students to use bilingual dictionaries and online translation tools during lessons are simple steps to make content more accessible. A linguistically sensitive practice also means encouraging students to use their full linguistic repertoire (translanguaging) – for example, by first discussing a complex concept in their mother tongue before presenting it in the second language. Adopting multilingual resources enhances understanding and validates students' identities, demonstrating that their languages and cultures are valued and welcome in the classroom.

- **Culturally responsive and intercultural pedagogy:** Inclusive education goes beyond language to recognize students' cultural backgrounds. An intercultural pedagogical approach encourages educators to incorporate diverse cultural examples, respect different learning styles, and address biases. Research shows that when teachers employ culturally responsive teaching, placing students' cultural backgrounds at the center of instruction, it enhances engagement, motivation, and academic success for immigrant and refugee students. This approach involves incorporating students' prior experiences and cultural knowledge into the learning process. Teachers can invite students to share their perspectives, incorporate examples from students' countries of origin into lesson materials, and celebrate cultural holidays or contributions related to their professional field. Such practices help students feel seen and valued, fostering a sense of belonging. Essentially, culturally responsive teaching also validates students' native languages as "creative and powerful tools" for learning, rather than viewing them as deficits.

For example, a culinary arts instructor might encourage refugee students to demonstrate a cooking technique from their culture, or a woodworking teacher could discuss how woodworking is done in different countries. These connections make learning more relevant and affirm students' identities. Educators who adopt intercultural pedagogy report that it helps to counteract prejudice and build mutual respect in diverse classrooms. In practice, this may involve establishing classroom agreements that promote respect for differences, facilitating dialogue about cultural norms in the workplace, or utilizing group work to bring together students from diverse backgrounds, allowing them to learn from one another. The ultimate goal is to create a classroom culture where diversity is an asset for everyone's learning.

- **Trauma-informed teaching and psychosocial support:** Given the prevalence of trauma among refugee students, adopting trauma-informed practices is vital for an inclusive environment. Trauma-informed teaching begins with the understanding that behaviors such as withdrawal, aggression, or absenteeism may be linked to traumatic stress rather than a lack of motivation. Teachers are not expected to be therapists, but they can implement strategies in the classroom that provide emotional safety. Consistency and predictability in the classroom routine are crucial: students who have experienced chaos and uncertainty require a stable environment to feel secure. Starting each lesson with a clear agenda or maintaining a predictable schedule can help reduce anxiety. Attention to the physical space is also essential; for example, keeping the door open or ensuring ample light can help alleviate discomfort in confined, dark spaces. Minor adjustments, such as showing students where



to find water or take a break, can provide a sense of control and security. Building trust is an ongoing process. Teachers should be patient, calm, and empathetic, showing that the classroom is a safe space. Incorporating short mindfulness or grounding exercises can help anxious students stay present. One teacher noted that a one-minute guided breathing exercise at the beginning of class can calm students and improve focus.

Maintaining supportive relationships is also vital: students affected by trauma may respond better when they have a strong, positive connection with their teacher and peers. Teachers can encourage peer support through group work or buddy systems that pair refugee students with local students, building friendships that alleviate isolation. Additionally, engaging counselors or collaborating with mental health professionals for students who require extra support is a best practice.

Some schools have organized on-site counseling or referral systems for young refugees. The general principle is to ensure that emotional well-being is a fundamental element of learning. When students feel safe and supported, their ability to learn improves. Trauma-informed strategies often benefit all students by fostering a calmer and more empathetic classroom climate.

- **Differentiated and student-centered teaching: Refugee students in a classroom can range from those with high levels of education to those with significant gaps in their schooling,** requiring teachers to differentiate their instruction. Differentiated teaching involves varying teaching methods, materials, and pace to enable each student to engage appropriately with the content. This could include providing simplified reading materials or vocabulary lists for those still learning the language, while offering more complex tasks to advanced learners. It may also involve providing additional, specific, and practical activities for learners who struggle with theoretical concepts, a strategy that is often effective in VET settings. Flexible grouping of learners (sometimes by mixed peer learning ability, other times by similar needs for targeted support) is another form of differentiation. The goal is to avoid a one-size-fits-all approach. A recent review of refugee education emphasizes the development of individualized learning plans, where feasible, and the adaptation of assignments to accommodate different levels of prior knowledge. For example, suppose a refugee student in an engineering course has never formally studied mathematics. In this case, the instructor may provide additional basic math instruction or use calculators, while more prepared students can be challenged with advanced problems. Depending on their strengths, offering options can also allow students to choose between a written essay, an oral presentation, or a visual project to demonstrate a skill. While differentiation requires effort, it prevents students from feeling hopelessly lost or inadequately challenged. Teachers should also differentiate assessment methods. Some students may need extra time or alternative formats to demonstrate their learning accurately.

As noted, this effort alone can overwhelm teachers, so it is beneficial for teachers to share resources and strategies with colleagues (for example, co-developing a library of multilingual teaching materials or scaled assignments). With administrative support, VET institutions can plan courses flexibly or provide teaching assistants to help manage different groups. Ultimately, differentiated instruction ensures that refugee learners receive equal access to learning, meeting them where they are and helping each one progress.

- **Use of Cultural Mediators and Community Involvement:** Another effective practice is to utilize support outside the immediate classroom to assist with integration. Cultural mediators or community liaisons (often bilingual staff or volunteers from the refugee community) can serve as bridges between the school and families. They help communicate school expectations, translate

during parent or admission meetings, and mediate cultural misunderstandings. Their presence can significantly improve refugee students' comfort and learning levels, as families feel more connected to the institution. For example, some VET centers partner with local NGOs to provide interpreters or counselors to refugee students.

These mediators handle language translation and guide educators on cultural norms (for example, gender roles or religious practices) that should be respected in the learning process. Working with the broader community is equally important. Schools have successfully organized multicultural events, invited refugee families to share their crafts and cuisine, and arranged visits to workplaces where employers are open to hiring refugees. Such activities extend learning beyond the classroom and signal to students that they are valuable members of the community. They also prepare local peers and teachers to be more understanding and welcoming. In Italy, for example, schools that integrate young refugees from Ukraine have organized regular meetings with families and encouraged students to share their stories and culture, promoting mutual understanding and support. The involvement of community organizations can provide additional resources; libraries can offer bilingual books, local businesses can donate equipment or internship opportunities, and refugee-led associations can provide role models or teachers. By drawing on cultural mediators and community partnerships, VET programs create a support network around refugee students, rather than leaving integration solely to each classroom teacher.

Through these practices—language support, cultural responsiveness, trauma-informed care, differentiation, and community involvement—educators can take significant steps toward inclusion.

Each strategy addresses a different aspect of the learner's experience and, together, they create a holistic approach to ensure that refugee and migrant students feel safe, understood, and capable of succeeding in VET.

Promising initiatives and tools in practice. Innovative initiatives have emerged in various countries and institutions to support the integration of refugees into vocational education. These examples provide practical inspiration and demonstrate that inclusive strategies can yield positive results:

- **Integrated Vocational and Language Training Programs:** Combining language learning with vocational skills training has proven effective. A promising model comes from Turkey, where integrated cooking training programs at vocational education and training schools bring together local and refugee students to learn cooking skills while engaging in language and cultural exchanges. In these programs, instructors integrate basic language instruction (such as food-related vocabulary in Turkish) into the practical cooking curriculum, and refugees share dishes from their own cuisines. This dual-focus approach enhances vocational skills and social integration, as students build friendships over shared meals and group work. Evaluations of such initiatives note improved language acquisition and confidence among refugee students, who feel they are gaining tangible skills without having to wait to perfect the language first. Similar integrated models are being tested in other areas, such as construction workshops that combine language teaching with trade instruction. These programs exemplify how curriculum flexibility can address multiple needs simultaneously.
- **Multilingual professional resources and toolkits:** Educators have recognized the value of profession-specific educational materials adapted for refugees in Greece. A recent recommendation is to develop **thematic tools** that combine language and vocational training, mainly bilingual or trilingual manuals for various professions. For example, a toolkit for electrical engineering might contain



diagrams and instructions in Greek alongside Arabic or Dari translations, so that refugees can learn technical terms in both languages. By collaborating with experts and refugee learners to create such resources, VET institutions ensure that the materials are culturally and linguistically accessible. There are also a growing number of open educational resources for refugee education, such as multilingual story databases and visual dictionaries for technical terms. These tools help standardize support and can be shared across institutions. Teachers in Poland, for example, noted the lack of consolidated information for refugees; toolkits and central resources are one way to fill this gap. Additionally, digital tools are being increasingly utilized, including language learning apps tailored to specific professional terminology, online platforms offering courses in multiple languages, and educational videos with subtitles. Such resources enable learners to continue learning outside the classroom at their own pace and convenience. The key is to ensure that the content is relevant to professional goals, keeping learners motivated by linking language development to career preparation.

- **Interpersonal mentoring and peer support systems:** Some VET schools have launched peer mentoring programs, where local students or more experienced refugees mentor newcomers. In Germany and other countries, "buddy" initiatives pair a native student or an advanced second-year apprentice with a newly arrived refugee student. Friends help newcomers to the school routine by orienting them, translating basic information, and serving as study partners. This accelerates the adjustment of newcomers and enhances empathy and leadership skills in mentors. One outcome reported from such programs is that refugee students feel a greater sense of belonging and are less likely to drop out of school. Conversely, mentors often develop intercultural competence and pride in helping others. Group projects that combine refugees and non-refugees can serve a similar purpose of connection. For example, a woodworking class could assign teams to create a small project together, ensuring that each team has a mix of backgrounds, the shared goal and collaboration help break down social barriers. Over time, these peer connections combat social isolation (a significant issue for refugees) and replace it with peer support networks.
- **Teacher Training and Communities of Practice:** Recognizing that teacher readiness is crucial, several promising initiatives focus on professional development. In Austria, a program has been developed to train teachers to recognize and overcome "deficit thinking" about refugee students—that is, to shift their perspective from focusing solely on students' limitations to emphasizing their strengths and potential. This training includes workshops on intercultural communication, managing trauma in the classroom, and second language acquisition strategies.

Similarly, in France, the Ministry of Education has introduced a three-part training course for teachers on understanding trauma and addressing the emotional needs of refugee children in school. These capacity-building efforts equip teachers with specific techniques (such as those discussed earlier) and the confidence to implement them. In addition to formal training, informal networks of teachers have shown promise. For example, as part of the HELP VET project outcomes, teachers in Greece suggested that teachers regularly share practices and challenges through online forums or local meetings to exchange solutions for difficult classroom situations. The creation of digital communities of practice, such as social media groups or dedicated platforms for VET teachers working with migrants, allows for the rapid exchange of lesson plans, translation tips, or simply moral support. This networking ensures that no teacher feels alone in facing these challenges and accelerates the spread of innovative practices across schools and regions. When teachers in different countries present successful strategies (for example, how a Polish school created an evening language workshop for



refugees or how a Turkish teacher modified a curriculum), their peers elsewhere can adapt these ideas to their own context.

- **Whole-institution programs and multiple stakeholders:** Some inclusive education initiatives take a comprehensive approach, involving individual educators, the entire institution, and external partners. A notable example is the '**Coordinated Support Teams**' model used in parts of Sweden, where schools form interprofessional teams comprising teachers, school psychologists, social workers, and language specialists to collectively support refugee students. These teams meet to discuss each student's academic progress, social-emotional well-being, and any practical needs (such as health concerns and housing referrals), ensuring that support plans are comprehensive and holistic. This model emphasizes that schools alone cannot meet all needs—coordination with health and social services is essential. In many cases, NGOs and government agencies play a critical role. For example, in Turkey, VET staff interviewed emphasized the need for better coordination between government agencies and local institutions to address resource shortages and avoid duplication or gaps in services. One result of this advocacy has been partnerships in which NGOs provide additional language courses or job placement assistance to VET graduates, thereby complementing the school's efforts. Similarly, government support is essential for scaling up successful pilot programs. For example, if a cultural orientation workshop organized by an NGO proves helpful in one VET center, education authorities can fund its expansion to others. In Poland, the Red Cross and other organizations are collaborating with VET institutions to conduct information sessions for refugees on their educational and employment pathways, aiming to demystify the system and provide incentives for participation.

Such partnerships bridge the gap between policy and practice, ensuring that inclusive education is supported by a framework of regulations (such as flexible curriculum policies, funding for language support teachers, recognition of foreign qualifications) and community services (such as counseling, legal assistance, or housing support). A multi-stakeholder approach also means involving refugees in program design. Several initiatives now employ refugees as staff or advisors, improving relevance and trust.

Looking at these initiatives, a clear theme emerges:

Inclusion is a collective effort.

Effective programs often combine multiple elements, such as educational accommodations, teacher training, student support services, and external partnerships, to create an ecosystem that enables refugee learners to thrive. Adult educators in VET can draw on these examples and tools, adapting them to their own context. Even small steps, such as using a bilingual glossary or creating a monthly teacher roundtable on inclusive practices, can be part of a broader change that makes VET more accessible and equitable.

Collaboration and support at all levels

Creating an inclusive learning environment for refugees is not the sole responsibility of individual teachers. It requires collaboration between different levels of the education system and beyond. The importance of multi-level collaboration is consistently emphasized in both research and practice. Key collaborative actions include:

- **Institutional Collaboration:** Within VET institutions, school principals, teachers, counselors, and support staff should collaborate to design inclusive policies. This may include administrators adjusting schedules to accommodate language support classes during the day or guidance counselors collaborating with teachers to address a student's absences by understanding the situation at home.



A whole-school inclusion policy can set the tone, for example, by declaring the school a non-discrimination zone and outlining steps for resolving conflicts if incidents occur. Schools can also develop partnerships with local employers to support refugee students, such as mentoring or internship programs, ensuring that what is taught in the classroom connects to opportunities outside. School leadership should allocate resources (time, budget, staff) to support teacher training and student services for refugees. When the entire institution prioritizes inclusion, initiatives are more likely to be sustainable and effective.

- **Government and Policy Support:** Government policies enable (or hinder) inclusive VET environments. Supportive policies could include providing additional funding to schools to hire bilingual teachers or interpreters, establishing national guidelines for the inclusion of refugee students, and ensuring that refugees have a legal right to access vocational training (including those awaiting asylum decisions). In the countries studied, stakeholders requested more top-down support, such as curriculum adaptations and formal teacher training programs for teaching refugees. Governments can also facilitate integration by offering language courses for adult refugees (so that the burden does not fall entirely on VET programs) and by recognizing foreign qualifications or partial studies so that refugees can enter programs at the appropriate level.

Long-term funding is crucial: international reports note that enrolling all refugee children and youth in education requires significant, sustained funding, and current shortfalls undermine the expansion of inclusive programs. Advocacy from educators to policymakers is essential. VET staff can highlight on-the-ground needs (for example, funding for trauma counseling or more flexible training pathways) to feed into national action plans. A positive development in some European countries has been the creation of **national coordination bodies or observatories** for refugee education, which collect data and best practices and advise ministries. Such efforts keep refugee inclusion on the agenda and promote evidence-based strategies on a large scale.

- **NGOs and community organizations:** Non-governmental organizations, including international agencies and local charities, are often key allies for VET trainers. They can provide expertise, additional manpower, or targeted programs that complement formal education. For example, NGOs may organize after-school language classes, weekend cultural orientation sessions, or tutoring programs that reinforce what refugees learn in VET classes. In many places, NGOs also facilitate trauma counseling or support groups for young refugees—services that schools may not be able to provide on their own. Working with NGOs can help address barriers outside the classroom, such as access to housing assistance, healthcare, and legal advice. By referring students to these services, educators ensure that students' basic needs are met, improving their readiness to learn. The HELP VET project is a product of this collaboration, bringing together partners from across Poland, Greece, and Turkey to share knowledge and develop tools for VET teachers. One of the project's recommendations is to establish channels for ongoing cooperation and the exchange of best practices among **VET institutions, NGOs, and government agencies**. This could be joint workshops, conferences, or an online hub where resources and case studies are shared (for example, the EU's "Refugee Education Hub in Europe" was created as a central repository of research and practical resources). The more the various agencies coordinate their efforts, the more coherent and comprehensive the support for each refugee learner becomes.
- **Refugee and student participation:** A sometimes overlooked but critical aspect of collaboration is the participation of students in shaping an inclusive environment. Refugee students can be



encouraged to express their needs and provide feedback, perhaps through a student committee or periodic forums where they can safely discuss what helps them learn and what additional support they need. Some VET programs have begun to include refugee graduates or older students as advisors or assistants, given their first-hand understanding of the challenges.

Their insights can inform program adjustments (for example, a graduate may suggest that offering childcare during classes would help more refugee mothers to attend, information that external stakeholders can act on). Inclusion works best when it is done with refugees, not just for them. This empowerment aligns with a broader shift in integration work, where refugees are seen as partners in their education, bringing resilience and skills to enrich the learning community. Studies have shown that refugees often demonstrate remarkable adaptability and determination in education, especially when they feel a sense of ownership over their learning process. Educators can harness this potential by involving students in peer-to-peer learning, asking for help in developing multicultural content, or encouraging them to create associations (such as a cultural exchange club or a native language literacy group) within the institution.

Collaboration at all these levels—classroom, institution, community, and policy—creates a strong support system for inclusive VET education. Greek research notes that addressing the multifaceted issues of refugees "requires collaborative efforts involving multiple stakeholders to strengthen support structures." When teachers, school principals, government officials, and community partners coordinate, the result is a smoother integration process for students. For example, a refugee student in a well-coordinated environment may receive language lessons from a volunteer program, emotional support from a counselor funded by the Department of Education, on-the-job training opportunities through a local business partnership, and culturally sensitive classroom experience from a teacher who has undergone specialized training. Each piece reinforces the others.

Conclusion

Creating an inclusive learning environment in VET for refugee and migrant learners is undoubtedly challenging but deeply rewarding and increasingly necessary. Experiences from Poland, Turkey, and Greece, as well as insights from educators and researchers worldwide, demonstrate that VET institutions can become powerful engines of inclusion with the right strategies and support. By understanding common barriers, such as language and trauma, educators can better comprehend the experiences of refugee students and implement targeted measures to address these needs. By adopting inclusive practices such as differentiated instruction, intercultural pedagogy, and trauma-informed teaching, they can transform the classroom into a space where all students have the opportunity to succeed. By reaching out to collaborate with colleagues, communities, and policymakers, they ensure that inclusion is not a one-time effort but a sustainable and systemic commitment.

For the adult educator, the tone of everyday teaching can change. More flexibility, listening, observation, and co-learning so that the result is a more dynamic and responsive learning experience. Refugee and migrant learners bring a wealth of diversity, knowledge, and resilience that, when recognized, can enrich learning for the entire class. As a guide to culturally responsive teaching, students become more engaged and motivated when they see their identities and languages valued in the school environment. In turn, this engagement leads to better academic and professional outcomes, which ultimately benefit society by harnessing the potential of refugees.

Creating an inclusive learning environment is a journey of continuous improvement and collaboration. It involves adapting methods, trying new tools, and often learning alongside students. The research and



examples highlighted here provide a roadmap: identifying and removing barriers, implementing inclusive pedagogical methods, supporting educators and learners with resources, and collaborating across sectors. For VET educators committed to equity and inclusion, these efforts pay off when they see former students struggling to gain confidence, skills, and a sense of belonging. By equipping refugee and migrant students for success in career paths, we transform individuals' lives and strengthen the workforce and social fabric of our communities. An inclusive VET classroom embodies the principle that education is for everyone and that everyone can contribute and excel with the proper support.

4.2 Working with families and communities

This chapter explores the role of family and community involvement in strengthening psychosocial resilience and educational inclusion of young refugees and migrants in VET settings. CEKDEV, drawing on its extensive experience of working with displaced populations in Turkey, has developed a model of participation that responds to cultural specificities and takes trauma into account, recognizing families not as passive recipients of support, but as essential partners in the socio-emotional development of students.

In contrast to traditional school-family relationships, which are often one-way and based on authority, CEKDEV's approach is dialogical, participatory, and deeply rooted in mutual respect. Recognizing that refugee families often face overlapping stressors such as unstable housing, unemployment, language barriers, and trauma, the chapter presents strategies tailored to the needs of families. These include multilingual workshops for parents on adolescent mental health, home visits accompanied by cultural mediators, and inclusive school events.

The chapter also addresses cultural taboos and social stigmas surrounding mental health in many communities. CEKDEV introduces a **communication framework based on empathy**, which enables teachers and school staff to approach sensitive topics, such as psychological distress, behavioral problems, or disengagement from school, without provoking defensiveness or shame. This approach is crucial for building trust, eliminating stigma, and ensuring that families feel heard, respected, and empowered to participate in their children's education actively.

4.3 Key strategies

Building trust through a relationship-based approach

Trust is the cornerstone of family involvement, especially when it comes to populations that have experienced state violence, institutional neglect, or discrimination in previous educational settings. CEKDEV initiates engagement through informal outreach methods, such as phone calls in the family's native language, invitations to non-academic events, or personalized welcome messages from school staff. These small but consistent efforts demonstrate that the institution is a safe, respectful, and culturally sensitive environment, taking into account the family's history and traditions.

In addition, CEKDEV employs community liaison officers, often bilingual teachers or parent volunteers from the same cultural background, who act as bridges between schools and refugee families. These individuals facilitate smoother communication, reduce cultural misunderstandings, and increase the frequency and quality of family participation.

Designing multilingual, accessible parent education workshops

CEKDEV organizes a series of interactive workshops for parents covering topics such as

- Adolescent brain development and trauma



- How to navigate the Turkish education system
- Non-violent communication within the family
- Coping with grief, displacement, and uncertainty

The workshops are held in school settings or community centers, and the material is translated into Arabic, Kurdish, or other relevant languages. Sessions often begin with a shared meal or storytelling circle to reduce anxiety and promote connection among families. Childcare is also provided on-site to ensure mothers' access.

Organizing inclusive events

Community-building activities are another key pillar of CEKDEV's engagement model. Events such as "Cultural Breakfast Days," family-led exhibitions, intergenerational art projects, and youth exhibitions provide platforms for refugee families to express pride in their heritage while connecting with their local peers. These events contribute to the normalization of diversity in school settings, promote a sense of shared ownership of the institution, and allow refugee parents to contribute meaningfully to the school community, not only as recipients of support, but also as active cultural agents.

It is essential that these gatherings are not merely symbolic celebrations, but rather spaces with a psychosocial purpose, where social bonds are formed, language anxiety is alleviated, and trust between family and school is fostered.

4.4 Supporting psychological well-being and social integration

Psychological well-being and social inclusion are not ancillary elements of education, but necessary conditions for learning. For young refugees and migrants attending vocational education and training (VET) programs, the classroom can be either a place of healing or a place of retraumatization. This chapter presents CEKDEV's comprehensive, field-tested **triple model of psychosocial support**, which is designed to respond to the multi-layered and changing needs of refugee learners.

The model is based on the recognition that students experience psychological stress in varying intensities and forms, from mild adjustment difficulties to complex trauma symptoms. Therefore, support systems must be flexible, adaptable, and scalable. CEKDEV's multi-level approach includes:

- **Level 1:** Universal prevention strategies to create trauma-informed school environments.
- **Level 2:** Targeted group interventions for students at moderate psychosocial risk.
- **Level 3:** Intensive individualized support for students experiencing severe emotional distress.

This model is not theoretical. It is the result of over 10 years of applied practice in VET institutions in Turkey. The approach combines cognitive-behavioral and trauma-informed techniques with creative, culturally sensitive methods such as **art therapy, narrative therapy, peer mentoring, and family involvement**. Each level is examined in more detail below, with real-life stories of implementation, such as the "Emotion Canvas" and "Empathy Partnerships," which illustrate how policy is transformed into practice and practice into transformation.

4.5 Key strategies

Level 1: Universal strategies for emotional safety and school climate

- The first level focuses on building an emotionally safe school environment that supports all students, not just those who have been identified as "at risk." Teachers and staff are trained in trauma-informed practices, such as recognizing signs of emotional distress, avoiding re-traumatizing

language, and establishing predictable classroom routines. CEKDEV provides teachers with resource packs that include emotion regulation games, mindfulness scenarios, and monitoring tools.

- Social-emotional learning is integrated throughout the curriculum through short daily rituals, reflection activities, and prompts for cross-cultural discussions. The goal is to normalize emotional expression, promote empathy, and reduce stigma around mental health. Cross-cultural events and inclusive visual signage throughout the school reinforce a sense of belonging and psychological safety.

Level 2: Group interventions using expressive and relational methods

- Level 2 interventions are designed for students who show early signs of psychological distress, such as persistent sadness, social isolation, or behavioral problems. These students are invited to participate in **resilience and empowerment groups** that utilize creative methods, such as painting, poetry, theater, and collective storytelling, to facilitate the processing of emotions in a pressure-free environment.
- Peer mentoring is another pillar of Level 2. Through CEKDEV's Empathy Partnerships program, refugee students are connected with trained local peers for joint learning programs, reflection circles, and volunteer work in the community. These relationships help young refugees build trust, enhance their language confidence, and reduce feelings of isolation. Mentors receive training in cultural sensitivity, trauma awareness, and conflict resolution to ensure that partnerships are safe and supportive.

Level 3: Intensive individualized support and trauma treatment

- For students experiencing severe emotional distress, such as post-traumatic stress, panic attacks, self-destructive behaviors, or disorders, CEKDEV activates a network of personalized interventions. Each student is assigned a **psychosocial coordinator** who coordinates services between the school, family, and mental health professionals. Regular individual counseling sessions are provided by psychologists trained in culturally adapted trauma interventions.
- CEKDEV's **Psychological First Aid (PFA) teams** are also trained to respond to acute crises in the school environment, providing short-term stabilization and referral pathways. Guidance is intensified at this level, often with the involvement of community role models, professional mentors, or adult allies who support the student's recovery process.

Innovative features of the CEKDEV model

Creative integration:

At all levels, CEKDEV uses arts- and storytelling-based interventions to facilitate emotional release, memory integration, and meaning-making. Programs such as "Digital Stories of Belonging" allow students to record their journey and rewrite their identity through storytelling and media creation.

Cross-sectoral collaboration:

The model is supported by partnerships with local health clinics, municipalities, and community centers, ensuring comprehensive care. Families are involved throughout the process, not only as informants but also as co-creators of support strategies.

Monitoring and feedback:

CEKDEV continuously monitors psychosocial progress through student self-assessments, teacher observations, and feedback loops. This enables the team to adjust interventions in real-time, preventing burnout among both students and staff.

CHAPTER 5:

INNOVATIVE SOLUTIONS AND

APPROACHES



For vocational education and training (VET) professionals working with refugee children, providing practical tools and support for their integration into a new country is essential. Migrant students often face unique challenges, such as language barriers, cultural differences, and psychological effects from traumatic experiences. These factors can significantly affect their ability to adapt to a new education system and acquire the necessary skills for their future careers.

This chapter examines examples of digital tools, interactive teaching methods, and trauma-informed practices that can support the learning and adaptation processes of refugee students.

By leveraging technology and innovative educational approaches, educators can create more inclusive, engaging, and supportive learning environments that respond to the specific needs of these students.

Digital tools, such as language learning apps, virtual classrooms, and multimedia resources, provide flexible and accessible ways for students to develop language skills and professional competencies (OECD, 2018). (UNESCO, 2020)

Gamification is the application of game design elements, such as points, rewards, challenges, and leaderboards, to enhance motivation and engagement. When integrated into interactive teaching methods, gamification transforms traditional learning into an exciting and dynamic process. Interactive teaching methods, including gamification and project-based learning, help to enhance motivation, collaboration, and critical thinking, making the learning experience more dynamic and meaningful (Kapp, 2012), (Deterding, Dixon, Nacke, & Khaled, 2011).

Furthermore, trauma-informed practices play a crucial role in ensuring that refugee children feel safe, valued, and supported in their new educational environment. Many displaced students have experienced adversity, and recognizing the impact of trauma on learning can help educators create an atmosphere that promotes emotional well-being and academic success. These practices include fostering positive relationships, reducing stressors in the classroom, and incorporating social-emotional learning strategies to build resilience and self-confidence (Brunzell, Walters, & Stokes, 2016), (Alisic, 2012).

In this chapter, we will explore the practical applications of these three elements, providing research evidence and real-world examples to illustrate how digital tools, gamification, and trauma-informed practices work together to improve the learning outcomes of refugee children in VET settings. By adopting these strategies, educators can empower refugee students with the skills, knowledge, and emotional support necessary to thrive in their new environment and successfully integrate into society.

By leveraging technology and evidence-based teaching methods, educators can bridge language barriers, enhance student engagement, and provide a sense of stability to students who have experienced displacement. This chapter aims to equip VET teachers with practical strategies and a deeper understanding of how to create an inclusive, supportive educational environment that prioritizes both academic achievement and emotional well-being. Supportive learning environment that prioritizes both academic achievement and emotional well-being.

5.1 Digital tools for language development

In today's educational landscape, digital tools have become a cornerstone for improving learning outcomes, especially for refugee children in VET settings. These tools can play a crucial role in helping students overcome language barriers, develop key skills, and engage with content in a way that is accessible and tailored to their specific needs.

For refugee students, language learning is often one of the first and most important barriers they must overcome in their educational journey. Digital tools, such as language learning apps and platforms, offer



personalized learning experiences that cater to different levels of language proficiency. Platforms such as **Duolingo**, **Babbel**, and **Memrise** offer engaging, gamified language courses that help students expand their vocabulary, enhance their pronunciation, and grasp grammatical structures.

Duolingo is a popular language learning platform that offers interactive, game-based lessons to help users learn and practice different languages. It is an excellent tool for refugee children, as it supports language learning with interactive lessons tailored to different language levels.

Memrise is a language learning app designed to help users learn new languages and enrich their vocabulary through interactive techniques and engaging content. It focuses on practical language learning, using repetition and spaced repetition to help learners memorize vocabulary and grammar. This makes it particularly useful for children who are beginners.

Busuu is a language learning app that offers lessons along with exercises to improve speaking, listening, and writing skills. It is renowned for its well-structured lessons, social learning features, and personalized feedback from native speakers, making it an excellent choice for those seeking to learn a new language.

These platforms also allow students to practice their language skills in an interactive and relaxed environment, which can be particularly beneficial for those who are hesitant or anxious about speaking a new language.

In addition, Google Translate and Microsoft Translator can help learners communicate in real time, making it easier for them to understand written and spoken instructions, which is vital in VET environments where technical terminology is often used.

Beyond language learning, digital tools can support the development of a wide range of professional skills. Interactive tools such as Kahoot!, Quizlet, and Nearpod offer an engaging way for students to reinforce their knowledge. These platforms offer quizzes, flashcards, and interactive lessons that can be tailored to the specific needs of the classroom. For refugee students, these tools can be adapted to focus on both basic skills, such as writing and arithmetic, as well as more specific technical skills required for their chosen career path.

For example, a refugee student enrolled in a carpentry program could use digital simulations or videos on YouTube or Coursera to gain hands-on experience with tools and techniques before working in a physical workshop.

Tools such as Zoom, Microsoft Teams, and Slack facilitate real-time communication and collaboration, allowing students to interact with their classmates and teachers even outside of class hours. These platforms help bridge the gap for students who may feel isolated due to language barriers or unfamiliarity with the education system.

Additionally, these tools provide the flexibility to support asynchronous learning, enabling students to review lessons, revisit material, and seek clarification as needed. This approach is particularly important for students who may require extra time to grasp new concepts or adjust to different schedules due to family commitments or part-time work.

Digital tools can also be used to provide students with access to essential resources and emotional support. Online communities and platforms offer refugee students a safe space to connect with others who have had similar experiences. In Europe, platforms such as the International Rescue Committee provide such spaces, promoting support and offering access to counseling and mental health resources. These initiatives are vital for addressing the specific emotional needs of refugee students, which are a key element of trauma-informed education.

The United Nations High Commissioner for Refugees (UNHCR) is implementing digital initiatives across Europe to strengthen vocational training and employment opportunities for refugees. A key element is the

Refugee Employment Platform (REP), a digital tool that connects refugees with potential employers, simplifies job search processes, and provides access to essential In addition, the UNHCR is working with organizations such as the International Labor Organization (ILO) and the German Society for International Cooperation (GIZ) to facilitate the participation of refugees in technical and vocational education and training programs (TVET). These programs focus on developing green and digital skills, aligning training with current industry requirements, and supporting the economic integration of refugees. Through these efforts, the United Nations High Commissioner for Refugees (UNHCR) seeks to equip refugees with the necessary tools to secure employment and successfully integrate into their new communities.

5.2 Interactive teaching methods and gamification

Interactive teaching methods are educational strategies designed to engage students actively in the learning process. These methods go beyond traditional lecture-based teaching by encouraging students to actively participate, collaborate, and apply their knowledge in practical ways. The goal is to create a dynamic and participatory learning environment, where students are not passive recipients of information but active contributors to their own learning.

Some standard interactive teaching methods include collaborative learning, problem-based learning (PBL), role-playing and simulations, interactive technologies, and peer teaching.

The effectiveness of interactive teaching lies in its emphasis on practical experience, critical thinking, and student-centered learning, which helps make abstract concepts more tangible and relevant.

According to Schunk (Schunk, 2012), active participation in the learning process enhances students' memorization and understanding. Interactive methods promote higher levels of cognitive engagement by requiring students to think critically, make decisions, and apply what they have learned. When students actively participate in learning, they are more likely to memorize and effectively apply their knowledge.

Interactive teaching methods, especially collaborative ones, promote social learning. Through activities such as group work, role-playing, and peer teaching, students can develop and practice essential skills in communication, teamwork, and conflict resolution. This is vital in settings with diverse student populations, such as refugee education, where collaborative programs can help develop global cooperation skills. (Daniels, Pears, & Cajander, 2010)



By participating in practical activities and solving real-world problems, students develop higher-order thinking skills, including analysis, synthesis, and evaluation. This is essential for refugee students, who may need to adapt quickly to new learning environments and solve unfamiliar problems. Jonassen (Jonassen, 1999) emphasized the importance of problem-based learning in cultivating critical thinking and helping students address real-world challenges.

Interactive methods often give students greater autonomy in their learning. When students can choose how they approach tasks or have the freedom to collaborate with their peers, they are more willing to take responsibility for their learning. This is particularly important for refugee students, who may face educational barriers, as providing autonomy can increase their intrinsic motivation. (Deci & Ryan, 1985)

Gamification refers to the application of game elements and principles, such as scoring, competition, levels, and rewards. It aims to increase motivation, engagement, and learning outcomes by turning routine tasks into fun and exciting challenges. Gamification incorporates game mechanics, such as points, badges, leaderboards, and levels, into learning environments, making learning more interactive and enjoyable.

One of the main reasons gamification is effective is its ability to increase both intrinsic and extrinsic motivation. By providing rewards, recognition, and a sense of progress, gamification leverages the principles of motivation psychology. Ryan & Deci (Deci E. L., 2000) highlighted how gamification elements, such as rewards and challenges, can increase intrinsic motivation by fostering a sense of success and competence.

Gamification introduces elements of both competition and cooperation. Kapp (Kapp, 2012) argued that competition motivates students to try harder, while cooperation in team games enhances teamwork and social interaction.

Gamification enables students to receive immediate feedback through points, badges, and levels, thereby encouraging continuous improvement. This feedback loop is crucial in helping students track their progress and adjust their learning strategies. Anderson & Rainie (Anderson, 2012) emphasized that the

immediate feedback provided in gamified environments helps students correct their mistakes and improve, a process that can be critical for students facing academic and language barriers.

ABCmouse is an educational platform designed for young children, typically aged 2 to 8, to learn basic skills in a fun and engaging way. It offers a comprehensive curriculum covering topics such as reading, math, science, art, and music. Through interactive activities, games, videos, and quizzes, it helps children develop fundamental skills as they prepare for school.

Tynker is an online programming platform for children that introduces programming concepts in a fun and interactive way. It offers courses that teach children how to create games, animations, websites, and more using visual programming languages and coding tools. Designed for children aged five and above, Tynker makes programming accessible and fun through lessons that incorporate game elements, interactive activities, and hands-on projects.

Quizlet is an online learning tool that helps students of all ages study and memorize information through interactive flashcards, quizzes, and various study methods. It enhances learning by offering customizable study materials for subjects such as languages, science, history, and mathematics. The flashcards can also be used in game-like activities, such as quiz competitions, making the learning process engaging and collaborative.

5.3 Trauma-informed educational practices

Trauma-informed education is not limited to simply recognizing the existence of trauma, but includes understanding how trauma can affect students' behavior, learning, and overall well-being. (SAMHSA (Substance Abuse and Mental Health Services Administration). (SAMHSA, 2014)

A trauma-informed approach ensures that educational environments are safe, supportive, and responsive to the needs of students who have experienced trauma. This includes promoting a culture of trust, safety, and empowerment. (Kolk, 2014)

The core principles of trauma-informed education emphasize the creation of a supportive and inclusive learning environment. These principles encompass safety, reliability, and transparency, as well as peer support, collaboration, reciprocity, empowerment through expression and choice, and awareness of cultural, historical, and gender factors.

By adopting these principles, educators can create an environment where students feel respected, valued, and supported, thereby helping to reduce the adverse effects of trauma on their learning.

For refugee students, many of whom may have experienced loss, violence, or displacement, emotional safety is essential. Trauma-informed practices help students feel safe, which is the first step toward healing. According to van der Kolk (Kolk, 2014), trauma disrupts brain function, which can affect a student's ability to concentrate, regulate their emotions, and participate in learning. Trauma-informed practices, such as creating a predictable environment and offering emotional support, can help these students regain a sense of stability and safety in the classroom.

A trauma-informed approach not only addresses the immediate effects of trauma but also builds long-term resilience. By fostering an environment of trust, support, and empowerment, trauma-informed practices can help refugee students develop effective coping mechanisms and enhance their emotional resilience. Siegel & Bryson argue that providing students with opportunities to feel connected and supported helps them develop a sense of autonomy and control over their lives, which is crucial following traumatic experiences (Siegel & Bryson, 2011).

Trauma-informed practices help create a classroom culture that is inclusive, understanding, and responsive to the diverse needs of students. By promoting respect, empathy, and understanding, teachers create an environment where students feel seen and heard, reducing behavioral problems and improving the overall classroom dynamic. (Harris & Falot, 2001)

This is especially important in classrooms with refugee students, who may experience feelings of isolation or alienation. Refugee children often face emotional challenges related to past trauma. Digital tools and resources for mental well-being can support their emotional adjustment and improve their integration into the school environment.

Apps for mental health and well-being:

Headspace is a mindfulness and meditation app designed to help users reduce stress, improve concentration, and enhance overall well-being. It offers guided meditation sessions, breathing exercises, and mindfulness practices to support mental health and emotional resilience. With its user-friendly interface and practical approach, it is accessible to both beginners and experienced meditators. Guided meditation sessions and relaxation exercises can also help children manage stress.

Calm is also a mindfulness and meditation app that helps users manage stress, improve sleep, and cultivate relaxation. It provides guided meditation sessions, bedtime stories, breathing exercises, and relaxing music to promote mental clarity and emotional well-being. Known for its calm atmosphere, the Calm app is a valuable tool for reducing anxiety and improving sleep, especially for children who have experienced traumatic events.

Trauma-informed teaching practices:

MOOCs (Massive Open Online Courses) provide professional development opportunities for educators. Platforms such as Coursera and FutureLearn offer courses on trauma-informed practices, helping VET educators to better support refugee children. [Coursera](#) and [FutureLearn](#) offer a wide range of courses taught by experts covering strategies for creating safe and supportive learning environments.

Professional learning communities provide spaces where educators can share best practices for supporting traumatized refugee children. Platforms such as [Academia.edu](#) provide access to academic research and discussions, while the [Polish Teachers' Union \(ZNP\)](#) offers resources, training, and a professional network for teachers in Poland.

Conclusions

The inclusion of refugee children in vocational education and training (VET) necessitates a multidimensional approach that considers the unique challenges these students encounter. From language barriers to trauma, refugee learners often need personalized support to succeed in their educational journey. However, through innovative solutions such as integrating digital tools, interactive teaching methods, and trauma-informed practices, educators can create environments that are both inclusive and empowering for these students.

One of the most critical barriers refugee children face when entering a new education system is language. Language is not just a means of communication but is deeply intertwined with acquiring skills and understanding course content. Addressing this challenge is essential for the successful integration of refugee children into vocational education. Digital platforms designed for language learning have proven to be an effective solution, as they enable personalized, accessible learning experiences that can be adapted to the



different needs of learners. These tools can be particularly beneficial for refugee children who may not have had consistent access to formal education in their countries of origin.

In addition to language learning, vocational education should equip learners with practical skills that prepare them for the labor market. The role of digital tools in this area cannot be overstated. Through simulations, videos, and interactive platforms, students can engage with vocational content experientially and practically before applying their knowledge in real-life situations. This flexibility not only makes learning more accessible but also allows students to gain confidence in their skills in a supportive and pressure-free environment.

Additionally, interactive teaching methods, such as gamification, collaborative learning, and project-based approaches, have shown significant promise in engaging students, particularly those from marginalized backgrounds. These methods encourage active participation and foster an environment of collaboration and creativity. For refugee children, such methods can break down the isolation they may feel, as they provide opportunities for social interaction and peer support, which are vital for their emotional and social development. Applying these strategies in vocational education helps cultivate not only technical skills but also key competencies, such as teamwork, communication, and problem-solving. These are skills that are highly valued by employers and contribute to the broader goal of integration into the labor market and society.

Equally important is the integration of trauma-informed practices into the educational environment. Many refugee children arrive with significant emotional and psychological challenges due to their experiences of war, displacement, and loss. A trauma-informed approach ensures that educators understand the impact of trauma on learning and behavior and are equipped to provide the necessary emotional and psychological support. Creating a safe, predictable environment is vital to helping students feel secure enough to engage in learning. Furthermore, fostering positive relationships of trust between students and teachers is crucial for both emotional healing and academic success. Teachers who are sensitive to the trauma experienced by refugee children are better able to provide the necessary support and resources to facilitate their learning and development.

By combining technology with trauma-informed care, teachers can offer refugee students a holistic approach to learning. This integration ensures that students not only have access to innovative and effective learning tools but are also supported in a way that takes into account their unique emotional and psychological needs. Digital tools and trauma-informed teaching strategies can work together to create an environment that is both engaging and therapeutic, enabling students to thrive academically while also attending to their emotional well-being.

The importance of community and family involvement cannot be overlooked in the successful integration of refugee children into VET systems. Family members and local communities play a crucial role in providing additional support to students, helping them to overcome the challenges they face. Building strong partnerships between schools, families, and local organizations strengthens the overall support system for refugee students. Community-led initiatives can help bridge the gap between the educational institution and the broader social context in which refugee children live, providing both practical assistance and emotional support to students and their families.

In conclusion, integrating refugee children into vocational education and training requires a comprehensive and empathetic approach. Through the use of digital tools, interactive methods, trauma-informed practices, and strong community involvement, educators can provide refugee students with the opportunities they need to succeed. By focusing on the holistic development of these students, addressing



HELP VET

their academic, emotional, and social needs, teachers can help them not only acquire professional skills but also develop the resilience, self-confidence, and sense of belonging necessary for a prosperous future in their new society. This approach ultimately contributes to the broader goal of social cohesion and labor force integration by providing refugees with the necessary tools to rebuild their lives and make meaningful contributions to their new communities.



Co-funded by
the European Union

CHAPTER 6:

BEST PRACTICES FROM PARTNER

COUNTRIES.



This chapter presents a detailed overview of best practices implemented by partner countries, with a particular focus on the Polish context, to support the integration of refugee children and young people, especially those from Ukraine, into local education and vocational systems. These practices demonstrate a multi-level approach involving both public bodies and non-governmental organizations, highlighting coordinated efforts in areas such as language support, psychosocial care, career guidance, housing, and employment. By presenting concrete examples from national and EU initiatives, this chapter offers practical information on how integrated support structures can facilitate the educational, social, and professional integration of refugees. The aim is to provide VET staff and stakeholders with concrete models and programmatic strategies that can inspire further action and cooperation at various levels of society.

6.1 Case study: Apprenticeship initiatives for refugees in Poland

The **Polish Red Cross (Polski Czerwony Krzyż, PCK)** has played a key role in providing comprehensive assistance to Ukrainian refugees in Poland since the start of the conflict in Ukraine on February 24, 2022. Over the past two years, the PCK has supported approximately 1.8 million Ukrainians, with the total value of assistance exceeding PLN 304 million. (<https://pck.pl/polski-czerwony-krzyz-liderem-we-wszechstronnej-pomocy-ukrainie-i-uchodzcom>)

PCK operates modern Integration Centers that offer courses for adults and children. These centers provide a safe space where refugees can attend vocational training and language courses, acquire new skills, and participate in cultural and integration activities. There are special playrooms and workshops for children, while older people can participate in Polish-Ukrainian senior citizens' clubs.

In cooperation with the Ministry of the Interior and Administration (MSWiA), the PCK has launched the program "Wspólnie do Niezależności" (Together Towards Independence). This initiative aims to help Ukrainian citizens under temporary protection achieve autonomy and independence. Support includes financial assistance for housing, individual career counseling, Polish language courses, and cultural integration activities. The program will run until March 31, 2026.

The **Polish Foundation Center for International Aid (PCPM)** is a humanitarian organization specializing in international aid in Poland. Since 2022, the PCPM Foundation has supported many educational initiatives. In 2023, a total of 34,700 children benefited from the assistance of Ukrainian-speaking teaching assistants. Since October 2022, the PCPM Education Center in Warsaw has been offering free education based on the Ukrainian curriculum to over 220 students, with approximately 200 more on the waiting list. The program, managed by the PCPM Foundation as part of the "Cash for Work" program, is funded by mBank and the Pfizer Foundation, a strategic partner of the school. The PCPM Education and Creativity Center in Warsaw (until August 2023) provided childcare, psychological support, and Polish language lessons, benefiting **35,604 people**, with funding from **mBank**.

107 classrooms in 26 schools (Warsaw, Supraśl, Lublin, Siedlce, Bydgoszcz, Białystok) were renovated as part of the "Support for **Refugee Education in Poland**" program, funded by CARE. Schools not selected for renovation received **laptops, projectors, furniture, and software**.

PCPM, in cooperation with donor organizations, provided housing and financial assistance to Ukrainian refugees. 543 elderly Ukrainians received monthly assistance of PLN 1,000 for six months through HelpAge International. Three hundred eighty vulnerable people received similar support through the Norwegian Refugee Council (NRC). One thousand three hundred thirty-three people (654 families) received financial assistance for three months to settle in Poland. Sixteen families moved from collective housing to private apartments with rent subsidies funded by NIVEA.



In 2023, PCPM continued the "Cash for Work" program, offering short-term employment to support local authorities, schools, and refugees from Ukraine. The program provided jobs for 1,359 people in 24 cities across Poland, mainly in the fields of education and culture, including 70 Ukrainian artists employed in theaters, museums, libraries, and cultural centers. In addition, PCPM employed 30 psychologists in schools, counseling centers, and cultural institutions.

PCPM also implemented a language and vocational training program, funded by the Coca-Cola Foundation and in cooperation with CARE, which benefited over 1,100 refugees, mainly from Ukraine. The program included Polish language classes and vocational training in areas such as hospitality, childcare, cashiering, and cosmetology. In addition, PCPM organized labor market workshops and Polish language courses in Lublin, benefiting 66 participants.

6.1.1 Examples of integration programs in schools.

The Polish school system has developed multiple integration programs to help refugee and migrant children adapt to the local educational environment. These programs aim to address language barriers, provide social support, and ensure a smooth transition to Polish schools.

Wiedza do potęgi is a teaching program launched by Fundacja Ocalenie (Rescue Foundation) to support the education of young foreigners, especially those who have learning difficulties and are at risk of dropping out of school. Participants receive assistance through individual lessons, workshops, group meetings, and cultural excursions. The program staff maintains constant contact with the participants' families, offering the necessary support. (<https://centrum.ocalenie.org.pl/en/warsaw/youth-and-children#2>)

The program "**Polski jako drugi język**" (Polish as a second language) is offered in cities such as Warsaw, Kraków, and Wrocław, where there are large numbers of refugees. Many schools offer specialized Polish language courses for students who are not native speakers of the language. One example is the **Polski jako drugi język** program, which helps refugee and immigrant children acquire basic Polish language skills, enabling them to engage with the course material and interact with their classmates. This is part of a broader state effort to provide language support and reduce academic disparities caused by language barriers. (<https://www.institutjezykowy.pl/pl/kurs-jezyka-polskiego>)

Integration practices in schools in Krakow. The Krakow International School offers integration practices, where refugee children are integrated into mainstream school classes but receive additional support, such as language assistants. The school's commitment to inclusion means that refugee students participate in all school activities, such as sports and arts, alongside Polish children. This integration helps break down barriers and encourages mutual respect among students.

6.1.2 Examples of VET integration programs

The community integration programs described below focus on supporting refugees and migrants in their integration into the Polish labor market through Vocational Education and Training (VET). These initiatives help individuals to have their foreign qualifications recognized, improve their language skills, and connect with employers, ultimately facilitating a smoother transition into the labor market and local society. The following programs provide comprehensive assistance, from qualification recognition to job fairs and counseling services.

Foreign Qualifications Recognition Program by the National Academic Exchange Service. For refugees with professional qualifications obtained outside Poland, the **National Agency for Academic Exchange**



(NAWA) offers a program that helps with the recognition of foreign diplomas and qualifications. This is a crucial part of Poland's VET strategy for integrating skilled migrants into the labor market. For example, a doctor from Syria can have their degree evaluated so that they can continue practicing their profession in Poland after completing the necessary bridging courses. (<https://www.nawa.gov.pl/uznawalnosc/podjecie-pracy-w-polsce/zawody-regulowane>)

Wrocław Integration Center – International Organization for Migration. The program of the Integration Center in Wrocław, funded by the IOM, is aimed at migrants and refugees residing in Poland who need support in various areas of their lives, from employment, legal residence, and daily life to developing professional skills and learning the Polish language. The program provides assistance through the organization of specialized counseling services, online courses, and language clubs designed to develop the skills and knowledge of immigrants. (<https://fundacjaukraina.eu/en/project/wroclaw-integration-center-international-organization-for-migration/>)

Job fairs (**Fundacja Ukraina**) are one of the programs of the Ukraine Foundation that aims to offer foreigners living in Lower Silesia the opportunity to find financial stability and independence. The goal of the job fairs is to create a common space for foreigners and refugees from Ukraine with different experiences and skills who are looking for work in Wrocław, as well as for local employers facing labor shortages. (<https://fundacjaukraina.eu/en/activity/job-fairs/>)

The counseling courses for refugees from Ukraine, **Ochotnicze Hufce Pracy (OHP)**, aim to help newly arrived Ukrainians actively orient themselves in the labor market. Course participants are invited to individual meetings, during which counselors help them prepare their application documents to make it easier for them to get in touch with employers.

Poland's approach to integrating refugee children into society offers valuable lessons for other countries facing similar challenges. The integration efforts reflect a comprehensive understanding of the complexities involved in supporting children who have fled conflict zones. One important lesson is the importance of providing refugee children with access to personalized educational support that goes beyond traditional schooling. Programs that specifically target language learning, cultural adaptation, and emotional well-being are crucial to ensuring that refugee children do not fall behind other children academically and socially.

In Poland, the emphasis on inclusion in schools, combined with language support and specialized teaching, creates an environment where refugee children can thrive. Instead of being isolated in separate classes, children are integrated into regular school settings where they can interact with their Polish peers. This not only accelerates language learning but also helps break down cultural barriers and promote mutual respect. Schools that offer extracurricular activities, such as sports and arts, further contribute to children's emotional and social development by providing them with opportunities to form friendships and develop a sense of belonging.



Additionally, the holistic approach adopted by organizations such as the Polish Red Cross and the PCPM Foundation in creating safe spaces where refugee children can participate in educational and vocational programs is vital. These centers offer more than just classes: they create communities where children can find emotional support, interact with other children facing similar challenges, and acquire essential life skills. Such initiatives play a crucial role in strengthening the resilience and independence of refugee children, equipping them with the necessary tools for a prosperous future.

A key lesson to be learned from these case studies is the importance of cross-sectoral cooperation. The involvement of local authorities, non-governmental organizations, and private actors in funding and supporting these programs ensures a more sustainable and broader impact. Through their collaboration, stakeholders create a network of resources that addresses both the immediate and long-term needs of refugee children.

In conclusion, integration programs in Poland underscore the crucial role of education, social inclusion, and community support in facilitating the adaptation of refugee children to their new lives. Poland's approach serves as a model for effectively bridging the gap between refugee children and their new communities, ensuring that they are not only welcome but also provided with the opportunities they need to succeed in their new environment.

Conclusions

The initiatives described in this chapter reflect a holistic and well-coordinated response to the challenges faced by refugee children and young people. From the modern integration centers run by the Polish Red Cross to the specialized educational programs organized by the PCPM Foundation and the integration practices adopted by schools across Poland, these examples underscore the value of targeted, accessible, and people-centered solutions. In particular, programs that combine language learning, cultural orientation, psychological support, and professional development have proven to be the most effective in promoting long-term independence and social integration. Additionally, cross-sectoral partnerships among NGOs, local authorities, international donors, and educational institutions play a crucial role in scaling up and sustaining these efforts. Overall, the best practices presented here demonstrate how structured, inclusive,

and collaborative approaches can create significant opportunities for refugee students, enabling them not only to adapt to a new environment but also to participate in and thrive actively within it.

6.2 Case study: Apprenticeship initiatives for refugees in Turkey

CEKDEV's interventions in the field of VET in Turkey reflect a deep understanding of the socio-emotional, linguistic, and systemic challenges faced by young refugees. The initiatives described in this chapter are not isolated projects, but **comprehensive, scalable practices** that have a significant impact in resource-constrained environments. Drawing on actions at both the classroom and community levels, CEKDEV's best practices reflect a holistic philosophy that prioritizes healing, inclusion, and shared responsibility among schools, students, families, and communities.

Each initiative presented here was developed through iterative design, direct field testing, and continuous feedback from educators, students, and caregivers. Next, we explore six exemplary practices, analyzing their rationale, impact, and adaptability to different educational ecosystems.

6.2.1 Emotion Canvas – Reflective emotional education program

Objective: To enhance emotional awareness and regulation through visual, nonverbal expression of emotions.

Emotion Canvas was initially designed to address the reluctance of many refugee students to express their emotions verbally due to traumatic experiences, language limitations, or cultural norms regarding the expression of emotions. Once a week, students have time to visually represent their emotional state using color codes, symbols, and short captions. This reflective ritual helps develop emotional vocabulary and provides teachers with insights into the emotional climate of the classroom.

Classroom teachers who have been trained in trauma-informed facilitation techniques participate in implementing this approach. They are instructed not to interpret the drawings diagnostically, but to open a gentle dialogue when necessary. Patterns in student responses are monitored over time to identify changes in emotional well-being or signs of distress.

Impact: Schools that used this program reported a 40% increase in students' ability to name and regulate their emotions. Teachers felt better prepared to initiate timely support interventions, and many students who had previously exhibited withdrawn behavior became more expressive and engaged.

6.2.2 Family Café – Platform for joint reflection by parents and teachers

Objective: To build stable relationships of trust between refugee parents and VET schools.

For many refugee families, formal school settings can seem intimidating or unfamiliar. **Family Café** addresses this issue by offering monthly informal meetings held in school classrooms or community centers. Parents are invited to share tea and snacks while engaging in open discussions with educators on rotating topics, such as adolescent anxiety, school policies, and family routines.

Each café is designed with cultural sensitivity in mind. Visual materials are translated into multiple languages, and trained cultural mediators facilitate discussions. Often, student-led performances or project presentations are used to encourage parent participation.

Challenges: Initially, participation was low due to financial constraints and hesitation. CEKDEV responded by coordinating childcare during sessions and offering transportation support through partnerships with the municipality.



Impact: Family Café has seen a 200% increase in parent participation over two years. Qualitative data indicate that parents feel "less alone" and "more respected," while teachers report more frequent and constructive communication with families.

6.2.3 Certification program for teachers with knowledge of traumatic experiences

Objective: To strengthen VET teachers' response to traumatic experiences through structured, applied professional development.

This certification consists of six modules delivered over eight weeks, focusing on the neurobiology of trauma, interpreting behavior, nonviolent classroom management, and teaching that promotes cultural inclusion. Training is delivered through a blended learning approach, incorporating live workshops, video lessons, reflection journals, and peer discussions.

Participating teachers engage with real scenarios from their schools and collaboratively design personalized action plans to transform their teaching environment. Post-training coaching by CEKDEV staff ensures that the effort is sustained and prevents the workshops from having only "one-off" results.

Impact: 93% of participating teachers reported feeling more confident in handling trauma-induced behaviors. Classroom-level data showed a reduction in both student disengagement and referrals to disciplinary measures. The program is now being expanded in collaboration with provincial education departments.

6.2.4 Empowerment Week – Creative Expression and Community Participation

Objective: To create safe, inclusive, and celebratory spaces for young refugees where they can explore their identity and skills and express their views.

Youth Empowerment Week, organized annually in collaboration with municipalities and NGOs, is a jointly created event that focuses on youth leadership. Activities include street photography, podcast creation, theater improvisation, and mural painting, as well as practical skills development such as resume writing, public speaking, and rights workshops.

CEKDEV trains a group of young refugees as "peer mediators" who co-facilitate the sessions, giving participants agency and visibility. Parents and community leaders are invited to attend the final exhibitions and performances.

Impact: Beyond improving self-esteem and social integration, students have leveraged the experience to gain access to internships, scholarships, and advocacy platforms. Local press coverage has helped reshape the public image of young refugees from passive recipients to active contributors.

6.2.5 Cultural Bridges – Intercultural student cooperation program

Objective: To promote meaningful relationships between refugees and students in the host country through long-term cooperation.

This one-year initiative pairs newly arrived refugee students with their peers in VET institutions. Together, they participate in skills-based projects, study circles, and community service days. Initial hesitations or language differences are addressed through training sessions on empathy and visual communication techniques.

One of the most effective tools is the "Common Identity Poster," where each pair collaborates to design a visual narrative of their similarities, challenges, and aspirations. These are then displayed in the school corridors, sparking broader discussions around the concepts of belonging and diversity.

Impact: Surveys conducted after the program show increased levels of trust and a reduction in incidents of bullying or isolation. Teachers report improved teamwork between linguistic and cultural groups. Local youth councils and trade unions now support the program.

6.2.6 Bridge to Belonging – Supporting the transition to school for young refugees

Objective: To support the emotional and academic adjustment of refugee students during their first six months of vocational education.

This transitional integration program includes individual needs assessments, small group orientation sessions, and weekly "check-in circles." It also includes a "buddy" system, mental health screening (non-clinical), and orientation events for parents.

The content is adapted to the students' language level and facilitated by trained refugee alumni from the same school. Emotional check-ins can take creative formats, such as emoji cards, role-playing exercises, and movement-based reflections.

Impact: Schools that implemented the Bridge to Belonging model saw a 30% reduction in dropout rates in the first year and significantly higher participation in extracurricular programs.

Students reported feeling "welcomed and supported from day one."

Conclusions

These six initiatives, covering emotional, family, educational, social, and systemic levels, represent CEKDEV's commitment to a truly holistic ecosystem of psychosocial support. Their adaptability makes them relevant to all countries, cultures, and institutions. By investing in the emotional well-being and active participation of young refugees, VET systems can become not only places for skills development, but also **landscapes of healing, dignity, and inclusion.**

6.3 Case study: Apprenticeship initiatives for refugees in Greece

Since 2015, Greece has been one of the main entry points into the EU, welcoming more than **1.4 million** asylum seekers and migrants. Although the number of annual arrivals has fallen dramatically, from **857,000** arrivals by sea in 2015 to **32,425** new asylum applications in 2023 (Ministry of Migration and Asylum, <https://migration.gov.gr/wp-content/uploads/2025/01/Annual-Asylum-Report-2024.pdf>), the country still hosts approximately **176,000** beneficiaries of international protection and applicants under consideration (UNHCR Greece, <https://data.unhcr.org/en/documents/details/115042> 2025). This prolonged presence has led to a decisive policy shift: from confinement in hotspots on the islands to community-based integration on the mainland, with a focus on urban housing, language learning, and professional pathways. The following Greek case studies show how municipalities, NGOs, education providers, and employers have implemented this change, offering transferable lessons for VET practitioners across Europe.

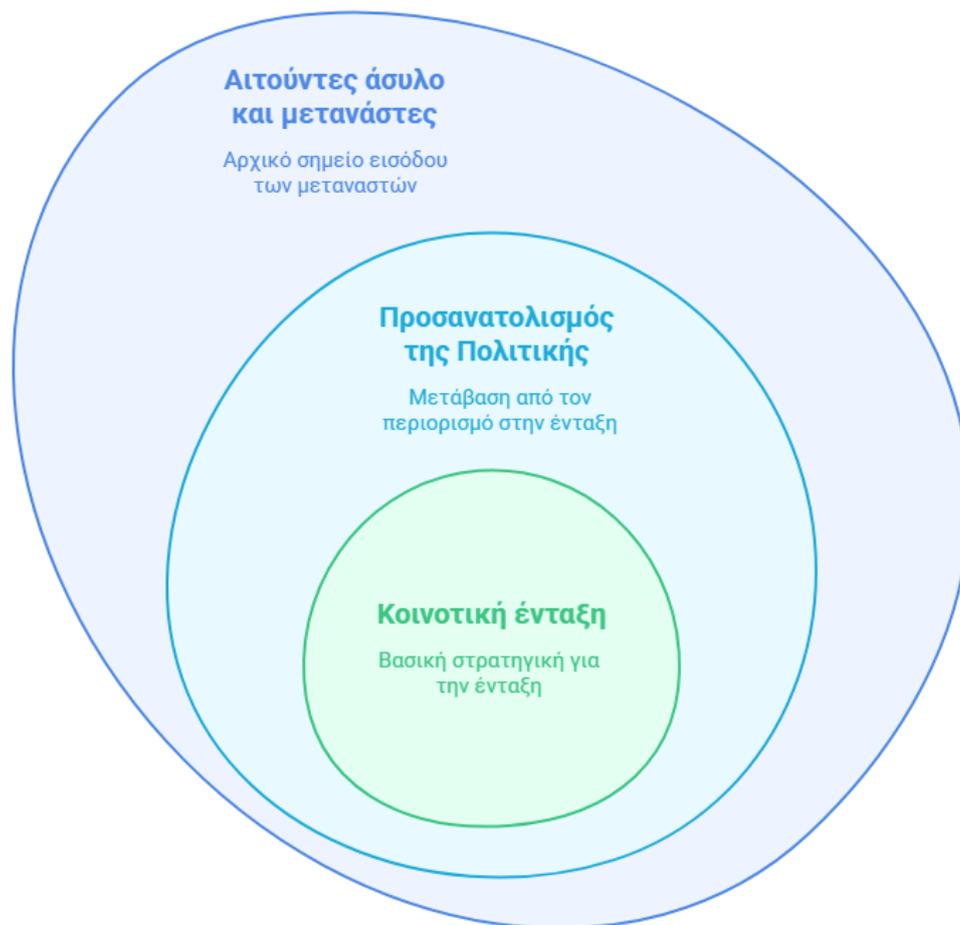


Figure 4: The change in migration policy in Greece

6.3.1 Case study: Greek community integration programs

Greece's transition from emergency reception to community-based integration since 2017 has been based on two flagship EU-funded programs that combine housing, social services, and learning under one umbrella. By moving families from camps on islands to regular neighborhoods and pairing rental support with language training, VET, and employability, the programs created a living laboratory whose lessons resonate across VET systems in Europe. The following pages present the key design features, outcomes, and transferability of the ESTIA and HELIOS programs, based on national evaluation data and interviews with stakeholders gathered for the HELP-VET synthesis study.

ESTIA I–II (2016-2022)

Emergency support for integration and housing

Scope and partnership. Managed by the United Nations High Commissioner for Refugees (UNHCR) (phase I) and the Greek Ministry of Migration and Asylum (phase II), in collaboration with 21 municipalities and NGOs, the ESTIA program provided more than 25,000 urban apartments and shared buildings in Athens, Thessaloniki, Larissa, and twelve other cities during its peak period, accommodating 93,600 asylum seekers and refugees between 2016 and December 2023 (UNHCR Greece, <https://data.unhcr.org/en/documents/details/88995>, Dec. 2023).

Leveraging integration. Families lived within walking distance of local schools. Monitoring data show that 78% of school-age children enrolled in formal education within two months of arrival, compared to less than 30% in camps on the mainland (Ministry of Education, https://www.minedu.gov.gr/publications/docs2024/Refugee_Education_Statistics_2023.pdf).

Economic multiplier. Monthly rent payments (averaging €350) and cash assistance contributed approximately €115 million annually to local economies, supporting 2,800 private landlords and dozens of small businesses (European Commission, Press Release https://ec.europa.eu/commission/presscorner/api/files/document/print/en/ip_17_2121/IP_17_2121_EN.pdf, April 2, 2018).

Exit pathways. A follow-up study by the United Nations High Commissioner for Refugees (UNHCR) in 2022 found that 62% of households that left ESTIA secured independent tenancy or moved to HELIOS, suggesting a progressive rather than circular housing ladder (UNHCR Greece, <https://data.unhcr.org/en/documents/details/96739>, 2022).

Lessons for VET. The concentration of beneficiaries in urban areas allowed vocational schools to schedule afternoon classes in Greek as a second language, while municipal employment centers organized apprenticeship programs in construction and gastronomy to fill labor shortages. Teachers who participated in the HELP-VET interview recognized the advantages of living in an apartment, such as "regular hours and space to do homework," which are prerequisites for participating in VET.

HELIOS (2019-ongoing)

Greek integration support for beneficiaries of international protection

Five-pillar model. The HELIOS program, implemented by DOM Greece, offers (1) 480 hours of Greek language and life skills courses, (2) employability counseling, (3) rent subsidies of up to €5/sq. m. for six months, (4) community networking activities, and (5) individual integration monitoring. (DOM, https://greece.iom.int/sites/g/files/tmzbd11086/files/helios-factsheet-october-2024-bw2_english.pdf).

Results. Independent evaluations report that 39% of graduates found formal employment or paid apprenticeships within nine months, while 27% participated in subsidized internships, rates that far exceed the national average for refugees (19%) (DOM Greece, HELIOS newsletter, Oct. 2024). Women accounted for 42% of those who found work, reflecting the targeted childcare vouchers linked to the program.

Link to VET. HELIOS language courses utilize a curriculum aligned with the VET curriculum, developed in collaboration with the Institute for Lifelong Learning, which facilitates direct recognition for admission to public vocational institutions. The local offices of the OAED (DYPA) issue certificates of competence that VET teachers consider "vital for bridging informal skills with certified pathways." (interview in Larissa, October 2024) (<https://greece.iom.int/hellenic-integration-support-beneficiaries-international-protection-and-temporary-protection-helios>).

Sustainability. Although funding remains dependent on the EGF, the cost of the program (€2,200 per participant) is about one-third of the cost of prolonged stays in camps, and municipalities argue that the 'pay-as-you-learn' model could be integrated into Greece's social housing stock.

Key conclusions for partner countries:

1. **Combining housing and learning.** Urban housing opens up access to education and VET; without it, language support rarely translates into qualifications.
2. **Integration of employment services.** Matching jobs with courses accelerates autonomy and reduces social welfare costs.



3. **Municipal ownership matters.** Coordination led by municipalities keeps services close to beneficiaries and promotes community acceptance.
4. **Data-driven monitoring. Regular monitoring (six-monthly and twelve-monthly)** is essential to determine whether beneficiaries are transitioning from subsidized rents to market housing and from courses to jobs.

Curing the Limbo (2018-2022)

Urban innovation pilot action – Municipality of Athens

Circular exchange model. The municipality facilitated the rental of 75 vacant private apartments that housed approximately **375 recognized refugees**. In return, the tenants contributed to neighborhood projects through the *synAthina* civic engagement platform, while attending **360 hours of training in the Greek language, ICT, and skills** provided by the National and Kapodistrian University of Athens.

Results. UIA monitoring shows that **83%** of participants passed the A2 level Greek language exam and **41%** found work or attended VET courses within 12 months. Property owners invested **€1.3 million** in renovating unused homes, helping to tackle the 30% vacancy rate in Athens. (<https://eutropian.org/curing-the-limbo/>)

Data on VET. Linking rent subsidies to course participation ensured high completion rates, while the requirement for voluntary work expanded social networks, an advantage when looking for apprenticeships.

REACT Thessaloniki (2016-2023).

Cooperation to assist refugees in Thessaloniki

Multi-stakeholder consortium. Led by the Municipality of Thessaloniki, in collaboration with the United Nations High Commissioner for Refugees and nine NGOs (ARSIS, PRAKSIS, YMCA, etc.), REACT secured **888 apartments** in three neighboring municipalities and connected each family with a social worker.

Integration services. Children were enrolled in local schools within four weeks (90% participation rate), adults attended short VET programs organized by the Greek Manpower Employment Organization () in the fields of catering, logistics, and hairdressing, while Municipal Lifelong Learning Centers provided language courses.

Results. According to the URBACT case study, **30%** of households moved into market rentals and **28%** of adults signed formal employment contracts within a year. Community relations committees reduced neighbor complaints by 60%. (<https://urbact.eu/networks/arrival-cities/refugees-thessaloniki>)

Data on VET. Standard operating procedures (SoPs) codified referral pathways from housing to language schools and VET institutions, while a deliberate dispersal strategy avoided overloading individual school districts.

6.3.2 Examples of integration programs in schools and adult education

Greece's educational ecosystem for refugees and migrants covers the entire spectrum of learning, from initial reception courses for children to evening literacy classes for adults. The following initiatives show how various actors (state, municipal, NGOs, universities, and digital) are filling specific gaps in language learning, reintegration courses, and transition to VET.

Reception facilities for refugee education: The Ministry organizes afternoon classes in or near accommodation facilities, offering newly arrived students intensive Greek language and basic skills courses before they enroll in regular school. Despite transportation barriers, when places are available, the DYEP



program reduces enrollment delays: **78%** of participating children are transferred to regular schools within six months (Ministry of Education, <https://diavgeia.gov.gr/doc/ΨΞΩΤ46ΝΚΠΔ-ΘΞ6/Δ4/2023>).

Intercultural schools: Twenty-two primary and secondary schools in Athens, Thessaloniki, Volos, and Crete offer an extensive Greek language learning program, multicultural curricula, and ongoing professional training for teachers. Evaluations show higher rates of attendance and language progress compared to regular schools serving similar demographics (Eurydice Greece, <https://eurydice.eacea.ec.europa.eu/national-education-systems/greece/ongoing-reforms-and-policy-developments>).

Community teaching centers (NGOs–Municipality): Collaborations between organizations such as METADRASI, Solidarity Now, and municipal immigrant integration centers offer clubs for completing schoolwork on weekends, exam preparation, and workshops to promote parental involvement. Individual teaching combined with outreach to families is linked to improved Greek language proficiency and school attendance (METADRASI Annual Report 2024, Ministry of Education 2023).

Municipal Lifelong Learning Centers: More than 150 KEDIVIM branches throughout the country offer free or low-cost 25-hour Greek language courses, basic ICT skills, and career guidance to adults. Waiting lists in urban centers highlight the excessive demand (Eurydice Greece, <https://eurydice.eacea.ec.europa.eu/national-education-systems/greece/adult-education>).

Bridge and second chance pathways (SDE + transitional courses): To help older adolescents and adults who have not completed compulsory education, the Ministry offers evening second chance schools (SDE) and short "bridge" programs that combine Greek language learning with basic numeracy and career guidance. Flexible scheduling (evenings/weekends) and modular curricula accommodate work and family commitments. At the same time, apprenticeship familiarization programs connect students with vocational training institutes (Eurydice Greece, <https://eurydice.eacea.ec.europa.eu/national-education-systems/greece/second-chance-schools>).

Blended learning and digital school portal: From 2021, the Ministry's "Digital School" electronic library and hybrid pilot programs after the pandemic allow adolescents who combine care or work obligations to access Greek language courses for academic purposes recorded on tablets provided by NGOs. Flexible schedules and visual content are particularly effective for students who have interrupted their schooling (Ministry of Education, <https://dschool.edu.gov.gr/sites/default/files/annual-report-2024.pdf>).

University CPD and volunteer teaching workshops: Aristotle University, the Hellenic Open University, and other higher education institutions provide certified CPD courses in second language teaching and intercultural communication, while student volunteers organize homework support workshops in areas with high concentrations of refugees. As of 2022, more than **700** teachers have been certified (Aristotle University of Thessaloniki, https://www.auth.gr/sites/default/files/CPD_Report_2024.pdf).

EPALE, eTwinning & Teacher Networks: Greek teachers use EU platforms and WhatsApp peer groups to exchange bilingual lesson plans, organize virtual work observation, and translate VET glossaries. Respondents to the HELP-VET survey attribute "faster problem solving and reduced isolation" to these networks (EPALE Greece, https://epale.ec.europa.eu/sites/default/files/epale_greece_activity_report_2024.pdf).

Emerging success factors

1. **Multi-level pathway** – Combining preparatory courses (DYEP) with regular school education helps children progress academically.



2. **Whole-family literacy** – Children's school attendance increases when parents have access to KDVM courses or Greek language courses offered by NGOs.
3. **Flexible, blended models** – Recorded micro-lessons and evening SDE sessions give working youth and mothers a second chance to practice outside the classroom.
4. **Teacher communities & CPD** – Continuous peer exchange and certified university courses compensate for fragmented formal training and accelerate innovation in the classroom.

6.3.3 Integration programs for vocational education and training

Greece's VET ecosystem for refugees and migrants has evolved from ad hoc seminars to structured, results-oriented programs that integrate language learning, skills training, and real-world labor market connections into a single, cohesive pathway. Here are six flagship initiatives with detailed technical specifications— course design, certification pathways, funding packages, and detailed monitoring statistics for 2024.

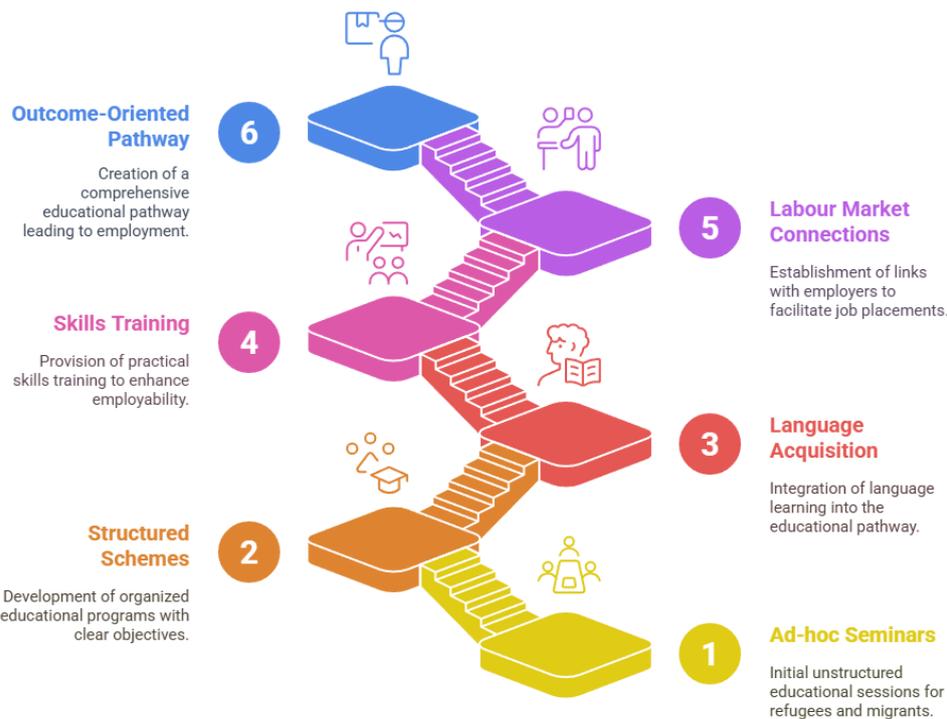


Figure 5: Evolution of the Greek VET ecosystem

HELIOS VET & Employability Track: A six-month program by DOM and OAED that combines language training, skills development, and subsidized work experience.

Completion rate: 4,489/5,210 participants (**86%**).

Job placement results: 1,983 placements (**38%**) within six months; **average time to find a job was 3.4 months.**

Starting salary: €970 gross/month (compared to €590 before the program; +64%).

Distribution by sector: hospitality 37%, construction 18%, retail 14%, agri-food 11%, other 20%.

Gender: 42% women, placement rate for women 34% compared to 38% overall (IOM Tracer 2024 survey, <https://greece.iom.int/sites/g/files/tmzbd11086/files/helios-vet-track-factsheet-october-2024.pdf>).

Teacher training modules under the auspices of universities (AUTH & HOU): 15 ECTS Level 6 EQF certificate for VET and secondary education teachers.

Graduates: 732 (2022-24) **Dropout rate:** 6%.

Impact: A one-year follow-up survey showed an 11-point reduction in class absenteeism and a 9-point increase in student success rates in A2 exams in classes taught by graduates.

Satisfaction: Average programme rating 4.7/5 (AUTH CPD Report 2024, https://www.auth.gr/sites/default/files/CPD_Report_2024.pdf).

EPALE & Erasmus+ KA2 Peer Networks – A Moodle repository and project incubator coordinated by IKY.

Resources: 186 bilingual lesson packages, 24 technical glossaries, **67%** of which include audio narration.

User participation: 8,900 downloads, 3,200 peer comments, 2,600 **active teachers** (EPALE Analytics 2024).

Innovation: KA2 pilot project "SkillUp4Ref" **Open Badges v2.1; 214 students** received digital badges recognized for transfer of IEK credit units (EPALE Activity Report 2024, https://epale.ec.europa.eu/sites/default/files/epale_greece_activity_report_2024.pdf).

Athens Migrant Integration Center (MIC) Career Counseling & Cooperation Center: A **1,100 m²** space that combines business coaching with micro-grants.

Start-ups launched in 2023: 120 (76 active AFM after 12 months, **75% survival after 24 months**).

Female founders: 63% (childcare corner with 15 places for toddlers).

Average turnover in the first year: €28,400; average of 2.3 jobs created per business (MIC Annual Report 2024, https://athensmigration.gov.gr/docs/MIC_AnnualReport_2024.pdf).

Cisco–OAED Digital Skills Academies (Skills on Demand): Vocational schools offering IT Essentials (70 hours), CCNA (210 hours), and CyberOps (120 hours) courses.

Exam success rates 2024: CCNA 200-301 – 78% (average score 825/1,000) · CyberOps – 71%.

Graduate employment: **45%** in IT support within four months.

Average starting salary: €1,150 gross.

Gender: Women **29%** (11% since the introduction of childcare vouchers) (OAED–Cisco Dashboard 2025, <https://www.oaed.gr/en/cisco-skills-on-demand>).

Blue Generation Maritime Careers Pathway: EEA-funded program to upgrade skills in the maritime sector for people aged 15-29.

Participants in 2024: 278 (52% refugees, 48% Greeks).

Certification: 91% passed the Greek Coast Guard exams for English Language in Shipping, 100% passed the **STCW Basic Safety** exams.

Apprenticeship positions: 70/75 filled (**93%**).

Employment: 147 signed employment contracts on ships, **average salary €1,050 + board**.

Progress: 14% enrolled in higher education institutions for officers (Blue Generation 2024 Progress Report, https://www.bluegeneration.org/wp-content/uploads/2024/11/BG_Greece_ProgressReport2024.pdf).

Practical advice for VET providers:

- Align micro-credential codes with the national registry of the Ministry of Education and Religious Affairs to facilitate recognition by employers.
- Combine participation-linked allowances (rent, transport) with detailed LMS data to tackle early dropout.
- Monitor **wage growth** and **contract duration**, not just labor market entry, using 3-, 6-, and 12-month follow-up surveys.
- Introduce **Open Badges/Europass wallets** so that migrants can transfer their certificates across borders.
- Remove gender-related barriers: childcare at the workplace, modular evening courses, targeted vouchers.
- Share anonymous KPI dashboards (completion, placement, salary) between VET centers for comparative performance evaluation.
- Align micro-credential codes with the OAED national registry to facilitate recognition by employers.
- Combine participation-linked allowances (rent, transport) with detailed digital learning data to boost completion.
- Pilot implementation of **Open Badges** or **Europass** digital portfolios so that migrants can transfer their qualifications across borders.
- Incorporate childcare and flexible working hours, as seen in MIC and Cisco academies, to remove barriers to women's participation.
- Use of follow-up surveys (3, 6, 12 months) to document results in terms of employment and wages, incorporating the data into curriculum design.

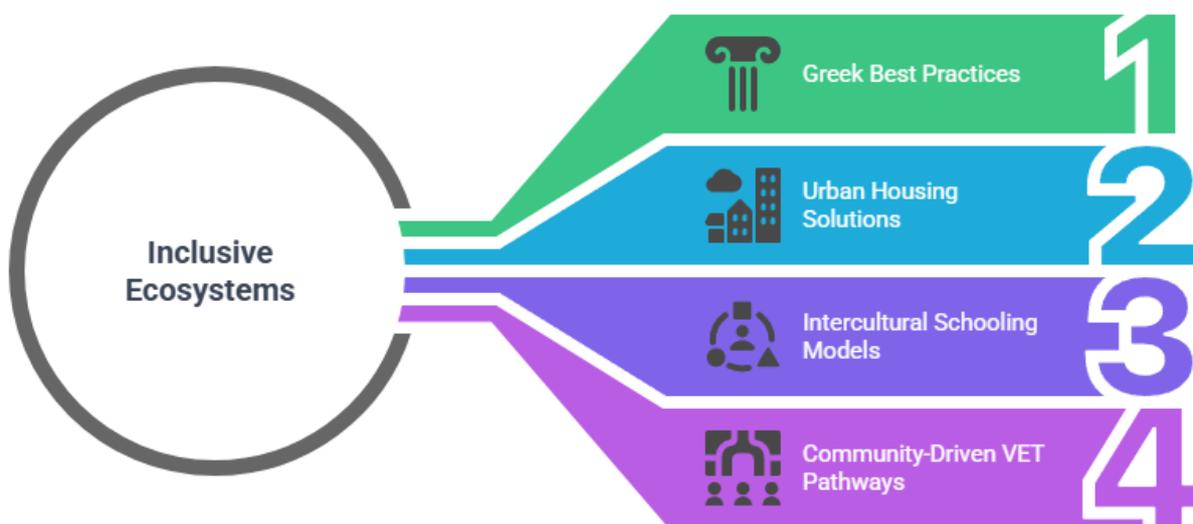


Figure 6: Creating inclusive ecosystems for young refugees

Synthesis – Lessons for transnational transfer

1. **Housing stability supports learning.** The ESTIA apartment model shows that school attendance and participation in VET increase when families live alongside residents.



HELP VET

2. **Language + Vocational training = Faster entry into the labor market.** HELIOS demonstrates that combining A2-level Greek language learning with jobs doubles employment outcomes compared to language learning alone.
3. **Governance of the entire community is essential.** Successful initiatives connect ministries, municipalities, NGOs, employers, and VET centers, reducing fragmentation and funding gaps. (HELP-VET Summary Study, 2025)

Educators and policymakers across Europe can create inclusive ecosystems where refugee children and young people thrive academically, socially, and economically by adapting best practices from Greece, urban housing solutions, intercultural school education models, and community-based VET pathways.



Co-funded by
the European Union

CHAPTER 7:

PRACTICAL TOOLS, ACTIVITIES, AND

MODELS



This chapter brings together a wide range of practical resources designed to enhance the inclusion of international students, particularly refugees, through the focused development of language skills and social participation. The tools and activities included are suitable for a variety of learning environments, ranging from beginner to advanced levels, and support both formal teaching and informal learning. Drawing on national programs and socially innovative projects, the material includes structured lesson plans, role-playing exercises, teamwork strategies, and models that respond to cultural specificities and promote communication, critical thinking, and everyday language use. In addition, the chapter emphasizes the importance of building social bonds, intercultural competence, and self-confidence among students by simulating real-life situations and encouraging interaction. Whether through market-based role-playing games, collaborative group games, or everyday conversation modules, these tools are tailored to help students adapt to their new environment while developing key language and social skills.

7.1 Practical tools and activities from Greece

The landscape of refugee education in Greece has yielded an impressive catalog of open, multilingual teaching aids; however, many educators find it challenging to locate, evaluate, and adapt them quickly. This chapter serves as **a toolbox**, organized by pedagogical purpose rather than source, so that a busy VET trainer can go straight to what they need, whether it is a five-minute phonology game or a six-month peer mentoring program. Each entry below includes: *language proficiency level or age, time/resources required, implementation tips, and evidence of impact* from pilot programs or independent evaluations. All tools are **free or subsidized**, available entirely in electronic format or printable, and **compatible with the CEFR or the descriptive indicators of the Greek curriculum**, where appropriate.

7.1.1 Language development exercises

Duolingo Classroom – Greek

A free dashboard for teachers that allows you to assign short Greek lessons and track students' XP, error patterns, and streaks. Ideal for A0–A1, teens, and adults with mobile device literacy. *Quick results*: open a virtual classroom, set a weekly goal of 100 XP, and use the built-in "Stories" as graded assignments (<https://schools.duolingo.com>).

LearningApps Greek Grammar Widgets

Over 200 drag-and-drop mini-games covering verb endings, phonology, and syntax. Ideal for three-minute warm-ups or switching stations, A0 to B1. Copy an activity and change the interface to Arabic or Farsi so that the instructions are bilingual (https://learningapps.org/?category=29&locale=el_GR).

Quizlet Trade-Vocabulary Sets (EL/EN)

Ready-made card sets for plumbing, carpentry, and hotel services terminology. Designed for VET students who need a quick vocabulary in a specific field. Play the "Match" game on an interactive whiteboard for a quick, competitive review (<https://quizlet.com/subject/greek-vocational/>).

LingQ "Mini-Stories Greek"

Sixty graded audio texts with a clickable dictionary and spaced repetition. Excellent for self-study of listening comprehension at levels A1–B1. Download the MP3 and transcript, then conduct a dictogloss or shadow reading session in class (<https://www.lingq.com/en/learn-el/web/listen/>).



ELLinopoula Classroom

A platform with gamified content, adapted to the Greek primary school curriculum, which also offers printable worksheets. Suitable for children aged 6 to 12 in reception classes. Use Immersive Reader to automatically create vocabulary cards with images (<https://www.ellinopoula.com/classroom>).

7.1.2 Problem-solving scenarios and role-playing

Council of Europe "Autobiography of Intercultural Encounters – Online Edition" (AIE-O)

A reflection tool that guides students in analyzing real or imaginary intercultural misunderstandings. Print the instructions in PDF format or use the online form. Students complete the instructions in pairs after acting out a scenario, then exchange their views (<https://www.coe.int/en/web/autobiography-intercultural-encounters>).

ILO "SIYB Lite – Street Food Stall Simulation"

A printable board game where teams create a micro-food business, set prices, and serve customers. It lasts 90 minutes and is a business challenge that links mathematics with the language of the workplace (<https://www.ilo.org/empent/areas/start-and-improve-your-business/lang--en/index.htm>).

Save the Children "Safe Journey" Board game (Greek version)

Students make decisions along a migration route, dealing with documents, borders, and health issues. Use this to spark discussion about rights and services. Assign observer roles (journalist, NGO worker) to record https://resourcecentre.savethechildren.net/pdf/safejourney_gr.pdf.

Intercultural Cities "Neighborhood Dilemma" Scenarios

Short scenarios of city council meetings about noise complaints, festival permits, or workplace prejudice. Groups improvise arguments while their classmates note down <https://www.coe.int/en/web/interculturalcities/tools> for later linguistic analysis.

7.1.3 Group activities for building social bonds

Photographic mapping of the community

In four two-hour walks, students photograph local landmarks or problems, comment on them, and jointly create a wall map for public display. The process develops storytelling skills and civic education vocabulary, inviting the community to participate (<https://photovoiceworldwide.com/resources/>).

Treasure hunt: My city, my story

A 90-minute treasure hunt in the city with the help of QR codes and bilingual clues. Mixed teams decipher the missions and ask locals for directions, thus gaining authentic practice in speaking and orientation in the city (<https://scavify.com/create-scavenger-hunt>).

Intercultural music workshop

Six weekly one-hour sessions in which participants jointly create a mix of musical pieces using inexpensive percussion instruments and lyrics in Greek and the students' native language. Enhances rhythm vocabulary and role-switching skills (<https://playingforchange.org/teach>).

Green Skills Makerspace - Pop-Up

A three-day bootcamp in the school hall, where teams recycle materials and turn them into birdhouses or bags, and then present their prototypes in Greek and English. The judges award an eco-label from the #GreenVET tool (<https://greenskills.eu/toolkit>).



7.1.4 Classroom assessments and progress monitoring

European Language Portfolio – Greek Adaptation

A passport and portfolio belonging to the student for collecting evidence of proficiency in the Greek language, fully aligned with the CEFR descriptors. Print and staple into notebooks or keep in digital form (<https://europass.cedefop.europa.eu/documents/european-language-portfolio>).

Google Classroom "Originality + Auto-Quiz" Combo

Create a Google form with ten questions for immediate comprehension checks, then let Classroom enter the grades while the Originality report flags instances of plagiarism, quick, paperless feedback (<https://edu.google.com/products/classroom/>).

CASAS Life & Work Reading Tests (Level A)

Free samples from the US functional literacy series. They provide a quick, standardized picture of reading ability in everyday situations (<https://www.casas.org/product-overviews/assessments>).

EU DigCompEdu "Check-In" survey (Greek interface)

A 22-question self-diagnostic test that helps educators map their digital teaching skills and plan their professional development. It generates an automated profile in PDF format and recommendations (https://joint-research-centre.ec.europa.eu/digcompedu/check_en).

Grammarly EDU Analytics

A free account for educational institutions collects the most frequent grammatical or vocabulary errors across the class and sends a weekly report via email, ideal for small data-driven lessons (<https://www.grammarly.com/edu>).

7.2 Practical tools and activities from Poland

This section presents a comprehensive collection of practical tools, activities, and templates designed to support the educational and social integration of international students. The resources and activities described here are designed to facilitate language development, cultivate intercultural competence, and promote social bonds among students. Educators can use these tools to create engaging, interactive, and culturally relevant learning experiences that will help students adapt to their new environment.

7.2.1 Language development exercises

The material presented here covers a wide range of language levels and contexts, from beginner to more advanced learners, and from everyday practical language use to cultural and social integration activities. The exercises include a mix of written resources, interactive scenarios, and role-play activities, all of which aim to create experiential learning opportunities for international students.

In addition, this chapter includes activities designed to help learners not only master the language but also develop confidence in applying their language skills in real-life situations. Activities such as role-playing in the market, group exercises, and cultural discovery programs help students practice communication, problem-solving, and social interaction in a supportive environment. These tools are also complemented by classroom assessment methods and progress tracking templates, which allow teachers to monitor and evaluate students' language development over time.

Whether you are a teacher looking for new ways to engage your students or a student looking for self-study activities, this chapter provides a rich set of resources to enhance the educational experience and promote integration into the language and culture of the host country.



Teaching materials for foreign students learning Polish

All of the educational materials were developed as part of the social innovation initiative "Language of Education and Inclusion (JEI)", a collection of materials designed to help foreign students learn the language. These materials were created as part of a grant co-financed by the European Social Fund under the Operational Program "Development of Knowledge-Based Education." The project was implemented in cooperation with INCUBATOR FOR SOCIAL INNOVATION POPOJUTRZE 2.0, in the field of "Education." These resources are intended to help international students integrate into the Polish language environment by providing them with practical and relevant language skills. (<https://migrant.poznan.pl/en/publikacje/sets-of-educational-materials-developed-within-the-framework-of-the-social-innovation-language-of-education-and-integration-jei-materials-for-learning-useful-polish-language-for-foreign-students/>).

Polish for a Good Start (Polski na Dobry Start) (Level A1)

The teaching material entitled "Polish for a Good Start" is designed for beginners at level A1 and focuses on the fundamental aspects of the Polish language. This material was created by the Linguae Mundi Foreign Language Learning Foundation to provide practical language skills to adult learners, especially those who wish to settle in Poland. This resource serves as a starting point for international students who require basic communication skills for everyday life and work in Poland. Those interested in using this material are invited to contact the Foundation directly to obtain permission (<https://www.gov.pl/web/udsc/-materialy-dydaktyczne-do-nauki-jezyka-polskiego>).

With Polish Every Day (Z językiem polskim każdego dnia) (Level A2 with elements of B1)

The educational package "Polish Every Day," which includes material for A2 level students with B1 elements, was developed as part of the project "Materials and educational support for foreigners applying for international protection in Poland." This initiative was co-financed by the National Program of the Migration and Integration Fund. It provides basic language skills to adult foreigners applying for international protection in Poland, with an emphasis on communication in everyday situations. The material aims to strengthen their language proficiency in practical, real-life contexts. The second part of the material extends to level B1, with elements that also incorporate level B2. This resource can also be used for other groups of foreign learners (<https://www.gov.pl/web/udsc/materialy-dydaktyczne-do-nauki-jezyka-polskiego---dla-doroslych>).

Polish for children

This set of materials was created specifically for foreign minors seeking international protection in Poland. It was developed as part of the project "Materials and educational support for foreigners seeking international protection in Poland," which is co-financed by the National Fund for Asylum, Migration and Integration. The materials are designed to help children develop basic Polish language skills, which are essential for their integration into the Polish education system and society. Although these materials have been designed with minors in mind, they can also be helpful for other groups of foreigners who need basic language training (<https://www.gov.pl/web/udsc/materialy-dydaktyczne-do-nauki-jezyka-polskiego-dla-dzieci>).

Some ideas for exercises that require no preparation

If you are looking for quick and easy exercises to engage students in learning Polish, this resource offers creative ideas that require no prior preparation. The exercises are ideal for teachers who need a spontaneous solution for their lessons and can be easily adapted to different student levels. The ideas range from fun, interactive games to practical exercises that help strengthen vocabulary and language comprehension (<https://blog.e-polish.eu/garsc-pomyslow-na-cwiczenia-bez-zadnego-przygotowania/> Author Paulina Kuc).



E-polish.eu

E-polish.eu is an online platform designed for both students and teachers of the Polish language. This platform offers a range of resources for learning Polish, including interactive lessons, exercises, and educational tools. It caters to all levels of language proficiency and offers a user-friendly environment for those who wish to improve their Polish language skills. Teachers can also benefit from the platform, with access to material that is easy to integrate into their lessons (<https://e-polish.eu/polski-dla-obcokrajowcow>).

Scenario: "At the market"

Objective: This activity aims to immerse students in a real-life scenario, helping them practice and strengthen their Polish language skills in a transactional and social context. By simulating a market environment, students will engage in practical communication, using negotiation techniques, vocabulary, and polite expressions commonly used in shopping situations. They will improve their fluency, learn cultural nuances related to Polish shopping habits, and gain confidence in using the language in real-life situations.

Materials needed

- **Play money:** For transactions between customers and shopkeepers.
- **Objects representing food and products:** Real or plastic objects such as fruit, vegetables, bread, drinks, clothes, etc., to create the market.
- **Map or diagram of a local market or store:** Helps students orient themselves in the classroom, simulating a real market environment.
- **Prices or price lists:** Optional, but useful to give students a sense of the cost of the items they will buy and sell.
- **Polish vocabulary cards:** Cards containing phrases and vocabulary for shopping and bargaining (e.g., "I would like to buy...", "How much does this cost?," "Do you have a discount?" etc.) to guide students' conversations.

1. Introduction and explanation

At this stage, explain the purpose of the activity: to practice language skills in a real, practical situation. The class will simulate a market, with students playing the roles of customers and shopkeepers. Introduce basic phrases in Polish related to shopping, bargaining, and general social interaction (e.g., "I would like to buy...", "How much does this cost?," "Can I have a discount?," "Do you have...?" "Please, I am looking for..."). You can also briefly discuss Polish cultural norms related to shopping.

Duration: 10 minutes

The role of the teacher

Ensure that students understand the task by providing clear explanations and instructions. Demonstrate how to pronounce the key phrases, using appropriate expressions and intonation. Encourage students to participate by asking questions and prompting them to repeat the phrases aloud. Be available to provide support throughout the activity. -

2. Create the market

Divide the class into different "shops" or market stalls (e.g., fruit stall, bakery, clothing store). Arrange the items in separate areas and give each "shopkeeper" lists of products, price lists, or any other relevant information about their shop. Prepare a simple map for the students to follow, allowing them to navigate the market area easily. Once the preparation



is complete, divide the class into two groups: "shopkeepers" and "customers." The shopkeepers manage their products, while the customers use Polish to buy products.

Duration: 5 minutes

The role of the teacher

Assign roles to the students, ensuring that everyone's responsibilities are clearly defined. Distribute fake money to the "customers" and product catalogs, invoices, and other necessary items to the "shopkeepers." Check the preparation to ensure that all students understand how to navigate the market area and interact in Polish. Give students a few minutes to prepare for their roles, especially if they need to familiarize themselves with their "store" or the products they will be selling.

3. Role-play and market simulation

This is the central part of the activity, where students will put everything they have learned into practice. Customers will walk around the classroom, ask for prices, negotiate, and buy products from shopkeepers, using the Polish phrases they have learned. Shopkeepers will chat with customers, answer questions, and complete transactions. Shopkeepers can also practice recommending products, offering alternatives, or making friendly conversation. Customers must purchase at least three different products from different stores.

Duration: 20 minutes (10 minutes per round)

Role reversal

After 10 minutes, switch roles so that everyone has the opportunity to be both a customer and a shopkeeper. In the second round, encourage students to use a broader range of vocabulary, including words related to quantities, specific products, or other polite requests (e.g., "I need two apples," "Can I get a discount on this product?", "Do you have anything else in this color?", etc.). Challenge them to negotiate prices and experiment with different types of interaction.

4. Discussion and reflection

After the role-play, gather the students for a group discussion to reflect on the experience. Encourage them to share their thoughts, challenges, and successes during the simulation. Some guiding questions to facilitate discussion: Which phrases did you find most useful when negotiating or asking for a discount? Did you encounter any complex vocabulary or situations? How did you find interacting with shopkeepers? Did you feel comfortable asking for a discount or haggling?

Duration: 10 minutes

The role of the teacher

Facilitate the reflection session by asking guiding questions and encouraging each student to share their experience. Point out any linguistic or cultural elements that emerged during the activity. Give positive feedback on practical language use and offer constructive feedback on areas for improvement. Discuss how the activity may have helped students improve their confidence in using the Polish language.

5. Summary and evaluation

At the end of the activity, briefly summarize the students' achievements during the simulation. Review the key phrases or vocabulary used in the activity. Optionally, distribute a short quiz or worksheet to assess students' memorization of the phrases learned during

the exercise. You can also ask students to reflect on their own progress by rating their level of comfort using Polish in real-life situations, such as shopping. Make some final remarks and suggestions for continuing language practice.

Duration: 5 minutes

The role of the teacher

Provide individual feedback and reward students for their progress. Reinforce positive behavior and language use during the activity. Suggest further practice outside of class, such as using language learning apps or visiting fundamental markets in Poland. Encourage students to continue using the phrases they learned today in their daily lives.

Total time: 50 minutes

Variations and extensions

- **Add cultural context:** Introduce Polish shopping customs, such as bargaining at outdoor markets, where prices may not be fixed. Discuss the difference between small local shops and larger stores in Poland.
- **Extend the exercise to larger groups:** If the class is large, create several "markets" in the room and ask students to rotate between them so that everyone has a chance to play both the role of customer and shopkeeper.
- **Create "special requests":** Add more complexity by assigning specific tasks to customers and shopkeepers (e.g., the customer asks for a vegetarian option, or the shopkeeper does not have a product and must offer a similar one).
- **Use technology:** Incorporate digital tools for additional practice. Use apps such as Duolingo or Babbel to practice vocabulary, or to create a virtual shopping experience where students simulate buying products online in Polish.

Conclusion: This activity is designed to help students gain confidence and fluency in using Polish in real-life situations, such as shopping at the market. By practicing in an immersive and interactive environment, students not only strengthen their language skills but also gain a deeper understanding of Polish culture, including communication styles and consumer habits. Role-playing helps strengthen social bonds and apply the language to everyday activities. Students complete the activity feeling more prepared to use Polish in real-life situations, especially when traveling or living in Poland.

7.2.2 Problem-solving scenarios and role-playing

The following programs and materials offer practical strategies for integrating problem-solving scenarios and role-playing into language teaching. These resources are designed to help teachers cultivate critical thinking, communication skills, and intercultural competence in real-life situations. By incorporating these approaches, teachers can create dynamic learning environments that allow students to practice their language skills in realistic contexts while gaining knowledge about cultural differences and everyday challenges. Each of the following examples offers unique opportunities for both teachers and students to engage with the material in an interactive and meaningful way.

Workbook. Author Tomasz Róg

This "Workbook" is a key resource for developing intercultural skills in foreign language teaching. It is designed for teachers who wish to incorporate an intercultural approach into their lessons. The workbook presents key concepts for understanding intercultural dynamics, accompanied by practical exercises for



observation during lessons. It also offers comprehensive guidelines for preparing, conducting, and reviewing lessons from a cross-cultural perspective. Teachers will find valuable ideas for lesson planning, alternative teaching methods, and inspiration from online resources. The workbook is ideal for teachers who want to enrich their curriculum with intercultural elements and create more comprehensive, culturally sensitive learning experiences for their students (<https://ore.edu.pl/wp-content/plugins/downloadattachments/includes/download.php?id=15097>, Róg, 2017).

"Z językiem polskim każdego dnia" by Paula Mandziej

Z językiem polskim każdego dnia (With Polish Every Day) is a comprehensive textbook designed for students learning Polish as a foreign language. The textbook is divided into two parts, each containing 10 units. Each unit addresses a series of real-life communication situations that students may encounter in their daily lives. These units cover topics such as obtaining and providing personal information, responding to emergencies, communicating with medical personnel, and shopping in a store. In addition, the textbook includes sections on making complaints, arranging meetings with landlords, and other important everyday scenarios. Each section is designed to help students practice and develop their Polish language skills in practical contexts. This textbook is ideal for those who want to improve their communication skills and gain confidence in using Polish in various everyday situations (<https://www.gov.pl/attachment/0d525271-427b-4ae8-ae8c-735b3084452c>).

"Językowa podróż po Polsce" by Szostak-Król

Językowa podróż po Polsce (A Linguistic Journey Through Poland) is a textbook designed for teaching Polish as a foreign language to children and young people, especially those aged 11 to 15, who are beginning their education in Polish schools. The textbook focuses on various communicative situations familiar to young learners, providing them with the language skills they need in real-life situations. Topics covered in the textbook include greetings and farewells, self-introduction, describing daily activities, visiting the school nurse's office, and shopping at the school store. The approach focuses on creating a friendly and engaging environment for young learners, making it easy for them to practice the language in situations they are likely to encounter in their daily lives. This resource is beneficial for students who are beginning their education in Polish and need to acquire basic language skills in a supportive and context-based manner (<https://www.gov.pl/attachment/440d2b16-17e1-457c-a7a9-3f1b31ed1eb0>).

7.2.3 Group activities for developing social bonds

The following resources offer various exercises and scenarios designed to enhance communication, cooperation, and integration among individuals, particularly in group or school settings. These activities are effective in cultivating critical skills, such as teamwork and intercultural awareness, and can be applied in both educational and social settings to promote integration and participation. Below are detailed descriptions and links for each resource, which provide practical information on how such exercises and scenarios can be applied to different learners.

Dr. Michał Czakon's **"15 simple exercises and solutions that bring results and improve conclusions and communication in the team and in the classroom"** provides a series of practical exercises aimed at improving cooperation and communication in group settings. This resource is designed to be implemented over the course of a semester and offers 15 exercises that focus on developing specific areas of competence. Each exercise can be adapted for use in lessons or other educational sessions and is particularly beneficial for strengthening team dynamics and enhancing students' problem-solving and communication skills. These exercises are ideal for educators seeking structured activities to help students develop stronger interpersonal





relationships and enhance their teamwork abilities. (<https://cdw.edu.pl/15-prostych-cwiczen-i-pomyslow-na-zajecia-budujacych-wspolprace-i-poprawiajacych-relacje-i-komunikacje-w-grupie-i-klasie/#1-budowa-wiezy-z-papieru>, Czakon, 2023).

The **Fruit Field** Game is an integration game and workshop scenario explicitly designed for children and adolescents with migrant backgrounds. This game was developed as an engaging and educational integration tool that combines play and learning in a way that promotes socialization and cultural dialogue. Although initially created for the young residents of the Foreigners' Center, it can be adapted for use in other settings where children or young people from diverse backgrounds come together. The scenario promotes cooperation, language skills, and understanding of different cultures in a fun and interactive way (<https://emic.com.pl/assets/Serwis/Documents/gr-integracyjna-v2.pdf>, Żulewska, 2022).

"Discovering Poland and Warsaw through conversation" belongs to the field: Conversation program for immigrants, and is a program developed by the Polish Migration Forum Foundation. This program is designed to combine language learning with active exploration, offering participants the opportunity to take part in discussions, interactive exercises, and excursions. By combining practical language practice with cultural exploration, participants can gain a deeper understanding of Polish traditions, history, and contemporary culture. The program aims to create an inclusive environment for immigrants, enabling them to gain a deeper understanding of Polish society and improve their language skills (<https://forummigracyjne.org/wp-content/uploads/2024/11/Klub-Dyskucyjny-NCK.pdf>).

7.2.4 Classroom assessments and progress monitoring

Classroom assessments and progress monitoring are key elements of the educational process, especially in language learning. They enable teachers to assess students' knowledge, skills, and language development over time, ensuring that students receive the necessary support to improve their proficiency. By systematically monitoring progress, teachers can identify areas where students excel and those that require further attention, thereby enabling a more personalized and effective learning experience.

One of the primary methods of assessing language proficiency is self-assessment surveys. These tools enable students to assess their own abilities and confidence in key areas, such as speaking, writing, and listening. Participating in self-assessment encourages learners to reflect on their learning journey, fostering a sense of ownership and responsibility for their progress. This practice of reflection not only enhances self-awareness but also promotes critical thinking and autonomy in the learning process (<https://www.sanako.com>).

Teacher assessment checklists are another valuable tool for monitoring student progress. These checklists enable teachers to systematically assess student performance in terms of specific language skills and abilities. Using these checklists, teachers can provide targeted feedback, highlight strengths, and identify areas for improvement. This structured approach ensures that assessments are comprehensive and aligned with learning objectives, contributing to a more objective evaluation of student performance (<https://schoolytics.com>).

Peer assessment forms offer a collaborative approach to assessing language proficiency. Through peer assessment, students evaluate each other on their speaking, pronunciation, and use of grammar. This method not only provides different perspectives on a student's abilities but also fosters a supportive learning environment where students learn from one another. Peer assessments can strengthen critical thinking skills and promote a deeper understanding of linguistic nuances as students engage in constructive feedback and discussions. (<https://eric.ed.gov>).



Progress tracking sheets are essential for documenting individual improvements over time. These structured forms allow both teachers and students to track progress in language proficiency, providing a clear record of development. Regularly updating progress tracking sheets helps set realistic goals, adjust learning strategies, and maintain motivation. They provide a visual representation of progress, reinforcing the link between effort and achievement (<https://readingrockets.org>).

Knowledge quizzes and skills tests are formal or informal assessments that evaluate vocabulary, grammar, and comprehension. These assessments provide immediate feedback, enabling both learners and teachers to pinpoint areas that require attention. Incorporating a variety of assessment types, including quizzes and tests, ensures a comprehensive evaluation of language skills, catering to different learning styles and preferences. This diversity in assessment methods contributes to a more holistic understanding of a student's <https://www.sanako.com>.

Integrating these assessment methods into the language learning process not only enhances the educational experience but also empowers students to take an active role in their learning journey. By using a combination of self-assessment, teacher assessments, peer feedback, progress monitoring, and formal assessments, teachers can create a dynamic and flexible learning environment that responds to the diverse needs of learners. This integrated approach ensures that language learners receive the support and guidance they need to reach their full potential.

Conclusions

The tools and activities presented in this chapter provide a practical basis for teachers and facilitators seeking to create inclusive and flexible learning environments for refugees and migrant learners. Each resource has been selected or developed to address specific needs, such as vocabulary acquisition, sentence construction, oral interaction, and the application of the Polish language in real life. The inclusion of progress tracking templates, assessment tools, and thematic games allows educators to measure student progress and adapt their teaching accordingly. Equally important are scenarios and exercises that encourage students to share their cultural experiences, participate in group work, and develop a sense of belonging. By incorporating these materials into the classroom, teachers can facilitate not only language proficiency but also emotional and social integration. The chapter highlights the role of structured, experiential learning in supporting the holistic development of refugee students, making it an essential component of effective VET and language education practices.

7.3 Practical tools and activities from Turkey

While theoretical models and strategic frameworks are vital for creating inclusive and trauma-sensitive VET environments, educators and support staff require easily applicable tools that they can use in real time. CEKDEV, through its many years of direct work with young refugees and migrants, has developed a range of adaptable resources to address emotional regulation, reflective thinking among students, guidance structures, and parental involvement.

Each tool presented in this chapter has been tested in VET settings and refined through feedback from educators, youth workers, and learners themselves. Emphasis is placed on **accessibility, cultural flexibility, and emotional safety**. All tools include detailed instructions, material lists, adaptation guidelines, and optional reflection or evaluation methods. Whether you work in a high-capacity school in an urban setting or



in a resource-limited environment, these tools are designed to integrate smoothly into the daily rhythm of educational institutions.

7.3.1 Practical tools for implementing psychosocial support

Emotion mapping worksheet

Purpose: To help students visualize, name, and reflect on their emotional states in a structured, visual format.

Description: This tool consists of a blank diagram with a silhouette of a person or a facial expression, where students color, shade, or draw symbols to show where and how they feel emotions in their bodies. To make the exercise more meaningful, additional questions are used, such as "What color is your anger?" or "Where do you keep your hope?" The worksheet is suitable for both individual and group use, serving as a weekly check-in tool.

How to use:

- Hand out the worksheets at the beginning or end of the week.
- Ask students to think silently, fill it out without pressure, and share it.
- Optionally, invite volunteers to discuss their maps in small groups.
- Create a folder for each student's weekly maps to track changes over time.

Expected results: Improved emotional intelligence, increased dialogue between students and teachers, and early identification of students who need extra support.

Mentor check-in form

Purpose: To structure consistent, reflective conversations between refugee students and their assigned mentors or trusted adults.

Description: This form is designed for biweekly conversations between a mentor and a student. It includes questions such as "One thing that made me proud this week," "Something I need help with," and "A goal I am working towards." The form is simple, multilingual (where necessary), and can be filled in with words or symbols. A section for the mentor's notes encourages proactive monitoring.

Implementation tips:

- Provide a quiet, predictable space for meetings (e.g., a corner of the library).
- Use the same mentor each time to build trust and emotional continuity.
- Be flexible—some students may prefer drawing or storytelling instead of writing.

Expected outcomes: Strengthened bonds between students and adults, better monitoring of well-being and motivation, and reduced behavioral problems through early intervention.

Parent workshop design template

Purpose: To support educators in designing parent workshops that are inclusive, linguistically accessible, and culturally respectful.

Description: This template includes seven design sections:

1. Workshop title
2. Objectives
3. Key messages
4. Format (presentation, discussion, group work)
5. Language/translation needs
6. Childcare/catering/transportation arrangements
7. Feedback and monitoring mechanisms

It is designed to be reused in multiple workshops and includes a sample schedule and checklist for organizing.

Best practices:

- Work with a community mediator or representative of refugee parents.
- Choose topics based on parents' responses to the survey (e.g., navigating the school system, adolescent behavior, digital safety).
- Always conclude with an open discussion and anonymous feedback forms.

Expected outcomes: Increased parental involvement, more trusting relationships, and more culturally grounded collaboration between family and school.

Psychosocial diary pages

Purpose: To promote self-reflection and emotion regulation through guided prompts for journaling.

Description: These printable pages provide structured prompts in categories such as "My week in three emotions," "A challenge I overcame," "A moment when I felt safe," and "If my emotions were weather... The format allows for both written and visual responses. Students can complete their journals weekly, biweekly, or during scheduled reflection periods.

How to use:

- Ensure confidentiality: students can submit it privately or keep it in a personal folder.
- Ensure confidentiality: students can submit it privately or keep it in a personal folder.
- Allow for discussions with counselors if troubling issues arise.

Adaptations:

Use it in digital format for tablets or translate it into the native language, incorporating pictorial cues for younger students or those with low literacy levels.

Expected outcomes: Improved emotional processing, development of internal coping strategies, and increased self-expression.

"Emotions and Needs" Cards

Purpose: To help students recognize their emotions and needs using visual aids.

Description: The deck includes cards with emotions (happiness, confusion, disappointment, excitement) and needs (rest, help, friendship, safety) depicted with pictures and simple words. It can be used in morning meetings, individual sessions, or in conflict resolution situations.

Example activities:

- Each student chooses one "emotion" card and one "need" card upon arrival.
- Use the cards in pairs to describe an imaginary or real scenario.
- Create a "class emotion wall" with weekly updates.

Expected results: Development of vocabulary for expressing emotions and improvement of communication between students.

Crisis response protocol poster

Purpose: To clearly communicate what to do in the event of a student's emotional crisis or outburst.

Description: This visual poster describes simple, trauma-sensitive steps for school staff to follow:

1. Keep calm
2. Ensure physical safety
3. Use calming language
4. Offer space or sensory tools
5. Refer to a PFA counselor/team



Placement: Place in staff rooms, counselor offices, and administration offices.

Expected outcomes: More consistent staff responses to crises, reduced risk of re-traumatization, and a safer school environment.

Conclusions

These tools represent CEKDEV's commitment to **making psychosocial support practical and accessible**, even in resource-limited settings. Their flexibility enables them to be adapted to diverse cultural, linguistic, and institutional contexts. At the same time, their foundation in trauma-informed, student-centered practice ensures that emotional safety remains at the core of all educational efforts.

By equipping educators and frontline workers with these practical resources, CEKDEV not only bridges the gap between theory and practice but also helps to ensure that young refugees and migrants are met not only with expectations but also with empathy, consistency, and care.



Co-funded by
the European Union

APPENDIX



The appendix includes a comprehensive collection of supplementary resources that support the practical application of the strategies and tools discussed in this e-book. It includes detailed lesson plans, self-assessment forms, CEFR assessment checklists, and teaching templates specifically tailored for educators working with refugee and migrant learners. These materials are based on real teaching programs and provide examples of how to implement activities aimed at language learning, intercultural learning, and classroom participation. In addition, the appendix provides selected links to educational platforms, national initiatives, and resources developed for different age groups and language proficiency levels. Educators will also find a list of useful contacts, including public agencies, local organizations, and online services that offer logistical, legal, and psychosocial support to immigrant families. Overall, this section is designed to serve as a practical reference library for both teaching and coordinating support services in the fields of VET and adult education.

Lesson scenario "Greetings and farewells"

Topic: Greetings and farewells

Level: A, for students aged 7-12

Duration: 45 minutes

Objectives:

- Develop speaking skills and improve communication skills for short self-introductions.
- Reinforce vocabulary related to greetings and farewells.
- Reinforce selected grammatical concepts: conjugation of the verb "to be called."
- Developing text comprehension skills.
- Understanding cultural differences in greeting and farewell practices.

Teaching methods and forms of work:

- Discussion, practical activities.
- Individual and group work.
- Exercises from Appendix 1.

Teaching materials: Sheets of paper, markers.

Lesson plan:

1. **Icebreaker - "Name circle" (5 minutes):** Start the lesson with a game to break the ice and make the students feel comfortable. Ask each student to say their name and then say a word that starts with the same letter as their name (e.g., "Hi, my name is Anna and I like books"). This game will help students feel more comfortable before starting the activities and will encourage interaction.
2. **Introduction to the topic (5 minutes):** After the icebreaker game, introduce the topic of greetings and farewells. Together with the students, write familiar greeting and farewell phrases on the board.
3. **Classifying greetings as formal and informal (5 minutes):** Together with the students, divide the greetings and farewells into two categories: formal and informal. Use a table on the board to organize the phrases.
4. **Vocabulary exercise (10 minutes):** Give students a jumbled text (Sample 1) and ask them to rearrange the sentences in a logical order. After they have completed the exercise, read the correctly organized text together.
5. **Role-play dialogues (15 minutes):** Divide the students into groups and ask them to prepare short role-play scenarios based on the following situations:
 - Scenario 1: Ask a classmate their name and introduce yourself.
 - Scenario 2: Greet your grandmother who has come to your birthday party.





HELP VET

- Scenario 3: Introduce yourself to the school principal.

After preparing the scenes, each group will present their scenario to the class.

6. **Summary (5 minutes):** Conclude the lesson with a brief discussion about the differences in greetings and farewells in different countries. Encourage students to share the greeting customs from their countries.
7. **Self-assessment (5 minutes):** At the end of the lesson, ask students to assess their performance using a self-assessment sheet (found in the intercultural portfolio).

Assignment Intercultural Folder: Draw a self-portrait that you could give to a classmate you met in today's lesson. In the cloud, write how you would introduce yourself.

Sample 1. Mixed-up text:

- Hi, I'm Maria.
- My name is George, nice to meet you.
- What's your name?
- Hi! How are you?



Assessment checklists.

Student Assessment Form

Please fill out this form to provide your assessment of the student's performance.

Name *

First Name

Last Name

Grade/Year Level *

Subject/Field of Study *

Assessment Date *

Date

Evaluator *

First Name

Last Name

Academic Performance *

1 2 3 4 5 6 7 8 9 10

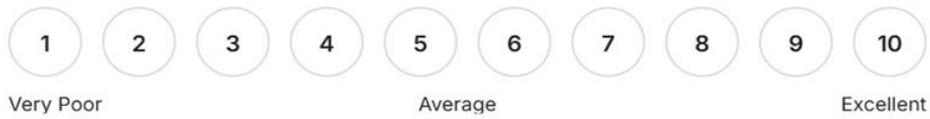
Very Poor

Average

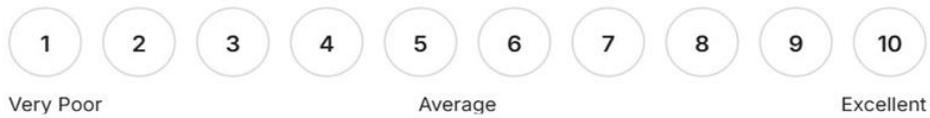
Excellent



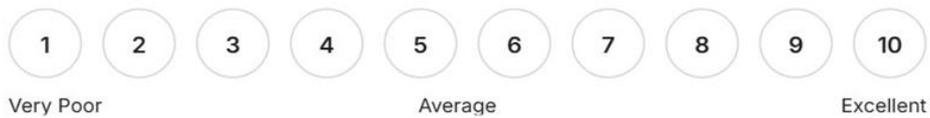
Participation and Engagement *



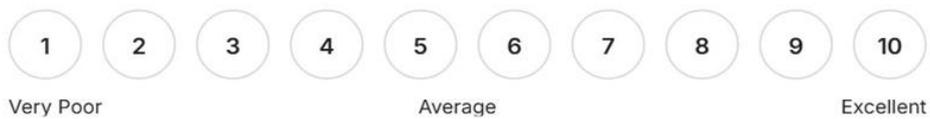
Attendance *



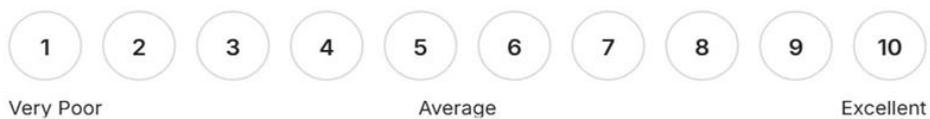
Behavior *



Teamwork *



Overall Assessment *



Comments/Observations

Checklists for students, classified by CEFR activity

A1 LISTENING	This is my goal	Now I can do it with help	Now I can do it without help
I understand basic greetings and phrases used in everyday situations (e.g., please, thank you)			
I can follow simple instructions in class when people speak slowly and clearly			
I can understand simple explanations in class, e.g. why I am doing a particular activity			
I understand the days of the week and the months of the year			
I understand time and dates			
I understand numbers, quantities (basic measurements and weights), and prices			
I understand simple instructions, directions, and comments			
I understand very short dialogues when people speak slowly and clearly			
I understand the names of everyday objects in my immediate environment.			
I understand simple questions about myself when people speak slowly and clearly.			
I understand familiar words and phrases in movies, advertisements, cartoons, etc.			
I understand familiar words and phrases in songs I hear on the radio or television.			
I can understand a simple phone message.			



A2 LISTENING	This is my goal	Now I can do it with help	Now I can do it without help
I can understand what others are saying to me in simple, everyday conversations when they speak slowly and clearly.			
I can understand everyday words and phrases related to my immediate personal environment (e.g., family, student life, local environment, work)			
I understand everyday words and phrases related to areas of personal interest (e.g., hobbies, social life, holidays, music, television, movies, travel)			
I understand clear and simple messages and recorded announcements (e.g., on the phone, at the train station).			
I can understand simple phrases, questions, and information related to basic personal needs (e.g., shopping, eating out, visiting the doctor or dentist).			
I can follow simple instructions (e.g., how to get from X to Y) on foot or by public transport.			
I can usually recognize the topic of conversation around me when people speak slowly and clearly.			
I can follow topic changes in television news reports and get an idea of the main content.			
I can identify the main point of television news reports about events, accidents, etc., if there is visual support.			
I can understand short, simple stories when they are narrated or read clearly and slowly.			
I can understand simple, specific instructions on how to use materials and equipment.			
I can understand simple descriptions of operations related to my work if practical demonstrations accompany them.			



A1 READING	This is my goal	Now I can do it with help	Now I can do it without help
I can recognize the letters of the alphabet.			
I can find my name in a list.			
I can recognize familiar names, words, and phrases in very short and simple texts.			
I can understand words and very short phrases that are often found in public places (e.g., "EXIT," "NO SMOKING," "DANGER," "CLOSED")			
I can find numbers in a telephone directory.			
I can read and understand bus and train timetables.			
I can read and understand opening hours and days (in shops, etc.).			
I understand simple written messages and comments related to my studies (e.g., "well done," "repeat").			
I can generally understand information on posters, catalogs, and advertisements, especially if there are pictures.			
I can find what I am looking for in catalogs and lists, such as soccer league tables and "top ten" lists.			
I can understand simple forms well enough to fill in basic personal details (e.g., name, address, date of birth).			
I can find a concert or movie in public event calendars or posters and determine where it will take place and when it will start.			
I can follow short, simple written instructions (e.g., go from X to Y).			
I can follow instructions that have clear pictures and a few words.			
I can read and understand an appointment that has been given to me in writing.			
I can understand short, simple messages on greeting cards and postcards (e.g., holiday greetings, birthday wishes), as well as in text messages and emails.			
I understand the most important commands in a computer program, such as "PRINT," "SAVE," and "COPY."			

I understand basic information about people (age, place of residence) in newspaper articles.			
--	--	--	--

A2 READING	This is my goal	Now I can do it with help	Now I can do it without help
I can understand short, simple messages and texts that contain basic vocabulary for everyday use and relate to areas of personal interest or importance to me.			
I can understand everyday signs and notices (e.g., on the street, in shops, hotels, train stations)			
I can find specific, predictable information in simple everyday material such as advertisements, timetables, menus, catalogs, and brochures.			
I can understand instructions on packaging and medicines.			
I understand instructions when they are expressed in simple language (e.g., how to use a public telephone)			
I can understand rules when they are expressed in simple language (e.g., safety instructions, rules governing class participation).			
I can understand questions on most official forms.			
I understand most advertisements in newspapers and magazines.			
I can understand short, simple personal letters that convey or request information about everyday life or extend an invitation.			
I can find basic information in short newspaper/magazine articles.			
I can understand basic information in routine letters and messages (e.g., hotel reservations, personal phone messages).			
I can understand short narratives on familiar everyday topics, provided the text is written in simple language.			
I can search for basic information on a topic that interests me.			
I can use a monolingual dictionary to find new vocabulary and check spelling.			
I can use a grammar book to find the correct structures.			

A1 VERBAL INTERACTION	This is my goal	Now I can do it with help	Now I can do it without help
I can greet other people and introduce myself.			
I can ask how someone is and say how I am			
I can say who I am, ask someone's name, and introduce someone.			
I can say that I do not understand, ask others to repeat what they said, speak more slowly, get attention, and ask for help.			
I can ask how to say something in the language or what a word means.			
I can ask and answer simple, direct questions about very familiar topics (e.g., family, student life, work) with the help of my conversation partner.			
I can ask for things from others and give things to others, saying "please" and "thank you" as appropriate.			
I can handle numbers, quantities, costs, and time.			
I can make simple purchases, using gestures and movements to support my words.			
I can answer simple, direct questions about personal details in an interview, if they are asked very slowly and clearly in standard dialect.			
I can have a simple telephone conversation based on information I already have.			

A2 SPOKEN INTERACTION	This is my goal	Now I can do it with help	Now I can do it without help
I can handle short social exchanges and make myself understood if others help me.			
I can participate in short conversations in everyday situations about topics that interest me.			
I can make and respond to invitations, suggestions, apologies, and requests for permission.			
I can say what I like and dislike.			
I can express agreement and disagreement.			
I can request a specific size, color, etc. when purchasing clothes.			



I can explain a problem to my doctor or dentist.			
I can express how I feel in simple terms and appropriately express my gratitude.			
I can discuss what to do, where to go, and make rules for meetings (e.g., in the evening, on weekends).			
I can ask and answer simple questions about familiar topics (e.g., the weather, hobbies, social life, music, sports).			
I can ask and answer simple questions about things that have happened (e.g., yesterday, last week, last year).			
I can handle simple phone calls (e.g., identifying who is calling, requesting to speak with someone, providing my number, and exchanging or receiving a simple message).			
I can make simple transactions (e.g., in shops, post offices, and train stations) and order food or drinks.			
I can obtain simple practical information (e.g., ask for directions, make a reservation for accommodation).			

A1 SPOKEN PRODUCTION	This is my goal.	Now I can do it with help	Now I can do it without help
I can say the letters of the alphabet.			
I can spell my name and address.			
I can give basic personal information about myself (e.g., name, age, address, family, classes, work) using set phrases.			
I can convey a simple message.			
I can use simple words and phrases to describe where I live.			
I can use simple words and phrases to describe people I know.			
I can read a very short prepared statement (e.g., to introduce a speaker, propose a toast).			

A2 SPOKEN PRODUCTION	This is my goal	Now I can do it with help	Now I can do it without help
I can describe myself, my family, and other people I know.			





I can describe my home and where I live.			
I can talk about my background and compare life there with life in my new country.			
I can describe my educational background and the subjects I have studied.			
I can say what I usually do at home, at school/college, at work, and in my free time.			
I can describe my qualifications and previous experience to an official.			
I can provide concise, straightforward descriptions of events or share a brief, simple story.			
I can describe past activities and personal experiences (e.g., what I did over the weekend).			
I can explain what I like and dislike about something.			
I can make simple descriptions and simple comparisons.			
I can deliver concise, prepared announcements with predictable content that I have rehearsed.			
I can deliver a brief, prepared presentation on a familiar topic within my academic or professional field.			

A1 WRITING	This is my goal	Now I can do it with help	Now I can do it without help
I can write the letters of the alphabet.			
I can write my name and address.			
I can copy words and phrases, e.g., from a chart or a set of instructions.			
I can take short notes on what I have learned.			
I can fill in a simple form or questionnaire with my personal details (e.g., date of birth, address, nationality).			
I can order things by filling out a pre-printed order form.			
I can write a greeting card or a simple e-mail/text message using set phrases.			
I can write simple phrases and sentences about myself (e.g., where I live, how many siblings I have).			





HELP VET

I can write simple phrases and sentences about my immediate environment.			
--	--	--	--



**Co-funded by
the European Union**

A2 WRITING	This is my goal	Now I can do it with help	Now I can do it without help.
I can write concise, straightforward notes and messages (e.g., to indicate that someone has called, to arrange a meeting, or to explain my absence).			
I can write a simple resume with basic personal information.			
I can write about aspects of my past and present life in simple connected sentences (e.g., family, school/college, work, holidays)			
I can write concise, straightforward fictional biographies and stories about individuals.			
I can write an elementary personal letter (e.g., acceptance or offer of an invitation, thank-you letter, apology), with an appropriate introduction and closing.			
I can write an elementary formal letter (e.g., placing an order or requesting information about summer work or hotel accommodation), with an appropriate introduction and closing.			
I can keep a straightforward diary or journal.			

Link: <https://rm.coe.int/16802fc1cc> (Little, 2012)

Example templates for language teaching.

Basic vocabulary card template

Objective: To help refugee/migrant children learn basic language vocabulary and reinforce their memory through visual aids.

Materials: Cards (can be printed or digital) with:

- Pictures representing the word (on the front)
- The word with its translation (on the back)
- For beginners, the phonetic pronunciation can be added.

Examples: Front side: Picture of a dog

Activity:

1. Hold up the cards one by one and ask students to repeat the word in the local language.
2. Encourage students to create simple sentences with the words (e.g., "This is a dog").
3. Use games such as matching or "memory" games, where students match the word with the corresponding translation or picture.





HELP VET

Template for creating sentences

Objective: To teach refugee/migrant children the structure of sentences in Polish, focusing on the subject-verb-object (SVO) order and other simple grammatical rules.

Materials:

- Cards with sentences containing words (nouns, verbs, adjectives)
- Blank cards for creating customized sentences

Template layout:

- Card 1: Subject (e.g., "child")
- Card 2: Verb (e.g., "loves")
- Card 3: Object (e.g., "apple")

Example sentence: "The child likes the apple."

Activity:

1. Students can shuffle the cards and work with their classmates or in groups to create sentences.
2. After they have formed sentences, ask them to translate their sentences into their native language or English and vice versa.
3. Encourage children to modify the sentences, for example, by changing verbs or adding adjectives (e.g., "The child really likes red apples").



Co-funded by
the European Union

Conclusion

The material provided in the appendices is a valuable extension of the core content of the e-book, transforming its recommendations into practical, ready-to-use formats. Lesson plans, such as the "Greetings and farewells" scenario, illustrate how cultural and linguistic objectives can be combined in dynamic classroom environments. Assessment templates based on CEFR criteria allow for structured monitoring of language learning progress, providing both learners and teachers with clear benchmarks and feedback. The inclusion of flashcards, sentence-building exercises, and vocabulary worksheets offers flexible tools that can be easily adapted to different teaching environments and learner profiles. In addition, the appendix with contact information bridges the gap between educational environments and broader integration networks, directing users to relevant services and organizations. Overall, these resources reinforce the overall goal of the e-book: to support the successful integration of refugee students into professional and social life in Poland through well-informed, empathetic, and practical teaching methods.



References

- Alisic, E. (2012). Teachers' perspectives on providing support to children after trauma: A qualitative study. *Child Abuse & Neglect*, 27(1), 51-59.
- Anderson, J. &. (2012). *The future of gamification in education*. . Washington : Pew Research Center.
- Brunzell, T., Walters, L. E., & Stokes, H. (2016, May). Trauma-informed flexible learning: classrooms that strengthen regulatory abilities. *International Journal of Child Youth and Family Studies*, 2(7), 218. Retrieved from https://www.researchgate.net/publication/304028692_TRAUMA-INFORMED_FLEXIBLE_LEARNING_CLASSROOMS_THAT_STRENGTHEN_REGULATORY_ABILITIES
- Czakon, M. (2023). 15 prostych ćwiczeń i pomysłów na zajęcia budujących współpracę i poprawiających relacje i komunikację w grupie i klasie. Motycz Leśny, Polska. Pobrano z lokalizacji <https://cdw.edu.pl/15-prostych-cwiczen-i-pomyslow-na-zajecia-budujacych-wspolprace-i-poprawiajacych-relacje-i-komunikacje-w-grupie-i-klasie/#1-budowa-wiezy-z-papieru>
- Daniels, M., Pears, A., & Cajander, A. (2010). Engineering Education Research in Practice: Evolving Use of Open Ended Group Projects as a Pedagogical Strategy for Developing Skills in Global Collaboration. *International Journal of Engineering Education*, 4(26), 795-806.
- Deci, E. L. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behaviour. *Psychological inquiry*., 4(11), 227-268.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Springer Science+Business Media New York.
- Deterding, S., Dixon, D., Nacke, L., & Khaled, R. (2011). From Game Design Elements to Gamefulness: Defining Gamification. *The 15th International Academic MindTrek Conference: Envisioning Future Media Environments* (pp. 9-15). New York: Association for Computing Machinery.
- Harris, M., & Fallot, R. D. (2001). *Using trauma theory to design service systems*. Jossey-Bass.
- Jonassen, D. (1999). *Designing constructivist learning environments*. Pennsylvania: University Park: Pennsylvania State University.
- Kapp, K. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. San Francisco: Pfeiffer. Retrieved from https://www.researchgate.net/publication/273947281_The_gamification_of_learning_and_instruction_Game-based_methods_and_strategies_for_training_and_education_San_Francisco_CA_Pfeiffer
- Kolk, B. A. (2014). *The body keeps the score. Brain, mind and body in the healing of trauma*. . New York : Viking.
- Little, D. (2012). The linguistic integration of adult migrants and the European Language Portfolio: goal-setting and self-assessment checklists. Retrieved from <https://rm.coe.int/16802fc1cc>
- Madziej, P. (2023). Z językiem polskim każdego dnia. Cz. 2. Warszawa, Polska. Pobrano z lokalizacji <https://www.gov.pl/attachment/77220820-6e9e-4a8d-8427-1d9988e31775>
- OECD. (2018). *The resilience of students with an immigrant background: Factors that shape well-being*., Paris: OECD Publishing.
- Róg, T. (2017). Zeszyt ćwiczeń. Warszawa. Pobrano z lokalizacji <https://ore.edu.pl/wp-content/plugins/download-attachments/includes/download.php?id=15097>
- SAMHSA. (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-informed Approach*. Rockville: U.S. Department of Health and Human Services.





HELP VET

Schunk, D. H. (2012). *Learning theories: An educational Perspective*. Boston : Pearson Education, Inc.

Siegel, D. J., & Bryson, T. (2011). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind, Survive Everyday Parenting Struggles, and Help Your Family Thrive*. Delacorte Press.

Szostak-Król, K. (2019). *Językowa podróż po Polsce. PODRĘCZNIK DO NAUKI JĘZYKA POLSKIEGO JAKO OBCEGO DLA DZIECI I MŁODZIEŻY ROZPOCZYNAJĄCYCH NAUKĘ W POLSKIEJ SZKOLE (WIEK 11 – 15 LAT)*. Warszawa, Polska. Pobrano z lokalizacji <https://www.gov.pl/attachment/440d2b16-17e1-457c-a7a9-3f1b31ed1eb0>

UNESCO. (2020). *Global Education Monitoring Report 2020: Inclusion and education: All means all*. Paris: United Nations Educational, Scientific and Cultural Organization.

Żulewska, S. (2022). *Gra owocowa*. Warszawa. Pobrano z lokalizacji <https://emic.com.pl/assets/Serwis/Documents/gra-integracyjna-v2.pdf>



**Co-funded by
the European Union**



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Greek State Scholarship's Foundation (IKY). Neither the European Union nor Greek State Scholarship's Foundation (IKY) can be held responsible for them.

Project "Experience-exchange to Help VET Professionals Integrate Refugee Children into the Local Community"

no. 2023-2-EL01-KA210-VET-000174377



CC BY-SA

This license enables reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. CC BY-SA includes the following elements:

BY: credit must be given to the creator.

SA: Adaptations must be shared under the same terms.

<https://creativecommons.org/share-your-work/cclicenses/>