Educational Integration Model
for schools admitting migrant students

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CENTRUM EDUKACJI OBYWATELSKIEJ

I. What is educational integration model?

The integration model organizes the way of thinking about challenges and opportunities related to integrating students from migrant backgrounds into schools. It addresses the need for including children from Ukraine in the system of education and for adaptation of schools to operation in new conditions.
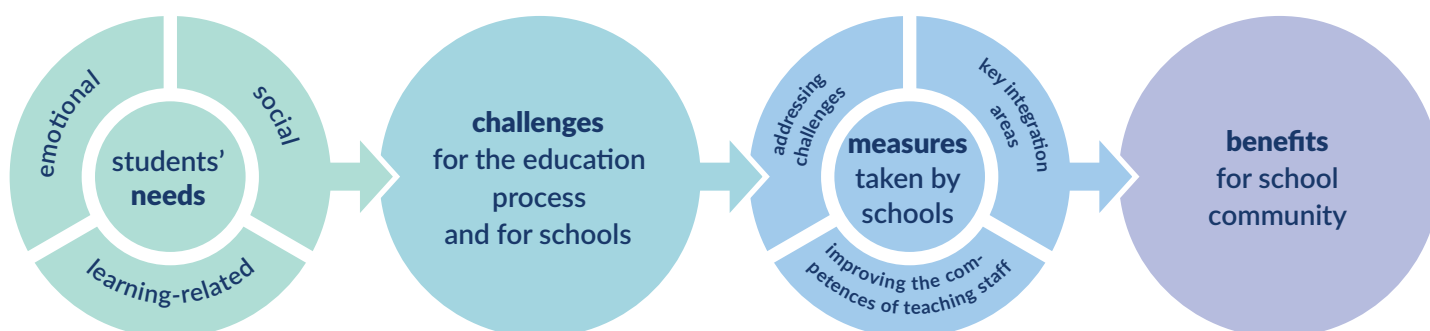
The model helps schools diagnose challenges and plan measures that would facilitate teachers' work and promote students' academic success. The model not only focuses on the needs, challenges and strategies for addressing them, but also lists benefits for all stakeholders.

The model can be used:
- by education experts in their planning support for schools;
- by school headteachers in diagnosing the situation and planning measures to be taken by their institutions;
- by teachers in analyzing their work with the class and planning their professional development.

The model has been developed on the basis of findings of surveys conducted at Polish schools, as well as international papers, good practices and experiences gained by schools, which have cooperated with the Center for Civic Education since February 2022.

model of refugee integration in education

emotional · social · learning-related — **students' needs** → **challenges** for the education process and for schools → addressing challenges · key integration areas · improving the competences of teaching staff — **measures** taken by schools → **benefits** for school community

II. What type of integration is needed at Polish schools?

Integration in education is an ongoing **process that allows schools support academic success of all students, regardless of their nationality and diversified needs.** Thanks to educational integration, school's diversity gradually transforms from a challenge **to an opportunity for refined instruction and education.**

Educational integration is possible when you address three groups of (Polish and Ukrainian) students' needs:
- **emotional**
- **social**
- **learning-related**[1].

Educational integration aims to benefit all students at school.

Educational integration can be supported by building on inclusive education, in a broad understanding of the concept[2].

1   L. Cerna, *Refugee Education: Integration models and practices in OECD countries,* „OECD Education Working Paper" 2019, No. 203, https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2019)11&docLanguage=En.

2   *Global Education Monitoring Report 2020. Inclusion and education: All means all,* UNESCO, 2020, https://unesdoc.unesco.org/ark:/48223/pf0000373718.

III. (New) needs of students

Educational integration requires meeting the needs of Polish and Ukrainian students that may have come up as a result of war, Ukrainian families' fleeing the conflict and new students joining Polish schools. The order in which these needs are met is significant: emotional needs should be addressed first, followed by social needs and learning-related needs – otherwise, the learning process will prove ineffective.

🇺🇦 Ukrainian students

1
EMOTIONAL NEEDS

need for restoring a sense of security

need for stability and predictability

need for recognizing own emotions

need for keeping concern, fear and anxiety under control

need for coping with separation, trauma, loss 🇺🇦

2
SOCIAL NEEDS

need for a rapport with peers representing different national groups

need for belonging to class and school community, need for agency

need for adapting to life in culturally diverse environment

need for preserving own cultural and linguistic identity 🇺🇦

need for understanding Polish cultural context, including Polish system of education 🇺🇦

3
LEARNING-RELATED NEEDS

need for acquiring knowledge and skills despite diversity in the class

need for learning Polish (language of communication and instruction) 🇺🇦

need for making up for curricular differences and filling the gaps in knowledge after a period of remote learning

need for understanding social and political situation (war, migrations and their consequences)

IV. Educational challenges faced by and action plans formulated by schools

New needs of Polish and Ukrainian students create new challenges for the education process and school management. Responding to these challenges, schools can apply various solutions, use their own resources and external support.

sphere	key challenges	workable solutions

EMOTIONAL

- greater difficulties and emotional needs that hinder or block the learning process
- students who need specialist psychological support and therapy
- new students and their families are not familiar with rules observed at school and in class

- developing the offer of psychological and pedagogical support by raising the competences of teaching staff and providing contact (at least remotely) with teachers who speak the same language as students do
- in their work, class tutors should take into consideration a basic diagnosis of students' emotional needs
- class tutors should consider shaping students' social and emotional competences and self-regulation skills
- laying down and possibly redefining school and class rules or contracts and discussing them in class
- connecting with the parents of Ukrainian children and involving them in the process of educational integration

SOCIAL

- partial disintegration of classes and school communities coupled with the risk of student segregation in the sphere of non-formal interactions
- cultural diversity of students in class and school and risk of discrimination and conflict
- significant reduction of Ukrainian students' contact with their culture and language and interrupting their socialization process
- social difficulties of Ukrainian students due to the forced migration and culture shock

- using teaching methods that encourage group interaction during and after classes
- organizing activities in inter-class groups for students attending regular and preparatory classes
- focusing on student integration at the school and class level, fostering interactions among students outside of academic contexts (student government, buddy system, school celebrations)
- raising cultural awareness of all school community members, promoting teachers' awareness of cultural adaptation, integration, assimilation and discriminatory practices, in particular
- enabling Ukrainian students to participate in Ukrainian language, history and geography classes (at school or in the community, online or offline)
- introducing at schools mechanisms for student conflict solving and boosting teachers' competences in this area

LEARNING--RELATED

- language barrier makes learning harder
- much greater diversity in terms of students' knowledge and skills, more students with special educational needs
- teachers do not know new students (their learning history, what they know, what their environment is/ has been and what special needs they may have)
- possible inconsistencies between the grading and teaching strategies applied by different teachers
- students do not understand causes of the war and migration, which both directly affect them at school and in local community, and which can lead to anxiety, frustration and aggression

- making a diagnosis of linguistic competences, knowledge of a given subject and students' abilities at the time of admitting them to school
- providing intensive, effective teaching of Polish as a foreign language (in preparatory and mixed classes)
- more widespread use of teaching methods that help bridge the gap in knowledge and skills in specific subjects
- using formative assessment that takes into consideration diversified needs and capabilities of students
- using plain language of instruction and educational materials and methods that make it easier for students to learn the language of instruction
- closer cooperation between teachers aimed at making teaching and grading methods more consistent
- including the topics of war and migration (and all related controversies) in subject classes and form periods

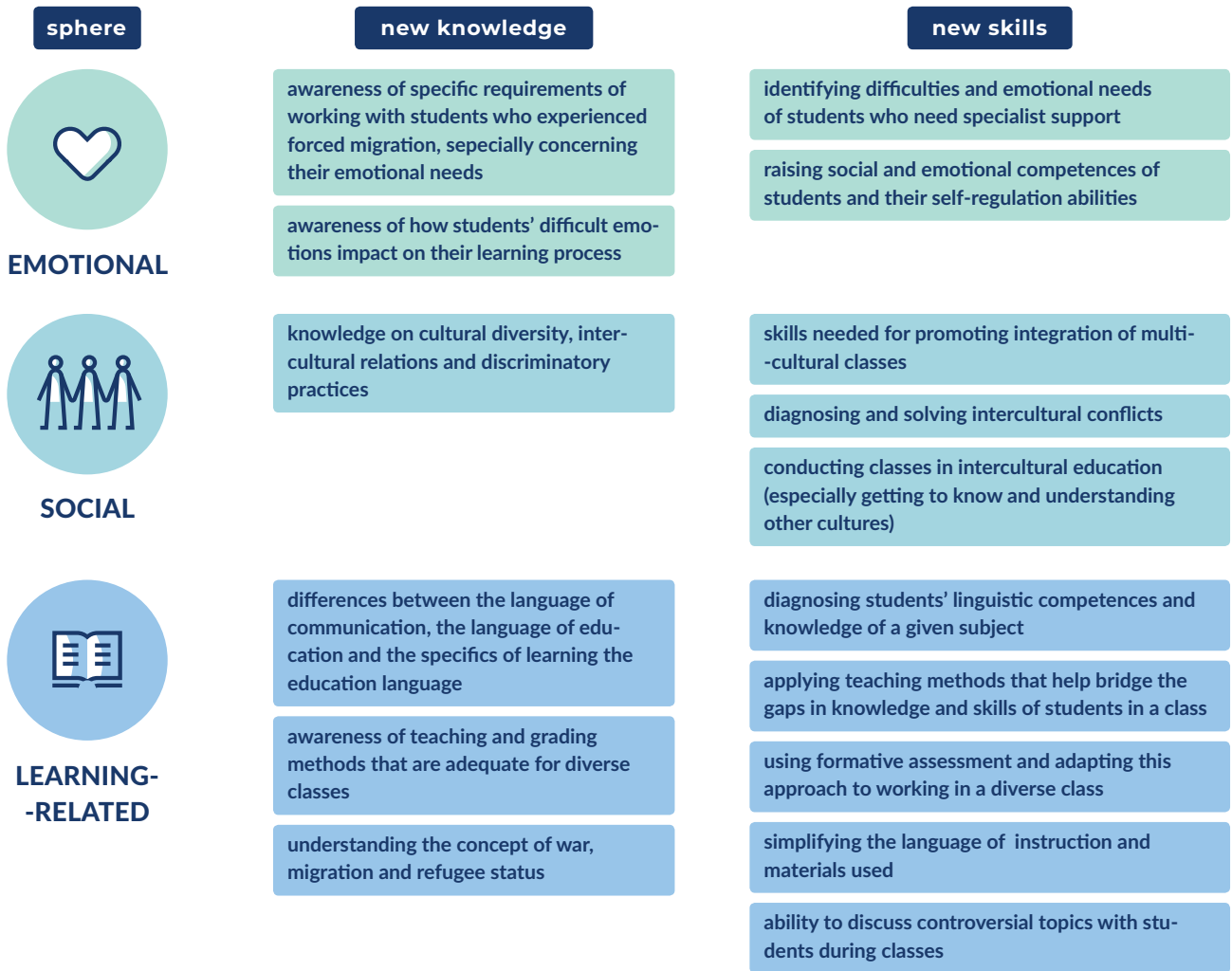# V. Areas of key importance for educational integration

Based on survey findings and information collected at schools, we have identified several areas of key importance for ensuring that students are integrated at schools. These include:

- admitting new students to schools
- managing (unrecognized) cultural diversity
- organizing the teaching process in mixed classes
- organizing the teaching process in preparatory classes
- adapting preventive and educational measures to new needs
- applying new grading methods
- providing psychological and pedagogical support
- cooperating with intercultural assistants

Based on the experience of schools which cooperate with the Center for Civic Education, we have defined recommendations that help organize school's work in the above areas. We have included these recommendations in additional materials.

VI. Support for teachers

Teachers and headteachers need new knowledge and skills in order to respond to above mentioned challenges and to introduce the proposed solutions.

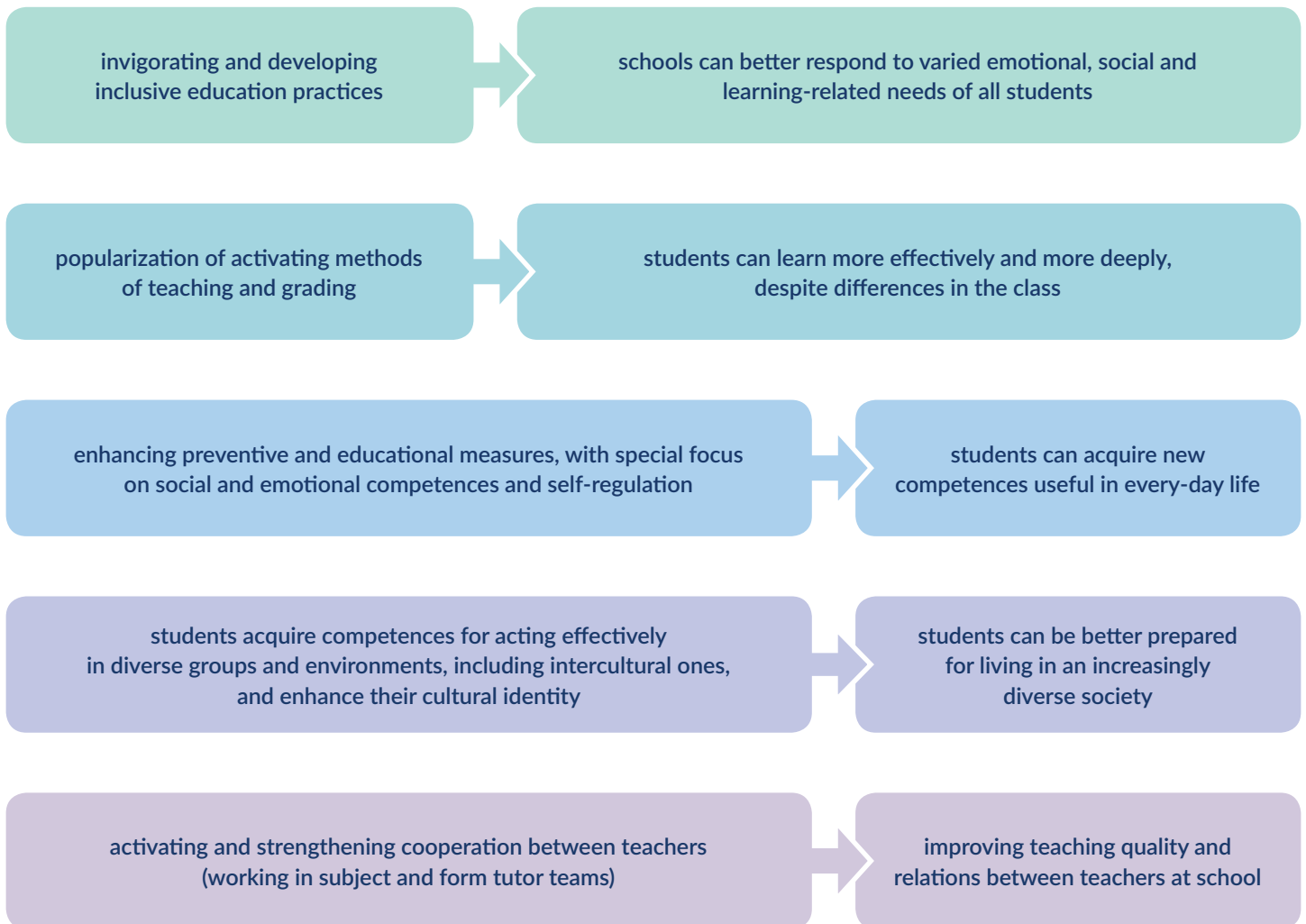| sphere	new knowledge	new skills
EMOTIONAL	awareness of specific requirements of working with students who experienced forced migration, sepecially concerning their emotional needs awareness of how students' difficult emotions impact on their learning process	identifying difficulties and emotional needs of students who need specialist support raising social and emotional competences of students and their self-regulation abilities
SOCIAL	knowledge on cultural diversity, intercultural relations and discriminatory practices	skills needed for promoting integration of multi--cultural classes diagnosing and solving intercultural conflicts conducting classes in intercultural education (especially getting to know and understanding other cultures)
LEARNING--RELATED	differences between the language of communication, the language of education and the specifics of learning the education language awareness of teaching and grading methods that are adequate for diverse classes understanding the concept of war, migration and refugee status	diagnosing students' linguistic competences and knowledge of a given subject applying teaching methods that help bridge the gaps in knowledge and skills of students in a class using formative assessment and adapting this approach to working in a diverse class simplifying the language of instruction and materials used ability to discuss controversial topics with students during classes

All forms of in-service teacher training and supporting teachers in their work should also take into consideration the need for caring for teachers' wellbeing, their motivation and their sense of being appreciated at work.

Furthermore, addressing the above challenges may require cooperation with other specialists, such as:

- teachers of Polish as a foreign language

- child psychologists who speak Ukrainian or Russian (e.g. allowing children contacting them remotely)

- Ukrainian teachers who may teach classes in Ukrainian, as well as culture and history of Ukraine (i.e. in the form of out of school classes held together for students at several schools)

- Ukrainian or Russian speaking intercultural assistants to students

VII. Benefits for schools resulting from educational integration practices

Adapting to a new situation and responding to students' needs can bring several benefits to the whole school community, i.e.: teachers, students and parents. The most important ones include:

| invigorating and developing inclusive education practices | → | schools can better respond to varied emotional, social and learning-related needs of all students |

| popularization of activating methods of teaching and grading | → | students can learn more effectively and more deeply, despite differences in the class |

| enhancing preventive and educational measures, with special focus on social and emotional competences and self-regulation | → | students can acquire new competences useful in every-day life |

| students acquire competences for acting effectively in diverse groups and environments, including intercultural ones, and enhance their cultural identity | → | students can be better prepared for living in an increasingly diverse society |

| activating and strengthening cooperation between teachers (working in subject and form tutor teams) | → | improving teaching quality and relations between teachers at school |

More information about the activities of the Center for Civic Education aimed at education and integration of refugee students can be found at **CEO.org.pl/ukraina.**