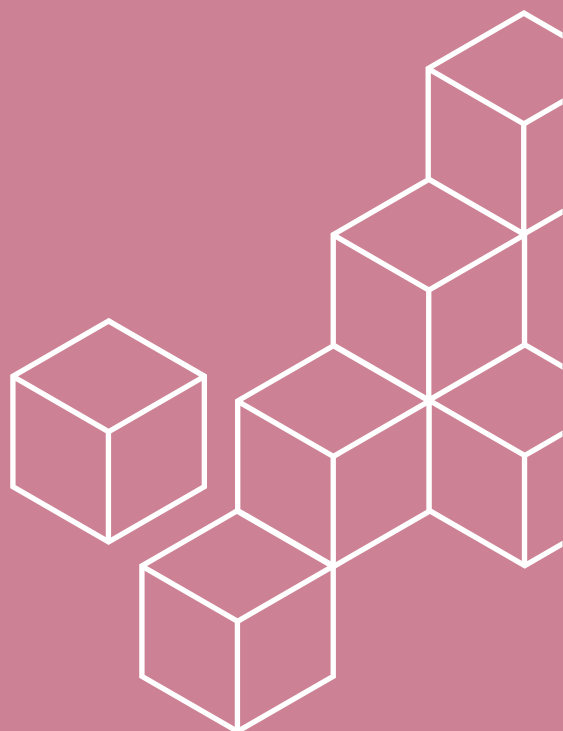# End of Pilot Report

EAA's Ukraine Emergency Education Program – Internet free education resource bank

Positive Education Institute
January 2023 | Warsaw, Poland

Program summary

EAA's Ukraine Emergency Education Program – Internet free education resource bank

This Program was a result of cooperation of Education Above All Foundation (EAA) and Positive Education Institute (PEI). It sought to address the pressing need for high-quality education for children and youth affected by the ongoing conflict in Ukraine.

The program's primary objective was to enhance the well-being and meaningful engagement of young Ukrainian refugees, as well as to support their integration into the educational and social systems in Poland. This seemed necessary since according to focus group discussions with teachers at the onset of the Program implementation, the primary challenge they faced when working with Ukrainian refugee students was a lack of motivation to learn. The children perceived their situation as temporary and believed that they would soon return home to their friends and schools. Consequently, they did not feel compelled to put in effort in school. A key aspect of the Program was the emphasis on emotional intelligence, encouraging students to learn how to recognize and express their emotions.

Throughout the course of its three-month implementation phase, the PEI program exceeded its initial expectations by achieving its planned results and even surpassing some of its initial goals.

Throughout the implementation of the Program, the PEI team successfully established and maintained 5 Adaptation Centers, which served as safe and welcoming spaces for 180 Ukrainian students. These Centers served also as a platform for both Ukrainian and Polish students to come together to play and learn, fostering a sense of belonging and being heard. For 3 months, 280 students in the Centers had the opportunity to undergo EAA's learning modules – the Integration and Academic Packages, benefit from the support of specialists (psychologists and therapists) and learn Polish through both Ukrainian and Polish teachers. Moreover, EAA's support packages (Bed Time stories and Activity Book) were used by facilitators in these Centers for productive engagement during the children's free time and also disseminated to Ukrainian mothers online.
PEI also implemented the Program within the formal education institutions (100 primary and secondary schools) in Poland, where Ukrainian and Polish students could benefit from EAA's customized month-long Integration and Academic Packages, without placing additional burdens on existing school systems and management. This was achieved through the use of EAA's project-based learning resources.

The success of the Program was largely dependent on the unwavering commitment and dedication of educators. It was crucial to address their concerns proactively by offering training in multicultural education, working with international students, and recognizing and addressing trauma. The teachers and educators eagerly embraced the opportunity for additional training and what they valued most was gaining insight into ways of supporting traumatized youth, the hands-on aspects of project-based learning, and a deeper understanding of the Ukrainian school system. Based on the feedback from the teachers, it is suggested that in the future, the Teacher Training Program be enriched with even more practical implementation strategies and best practices.

The 3-month-long Integration and Academic packages that were used in Centers and schools in Poland were designed by Education Above All. PEI recognized that these resources would benefit both groups - Ukrainian and Polish students, promoting intercultural understanding and empathy, and reducing the burden on teachers as the content is readily available and mostly student-led. A crucial aspect of adapting the materials was to ensure that they were sensitive to potential triggers of traumatic memories for Ukrainian children. The materials were also evaluated for their ability to promote emotional development and prevent misunderstandings among peers in intercultural context.

The Pre-Implementation Phase (resource selection, contextualization, production; Teacher Training and Adaptation Centers preparation) took 2 months (**July & August 2022**). The Implementation Phase (Learning Packages Deployment, Baseline and Endline Assessments, Supervisions, Focus Group Discussions) lasted 3 months (**September-November 2022**).

Introduction to the Report

This end of pilot report for the EAA's Ukraine Emergency Education Program, implemented by the Positive Education Institute in Poland between August 2022 and December 2022, will provide a comprehensive overview of the project's objectives, scope, and context. It will also present the results and findings of the pilot, which have been collected and analyzed through a thorough evaluation process.

The report will give insight into the experiences of both the program beneficiaries and staff members, highlighting any issues that were reported or encountered during the pilot. It will also offer recommendations for the future implementations of similar projects, based on the lessons learned from this pilot.
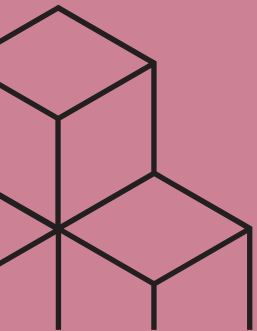
Overall, the report will provide a detailed and informative summary of the EAA's Ukraine Emergency Education Program, and will serve as a valuable resource for those involved in the planning and implementation of future education programs in similar contexts.

The EAA's Ukraine Emergency Education Program's key initiatives involved establishing and managing 5 Adaptation and Integration Centers catering to Ukrainian and Polish children and youth (280 students). Additionally, a pilot crisis education program (based on EAA's resources) was launched in 100 Polish schools (involving over 7000 students in the process). Over 1000 teachers received a range of workshops and training sessions, both online and in-person, to equip them with the knowledge and skills necessary for implementing project-based learning pedagogy in multicultural settings.

FUNDACJA INSTYTUT
EDUKACJI POZYTYWNEJ

التعليم | education
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Kids reflect on topics that hold significance to them, that they find appealing and that hold a special place in their hearts.

\-   Agnieszka, teacher from Kutno

I. Introduction & Context

Context and research

As the crisis in Ukraine escalated due to Russian aggression in February 2022, Poland has become a primary host country for refugees, primarily women and children. Since then Poland has welcomed and accommodated 9 million refugees, providing a safe haven for those fleeing conflict.

In response to the influx of refugees, Polish citizens, NGOs, and local government institutions, as well as the central administration, are working on a variety of programs to help refugees integrate into Polish society.

Due to the rapid pace of the arrival of refugees and the lack of previously developed procedures and action plans, the primary focus has been on providing accommodation, food, and medical care. However, the education of Ukrainian children and youth had become increasingly crucial, becoming systemic problem both for Poland and Ukraine.

Just three weeks into the largest refugee flight in Europe since World War II, more than 75,000 new students had registered in the Polish education system. Warsaw alone had taken in more than 9,000 students from Ukraine, with an increase of 1,000 students per day. As reported by the Ministry of Education and Science, in October 2022, approximately 200,000 students were enrolled in Polish schools. Additionally, an equal number of Ukrainian students residing in Poland received remote education through the Ukrainian education system.

Previous research data [1] revealed that Ukrainian students had reported feelings of alienation, stress, and language barriers when transitioning to a new environment, specifically a new school. Similarly, their Polish peers had experienced emotional challenges stemming from the outbreak of war and sudden changes in their school life, such as new people, new rules, and uncertainty about the future. To address these emotional needs, providing a sense of comfort and security for both physical and mental well-being was deemed a priority by teachers and school staff.

This highlights the fact that Polish schools needed and still need support in creating a sustainable integration model that builds empathy among students (Polish, Ukrainian and of other nationalities).

Previous research has also indicated that the influx of Ukrainian students into Polish schools had not had a detrimental effect on the education of Polish students, which is a sentiment echoed by both teachers and students. A temporary decrease in teaching and learning dynamics was observed only in the initial weeks following the arrival of new students (February-April 2022), but it was not a persistent issue. Unfortunately, data suggests that this was largely due to the lack of proper planning and consideration for the educational goals of Ukrainian students and the adoption of a "survival"

Polish schools need support in creating a sustainable integration model that builds empathy among students.

strategy by schools with mixed classes until the end of the school year (June 2022), resulting in the neglect of the educational needs of the newcomers.

From the inception of the project idea, PEI aimed to deliver a trauma-sensitive learning program, where Ukrainian and Polish students could engage in learning activities based on the EAA's Integration and Academic Packages without placing undue strain on existing school system, teachers and administration. Additionally, EAA's project-based learning resources were to help Ukrainian children catch-up on essential academic concepts through flexible project-based learning modules.

One clear gap schools could not fill by themselves was providing psychological support in a language accessible to the Ukrainian students and their parents.

Table 1. About beneficiaries

Beneficiaries		Adaptation Centers	Polish Schools
1	Primary Beneficiaries	180 Ukrainian Students (Refugee and At-risk) 100 Polish Students 65%: PreK-3 Grade 35%: Grades 4-8 and high school	3048 Ukrainian Children (Refugee and At-risk) 4834 Polish Children
2	Secondary Beneficiaries	20 Ukrainian and Polish educators	1685 K-12 Polish Teachers
3	Other beneficiaries	approx. 1000 mothers and other caregivers	

We tailored the program to meet the unique needs and expectations of various target groups by carefully considering their school realities and adapting the materials and delivery of workshops during project activities.

To better understand the needs of Ukrainian students and teachers in Polish schools group PEI conducted assessment and prepared personas for each of these beneficiaries. What was taken into account were:

a) Emotional needs. They encompass a wide range of feelings and experiences, including the need for security, stability, and predictability; the ability to cope with trauma, sadness, loneliness, and anger; and

the need to feel valued and understood. Meeting these emotional needs is essential for an individual's overall well-being and can play a crucial role in their ability to integrate into a new culture and educational system.;

b) Interpersonal needs. These needs are important for socialization, emotional well-being, and overall satisfaction in life. Helping individuals to meet these needs can be a vital aspect of support for their integration and overall success.

c) Cultural needs. They to the importance of understanding, preserving and sharing one's own culture and heritage, as well as learning about and understanding the culture of others. These needs are particularly important for individuals who are navigating a new cultural

Ukrainian Students

▶ **Emotional needs:** Obtaining socio-emotional support and being able to continue learning in a safe and nurturing environment. Receiving a sense of safety and stability is essential, and predictability which plays a significant role in the process of integration. Additionally, getting professional support in coping with trauma, sadness, loneliness, and anger is also important. This helps to create a foundation that enables students to navigate the challenges they may face as they integrate into a new culture and educational system.

▶ **Interpersonal needs:** the desire to form new friendships and establish connections with new peer groups, as well as the need to maintain existing relationships.

▶ **Cultural needs:** Building an understanding of the Polish cultural and educational context. Learning about cultural differences, especially those that may present barriers to integration and accessing available forms of support.

▶ **Academic needs:** Understanding the language of Polish education to be able to succeed academically. Catching up and adapting to the Polish education system

Teachers and educators

▶ **Emotional needs:** Preventing and mitigating the negative effects of professional burnout and compassion fatigue, by learning effective coping mechanisms, self-care practices, and techniques for managing stress. These skills are vital for professionals who work in high-stress environments or with individuals who have experienced traumatic events, as they help to maintain emotional and mental well-being.

▶ **Interpersonal needs:** Acquiring effective communication skills that are tailored to the needs of a culturally diverse and trauma-aware classroom. This includes learning techniques for building trust and rapport, creating a safe and inclusive environment, and effectively communicating with individuals who may have experienced trauma, regardless of their cultural background.

▶ **Cultural needs:** Obtaining a foundational understanding of the principles and practices of intercultural education, with a focus on the non-stigmatizing presentation of cultural differences to Polish students.

▶ **Academic needs:** Acquiring and honing the skill of effectively managing a culturally diverse classroom, by learning strategies and techniques for creating an inclusive and respectful environment for all students, regardless of their

Learner's Context

According to focus group discussions with teachers at the onset of the Program implementation, the primary challenge they faced when working with Ukrainian refugee students was a lack of motivation to learn. The children perceived their situation as temporary and believed that they would soon return home to their friends and schools. Consequently, they did not feel compelled to put in effort in school.

This lack of motivation was further exacerbated by the fact that many students would return to Ukraine for a short period of time, only to come back a few weeks later, disrupting their education and creating a sense of chaos and insecurity. The children's lack of motivation was further compounded by the fact that they were receiving confusing and conflicting information about their current and future situations, which also contributed to their lack of engagement in school.

Psychological support

During the initial stages of the Program implementation, it became clear that there were numerous issues that had not been adequately addressed in the Polish education system. One of the most pressing concerns was the lack of psychological and pedagogical support for Ukrainian students, due to the shortage of specialists who speak Ukrainian or Russian, as well as cultural barriers. In many schools, teachers recognized the potential trauma experienced by the refugees, but struggled to provide appropriate diagnosis and therapy due to a lack of tools and resources.

Furthermore, staff at Adaptation Centers identified autism spectrum disorders and other psychological disorders in several Ukrainian children they worked with. These children require ongoing psychological and therapeutic support and activities that foster the development of social and communication skills. They may struggle with building relationships and integrating into new groups, including peer groups. Additionally, due to the language barrier, their difficulties in traditional school settings may be misdiagnosed, such as being attributed to a lack of proper upbringing or cultural understanding.

Another significant concern was the challenge of identifying and addressing learning difficulties, such as dyslexia and dysgraphia, among Ukrainian children. It was discovered that many of these students have significant learning difficulties that require additional attention and time to complete assignments. The language barrier is a significant obstacle in this regard, as Polish teachers may not be aware of basic educational deficiencies in individual students. For example, the lack of literacy may be attributed to the use of a different script in Ukraine. Unfortunately, in traditional school settings, these issues are difficult to address and manage effectively.

Need for new relationships

In traditional school settings, there is limited time allocated for building relationships in an intercultural context. Many Ukrainian refugee children and youth interviewed at the end of the school year 2021/22 (June) reported that they wished there were more opportunities for intercultural and integrative activities that would allow them to interact and build friendships with their Polish peers.

Situation of Polish students

When considering Polish students, there is a growing issue of poor mental health and undeveloped social competences. Furthermore, the ongoing Ukrainian conflict has led to the emergence of new fears and a diminished sense of security among Polish children. It is essential that both Ukrainian and Polish students receive support in building social-emotional skills within an intercultural setting. This will not only benefit the refugee students but also the Polish students in developing empathy, understanding and tolerance towards people from different cultures.

Both Ukrainian and Polish students require support in developing social-emotional skills within an intercultural setting.

Educator's Context

Teachers and educators were planned to play a crucial role in the implementation of the Program, as it was to be their responsibility to adapt the program to the unique needs and abilities of each group of children.

To ensure the Program's success, it was essential to address the concerns of educators beforehand, including providing training in multicultural education, working with foreign students, and identifying and addressing trauma. The Program's success relied heavily on the commitment and dedication of these educators.

Educators reported in June 2022 that an additional factor that made it easier to go through the initial period of refugee influx, was having teachers that speak Ukrainian or Russian in the faculty. However it was not a common situation.

Ukrainian migration to Poland was not an uncommon occurrence prior to February 2022. However, it's important to note that the influx of refugees after the Russian aggression challenged traditional approaches and prior experiences may not have fully prepared educators for the unique needs of this population. Nevertheless, any prior experience with multicultural education or working with foreign students provided teachers with a sense of confidence and a foundation from which to effectively manage the crisis.

During focus group meetings, teachers reported a need for support in the form of lesson scripts and materials in both Polish and Ukrainian. They also emphasized the importance of training and resources for working with a diverse class, where students may vary in language proficiency, understanding of the material, and age.

Program
Goals & Principles

How do you feel?

The well-being of teachers emerged as a critical need in addressing the influx of refugee students. Notably, this concern was more prevalent in schools that did not have previous experience or adequate support in integrating foreign students. This suggests that broad, general approaches may not be as effective as targeted support.

Conversely, in schools that prioritized building teachers' competencies in working with foreign students, the emphasis was on improving well-being as a means to reduce workload and enhance overall job performance.

As an organization dedicated for years to promoting mental health among both students and teachers, PEI recognized the importance of raising awareness among educators about the need for self-care and addressing compassion fatigue in their daily work.

State of knowledge

Principals and teachers reported having only a basic understanding of the Ukrainian education system, primarily obtained through casual conversations with refugees or information found online. They expressed a strong interest in gaining a deeper knowledge of the Ukrainian system, as well as learning more about the educational backgrounds and experiences of the children who would be attending Polish schools.

Teachers have been an invaluable asset to our research team. They were providing valuable feedback that has enabled us to improve our programs and plan new projects for integrating children from Ukraine, as well as other parts of the world, including those fleeing from Belarus and Russia. They were also actively engaged in promoting the program and its implementation to other schools and institutions within their professional network and local community.

01. Goal: Well-being

To strengthen the well-being and productive engagement of young Ukrainian refugees (children and adolescents).

02. Goal: Integration

To support the integration of Ukrainian refugees to the educational and social systems in Poland through EAA's Internet Free Education Resource Bank

01. Principle: Care

Building trust among students is priority in the context of refugee situation. Listening and including students in decision-making. Showing students teachers can be trusted.

02. Principle: Learning

Making learning relevant to the student and their interests through project-based learning. Connecting current learning to own knowledge and experience and their future learning.

03. Principle: Fairness

Refugee children have experienced a lot of unfairness (and will continue to experience it). School spaces should be a place where refugee students are treated equally.

04. Principle: Predictability

The importance of routines and repetition. Calm classrooms with a set schedule. Clearly communicated expectations. Collectively established classroom rules/norms.

Rationale
for using IFERB

The Positive Education Institute chose to incorporate content from the internet-free education resource bank (IFERB), developed by Education Above All, into the Program.

The Positive Education Institute (PEI) decided to use the 3-month-long Integration and Academic packages designed by Education Above All (EAA) both in Adaptation Centers and schools.

PEI recognized that these resources would benefit both groups - Ukrainian and Polish students, promoting intercultural understanding and empathy, and reducing the burden on teachers as the content is readily available and mostly student-led.

Additionally, the modules were designed to be low-resource-requiring, allowing flexibility in terms of further contextualization and content curation, as the content is open-source.

IFERB content introduced project-based learning to teachers and children as a means of fostering more meaningful and sustained integration.

The idea was that hands-on and inquiry-based approach would help the students engage with the material in a more meaningful way, which in turn would help to support academic catch-up for both Ukrainian and Polish learners.

More on rationale for using each project can be found in section on Content Review.

The materials have been expertly compiled and are highly adaptable for universal use.

The Implementation Model

The program implementation model was based on previous successful multi-level project implementation experiences from Positive Education Institute. A two-track approach was planned, consisting of the establishment and running of Adaptation Centers and the implementation of an In-School Program.

Adaptation Center Program Implementation Model:

1. Ukrainian refugee children would learn through EAA's integration and academic packages for 1 hour per day. Children would also learn Polish.
2. Consulting psychologists and therapists would visit the student regularly to address their socio-emotional needs. PEI would increase the number of psychologists and frequency of visits as part of this program in needed.
3. The program would be implemented by Ukrainian and Polish teachers (2 teachers per adaptation center)

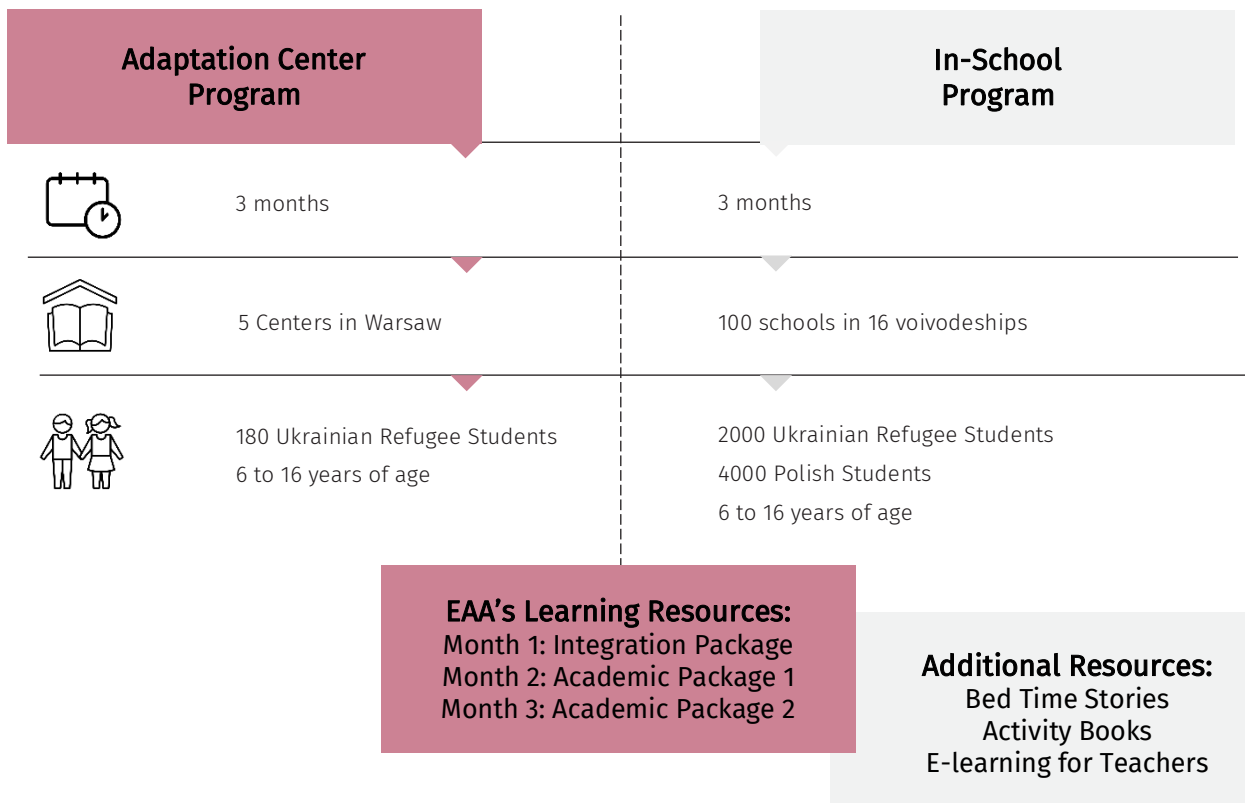**In-School Program Implementation Model:**

1. 100 Polish government schools across 16 voivodships (provinces) would implement the program.
2. The project-based learning modules (Integration and Academic Packages) would be done in groups of 3 (1 Ukrainian child tagged to two Polish children) so that they learn together and appreciate their diversity.
3. The Learning Packages would be provided in both Ukrainian and Polish to each group so that they also learn each other's languages.
4. EAA's program will run for 1 hour per day in schools.

Additionally, over 1000 teachers were offered a range of workshops and training sessions, both online and in-person, to equip them with the knowledge and skills necessary for implementing project-based learning pedagogy in multicultural settings (*Teacher Toolkit Training*).

To support Ukrainian mothers and other caregivers, special Bed Time Stories focused on coping with traumatic events were to be distributed.
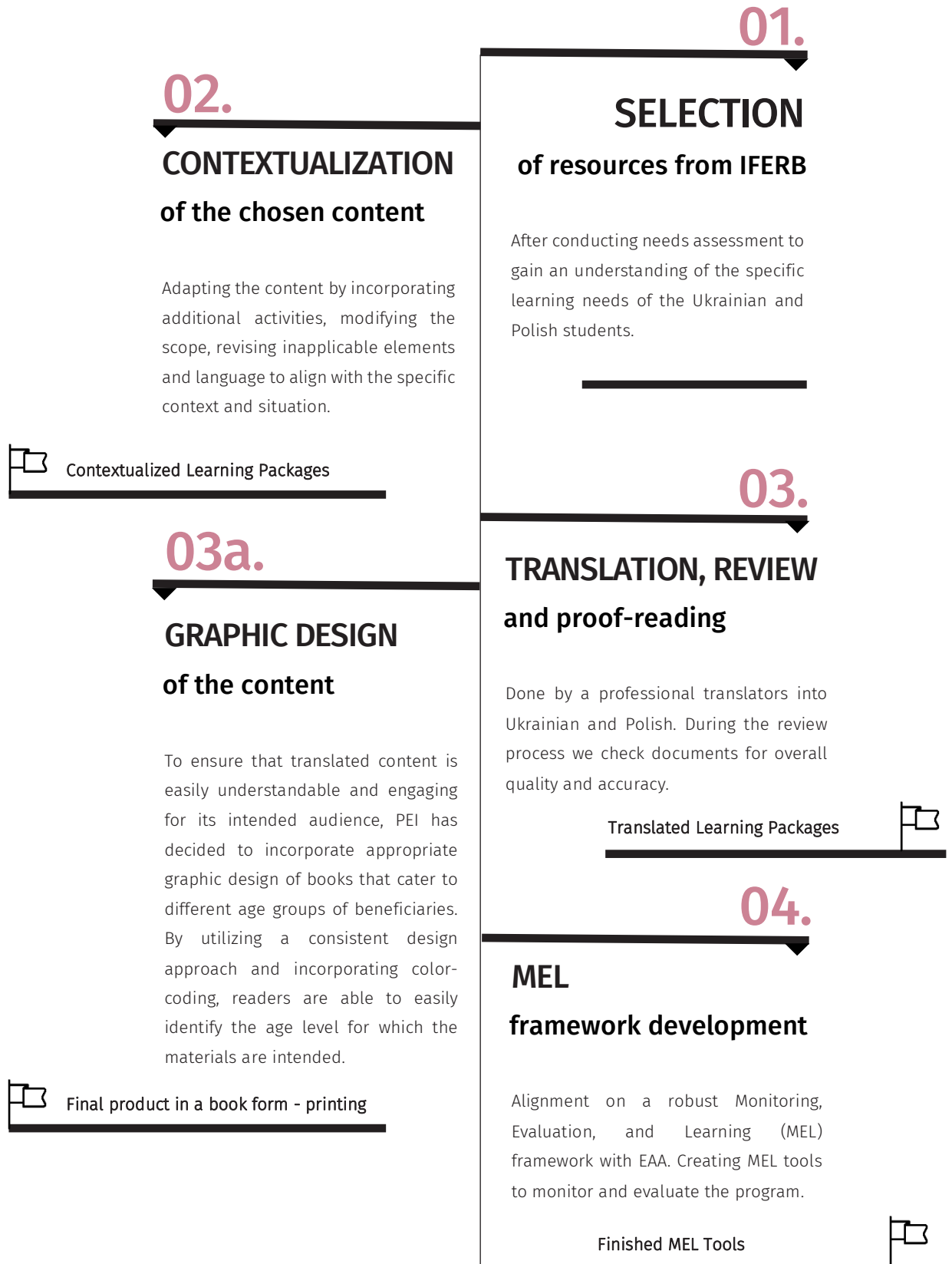
Adaptation Center Program	In-School Program
3 months	3 months
5 Centers in Warsaw	100 schools in 16 voivodeships
180 Ukrainian Refugee Students 6 to 16 years of age	2000 Ukrainian Refugee Students 4000 Polish Students 6 to 16 years of age

EAA's Learning Resources:
Month 1: Integration Package
Month 2: Academic Package 1
Month 3: Academic Package 2

Additional Resources:
Bed Time Stories
Activity Books
E-learning for Teachers

A person is at the core of everything. We must begin there. Then we embrace new ideas and are open to new opportunities.

\- Jarosław, teacher from Radlin

II. Pre-implementation phase

Timeline & Milestones

02.

CONTEXTUALIZATION

of the chosen content

Adapting the content by incorporating additional activities, modifying the scope, revising inapplicable elements and language to align with the specific context and situation.

⚐ Contextualized Learning Packages

01.

SELECTION

of resources from IFERB

After conducting needs assessment to gain an understanding of the specific learning needs of the Ukrainian and Polish students.

03a.

GRAPHIC DESIGN

of the content

To ensure that translated content is easily understandable and engaging for its intended audience, PEI has decided to incorporate appropriate graphic design of books that cater to different age groups of beneficiaries. By utilizing a consistent design approach and incorporating color-coding, readers are able to easily identify the age level for which the materials are intended.

⚐ Final product in a book form - printing

03.

TRANSLATION, REVIEW

and proof-reading

Done by a professional translators into Ukrainian and Polish. During the review process we check documents for overall quality and accuracy.

Translated Learning Packages ⚐

04.

MEL

framework development

Alignment on a robust Monitoring, Evaluation, and Learning (MEL) framework with EAA. Creating MEL tools to monitor and evaluate the program.

Finished MEL Tools ⚐

05.

TEACHER TRAINING
program development

PEI developed and contextualized Teacher Training content. Staff at the Adaptation centers received both in-person integration training and online Teacher Training. This comprehensive approach ensured that all staff members were equipped with the knowledge and skills necessary to effectively execute the Program. Additionally, online training was also provided to teachers from schools that were recruited into the Program, ensuring that they were fully prepared to participate and make the most of the opportunity.

Teacher Training Toolkit

06.

PROGRAM WEBSITE
development

PEI created a specialized program website that serves as a hub of information and resources. The website, which can be found at https://edukacjamamoc.pl/, not only provides informative content but also hosts e-learning materials, including Teacher Training modules and Learning Packages. This user-friendly platform allows teachers and staff to access all the necessary information and resources in one convenient location, streamlining the program's execution and enhancing its effectiveness.

Website launch

07.

ADAPTATION CENTERS
preparation

To commence program implementation, PEI began recruiting Ukrainian and Polish students in variety of ways. Simultaneously, PEI refurbished and outfitted the centers with the necessary equipment to ensure efficient program execution. This comprehensive approach allowed PEI to seamlessly transition from planning to implementation, ensuring the successful roll-out of the program.

07a.

POLISH SCHOOLS
recruitment

PEI successfully recruited 100 schools to participate in the Pilot Program Implementation through the use of a diverse range of communication strategies. This multidimensional approach allowed PEI to reach a wide range of schools and effectively convey the benefits of participating in the program, resulting in a successful recruitment process.

Contextualization

Content review

PEI and EAA staff members conducted a comprehensive review process of content selected from IFERB. Each activity was thoroughly examined from multiple perspectives to assess its appropriateness for Ukrainian refugee children and compatibility with the Polish school system. The key elements that were evaluated during this review included answers to the following questions:

1. Is the activity suitable and age-appropriate for the intended audience?
2. Does the activity align with and comply with the guidelines set forth by the Polish Curriculum?
3. Does the activity promote integration and collaboration among students?
4. Is the activity designed to be comprehensible for both Ukrainian and Polish students by considering factors such as examples, themes, and stories used?

5. Does the activity incorporate elements of play and opportunities for developing social-emotional skills?
6. Is the activity unique and not repeatable? And if it is repeatable, is it justified by the project?
7. Is the activity consistent with the initial project concept and goals?
8. Is the design of the activity / project logical and coherent?
9. Is the activity / project feasible to be conducted within a classroom setting?

A crucial aspect of adapting the materials was to ensure that they were sensitive to potential triggers of traumatic memories for Ukrainian children. The materials were also evaluated for their ability to promote emotional development and prevent misunderstandings among peers in intercultural context.

Table 2. Selected IFERB content with rationale for using it.

Month	Package	Level 1 (6 to 7 years)	Level 2 (8 to 10 years)	Level 3 (11 to 15 years)	Rationale
Month 1. Week 1.	Integration Package	Make ID Cards	Make ID Cards	Make ID Cards	This content was selected for its versatility and applicability to a wide range of social and age groups. The exercises provided effective icebreakers, serving as a strong foundation for promoting integration among students. The exercises were specifically designed to facilitate getting to know one another.
Month 1. Week 2.		Making New Friends	Making New Friends	Making New Friends	This project provided students with a deeper understanding of their emotions. By examining emotions in a cross-cultural context, it helped to facilitate discussion and understanding Ukrainian and Polish students to gain a better understanding of one another and address the fundamentals of interpersonal conflicts.
Month 1. Week 3.		About Our Countries	About Our Countries	Designing A Country Brand	These projects provided students with the opportunity to gain a deeper understanding of their respective countries through a personal perspective. The chosen content was carefully selected to ensure that the culture of the other country could be presented in a relatable and accessible way for students, through the lens of their own experiences.
Month 1. Week 4.		Grandmother's Tales	Grandmother's Tales	Grandmother's Tales	This content was chosen due to the significant role that culture-specific stories, fairy tales, and legends play in shaping national and cultural identity. It was determined that fairy tales would offer a safe and conducive environment for children to explore important themes, while also fostering creativity and play.
Month 2. Week 1.	Academic Package 1	Act it Out!	Act it Out!	Act it Out!	This project was used because drama is a highly engaging and interactive way for students to learn. It allows them to actively participate in the learning process and helps them to develop their creativity, critical thinking, and problem-solving skills, as well as promoting teamwork and social skills.
Month 2. Week 2.		Patterns Everywhere	Patterns Everywhere	Patterns Everywhere	Patterns are a fundamental concept in mathematics, and working with patterns can help students understand mathematical concepts such as

				sequence, logic, and generalization. The idea behind using this content was that by working with patterns, students can also learn to discover patterns in their everyday lives and behaviors, develop their problem-solving skills and learn to think logically, which can be applied to other areas of their education.
Month 2. Week 3.		Paper Figures	Health and Well Being	Health and Well Being	These two types of projects were focused on promoting body awareness, mindfulness, and overall well-being. The materials offered an opportunity for students to gain a deeper understanding of their own health practices and habits.
Month 2. Week 4.		Imagine That!	My Vision Book	My Vision Book	The rationale for using the 'My Vision Book' project with Ukrainian students was to provide them with a creative outlet to explore and express their hopes, dreams, and aspirations. The project aims to encourage self-reflection and introspection, helping students to understand their own goals. It also helps to develop their writing and presentation skills.
Month 3. Week 1.	Academic Package 2	My Coloring Book	Design Your Own Comic Book	Write an Issue Letter	The rationale for utilizing the 'Write an Issue Letter' project was based on the understanding that young people, particularly Ukrainian students, require an outlet to express their thoughts and opinions on important subjects. The project aims to empower them by teaching them how to be proactive and effectively communicate their views. Additionally, it provides an understanding of areas of influence and empowers students to take action, fostering a sense of agency.
Month 3. Week 2.		What's the Price?	Less is More	Probability Matters	These projects were used because of compliance with Polish Common Core Curriculum.
Month 3. Week 3.		Be Your Own Author	Shadow Play	Why All the Plastic?	These projects were used because of compliance with Polish Common Core Curriculum.
Month 3. Week 4.		Life Skills	Life Skills	Life Skills	The rationale for using the 'Life Skills' project with Ukrainian and Polish students is to provide them with the tools and knowledge necessary to navigate and succeed in real-world situations. The project aims to help students develop a variety of practical skills that are essential for everyday life, such as time management, decision-making, problem-solving, and communication.

Contextualization Work

The PEI team proposed several enhancements to the content during the contextualization process, which enriched the projects with innovative solutions and activities. These ideas were specifically tailored to the needs of students from Poland and Ukraine.

It is noteworthy that the Integration Packages were supplemented with special pages containing notes for teachers. These pages served as an introduction to each project and provided an overview of the learning goals and content for the upcoming month

Example 1. Teacher's Notes page on 'Make ID Cards' project

This page gives a good idea of the planned activities. There is a summary description of the project, information on needed materials and learning outcomes (including key literacy outcomes and key numeracy outcomes). This additional page includes also project overview such as: 1. Explore your identity and the similarities/differences you share with peers; 2. Create a template for ID Card and a plan interviews to collect information; 3. Develop questioning skills and represent information collected numerically; 4. Write an original short story inspired by the people they interviewed so far, etc.

Example 2. Additional final project activity 'Mapping what brings us together'

This activity was designed to sum up the project 'Make ID Cards' and ensure a wholesome reflection. Constructed as a group activity was supposed to bring peers together by making a map. Description of the activity: "Put all the created ID Cards together with your friends on a big poster. Use yarn or string to make connections between your cards. Make a drawing on each connection that represents what you have in common."

Given that mindfulness practices have been shown to improve students' ability to manage difficult post-trauma emotions such as anxiety and depression, it was crucial to develop professional and effective activities in the program for Ukrainian and Polish students. While teachers may not be therapists, they can create a supportive and safe classroom environment through mindfulness-based approaches. With its extensive experience in working with children's and youth's mental health, PEI has carefully tailored mindfulness exercises to be engaging and beneficial for program participants.

Example 3. Mindfulness activity 'What do you see?'

This activity was concentrated around breathing routine and relaxing visualization. Description: 'As you sit comfortably with your eyes closed, take slow and steady breaths, 1-2-3. Allow yourself to be fully present as you listen to soothing music. Visualize yourself while you listen, and imagine how you look, how your body moves to the beat of the music. Imagine your head swaying gently, your face, ears, nose and mouth, and see your arms and legs dancing. Use your imagination to create a drawing of yourself, as you envision yourself dancing to the music. It can be abstract.'

Example 4. Mindfulness activity 'Looking at myself'

PEI designed this activity with the understanding that Polish teenagers are highly self-conscious and frequently struggle with emotional issues related to their physical appearance. To address this, the activity begins with a self-visualization exercise, followed by a word cloud of their personal traits, as an alternative to drawing. This approach was chosen as many students may not feel comfortable with drawing, believing they lack the skill.

The translation of the content

The review and contextualization of content was followed by a thorough translation process into Ukrainian and Polish, as the language used in this kind of content must be both engaging and comprehensible for children of various ages. We collaborated with skilled translators to ensure that the materials were both professional and playful in tone, making for a positive experience to our students.

Table 3. Translations of titles for learning packages and projects

Type of resource	English	Ukrainian	Polish
Integration Package	Living together	Живемо разом	Razem Raźniej
Academic Package	Learning Together	Вчимося разом	Pouczmy się razem
Project	Make ID Cards	Зроби посвідчення особи	Stwórz własny paszport
Project	Making New Friends	Знайомство з новими друзями	Poznaj nowych przyjaciół
Project	About Our Countries	Про наші країни	Poznajmy Nasze kraje
Project	Grandmother's Tales	Обмін історіями	Dzielimy się opowieściami
Project	Act it Out!	Розіграйте це	Kamera… Akcja!
Project	Patterns Everywhere	Візерунки скрізь	Świat wzorów
Project	Paper Figures	Паперові фігурки	Papier z duszą
Project	Imagine That!	Уяви це	Magia wyobraźni
Project	My Vision Book	Моя книга бачення	Mapa marzeń
Project	Write an Issue Letter	Напишіть лист про проблему	List do redakcji
Project	What's the Price?	Яка ціна?	Ile to kosztuje?
Project	Shadow Play	Гра тіней	Gra cieni

Graphic design of the books

Contextualized and translated content compiled into 18 books (9 in Ukrainian and 9 in Polish) for 3 different age levels. Each level consis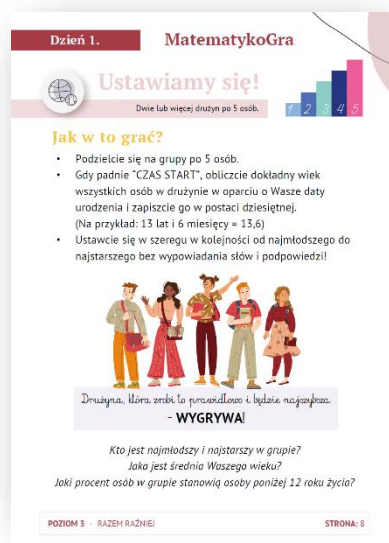ted of three books: an Integration Package, Academic Package 1, and Academic Package 2. These books were designed in an attractive and engaging manner, ready for printing.
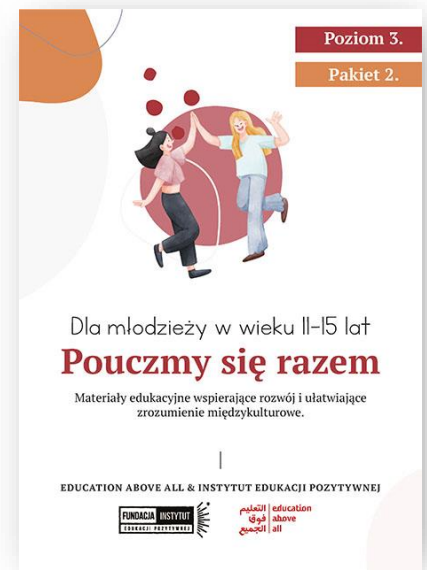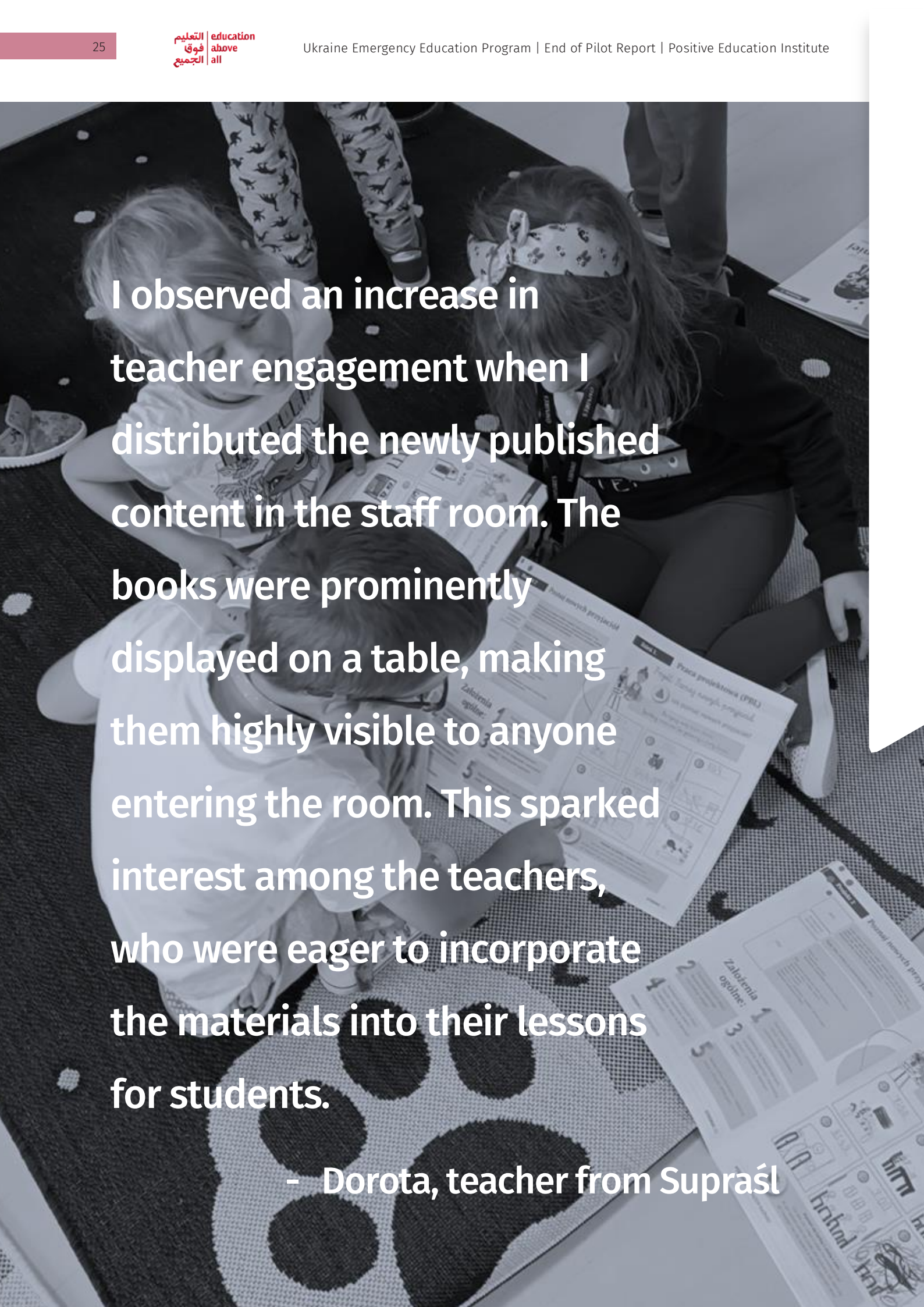

Unique color-scheme was introduced to each of age levels. Level 1: blue undertones, Level 2: green undertones, Level: 3: red and orange undertones.

The illustrations were tailored to suite the age group of the students engaging with the content. They were designed to accurately reflect the behaviors and characteristics of the children in that age group. This was a crucial aspect in ensuring that the students felt that the books were specifically created for them.

I observed an increase in teacher engagement when I distributed the newly published content in the staff room. The books were prominently displayed on a table, making them highly visible to anyone entering the room. This sparked interest among the teachers, who were eager to incorporate the materials into their lessons for students.

– Dorota, teacher from Supraśl

The importance of
Learning Spaces
in Adaptation Centers

The space in which we learn affects our well-being and motivation

Research has shown that a positive and stimulating learning space can enhance engagement, focus, and productivity, while a negative or uninspiring space can have the opposite effect. As such, it was crucial for PEI staff to consider the design and layout of a learning spaces in Adaptation Centers and how it can positively impact the integration and learning experience.

Throughout hot August days, the PEI team worked tirelessly to renovate and equip the spaces for the program implementation. This included cleaning, painting, and other necessary preparations. Each center received essential equipment such as laptops, tablets, a radio or other music-playing device, and a multifunctional printer.
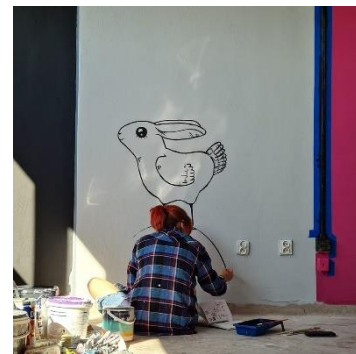
Teacher Training

During the pre-implementation phase, the PEI with the EAA's team set out to design a comprehensive Teacher Training Program focused on the intercultural application of project-based learning and trauma-informed classroom practices. This program was developed based on the four core principles of the project, providing teachers with the knowledge and skills necessary to effectively implement the program in the classroom:

1. Care
2. Learning
3. Fairness
4. Predictability

Teacher Training Toolkit was provided as a series of online workshops to Adaptation Center's staff and to teachers participating in the in-school program.
This training was received with such a high demand from teachers that the PEI management team has

decided to offer additional in-person group training sessions as well. This resulted in higher number of teachers participating in the program. It is worth mentioning here that an impressive 95.5% of educators reported being highly satisfied with this professional development opportunity.

To make the teacher training content easily accessible, PEI developed it into an e-learning asset that can be found at https://edukacjamamoc.pl/courses/. It is important to note that since this program is specifically designed for Polish teachers, it is only available in the Polish language on the website.

Additionally, Adaptation Center's staff also participated in an integration workshop to foster a cohesive and collaborative team dynamic that would ensure a successful implementation of the program. This workshop was designed to help build relationships among the staff and facilitate a positive working environment

Teacher Training Feedback

Direct feedback on the training was collected using the Google Forms. 124 educators and teachers participated in the study. The questions they answered were:

Q1. 1. How satisfied are you with the online training? (1- Very dissatisfied, 2 - Dissatisfied, 3 - Satisfied, 4 - Very satisfied).

Q2. How would you rate the training in terms of the following aspects (5 being the highest): Content (1-5); Relevance (1-5); Delivery (1-5); Trainer Expertise (1-5).

Q3. Which elements of the training were the most useful for you? (open answer - optional)

Q4. Any other thoughts, comments, or feedback? (open answer - optional)
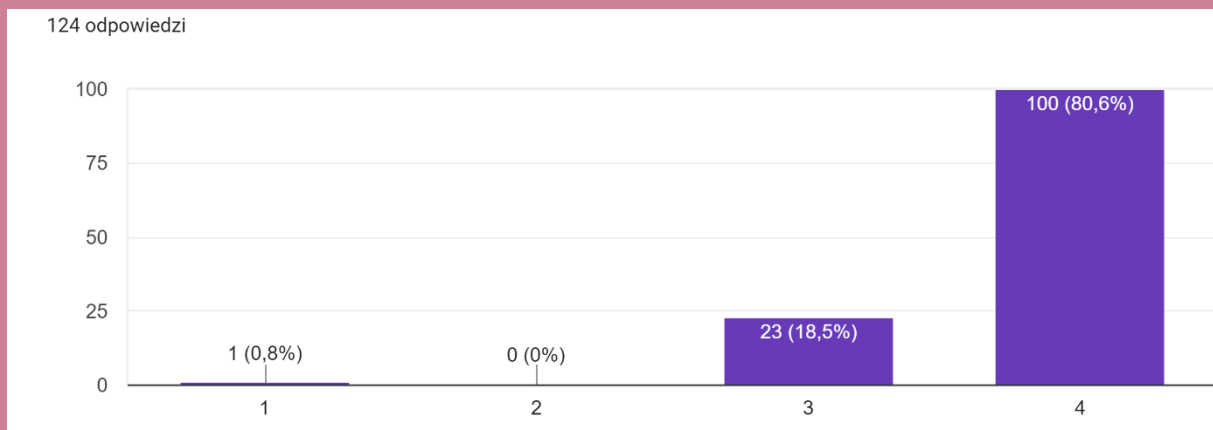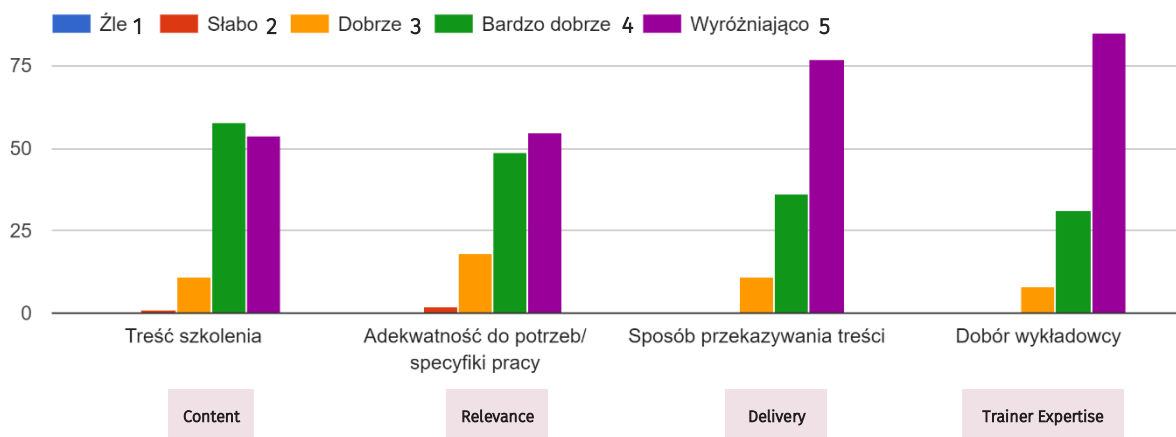
Table 4. Results for Q1

Table 5. Results for Q2

Noteworthy insights from educators about most useful elements of the training cycle:

1. "During the entire training cycle, the most important for me were all comments, advice, etc. more practical, how to use these resources in working with children from Ukraine, while not doing anything by force, how to encourage children to cooperate effectively"

2. "Emphasizing in the training what is most important in working with children with trauma and ways to activate such students".

3. "For me, the methodological tips that can be given to teachers at my school were also very useful".

Approaching beneficiaries

There were different ways PEI build awareness about the program to recruit participants.
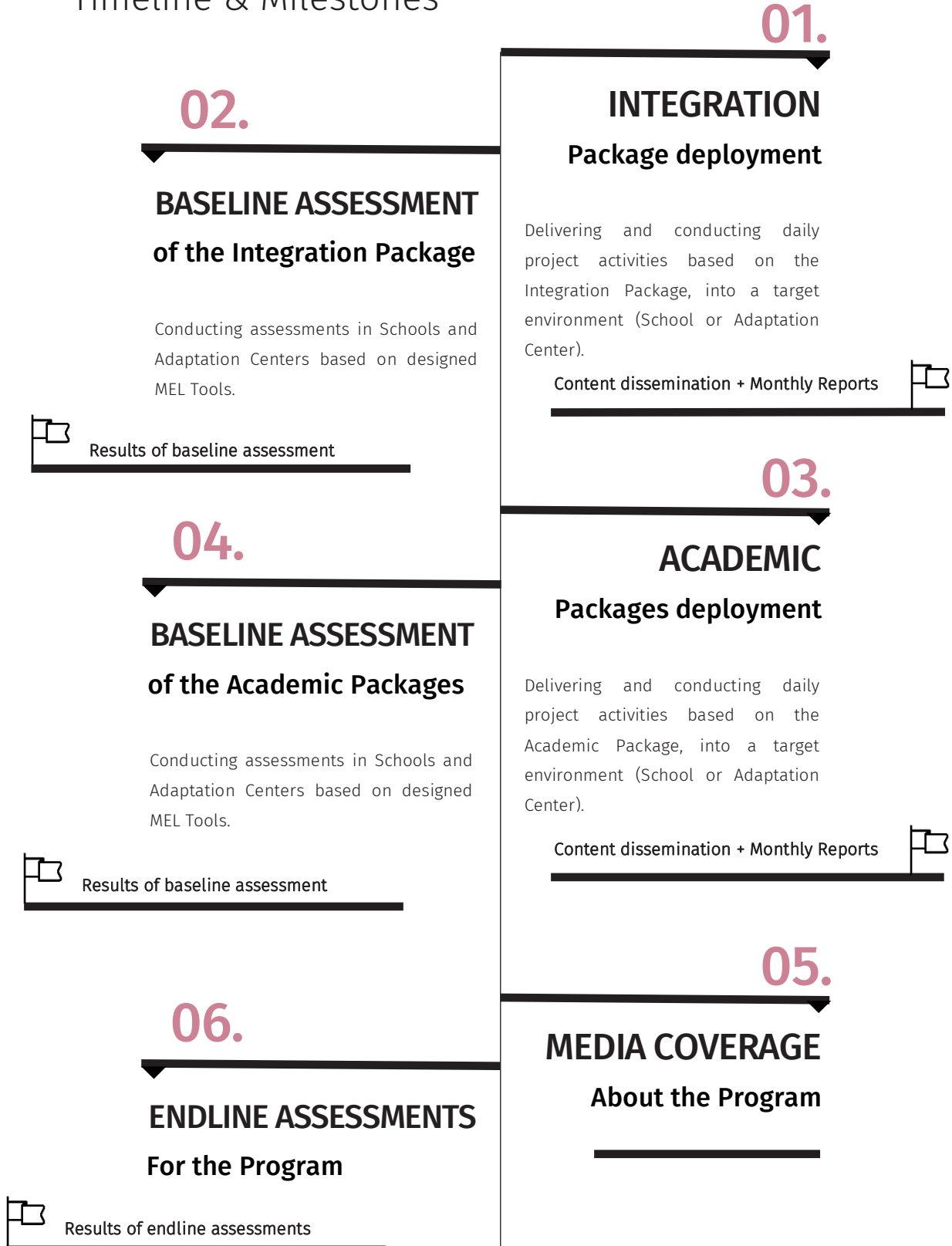
In-person meetings were the primary and most effective method of communication and relationship-building with potential beneficiaries, such as students and their caretakers. For example, on the first day of school, September 1st, educators working in Adaptation Centers prepared special informational stands with flyers, recruitment forms, and interactive activities and games. This not only provided an opportunity for potential beneficiaries to learn more about the program, but also allowed for the educators to answer any questions and assess the needs and interest of the potential beneficiaries in the program.

Other ways of communication and recruitment to participate in the program included:

- Online recruitment: This was be done through social media, online media (such as radio, news portals) and program website.
- Networking through teachers and headmasters familiar to the PEI's programs.
- Speeches during conferences and school-year openings.

III. Implementation Phase

Timeline & Milestones

01.

INTEGRATION

Package deployment

Delivering and conducting daily project activities based on the Integration Package, into a target environment (School or Adaptation Center).

Content dissemination + Monthly Reports

02.

BASELINE ASSESSMENT

of the Integration Package

Conducting assessments in Schools and Adaptation Centers based on designed MEL Tools.

Results of baseline assessment

03.

ACADEMIC

Packages deployment

Delivering and conducting daily project activities based on the Academic Package, into a target environment (School or Adaptation Center).

Content dissemination + Monthly Reports

04.

BASELINE ASSESSMENT

of the Academic Packages

Conducting assessments in Schools and Adaptation Centers based on designed MEL Tools.

Results of baseline assessment

05.

MEDIA COVERAGE

About the Program

06.

ENDLINE ASSESSMENTS

For the Program

Results of endline assessments

Implementation
in Adaptation Centers

Throughout the implementation of the Program, the PEI team successfully established and maintained five Adaptation Centers in Warsaw, which served as safe and welcoming spaces for 180 Ukrainian students. These Centers served also as a platform for both Ukrainian and Polish students to come together to play and learn, fostering a sense of belonging and being heard.

For three months, students in the Centers had the opportunity to partake in a unique and innovative program offered by PEI, which included EAA's learning modules - the Integration and Academic Packages. They also received support from specialists such as psychologists and therapists, participated in additional activities, and had the opportunity to learn Polish through both Ukrainian and Polish teachers. This program was specifically designed to address the needs of Ukrainian refugee children in Poland and the constraints of the Polish education system. Through the pilot implementation, it was evident that this program provided a much-needed safe space for young people to integrate, learn, and play together while also being able to openly discuss their hopes, wishes, and problems.

The implementation of the Adaptation Centers program was a gradual process, divided into three phases.

1. **Initial phase: Establishing relationships with the school community** and finding the best way to collaborate in each unique environment. During this phase, our staff:
    a. Developed schedules that were in sync with the operations of other entities such as schools and community centers, and the working hours of caregivers.
    b. Planned and prepared the implementation of EAA's Learning Packages.
    c. Created daily work plans that were tailored to the specific needs of the students and schools (in case of Adaptation Centers located near schools).
    d. Divided responsibilities among team members.
    e. Established guidelines for cooperation with parents/caregivers and the scope of support provided to them.
    f. Assessed the educational skills of the children and identified any issues related to war-related trauma.
2. **Stabilization phase:** Cooperation with (school)

communities was streamlined, and all implementation practices were carried out according to the prepared action plans. Staff members were fully integrated and worked in accordance with the established procedures.

3. **Finalization phase:** Assessing the program's effectiveness and discussing the program's completion with students.

Additionally, EAA's support packages (Bed Time Stories and Activity Book) were used by facilitators during children's free time and also distributed to Ukrainian mothers online.

Locations of Adaptation Centers in Warsaw

Each Adaptation Center was clearly marked with an informational signboard, which served as an important aid for Ukrainian children in navigating their new surroundings. It also served as a means of communication with parents and guardians, letting them know that the Center was easily accessible and welcoming to them.

Addresses of Adaptation Centers:

- Centrum Adaptacyjno-Integracyjne Białołęka: Ruskowy Bród 19, 03-289 Warszawa
- Centrum Adaptacyjno-Integracyjne Bartnicza: Bartnicza 2, 03-358 Warszawa
- Centrum Adaptacyjno-Integracyjne przy SP 76: Poezji 5, 04-994 Warszawa
- Centrum Adaptacyjno-Integracyjne Korkowa: Korkowa 119/123, 04-519 Warszawa
- Centrum Adaptacyjno-Integracyjne Żoliborz: Anny German 5a, 01-794 Warszawa

The first weeks of the pilot were demanding but still so worth it!

- Karin, educator in Bartnicza Center

Roles and responsibilities in the Center

In the Adaptation Centers, the staff members played a crucial role in implementing the program in the best possible manner with the students' needs as the primary focus. Each staff member was given an individual working schedule and the opportunity to undergo supervision. The qualifications and skills of the staff members were essential in the development of the program.

They worked closely with the students to provide instruction and support that is tailored to their individual needs. They conduct assessments and evaluations to determine a student's strengths and weaknesses, and use this information to develop motivation strategies for each student.

In addition, the staff members were responsible for keeping parents and other members of the student's support team informed about the Program and student progress. They provided regular feedback.

Overall, they played a vital role in ensuring that Ukrainian and Polish were able to succeed and reach their full potential while working with the project. Their qualifications, skills and dedication were essential for the success of the program and for each student.

Role	Responsibilites
Educator / Teacher	• Assessing students' abilities and needs: A teacher / educator in an Adaptation Center must have a thorough understanding of the students they are working with and their specific needs, especially when it comes to intercultural context and Ukrainian refugee children. • Providing instruction and support: Providing instruction and support to students in a way that is tailored to their individual needs. This may include using specialized teaching methods, adapting curriculum materials, or providing additional one-on-one support. This also incorporates the need for both Polish and Ukrainian facilitators. • Collaborating with other professionals: Working effectively with other professionals, such as psychologists, speech therapists, and counselors, to provide a holistic approach to meeting students' needs. • Monitoring and assessing student progress: Monitoring and assessing student progress, and make adjustments to instruction and support as needed. This includes implementing MEL tools (baseline and endline assessments) provided by the EAA. • Communication with parents and caregivers: Giving feedback, consulting any alarming symptoms. Communicating support strategies.
Consulting Psychologist	• Assessing students' psychological abilities and needs: conducting observations and other individual assessments that will support integration and development of a student. • Developing support plans: Based on the results of assessments and observations, a consulting psychologist in an Adaptation Center will outline

	specific goals and objectives for the student, as well as the strategies helpful to educators working with this student. • Providing individual consultation sessions (with students, with caregivers, with students and caregivers). The important fact is that consulting psychologists in the Centers did not provide therapy. • Monitoring and assessing student progress
Supervisor	• Providing guidance and support to educators: This includes providing feedback on teaching strategies, and other aspects of instruction, as well as answering questions and addressing concerns that educators may have. • Observing and evaluating instruction: Giving feedback to educators on their teaching strategies and identifying areas for improvement. • Mentoring and preventing occupational burnout among staff members: Providing professional development opportunities, setting goals and expectations, and providing feedback on performance. • Regularly communicating and coordinating with educators and consulting psychologists to ensure that our efforts are aligned and that we are providing the most comprehensive support possible.
Adaptation Center Manager	• Supporting staff in Program implementation. • Developing and maintaining schedules that are in sync with the operations of other entities such as schools and community centers, and the working hours of caregivers. • Consistently updating and maintaining a calendar of upcoming events, meetings, and deadlines to ensure that we are well-prepared and organized. Creating and maintaining detailed internal to-do lists to ensure that all tasks and responsibilities are clearly defined and assigned. • Monitoring and evaluating effectiveness of the Program in the Adaptation Center. This includes supporting educators in conducting assessments. • Communicating and educating about the Center's work and the importance of the Program to the local community. • Recruitment activities: Preparing and maintaining recruitment forms in Polish and Ukrainian languages, to ensure reaching and attracting a diverse pool of caregivers. Actively contacting potential caregivers, using various methods such as phone calls and email. Ensuring that all documentation related to recruitment is accurate and up-to-date, including compliance with GDPR regulations. Maintaining a thorough and organized system for tracking and managing recruitment-related documents and communication. • Updating information about the Center on the website.

As stated the key aspect of the project was the sustained collaboration of all staff members, as well as the sharing of communication and experiences among educators working in different Adaptation Centers.

By actively listening to the needs of local communities and finding solutions to arising issues and challenges, the project, we hoped to fulfill all the planned results of the project.

Educators and consulting psychologists worked hand in hand to ensure the best support possible toward students in the Centers.

Barriers
and Challenges
in Adaptation Centers

There were several challenges faced by PEI's team during the implementation process

Supervision meetings, observations, and a final evaluation of the project allowed for the identification of the most significant barriers and challenges faced by employees of adaptation centers.

It is important to note that while many of the barriers and challenges faced by

employees of the Adaptation Centers were addressed and mitigated during the project's implementation, some were inherent to the environment, situation, or educational system and were only able to be mitigated to some degree. Nonetheless, none of them were critical to the program's effectiveness and final outcomes.

Area	Challenge / Barrier	Solution / Mitigating strategy
Student support	Language barrier between Ukrainian and Polish children	Implementing more intercultural elements to activities (learning words in Polish and Ukrainian, e.g. emotions, common objects). Showing similarities between languages. For Ukrainian students: Polish language lessons.
	Large differences in literacy skills among younger children (up to 9 y/o). Children with specific learning difficulties, developmental disorders.	Groups divided according to needs and skills. Adapting the content to the children's abilities. In Adaptation Centers: additional help from Consulting Psychologists.
	Various war experiences of children, which translated into their behavior in class	Conversations with teachers and parents. Constant psychological support. Individual talks with psychologists.
Cooperation with school / local community	Frequent changes in schedules of students (changes provided by school management)	Cooperation with the schools, management, creating joint action plans tailored to the needs of both entities
	Specific organization of school hours	Flexibility of staff members and teachers. Weekly team meetings to review the weekly plan
	An issue with the flow of communication and information between the Center, school management, school pedagogue.	Working on positive relationships with school management and non-pedagogical staff. Using at least 3 channels of communication.
Cooperation with parents /	An issue with the flow of	Using at least 3 channels of communication.

caretakers	communication and information between the Center and parents.	Direct communication with parents and care takers (finding time to talk to them), especially Ukrainian.
	Low technological skills	Educators were helping caregivers with technological issues during direct contact.
	Caretakers coming too early and picking up students before the end of workshop	Direct communication by educators and underlining the importance of working process. Parents would be asked to wait untill the end of workshop.
Organizational issues	Rotation of Ukrainian students	Constant contact with parents of students. Close cooperation with the schools and other educational entities.
	Lack of clear division of responsibilities between educators	Supervision (group and individual) was helpful in outlining expectations. Holding regular internal staff meetings or check-ins to ensure that everyone is on the same page.

Addressing the barriers to project implementation was crucial in preventing professional burnout among educators, particularly given the delicate nature of the project's beneficiaries.

Supervision

Good practice in Adaptation Centers

Each Adaptation Center was supported by a supervisor who worked with the staff in **individual** and **group sessions**. Monthly group meetings were held as a platform for sharing experiences and identifying solutions to emerging issues. The staff at PEI adhered to educational supervision procedures developed by the Positive Education Institute in 2016, which have been continuously updated since. These procedures are considered the most comprehensive and effective solutions for education professionals in Poland.

Each group supervision session was dedicated to a specific topic, with the supervisor preparing relevant questions for discussion and additional activities. Staff members were often asked to participate in brainstorming sessions and create supplementary materials. These sessions resulted in conclusions that were incorporated into the daily work of the educators. Furthermore, procedures and ideas for improving work efficiency were proposed and implemented. This approach not only helped to identify and address the challenges faced by the staff, but also allowed for the continuous improvement of the center's practices and procedures. It was a platform for the staff to share their own experiences and learn from each other. It also helped to foster a sense of community and collaboration among the staff members, which in turn contributed to the Centers' higher overall effectiveness.

Supervision provided a means for us to address and discuss the organizational and methodological obstacles we encountered.

Example 1. First group supervision session.

Subject:

cooperation & integration among staff members, cooperation with the local community, working attitude

Main Topics and Questions:

1. Can you describe the specific tasks and responsibilities you carry out in the Centers?
2. Who do you work with in the Centers (e.g. other staff members, students, parents)?
3. How many students are typically in each group during workshop sessions?
4. Which areas of your work at the Centers were relatively straightforward when the Centers first opened?
5. Which areas of your work did you find to be more challenging when the Centers first opened?
6. Can you provide examples of the types of activities that are regularly offered at the Center? And which of these activities have become a routine in your center?
7. Are there any activities or programs that are only offered when they are deemed necessary?
8. How would you describe the relationship between the Center and the parents and schools of the students?
9. Are there any areas that you feel need improvement within the Center (e.g. communication, specific activities, new ideas)?
10. Are there any specific considerations that you keep in mind when working with students at the Center?
11. What personal resources (e.g. skills, experience) do you utilize in your work and how do you share these with your colleagues?
12. Can you describe the objectives and goals you have set for the students at the Center?
13. What are your goals for the next month in terms of the center's work?

Activities:

Brainstorming and mind mapping in groups, working on current success stories and challenges. Discussion on the forum: developing solutions to difficult situations and the assessed needs of children (especially Ukrainian). Planning changes before the next meeting.

Examples of activities provided in the Centers

During the implementation of the program, staff members in the Adaptation Centers proposed a variety of ideas for activities. Creative delivery of Learning Packages as well as modifications, adaptations, and innovations were often a result of:

- Responding to the evolving needs of Ukrainian and Polish students.
- Addressing organizational challenges.
- Identifying the most effective teaching strategies that align with the individual characteristics of the educators and motivating factors among students.
- Seeking engaging and creative ways to achieve the Program's goals.

Example 1. Greeting ritual

Each Adaptation Center had its own distinctive welcoming ritual, tailored to the specific characteristics of the location and community. This made students feel welcomed and seen.

Example 2. Relaxation for starters

The Adaptation Centers were frequently viewed as havens of peace and comfort for students after a day of noise and activity at school. One proposed activity to enhance this atmosphere was to begin each meeting with a circle session featuring relaxation techniques and visualization exercises. Students loved it!
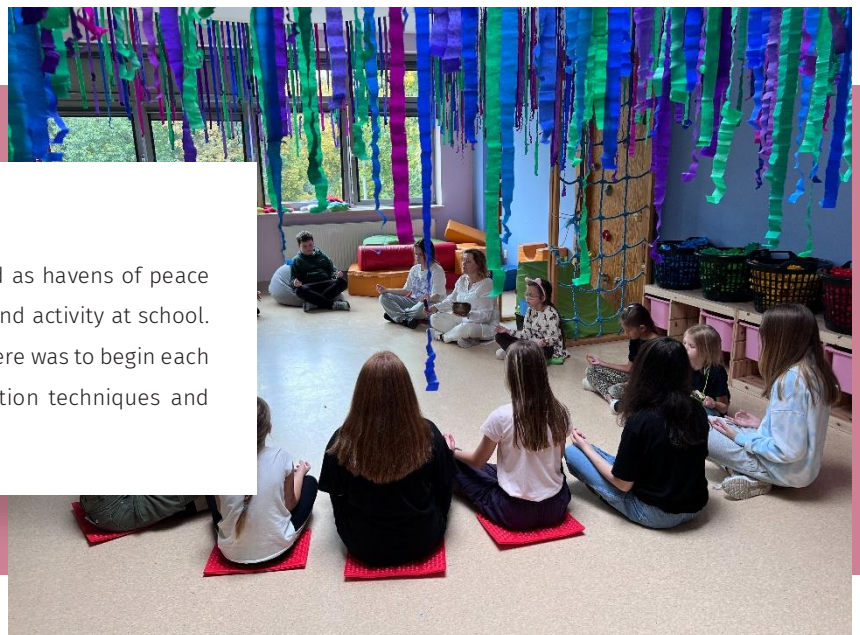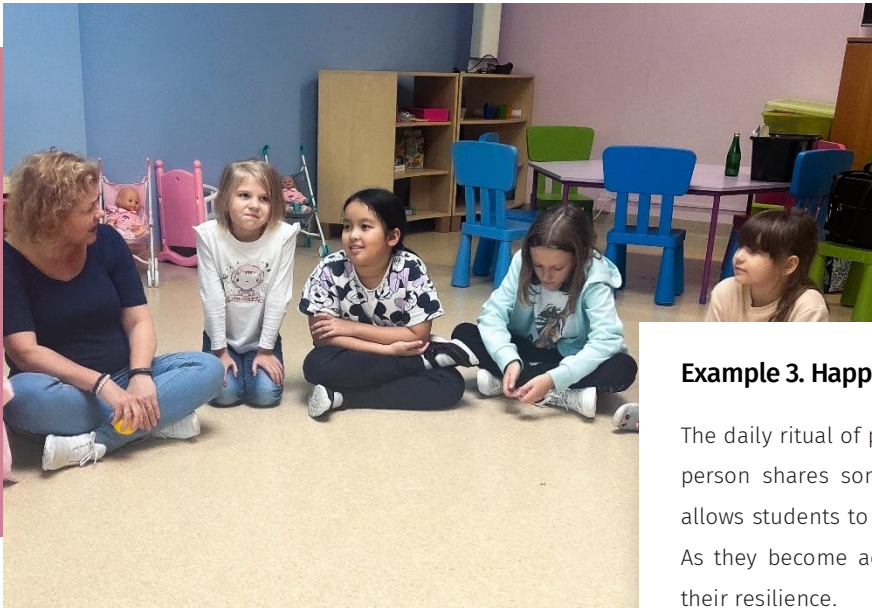
Example 3. Happy ball routine – building gratitude

The daily ritual of passing around a ball in class, where each person shares something that brought them joy that day, allows students to form a strong attachment to the practice. As they become accustomed to this routine, it strengthens their resilience.

Example 4. How do you feel?

Each Adaptation Center had its own take on the activity about describing feelings.
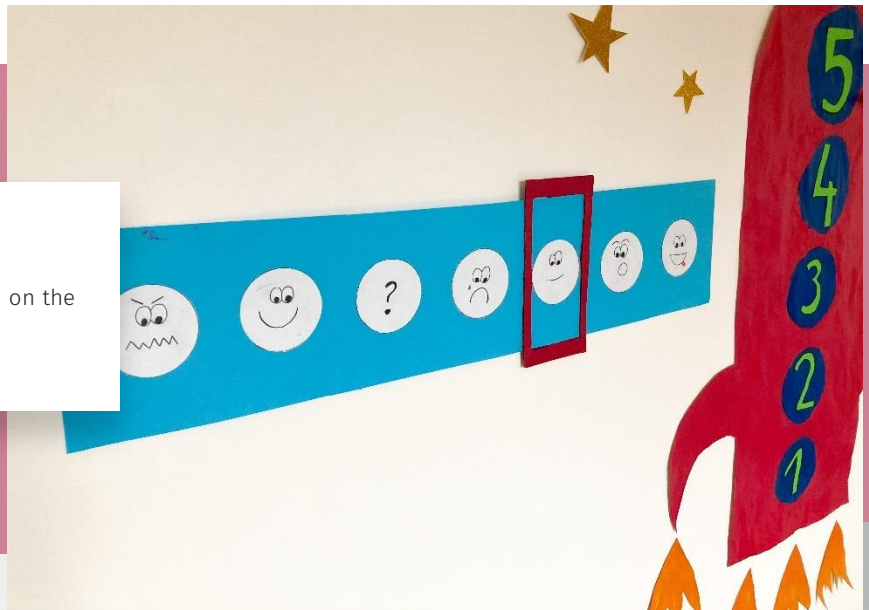
Example 5. Maintaining a 'chillout zone'

Chillout zones were designed to provide a peaceful and calming environment for individuals in need of a break. These spaces were equipped with comfortable bean bags, mattresses, pillows, and blankets, allowing for a soothing and stress-free experience.

Example 6. Mystery box

The idea to engage students in the subject by starting with mystery box. Students are eager to look what's in the box. Then the try to guess what the project will be about. This was a great way of drawing attention and stimulating motivation.

Example 7. Thanking each other

At the end of each workshop session students would sit in pairs and thank each other for their efforts during the class. They learned to give positive resource-based feedback.

Each center kept a chronicle collecting memories of its activities

Learning Resources Implementation in the Centers

In the program our students were creators, inventors, artists, visionaries and problem-solvers.

- Basia, educator in the Center

Implementation Conclusions
for Adaptation Centers

There is a need of permanent implementation of Adaptation Center activities.

In conclusion, the implementation highlighted that there is a significant population of Ukrainian refugee children in Poland who would benefit from the establishment of Adaptation Centers.

The implementation phase of the project revealed several challenges and barriers, including difficulties in communication with beneficiaries, organizational issues related to cooperation between schools and the Centers, and the need for support for Ukrainian students facing language barriers. Despite these challenges, the success of the program suggests that it would be beneficial to expand the concept to other locations in Poland.

Stronger communication and coordination between schools, government agencies, and community organizations would likely improve the effectiveness of these Centers and better support the needs of Ukrainian refugee children.

Lessons learned:

1. The **establishment of the Adaptation Centers** within educational institutions addressed a crucial deficit in Poland's education system by providing a safe and secure environment for Ukrainian refugee students and their families. This was confirmed by feedback from students who repeatedly told educators that the centers are a place where they can rest and feel confident.

2. The **physical surroundings** in which students learn and thrive are of utmost importance. The Adaptation Center rooms were thoughtfully designed to cater to the needs of children, striking a perfect balance between an inviting atmosphere and a functional learning space. The rooms were kept clean, airy, and well-lit, providing ample room for students to play, learn, rest, and focus. The adaptable layout of student tables allowed for maximum flexibility, fostering an environment that positively impacted the well-being of all students who utilized the Centers.

3. The pilot program demonstrated the importance of **developing the skills of staff members** working with children and youth. Regular group **supervision meetings** and individual sessions with a supervisor were identified as crucial components of the staff development. This aspect of the project will be permanently incorporated into programs that support refugees. Areas that should be addressed during professional development of educators:
    a. Practical project-based learning implementation;
    b. Classroom and time management;

4. The contributions of **psychologists in the Adaptation Centers** are essential, particularly during the early stages of acclimation for Ukrainian students in Poland. These professionals play a vital role in ensuring a smooth transition for these young individuals and addressing any related concerns. Moreover, it is also crucial to provide intensive psychological support to children who have experienced trauma or are on the autism spectrum, in order to aid in their successful integration into the Centers.

Implementation
in Schools in Poland

The PEI aimed to implement the Program within formal education institutions in Poland (100 primary and secondary schools), where Ukrainian and Polish students could benefit from EAA's customized month-long Integration and Academic Packages, without placing additional burdens on existing school systems and management. The program was based on project-based learning resources, which were made available in both Ukrainian and Polish languages, and were designed to help Ukrainian children bridge any gaps in essential academic concepts.

The resources were printed out and distributed to all 100 schools participating in the Program, and were also made available for download on the Program Site in pdf format, allowing any interested teacher to easily access and utilize the resources in their classroom.

The In-School Program was deployed as a cycle of monthly challenges for schools, with coordinating teachers filling out monitoring forms at the end of each month and participating in focus group discussions. These elements of the program were used to assess the program's efficiency and to identify any emerging challenges and needs of the beneficiaries.

Additionally, teachers in schools also took part in Teacher Training, which they saw as an opportunity to build new skills and learn more in-depth information on the Ukrainian educational system.

Upon implementing the program, teachers noted an increase in student participation in group assignments. They observed that when students were divided into pairs or groups, they were more willing to participate and engage in the tasks at hand. Additionally, some noted that the program's ideas had fostered a peer-support system within their school, which was evident in the increased collaboration and teamwork among students.

At the same time, when the program was initially introduced, some school coordinators reported that the teachers were hesitant to participate. They expressed concerns about the amount of content to cover, lack of time, and difficulty in keeping up with the program's demands. However, despite these initial reservations, most of teachers (especially in lower grades) were able to incorporate the program's activities into their daily lessons. It was however expressed that higher grade teachers had a harder time fitting the program into their curriculum.

Roles in implementation in schools

The Program was able to achieve success due to the active involvement and support of a wide range of entities. These included:

- Schools, as whole communities, who provided a supportive environment for the program's implementation
- School coordinators (usually teachers, headmasters or school psychologist/therapist), who played a critical role in leading the program's implementation within their schools
- Teachers, who were key to the program's success as they were responsible for delivering the curriculum and ensuring student engagement
- Parents, who provided support and encouragement to their children as they participated in the program
- Local Government Entities, who played an instrumental role in promoting and supporting the program within their communities
- Local Communities, who embraced the program and helped to create an environment that was conducive to its success.

All these entities worked together to ensure the success of the program and its goals. The active participation of all stakeholders helped to ensure that

| Stakeholder	Role in the Program
School (community)	Integration packages were particularly important for school communities. As the results of evaluation show, the communities gained a lot from the implementation of integration activities, while actively participating in them. School communities frequently went beyond the activities set out in the program and supplemented it with ideas and solutions adequate to their situation. This made the Program more coherent with all activities undertaken by the school and therefore more "natural" for the students.
Teachers	The teachers who were responsible for incorporating the packages into the daily practices of Polish schools played a vital role in the success of the program, as it was largely dependent on their ability to effectively implement the programs in the school setting. These educators were able to tailor the programs to the specific needs and abilities of each group of children, owing to their dedication and the support and autonomy provided by their school leaders and the trust of parents. The teachers involved in the program have been a valuable source of feedback for the research teams. Their comments and suggestions have allowed the team to make necessary adjustments to the packages and plan new projects to better support refugee students from Ukraine. Additionally, the teachers highlighted the importance of the materials in working with children from other parts of the world, including children fleeing from Belarus and Russia to Poland. They also played a crucial role in promoting the program to other schools and institutions, spreading awareness and encouraging participation.

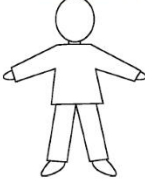|	
Parents	Parents played an active role in supporting the schools and teachers in their efforts to implement the program, such as by allowing their children to participate in classes outside of standard school hours.
Local Government Entities	Local governments provided crucial support for the project by fostering a welcoming environment for the implementation of the packages for school activities. This support was important as it was necessary to have the approval and cooperation of both the managing authority and the educational supervision authority to conduct the activities in Poland. The local government entities were instrumental in supporting the program by organizing meetings and events in each province where the IEP presented the program's value, content, and project materials to teachers and parents. This helped to promote the program widely and resulted in a high level of interest among school authorities in the development and continued implementation of the program in additional schools, as well as its expansion in currently participating schools.

Examples of implementation in schools
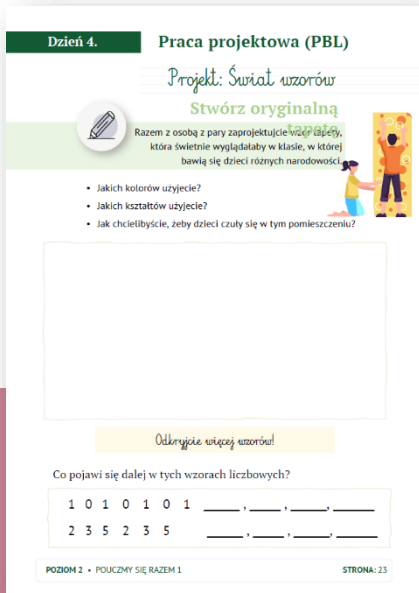
Szkoła Podstawowa Nr 7 im. Mikołaja Kopernika w Toruniu

Szkoła Podstawowa nr 1 im. Mikołaja Kopernika w Nidzicy

Niepubliczna Szkoła Podstawowa "Edukacja i Rodzina" w Dzierżoniowie

Szkoła Podstawowa nr 1 im. Adama Mickiewicza w Radlinie

التعليم فوق الجميع | education above all

We understand that every child has unique needs and circumstances that require individual attention. That is why we have made a concerted effort to provide psychological support to each of our students, recognizing that this is an essential component of their overall well-being and success.

- Milena, consulting psychologist

IV. Monitoring and Evaluation

Evaluation objectives & tools

Overview of MEL Objectives, appropriate indicators and planned MEL Tools: Project monitoring activities were carried out throughout the project implementation period, in particular during implementation stage in schools and Adaptation Centers. An important element of the Program implementation monitoring was the cooperation with teachers and educators, who collected information on the participants (including attendance,

learning difficulties, emotional states, etc.), the effectiveness of the exercises and any difficulties in implementation on an ongoing basis. Thanks to constant cooperation of PEI with a group of over 120 people throughout Poland (maintained by positive relationship building), it was possible to constantly adapt the program to the needs of children and youth from Ukraine.

MEL Objective	Indicators	MEL Tools
Are the Academic Packages a high-quality and holistic learning solution?	# No. of academic packages contextualized and translated % learning progress from baseline to endline assessment % facilitators reporting that the levels and rigour of resources were appropriate for the learners % facilitators reporting they are planning on using resources in the future % facilitators reporting that the learning modules were easy to implement	
Do the Integration Packages promote intercultural understanding between Polish and Ukrainian children?	# Polish children enrolled in the program # Ukrainian children enrolled in the program # No. of integration packages contextualized and translated % progress from baseline to endline survey % students reporting they enjoyed activities in the Integration Packages % students reporting they understand more about another country and its culture	**MEL Tools** 1. Baseline / Endline Assessment (Integration Package) 2. Baseline Endline Assessment (Academic Package) 3. End of Pilot Teacher Survey 4. Focus Group Discussion Template 5. Staff Observation Rubric 6. Teacher Training Feedback Survey
Are the modules easy to implement in schools?	# staff and teachers trained # facilitators with no prior professional teaching experience # facilitators with no teaching qualification % teachers reporting that the training and support received was adequate % teachers reporting that the materials needed were easily available % teachers reporting that the learning modules were easy to implement % teachers reporting they are planning on using resources in the future % facilitators rating the materials as comprehensible and accessible	
Are the modules easy to implement in informal settings?	# Ukrainian children enrolled in the distance learning platform # Ukrainian children out of school % facilitators reporting that the training and support received was adequate	

	% facilitators reporting that the materials needed were easily available % facilitators reporting that the learning modules were easy to implement % facilitators reporting they are planning on using resources in the future % facilitators rating the materials as comprehensible and accessible
Is the Education Program effective in supporting the integration of refugees and host county learners?	% rate of completion of the Education Program % average student learning progress from pre- and post- assessments % students reporting that the program enabled a lot of learning % students reporting that they enjoyed the Education Program % facilitators reporting that the program enabled a lot of learning % facilitators reporting that the Education Program is holistic and relevant for learners

Tool 1. Baseline / Endline Assessment for Integration Package

Assessment Tool: Survey based on statements of students   with response options of: "Not True," "Somewhat True," and "Certainly True."

S1. I know a lot about my peers from other countries (Baseline)/I learned something new about my peers from other countries (Endline)

S2. I try to be nice to other people. I care about their feelings

S3. I usually share with others and enjoy working with others.

S4. I would rather be alone than with people of my age.

S5. I am helpful if someone is hurt, upset or feeling ill.

S6. I have 1 good friend or more.

S7. I fight a lot. I can make other people do what I want.

S8. I am often unhappy, depressed or tearful.

S9. Other people my age generally like me.

S10. Other children or young people pick on me or bully me.

S11. I often offer to help others (parents, teachers, children).

S12. I get along better with adults than with people my own age

S13. I was able to make a new Polish/Ukrainian friend during the last 3 months

S14. I understand how I feel and can express myself freely.

S15. (Endline only) I enjoyed learning through the packages.

Tool 2. Baseline / Endline Assessment for Academic Package

Assessment Tool: Knowledge test tailored to the appropriate age group and content level (1-3).

Students took the same test at the beginning and end of the academic program to measure progress and understanding.

Tool 3. End of Pilot Teacher Survey

Assessment Tool: Survey based on 10 closed questions to teachers with response options of: "Yes," "No", and 3 open ended questions.

Q1: Was the training and preparation satisfactory?

Q2: How can we improve the training provided?

Q3: Were the learning modules engaging for the students?

Q4: Were the materials required for the activities easily available?

Q5: Were the instructions easy to follow?

Q6: Did your students cultivate intercultural understanding through the projects?

Q7: What are the top 3 things your students gained through these modules?

Q8: Are you satisfied with the program as a learning solution for integration?

Q9: Explain your response below.

Q10: Do you plan to use project based learning again?

Q11: What did you like about the learning modules?

Q12: What did you find challenging?

Q13: Additional Comments/ Explanations to Responses

Tool 4. Focus Group Discussion Template

The purpose of conducting focus groups with teachers, volunteers, and parents is to gather valuable information and insights on how the projects have been received and implemented by learners, families, and educators.

To ensure representation from each school and locality, the design of the focus group discussions (FGDs) planned for at least one representative from each school to participate, with a maximum of 8 participants per session to facilitate meaningful conversations. Although participation from all schools in the project was achieved, the number of participants per session sometimes exceeded the planned number, with a total of 5 online and 8 in-person meetings conducted.

To cover all aspects of the program, a diverse group of stakeholders such as teachers, program managers, and program leads were included in the focus groups.

The questions were crafted to elicit candid responses and avoid steering participants towards preconceived answers, with an emphasis on open-ended questioning to allow for natural conversation while still obtaining the desired information and insights.

Student Learning	Teacher Engagement	Highlights and Challenges
What have you noticed in terms of students' engagement during their projects?	What was it like for you to teach using the resources from the IFERB Bank? How was it different to the way you had taught before?	What are some success stories you are proud of?
Can you tell us about one or two specific skills that students have learned through engaging with the projects? How do you think these skills will be useful for students in their lives?	What have you learned through teaching the resources from the IFERB Bank so far? What new skills, if any, do you feel you gained?	What are the main challenges of the program, especially in regards to student learning and from a teaching point of view?
How are the skills that students are developing through the resources from the IFERB connected to specific subjects of the curriculum?	If I were an administrator seeking advice about continuing project-based learning at the school, what would you tell me?	
In what ways did project-based learning affect student mindsets, attitudes towards learning, and attitudes towards future life aspirations? How did this differ from student mindsets using standard teaching methods?	Would you be interested in creating projects like these yourself?	

Tool 5. Staff Observation Rubric

	Area	Not effective = 1	Moderately effective = 2	Highly effective = 3
Learner Actions	Engagement	Most (60%) learners are distracted or unengaged in tasks. Many learners appear to not be aware of what is happening and what they need to do.	Many (40%) learners are enthusiastically engaged in some of the learning tasks. Most learners appear to be on task and know what they need to do.	Most (60%) learners are enthusiastically engaged in most of the learning tasks. Learners are on task and aware of what they need to do.
	Participation	Most do not ask questions or give answers.	Many learners participate by asking questions when they encounter challenges and/or giving answers when prompted by the facilitator. They do not try to solve problems independently before asking for help. Participation is ad hoc or chaotic and does not follow any system.	Most learners ask questions when they face challenges that they first try to solve independently and/or give answers when promoted by the facilitator. Learners raise hands or follow some procedure to participate and do not yell to get the facilitators' attention.
	Peer learning and collaboration	Most learners are passive or disruptive participants in their peer learning groups with one or two learners (or none at all) leading the work OR There are a few opportunities for peer learning or collaboration during the lesson.	Most learners participate in peer learning discussions but one or two learners lead the work and problem solve. AND / OR There are a few instances (<40%) of collaboration during the lesson.	In most groups, learners take turns leading the work. Each member is actively involved in the discussion, problem solving and/or task execution at some point during the session. AND / OR Most learners (>60%) work together on activities when applicable.
	Integration	Learners of the same nationality/cultural background sit and work together when they have a choice. AND / OR There is no evidence of interaction with learners of other nationalities/cultural background.	There is some (40%) evidence of intercultural interaction, but it is mostly teacher-directed.	Most learners voluntarily sit and work with others from different nationalities/cultural backgrounds.

Facilitator Actions	Maintatining a positive environment	The environment is chaotic and disruptive. Learners are unaware of the goals of the session.	The environment is generally suitable for learning with few disruptions. Learners know what they need to work on.	The environment is characterized by respect, order and is conducive to learning. Learners know what they need to work on and are able to communicate what is expected of them.
	Managing participation	The facilitator does not provide opportunities for learners to ask questions and/or is unable to answer their questions (e.g. gives wrong answers)	The facilitator asks learners if they have any questions and is generally able to answer questions, but does not promote participation in a way that facilitates deep learning and understanding of concepts (i.e. gives superficial answers). The facilitator answers questions without considering if learners attempted solving them individually or in groups first.	The facilitator asks questions strategically to lead learners to the desired outcome and is able to provide answers that enable students to gain a deep understanding of the concept. The facilitator encourages learners to try solving problems on their own and in their groups first before giving an answer.
	Promoting rigor in learning	The facilitator does not build learners' curiosity or reflection skills beyond recalling and retelling information Learning is mostly teacher-led	The facilitator provides opportunities for learners to exercise comprehension and analysis, but learning is mostly teacher-led	The facilitator promotes deep reflection and higher-level thinking and challenges learners to lead on the tasks and activities including creating their own tasks
	Facilitating integration	The facilitator does not intervene when he or she notices learners who only sit and work with others that share their nationality/cultural background The facilitator does not address misconceptions about other cultures or create opportunities for intercultural understanding	The facilitator creates a seating plan that promotes intercultural interactions among learners, but does not go beyond this	The facilitator creates a seating plan that promotes intercultural interactions The facilitator actively promotes integration by addressing misconceptions about other cultures, highlighting diverse cultural perspectives and promoting respect and tolerance among learners

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The students appreciated the opportunity to provide their perspectives and opinions.

V. Impact & Feedback

Integration Package Assessment: Baseline Assessment Overview

This assessment analysed the baseline and endline data for a sample of 949 students from 100 Polish government schools and 5 Adaptation Centers in Warsaw.

Age: The age group in the data set ranges from 5 to 19 year olds (calculated through birth dates). According to observations done by PEI throughout the years, younger children tend to be more responsive in peer settings and exhibit healthier emotions. Through this analysis, it was explored if this is indeed, was the case.

Gender: The data set has three genders: male, female, and others. Through this analysis, we explore if a student's gender identity impacts their prosocial behaviours.

Nationality: There is an assumption that refugee communities have greater needs in terms of socio-emotional well-being. There is limited data on the impact of host community learners receiving refugee community learners in their class spaces. It will be interesting to find out how the dynamic of new students from different cultures impact both the groups.

There is a statistically significant correlation between gender, location, age, and the survey responses

Key Insights

Students reported an average of about:
- 5% **increase** in conditions of socio-emotional well-being
- 21% **increase** in levels of intercultural understanding
- 6% **increase** in levels of prosocial behaviour
- 6% **increase** in alleviated symptoms of poor emotional health
- 8% **increase** in alleviated problematic peer relationships

However, there is high standard deviation between the results.

There is a statistically significant correlation between gender, location, age, and the survey responses. From the provided data set, it is slightly like that:

- show slightly more progress than those in schools. This corroborates with the fact that in centers, students had a stronger eco-system of support through lesser teacher-student ratios, counselors, and in-depth execution of the projects. Additionally, the centers were designed specifically to facilitate the integration of Ukrainians into the Polish community.

- Females have a stronger baseline than males and other genders. However, in terms of percentage increase, the latter show slightly greater results, especially in demonstrating prosocial behaviours.

- Younger children showed a greater increase in levels of intercultural understanding and in alleviating problematic peer relationships.

Interestingly, there is no statistically significant correlation between nationalities and the responses - it is likely that children from both refugee and host communities experience socio-emotional challenges under new and strenuous circumstances. Therefore, content focused on both the communities should be further explored to foster meaningful and smooth relationship-building between them, especially in formal institutions.

There is a remarkable increase in academic skills through project-based learning.

- The average percentage increase from baseline to endline academic assessments is **52.7%.**
- There is a statistically significant correlation between nationality and learning progress, i.e, Ukrainian students did slightly better than Polish students. Note that the academic growth was only tracked for students in adaptation centers, where Ukrainians comprise about 50% of students.

The average attendance stands high at about 90%.

End of Pilot Student Survey Results

Statement	Certainly True	Somewhat True	Not True
I enjoyed learning through the packages.	60%	30%	10%
The packages helped me academically.	41%	37%	22%
The packages helped me learn and appreciate other cultures.	49%	37%	14%

104 Adaptation Center students, 774 School students

Feedback from teachers (Focus Group Discussions)

Description of the study group

The focus group discussions were conducted both in-person and online, bringing together a diverse group of 154 educators and professionals working with children and youth from Poland and Ukraine, including:

- kindergarten teachers,
- primary school teachers for grades 1-3,
- primary school teachers for grades 4-8),
- secondary school teachers, school psychologists,
- school pedagogues,
- educators in informal education settings,
- and school administrators.

A total of 33 people participated in in-person focus group discussions, while 121 took part in online FGDs.

Learnings: Student Learning

Teachers reported higher levels of engagement (in learning and integrating) from both Polish and Ukrainian students during the program workshops. This heightened engagement was particularly noticeable among Ukrainian students due to three key factors reported by participants:

1. **The use of Ukrainian language in the learning materials**, which provided clarity and understanding for the students. They appreciated being able to read and comprehend the program content in their own language.
2. **Opportunities for students to share** their backgrounds and culture, allowing them to proudly showcase to their peers where they come from.
3. Ideas conveyed by Learning Packages encouraged **active participation**, making students feel valued and included, and creating a sense of security knowing that the program was tailored to their language and culture.

Overall, the teachers noted that the program was engaging for both Polish and Ukrainian students, also because of the use of project-based learning, various ideas about subjects important to young people.

According to the focus group participants, the key skills developed among learners during the program implementation were:

- Empathy
- Effective expression of emotions
- Resilience
- Cooperation
- Self-Esteem
- Mindfulness
- Effective communication
- Positive peer relationships

These were important findings since the program was designed to cultivate these soft skills, which are crucial for personal growth and development of young people. The FGDs' participants noted that the learners made significant progress in these areas during the program's implementation.

For example, one teacher (Magdalena, primary school teacher) shared that during the program 'students delved into the emotions that exist within each person. They emphasized the importance of recognizing and managing all emotions, not just the positive ones. They explored situations in which they commonly experience fear, anxiety, uncertainty, and

sadness, and learned strategies for turning fears into curiosity, combating sadness, and managing tantrums. Through role-playing and dramatizations, they could better practiced managing difficult emotions and gained a deeper understanding that every emotion has a purpose and role in our lives'. Another teacher (Aneta, primary school teacher) reported positive outcomes, particularly in 7th grade where there were issues with integration and students were unpleasant towards each other and new students.

Teachers reported that during project implementation they noticed impact on real-life skills among students such as:

- Problem solving,
- Creativity,
- Teamwork,
- Project management,
- Awareness of health and healthy behaviors,

One participant (Natalia) has noted the impact of project-based learning on developing these skills among students in the 8th grade. She described the engagement in learning to reflect on the influence students have on others ('how easily we sometimes give in to other people's reactions and adapt to their behavior'). Another teacher highlighted the success of the "Write an Issue Letter" project, which has been successful in encouraging students to find solutions to pressing problems.

The implementation of the program has resulted in a change in the mindset of students, as noted by various teachers and educators during FGDs. One important development was a shift from a self-centered perspective to one that emphasizes thinking about others and cooperation with peers. Aneta, a primary school teacher, observed an increased participation of students in group assignments, even from those who were previously reluctant to participate. She also discussed pressing problems related to being a refugee, encouraging students to think beyond their own experiences. Another teacher, Agata, reported on the transformation of younger students who were initially self-centered and resistant to working in groups. Through the program's workshops, these students began to cooperate better and even formed their own groups with individuals they previously did

not get along with. This highlights the impact of the program in fostering **empathic mindset** among students.

One of the key developments reported by teachers was the cultivation of a **mindful mindset** among students, both younger and older. Through the mindfulness activities provided in the learning packages, students were able to better focus on their thoughts, emotions, and physical sensations in a non-judgmental manner. This helped them reduce stress and anxiety during the school day, as noted by Aleksandra, a teacher who observed that students appreciated the breathing and mindfulness exercises as a way to calm down which was not used by them beforehand.

Learnings: Teacher Engagement

The program's success in engaging teachers in its implementation can be attributed to several key aspects, as reported during focus group discussions. These include:
- **the innovative approach in integrating students** from diverse cultural backgrounds,
- **the ready-to-use activities** included in the learning packages,

- **the visually appealing** design and print-ready format of learning resources,
- and the alignment with **common core** standards for both social-emotional and academic skills.

Magdalena (secondary school teacher): 'What I love about these materials is that they are versatile and

can be utilized in a multitude of ways. I have already heard from several teachers who plan on reusing the subjects and ideas provided by the packages'. Kasia (special school teacher): 'I also appreciate the attractive design of the books and the convenience of the ready-to-use worksheets. You can simply print a single page and bring it into the classroom with ease'. Dorota (primary school teacher): 'I observed an increase in teacher engagement when I distributed the newly published content in the staff room. The books were prominently displayed on a table, making them highly visible to anyone entering the room. This sparked interest among the teachers, who were eager to incorporate the materials into their lessons for students'.

Teachers reported acquiring various competencies through their participation in the training program and engagement with learning package content, including:

- utilizing **project-based learning** methods,
- promoting a **trauma-informed classroom** environment,
- successfully **navigating multicultural settings**,
- fostering mindfulness practices,
- and strengthening student relationships.

Zuzanna (secondary school teacher): 'Throughout the training process, the most valuable insights for me were the practical tips, suggestions, and guidance on how to effectively utilize our resources while working with children. I learned how to foster cooperation without using coercion, and how to encourage children to actively participate'.

Highlights and challenges

Highlights

The teachers / educators participating in the focus group discussions reported that:

1. the materials provided as part of the program were of **high quality and versatile in nature**. Educators found that the materials were easily adaptable to different grade levels and were able to be used in various ways. The teachers also expressed their intention to regularly incorporate the materials in their lessons, with some stating that they plan to reuse the subjects and ideas every three to six months.

2. program has been especially (but not exclusively) **successful among teachers in grades 1-3** and has been received positively by both teachers and students.

3. the program is being used in formal school setting such as: lessons and revalidation classes, as well as in informal settings.

4. the program has been useful in **dealing with intercultural situations**. And helped in many occasions with conflict situations.

5. **Bed Time Stories can be used in variety of ways** in school (and kindergarten) and as a helpful resource for parents (that can be suggested by teachers). At the same time there is need for additional support towards parents and caregivers.

6. Ukrainian students were **highly motivated** to work with the learning packages thanks to the program's attention to their language and cultural needs.

7. they eagerly incorporated topics that **aligned with other initiatives** the school was pursuing, such as the Health Promoting Day and the Mental Health Awareness Week.

8. **flexibility of the content** in learning packages was especially (but not exclusively) appreciated by teachers in special schools, who would adapt activities to their and students' needs. Note: There were at least 5 instances where the program was adapted to the psychophysical abilities of children with disorders.

Challenges

The teachers / educators participating in the focus group discussions reported that:

1. it is **more difficult** to implement the program in older grades and some teachers from this

educational level have reported difficulty in mobilizing to report on their activities.

2. **engaging more teachers** from a single school in the program presents a challenge, as most Polish educators are already burdened with heavy workloads and are not seeking additional responsibilities. However, the teachers expressed that involving a larger group enhances the Program's success.

3. the Program faced initial resistance from teachers who felt that there was **too much content** to cover and that they did **not have enough time** to implement it. However, it was successfully implemented after teacher training and consultations with PEI.

4. there is a growing urgency to equip teachers with the **skills to effectively communicate** and foster relationships that instil a sense of security and trust among Ukrainian families, ultimately creating a welcoming and supportive school environment.

Feedback from teachers (End of Pilot Survey)

Data	Question	Data point	Result
Training satisfaction - % of facilitators satisfied with the training	Was the training and preparation satisfactory?	Adaptation centers	94%
		Schools	97%
Student engagement - % students reporting that the learning materials were engaging	Were the learning modules engaging for the students?	Adaptation centers	88%
		Schools	98%
Availability of materials - % facilitators reporting that the learning materials were easily available	Were the materials required for the activities easily available?	Adaptation centers	94%
		Schools	98%
Simplicity of the instructions - % facilitators reporting that the learning materials were easy implement with the instructions easy to follow.	Were the instructions easy to follow?	Adaptation centers	88%
		Schools	98%
Intercultural understanding cultivation - % facilitators reporting that the program facilitated intercultural understanding among students	Did your students cultivate intercultural understanding through the projects?	Adaptation centers	100%
		Schools	95%
Program as a learning solution - % facilitators reporting that the program supported academic growth	Are you satisfied with the program as a learning solution for integration?	Adaptation centers	100%
		Schools	96%
Program continuation readiness % facilitators reporting they are comfortable in continuing to use the learning materials	Do you plan to use project based learning again?	Adaptation centers	100%
		Schools	94%

Feedback from students
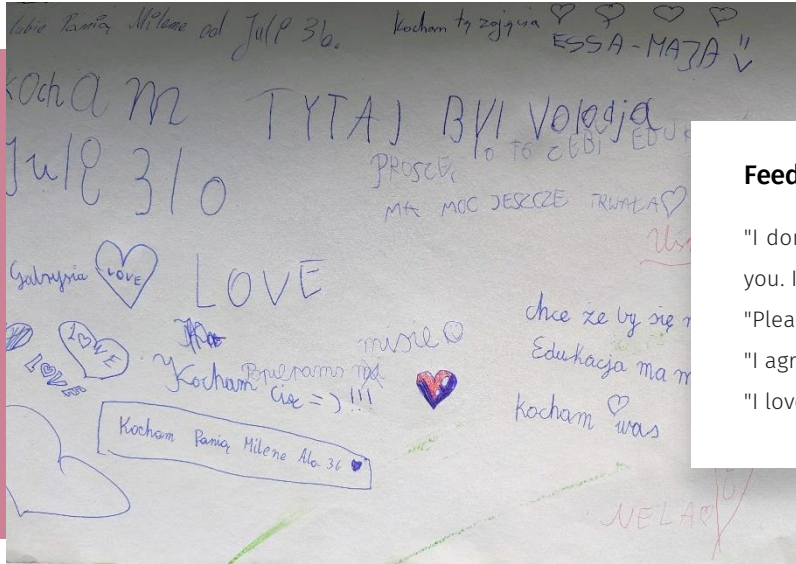
Feedback posters

"I don't want it to end! Education is powerful. I love you. I was here" - Ela & Volodia

"Please, make it go on and never end! Smile!" - Misia

"I agree with Misia" - Annonymous

"I love these classes" - Maja

Feedback cards

"From Ms. Karin (educator) I have learnt how to: control my nerves, deal with unpleasant matters. Ms. Karin lifted me to the mountains of smile. Your classes are great!" - Michalina

"Dear Ms. Milena (educator) you are the best to work with. You make me feel confident. You are trustworthy. You are the best person in school" - Karolina
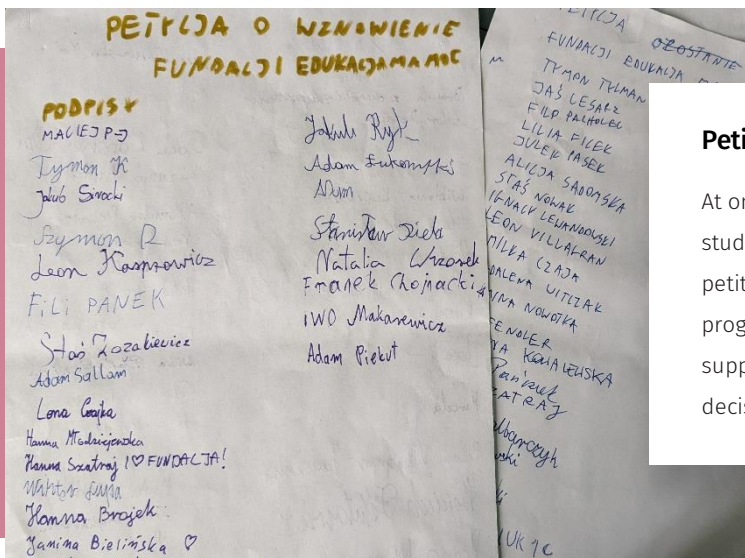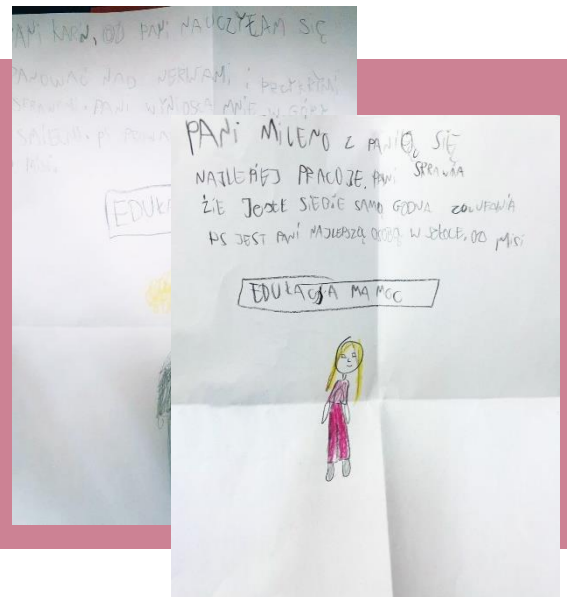
Petition from students

At one of the Adaptation Centers, a group of proactive students took the initiative to gather signatures for a petition, advocating for the continuation of the program. They aimed to demonstrate the widespread support and importance of this program to the decision-makers.

VI. Key Learnings & Recommendation

Area	Key learnings
Program content	1. **Learning Packages:** Materials that support the integration of children from diverse backgrounds and cultures are highly valued by teachers and educators. 2. **Learning Packages:** Through research and discussions, facilitators expressed their appreciation for the online and physical availability of such inclusive educational resources. 3. **Learning Packages:** The technical elements of the content materials, such as language, design, and re-printability, are of utmost importance to both direct and indirect beneficiaries. These elements play a critical role in the effectiveness and impact of the materials, and must be carefully considered and executed to ensure maximum accessibility and utilization by all stakeholders. 4. **Learning Packages in formal school settings:** Maintaining a consistent daily schedule for learning materials proved to be a challenge for Polish school teachers, particularly for students in older grades (above 4th grade). To effectively meet the needs of these students, the content had to be adjusted in terms of pacing, with some portions needing to be condensed or expanded to align with the available time. This required a high degree of flexibility and adaptability on the part of the teachers. 5. **Teacher Training:** Training workshops for teachers are incredibly beneficial in imparting crucial knowledge and skills related to working with refugee children. These workshops provide teachers with valuable tips and guidance, a thorough understanding of the practical aspects of project-based learning, insights into other education systems where refugee students may have previously studied, and important information on the psychological functioning of refugee children. By participating in these workshops, teachers gain the necessary tools to effectively support and educate refugee students in their classrooms. 6. **Bed Time Stories:** This resource can be used in variety of ways in school (and kindergarten) and as a helpful resource for parents (that can be suggested by teachers and educators in Education Centers). At the same time there is need for additional support towards parents and caregivers.
Program staff	1. **Skills development:** The pilot program demonstrated the importance of developing the skills of staff members working with children and youth. Regular group supervision meetings and individual sessions with a supervisor were identified as crucial components of the staff development. 2. **Consulting psychologists:** The contributions of psychologists in the Adaptation Centers are essential, particularly during the early stages of acclimation for Ukrainian students in Poland. These professionals play a vital role in ensuring a smooth transition for these young individuals and addressing any related concerns. Moreover, it is also crucial to provide intensive psychological support to children who have experienced trauma or are on the autism spectrum, in order to aid in their successful integration into the Centers. 3. **Polish language lessons:** The provision of additional classes for Ukrainian

	students that focus on teaching Polish as a means of adapting to their new country of residence was highly sought after by both teachers and caregivers. This demonstrates that the idea of offering Polish classes at Adaptation Centers was a well-received and beneficial initiative. The classes provide students with a valuable resource for navigating their new environment, and foster a sense of belonging and integration in their new community.
Organization of adaptation centers	1. **Adaptation Centers in vicinity of school:** The creation of centers within educational institutions effectively addressed a critical gap in Poland's education system by offering a safe and secure haven for Ukrainian refugee students and their families. These centers serve as easily accessible resources, particularly for those who are still adjusting to their new surroundings. 2. **Interior Design:** The physical surroundings in which students learn and thrive are of utmost importance. The Adaptation Center rooms were thoughtfully designed to cater to the needs of children, striking a perfect balance between an inviting atmosphere and a functional learning space. The rooms were kept clean, airy, and well-lit, providing ample room for students to play, learn, rest, and focus. The adaptable layout of student tables allowed for maximum flexibility, fostering an environment that positively impacted the well-being of all students who utilized the Centers. 3. **Recruitment activities and on-going contact with caregivers**: It is crucial to prepare and maintain recruitment forms in Polish and Ukrainian languages, to ensure reaching and attracting a diverse pool of caregivers. In-person meetings were the primary and most effective method of communication and relationship-building with potential beneficiaries, such as students and their caretakers.
Beneficiaries	1. **Building student groups in Adaptation Centers:** The most effective approach was dividing groups based on their needs and skills, and tailoring the content to the individual abilities of each child. 2. **Therapeutic hours with consulting psychologists**: This support was provided through regular conversations with teachers and parents, as well as constant psychological guidance and individual counseling sessions with psychologists. By addressing the unique needs and experiences of each child, the program was better able to support their academic and emotional well-being.
Cooperation with institutions	1. **Specific organization of school hours:** The specific organization of school hours posed a challenge, as many schools operate on different schedules and may modify their plans throughout the school year. This necessitated a high degree of flexibility from staff members and teachers, who had to adapt to the changing demands of the schools they were working in. To ensure smooth operation, weekly team meetings in Adaptation Centers were held to review the weekly plan and address any issues or concerns that arose. By adopting a flexible and proactive approach, the program was able to effectively support the Adaptation Centers, schools and students they were serving. 2. **Rotation of Ukrainian students:** To ensure the most effective implementation of the program, it was crucial to maintain close and constant communication with the parents of participating students. This was facilitated through regular outreach and engagement efforts by both the schools and the Adaptation Centers. The educators at the Adaptation Centers also fostered strong partnerships and collaboration with the schools and other educational entities, working together to achieve shared goals and provide the best possible support to students. By maintaining these close connections, the program was able to optimize its impact and deliver the greatest benefit to students and their families.

Recommendations
for the future

1. Based on feedback received through surveys and focus groups, it is suggested that the next step in enhancing innovation should be the creation of a guide for teachers with specific, detailed ideas for implementing diverse classroom scenarios. Program content should be supplemented by more **step-by-step guides** for teachers to assist them in implementation. It can also inspire them to do more with the given ideas.

2. When working intensively with refugee children and focusing on the development of soft skills, ongoing **supervision and support for skill development** among teachers and educators are necessary. This aspect of the program should be permanently incorporated into programs that support refugees.

3. Special consideration should be given to **the design of the learning space** in which students interact with the program, as this has a direct impact on the overall effectiveness and success of the program. An optimal learning environment is essential for ensuring student engagement, motivation, and well-being, and careful attention to the design of the space can help to facilitate these outcomes.

4. It is imperative to pay close attention to the significance of **maintaining strong relationships** with parents and caregivers of program beneficiaries. Ensuring effective communication and access to information for all program stakeholders, regardless of language, is crucial for promoting transparency and building trust with families. By valuing and prioritizing caregiver involvement, the program can have a more positive impact on the students and their academic and personal growth.

5. To ensure implementation in different schools (formal education institutions), learning packages should be designed to be delivered **over extended periods** (e.g. 1-2 a week instead of every day), allowing students to fully absorb and engage with the material at the same time keeping up with polish common core lessons. By providing the opportunity for extended learning, the program would help students achieve their full potential and make meaningful progress towards their academic goals.

[1] CULTURALLY DIVERSE SCHOOL. Challenges and needs stemming from the arrival of Ukrainian students. Qualitative research report commissioned by The Center for Citizenship Education, 2022

[2] SUPERVISION IN SCHOOLS. Implementation model and concept. Nowicka M., Wzorek. A, PEI, 2016