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Migrant **kids** at school

exchange of good practices

Tips for Teachers

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Index

Introduction	2
The Migrant Kids at School Project	2
The Partnership	3
Chapter 1: The Study Visit Cycle	5
The First Stop: Krakow, Poland	5
Day 1: Reception and Holistic Support	5
Day 2: Inclusion and Disability	6
Day 3: Strategies for Adolescents and the Future	6
Second Study Visit: Brno, Czech Republic	7
Day 1: Integration and Reception Methodologies	7
Day 2: Analysis of Migration Flows and Inclusive Practices	7
Day 3: Intercultural Mediation and Support Networks	7
Third Study Visit: Rotterdam, Netherlands	8
Central Theme: Bullying and Inclusion	8
Institutional Meetings and Local Realities	8
Lessons Learned	8
Fourth Study Visit: Nicosia, Cyprus	9
Core Initiatives: DRASE and CODECA	10
Lessons Learned	10
Final Study Visit in Italy	11
Day 1: Reception Protocols and School Inclusion	11
Day 2: Technological Innovation and Language Barriers	11
Day 3: The Territorial Support Ecosystem	12
Lesson learned	12
Chapter 2: Best Practices collection	14
POLAND	15
Partner Organization: The Rej Foundation	15
ITALY	17
Partner Organization: CEIPES ETS	17
CYPRUS	21
Partner Organization: CARDET	21
NETHERLANDS	25
Partner Organization: Stichting USED Amsterdam Social Enterprise Agency	25
CZECH REPUBLIC	28
Partner Organization: Pelican	28
Chapter 3: Thematic Recommendations for Teachers	31
TIPS	32
Topic A: Involvement in Learning	32
Topic B: Integration with the Class	32
Topic C: Empathy Building and Bullying Prevention	33
Topic D: Communication with Parents	33
PRACTICAL ACTIVITIES	34
Topic A: Involvement in Learning	34
Topic B: Integration with the Class	34
Topic C: Empathy Building and Bullying Prevention	35
Topic D: Communication with Parents	35
Chapter 4: Useful Resources	37
Conclusion	42

Introduction

The "**BookletTipsforTeachers**" was created as part of the Erasmus+ project "**Migrant Kids at School**" to provide educators with a **practical and operational guide** for managing the growing diversity in European classrooms and breaking down the barriers affecting students with a migration background. Within its pages, the text collects and synthesizes the results of a **cycle of five study visits** conducted across Poland, the Czech Republic, the Netherlands, Italy, and Cyprus, offering a direct analysis of **systemic solutions and proven best practices**, such as the use of multicultural assistants and the implementation of formalized reception protocols. Furthermore, the document contains an extensive section dedicated to **thematic recommendations (Tips)** and **concrete practical activities**, designed to help teachers involve children in learning, promote social integration, prevent bullying, and build relationships of trust with migrant families.

The Migrant Kids at School Project

The **Migrant Kids at School** project is a Cooperation Partnership in school education (KA220-SCH) co-funded by the Erasmus+ Programme. The project addresses the growing diversity in European classrooms caused by global migration, including the recent influx of displaced families from Ukraine, economic migrants, and refugees. These children often face significant barriers, such as language hurdles, social exclusion, and psychological stress.

A central element of the project's methodology is the **cycle of five study visits** held in each of the partner countries: Poland, the Czech Republic, the Netherlands, Italy, and Cyprus. These three-day visits provide partners with **direct exposure to real-life educational settings**, allowing them to observe inclusive strategies in practice, visit local schools, and engage in dialogue with educators, authorities, and migrant families.

The primary objective of these visits and the project as a whole is to **identify existing solutions and best practices** for the integration of migrant children. The insights gathered during these exchanges serve as the basis for creating practical benchmarks and recommendations, resulting in key project outputs such as:

- **The "You are welcome!" report:** A comprehensive collection of best practices and policy recommendations for school systems.
- **"Children with migration background" tips:** A practical guide for teachers on how to involve migrant children in learning, foster integration, and prevent bullying.
- **Video info-packs:** Multimedia materials in various languages to help migrant parents navigate local school cultures, laws, and procedures.

The Partnership

The partnership was formed to create a **balanced consortium with diverse expertise** in working with migrant families, teachers, and educational institutions. The organizations were chosen because their varying backgrounds, spanning different cultures, educational systems, and types of migration; provide a unique synergy for developing flexible solutions.

The selection rationale highlighted several key points:

- **Experience levels:** Countries like Italy and the Netherlands have established systemic solutions for migrant integration, while Poland, the Czech Republic, and Cyprus are often developing local regulations and "patches" to handle newer migration waves.
- **Diverse perspectives:** The consortium includes organizations that work with both "expat" families and refugees fleeing war or crisis, ensuring the project's outputs are adaptable to various socioeconomic backgrounds.
- **Holistic approach:** By choosing diverse NGOs rather than schools directly, the project can investigate various educational settings and alternative integration methods, such as sports, art, and psychological support.

The partnership consists of five organizations across five European countries:

1. **Fundacja Wspierania Kultury i Języka Polskiego im. Mikołaja Reja (Poland - Applicant):** This foundation focuses on promoting Polish culture and language while building foundations for intercultural dialogue. They have extensive experience in the "Open Krakow" coalition and have established schools and emergency programs specifically for Ukrainian refugee children.
2. **Spolek PELICAN, z.s. (Czech Republic):** A non-profit association active in education and culture. They specialize in technology-based language learning and provide consultations for foreigners on dealing with official institutions and job-related issues in the Czech Republic.
3. **Stichting USED Amsterdam Social Enterprise Agency (Netherlands):** An international social enterprise that works on the social development of youth. They bring expertise in youth participation, digital orientation, and community development through a social enterprise approach.
4. **Centro Internazionale per la Promozione dell'Educazione e lo Sviluppo (CEIPES) (Italy):** Founded in Palermo, CEIPES is dedicated to promoting non-formal education as a tool for personal and community development. Their Human and Civil Rights Unit specializes in supporting disadvantaged people and fostering social inclusion.
5. **Centre for Advancement of Research and Development in Educational Technology Ltd (CARDET) (Cyprus):** This leading research center has global expertise in instructional design, educational technology, and curriculum development. They work closely with the Cypriot Ministry of Education to develop solutions for engaging and motivating refugee students.

01

The Study Visit Cycle



Chapter 1: The Study Visit Cycle

The core of the **"Migrant Kids at School"** project is its cycle of **five study visits**, organized in each partner country: Poland, the Czech Republic, the Netherlands, Italy, and Cyprus. Each three-day visit was designed as a full-immersion experience into local educational realities, allowing partners to directly observe systemic solutions and "best practices" for the integration of migrant and refugee children.

These meetings are not merely technical sessions but real field experiences involving school directors, teachers, local authorities, the families and children themselves, in order to identify the strengths and weaknesses of each educational system.

The First Stop: Krakow, Poland

The project's first study visit took place in **Krakow (May 21–23, 2024)**, hosted by the **Rej Foundation**. This initial meeting allowed delegates from Italy, Cyprus, the Netherlands, and the Czech Republic to discover how the Polish educational system is responding to the massive migratory wave, which intensified drastically following the outbreak of the war in Ukraine.

Day 1: Reception and Holistic Support

The journey began at the **City Council** within the **"Open Kraków"** program, where the objectives for the days ahead and the city's strategies for promoting multiculturalism were presented. Participants then visited the **Multicultural Center**, a facility providing essential services and counseling for migrants. In the afternoon, the group visited the **Słoneczna Przestrzeń Wsparcia** (Sunny Support Center). This center, funded by **UNICEF**, impressed partners with its "Family First" approach: a safe environment providing psychological and social support not just to children, but to entire family units, proving that school integration cannot succeed without basic emotional well-being.



Day 2: Inclusion and Disability

The second day focused on a dual challenge: the integration of migrant children with **disabilities**. The group visited the **UNICEF Non-Public Special School** (managed by the Rej Foundation) and the **Public Special School on ul. Ułanów**. In these settings, partners witnessed touching moments, such as the "Octopus" theatrical performance and **alpaca therapy** sessions, made possible through the collaboration of multicultural assistants who speak the children's native languages. It became clear that art and therapy can serve as a universal language, bridging communication gaps even before a child masters Polish. The day concluded with a "multicultural walk" through Krakow's historic neighborhoods, linking the city's history to its multi-ethnic present.



Day 3: Strategies for Adolescents and the Future

The final day was dedicated to older students at **High School nr 27**, where **integration classrooms** (preparatory divisions) are active. Here, partners understood the importance of specific pathways for teenagers, who require intensive language immersion before entering the standard curriculum to reduce the risk of dropout. The visit concluded with a round table at the **Manggha** Center of Japanese Art and Technology, where partners reflected on how the "Krakow Model"—based on cooperation between the city, NGOs, and international organizations—can serve as a benchmark for the project's final recommendations.



Second Study Visit: Brno, Czech Republic

The second step of the study visit cycle took place in **Brno, Czech Republic, from November 19 to 21, 2024**, hosted by the partner **Spolek PELICAN**. This meeting offered international delegates the opportunity to delve into local strategies for the educational inclusion of migrant children, with a particular focus on the impact of the conflict in Ukraine.

Day 1: Integration and Reception Methodologies

The visit began at the **PELICAN school**, where participants were introduced to the work agenda. A central session, led by Kateřina Kellarová and Petr Šmahel, focused on the **“Dragon and Little Dragon”** children’s group, showcasing practical methods used to support the integration of young migrants into the local school system. The day concluded with a multicultural walk through the city of Brno, helping to contextualize the urban and social reality of the area.

Day 2: Analysis of Migration Flows and Inclusive Practices

The second day started with a direct visit to the **“Little Dragon” group**, allowing partners to observe firsthand inclusive educational practices in a real context. Subsequently, Tereza Švandová from the organization **META o.p.s.** delivered an in-depth lecture on current migration trends in the Czech Republic. The analysis focused on the **impact of the Ukrainian conflict** on schools and the specific support strategies adopted to manage the sudden influx of refugee students. The afternoon was dedicated to the internal management of the project, with technical sessions on dissemination and quality assurance.

Day 3: Intercultural Mediation and Support Networks

The final day explored the crucial role of community support and mediation:

- **Youth Support:** Anna Demchuk from the NGO **NESEHNUTÍ** introduced initiatives for migrant youth, specifically the **“Budd Láska”** project, which supports Ukrainian children to foster their empowerment and integration.
- **The Role of Mediators:** Karin Atassi, a representative from the **Municipality of Brno**, illustrated the fundamental importance of **intercultural workers** in schools. These figures act as a bridge to facilitate communication between schools, students, and families, breaking down not only linguistic but also cultural barriers.

This visit confirmed the importance of tailored educational support and intercultural mediation as indispensable tools for ensuring equal educational opportunities for young migrants across Europe.



Third Study Visit: Rotterdam, Netherlands

The third stage of the project took place in **Rotterdam**, hosted by the partner **Stichting USED Amsterdam Social Enterprise Agency**. This visit, held from **March 31 to April 2, 2025**, provided European partners with the opportunity to engage with the **Dutch model of school integration**, known for its highly structured approach and commitment to equal opportunities.

Central Theme: Bullying and Inclusion

A priority focus of the visit was **school bullying** in relation to students' migratory backgrounds. Participants analyzed how bullying is often not an isolated event but reflects deeper dynamics of **exclusion and discrimination**. Discussions among partners emphasized the urgent need to create safe school environments where every student, regardless of their origin, feels protected and supported.

Institutional Meetings and Local Realities

The program included strategic visits to understand the city's social and administrative fabric:

- **Turkish Consulate in Rotterdam:** As the Turkish community represents the largest migrant group in the Netherlands, this meeting provided crucial insights into integration processes and the importance of **cultural representation** in the educational system.
- **Municipality of Rotterdam:** Delegates visited the **Department of Refugees and Migration** and met with the primary education team. These sessions allowed for a close look at how local authorities coordinate support for newcomers.

Lessons Learned

The experience in Rotterdam was described by participants as a moment of methodological enrichment, highlighting the effectiveness of a system that integrates municipal policies and school practices to **combat marginalization**.



Fourth Study Visit: Nicosia, Cyprus

The study visit to **Nicosia, Cyprus**, took place from **October 21 to 23, 2025**, hosted by the partner organization **CARDET**. This meeting provided a platform for international delegates to share practices and knowledge regarding the inclusion of migrant children in early childhood and primary education.

The visit followed a structured program designed for peer-learning and direct observation:

- **Day 1: Primary Education and Policy Frameworks.**
- The delegation visited the **Primary School of Kaimakli A'** to observe how migrant children are integrated into the school community. A significant portion of the day was dedicated to understanding the **DRASE** (Actions for Social and Educational Inclusion) program through presentations and classroom observations.
- **Day 2: Early Childhood Inclusion.** The group visited the **Social Welfare Kindergarten of Agioi Omologites**. Partners participated in interactive activities with the children, observing how **play, creativity, and daily routines** serve as tools for inclusion that transcend language barriers.
- **Day 3: Community and Holistic Support.** The final day focused on the **CODECA** organization. This visit highlighted support models outside the formal education system, emphasizing the importance of a **holistic approach** that includes the child's entire family and social context.



Core Initiatives: DRASE and CODECA

Two specific initiatives served as the primary benchmarks during the Nicosia visit:

- **ΔΠΑ.Σ.Ε. (DRASE):** This is a systemic action implemented by the **Cyprus Ministry of Education** aimed at schools with high multicultural diversity and educational vulnerability. It provides schools with **additional specialized staff**, individualized learning support, and intensive **language reinforcement** (Greek as a second language). Observed results include improved student engagement and strengthened communication with migrant families.
- **CODECA (Center for Social Cohesion, Development and Care):** As a civil society organization, CODECA addresses the social and emotional needs that schools alone cannot always fulfill. Their activities include **mentoring, homework support, and parental empowerment programs**, which help families navigate new cultural and institutional environments.

Lessons Learned

The visit utilized a methodology of **on-site observation and reflective dialogue**, moving beyond theoretical explanations to show what effective inclusion looks like daily. The key takeaways included:

- **Diversity as an Asset:** Viewing linguistic and cultural backgrounds as strengths rather than barriers encourages more meaningful engagement from all learners.
- **Building Trust:** Establishing proactive communication and using **cultural mediation** are essential for building trust with families unfamiliar with the host country's educational system.
- **Cross-Sector Collaboration:** Successful integration requires a "multi-layered" approach involving schools, NGOs, and social services working in synergy.

The insights gained in Nicosia are intended to help refine the project's final recommendations and training tools for educators across all partner countries.

Final Study Visit in Italy

The final study visit of the "Migrant Kids at School" project took place in Palermo, Italy, from January 13 to 15, 2026. Hosted by CEIPES, the visit welcomed 15 participants from Poland, the Czech Republic, the Netherlands, and Cyprus to explore the Italian model of integrating children with migrant backgrounds.

Day 1: Reception Protocols and School Inclusion

The first day was dedicated to exploring the inclusion system within Italian primary schools, with a central visit to **ICS "Rita Borsellino"**.

- **The Reception Model:** Participants met with school staff and **Italian L2 teachers** (Italian as a second language) to study the school's **"Reception Protocol"**. This formal document transforms individual teacher efforts into a **systemic school procedure**, standardizing the enrollment and integration process for newly arrived students (NAI), unaccompanied minors, and children from non-Italian speaking families.
- **Educational Practices:** The visit highlighted the importance of **Personalized Learning Paths (PDP)**, intercultural education, and close cooperation between the school and families to ensure educational success.



Day 2: Technological Innovation and Language Barriers

The second day focused on how technology can support inclusion through a visit to the **"Da Vinci – Carducci" Institute**.

- **MIRI Immersive Classroom:** European teachers were introduced to the **MIRI immersive classroom**, an advanced learning environment. This demonstration showed how innovative pedagogical tools and digital environments can help students overcome language barriers and learning difficulties, fostering a more inclusive and engaging atmosphere.



Day 3: The Territorial Support Ecosystem

The final day provided a holistic view of integration by looking beyond school walls at community and institutional support.

- **NGO Support:** The delegation visited "**La Casa di Tutte le Genti**", an NGO that provides essential services to families in areas with limited access to public childcare, serving as a vital social bridge.
- **Institutional Framework:** The visit concluded at the "**Casa dei Diritti**" (**House of Rights**) of the Municipality of Palermo. Here, the local framework for the reception, integration, and protection of migrant rights was illustrated, demonstrating that school inclusion is part of a much larger "ecosystem of inclusion".



Lesson learned

The Palermo study visit underscored the effectiveness of **systemic procedures** over isolated initiatives. By using "**welcoming rituals**," assigning **peer tutors** (classmates who support the newcomer), and adopting **formative assessment**, which rewards personal progress and effort rather than just standardized grades; the Italian model offered partners concrete tools to build a child's sense of belonging and agency.

02

Best Practices collection



Chapter 2: Best Practices collection

This chapter serves as the operational core of the "Migrant Kids at School" project. This section gathers and systematizes existing solutions and the most effective methodologies for the integration of students with a migration background, as identified by partners during the cycle of five study visits conducted in Poland, the Czech Republic, the Netherlands, Italy, and Cyprus.

The fundamental objective of this collection is to provide practical benchmarks and policy recommendations for school systems, transforming direct field observations into replicable models of action. The best practices presented reflect the consortium's extensive experience and range from **formalized reception protocols** and multicultural assistance programs to models of **student-led participatory governance** and digital orientation platforms for communities.

Each practice analyzed in this chapter demonstrates how linguistic and social barriers can be overcome through **structured systemic procedures**, ensuring that every child receives a standardized, high-quality welcome regardless of the school setting they enter. Through these technical sheets, the project aims to provide educators and school leaders with concrete tools to build an **"ecosystem of inclusion"** that values diversity as a resource for the entire educational community.

POLAND

Partner Organization: The Rej Foundation

Field	Details
Title of the Practice	Multicultural Assistants Program
Target Group	Pre-school, primary, and special schools; migrant students and their parents
Description	Employment of native-speaking assistants (e.g., Ukrainian, Belarusian) who act as a bridge between the student, the school system, and the family.
Implementation Steps	<ol style="list-style-type: none">1. Identify the primary languages spoken by the migrant student population.2. Hire staff from the same cultural background as the students to build immediate trust.3. Assign assistants to provide in-class translation, help with homework, and lead parent-teacher communication. Funding for staff salaries, native-speaking professionals (often refugees themselves), and coordination by the school or local municipality.
Resources Needed	Funding for staff salaries, native-speaking professionals (often refugees themselves), and coordination by the school or local municipality.
Success Factors	Linguistic representation builds immediate safety for the child and trust for the parents. It mitigates cultural conflicts and improves academic performance.
Challenges & Tips	Challenge: Difficulty finding qualified staff for less common languages. Tip: Partner with local NGOs or the City Council to source talent from the migrant community

Field	Details
Title of the Practice	Integration Classrooms (Preparatory Divisions)
Target Group	Older students (High School) with no or low proficiency in the host language.
Description	Special classrooms designed for intensive language learning through immersion in culture and school activities before entering the standard curriculum.
Implementation Steps	<ol style="list-style-type: none"> 1. Group newly arrived students into a dedicated "preparatory" division. 2. Focus the curriculum heavily on host-language acquisition and cultural orientation. 3. Gradually transition students into "normal" classes as their proficiency improves (typically 1–2 semesters).
Resources Needed	Specialized language teachers, curriculum adapted for immersion, and space for dedicated classrooms.
Success Factors	Provides a low-pressure environment for older students who cannot "pick up" a language through play, preventing dropouts.
Challenges & Tips	<p>Challenge: Risk of social isolation from the rest of the school.</p> <p>Tip: Schedule joint art, PE, or music classes with the general student body to foster social integration.</p>

ITALY

Partner Organization: CEIPES ETS

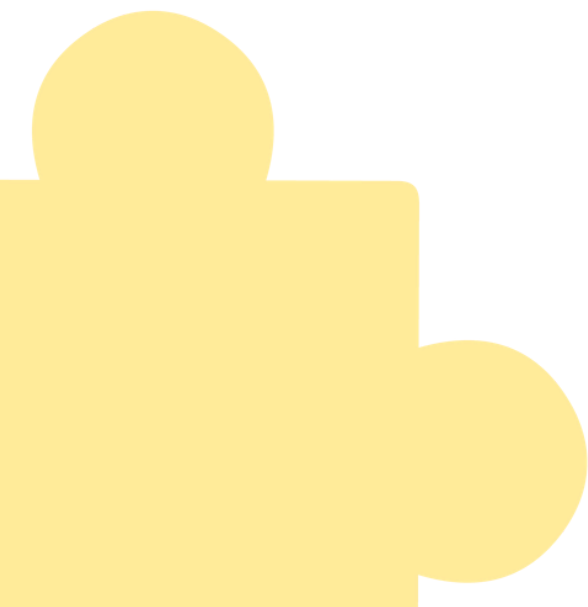
Field	Details
Title of the Practice	Reception Protocol for Students with a Migration Background – ICS Rita Borsellino Palermo (Italy)
Target Group	Recently Arrived Students (NAI) , students with non-Italian citizenship, those from non-Italian speaking families, unaccompanied minors , children of mixed couples, international adoptions, and Rom, Sinti, or Caminanti students
Description	A formal document approved by the Teachers' Assembly (from ICS Rita Borsellino Primary School in Palermo) and integrated into the school's Three-Year Educational Plan (PTOF). It organizes the enrollment and integration process to ensure equal opportunities and educational success through an intercultural model. This protocol serves as a "best practice" because it transforms individual teacher efforts into a systemic school procedure , ensuring that every migrant child receives a standardized and supportive welcome regardless of which class they enter.
Implementation Steps	<ol style="list-style-type: none"> 1. Enrollment: Secretariat staff provide bilingual forms and help families with documentation. 2. Introductory Interview: The L2 coordinator meets the family to build a linguistic biography and understand their migration project. 3. Class Placement: Assignment based on age (max 1-year difference), previous schooling, and competency tests. 4. Classroom Welcome: Presentation to peers, welcoming rituals, and assigning a peer tutor. 5. Personalized Learning: Drafting a Personalized Study Plan (PDP) focusing on core subjects and Italian language L2.
Resources Needed	L2 coordinator, cultural-linguistic mediators, bilingual administrative forms , simplified textbooks, visual/multimedia tools, and partnerships with local entities (ITASTRA or the "Booq" solidarity desk in Palermo).

Success Factors	Using formative assessment (rewarding personal progress and effort over standardized grades); fostering a climate of listening; and active involvement of the whole class in the welcoming process
Challenges & Tips	Challenges: Language barriers and the student's initial "silent period". Tips: Do not rush the process; respect the child's time to adapt; do not isolate the student while they learn the language involve them in subject learning immediately through mediation.

Field	Details
Title of the Practice	The Class Council: A Structured Model for Student-Led Participatory Governance
Target Group	Primary school pupils (6–11 years old) and teachers
Description (The "What")	<p><i>This practice establishes a permanent, structured system of participatory democracy within the primary school. It moves beyond symbolic participation by embedding bi-weekly or monthly student-led "Class Councils" into the official timetable. During these sessions, students discuss, deliberate, and vote on concrete aspects of school life, such as classroom layout, playground rotation schedules, and the selection of specific project-based learning topics.</i></p> <p><i>The model operates on a horizontal decision-making logic, where the teacher acts as a facilitator rather than a director. Students take on specific roles (Chairperson, Timekeeper, Secretary) to manage the discussion. The focus is on co-designing the school environment and rules, ensuring that student initiatives are not just heard but are followed by visible implementation. This creates a feedback loop where children see their democratic decisions transformed into tangible school changes.</i></p>

<p>Implementation Steps (The "How")</p>	<p><i>Step-by-step guide for a teacher who wants to do this tomorrow:</i></p> <ol style="list-style-type: none"> 1. Establishing the "Golden Rules" of Debate: Dedicate the first session to co-creating rules for the council, such as "one person speaks at a time" and "no idea is dismissed without a reason." 2. Creating a "Proposal Box": Place a physical box in the classroom where students can submit topics or issues they wish to discuss during the next assembly throughout the week. 3. Assigning Rotating Student Roles: Appoint a student "Chair" to lead the meeting, a "Secretary" to record decisions in a dedicated Council Logbook, and a "Timekeeper" to ensure all agenda items are covered. 4. The Deliberation Phase: The Chair reads a proposal from the box. Students discuss the pros and cons. The teacher intervenes only to ensure respectful dialogue or to clarify school constraints (e.g., budget or safety). 5. Voting and Action Planning: Decisions are made via a show of hands or secret ballot. Once a decision is reached (e.g., "We will organize a multicultural food fair"), the council assigns small
<p>Resources Needed</p>	<p><i>Dedicated Time: A fixed 45–60 minute slot in the bi-weekly schedule.</i></p> <p><i>The Council Logbook: A notebook to record minutes and progress on decisions.</i></p> <p><i>Visual Aids: Voting cards (green/red) and role badges for the Chair and Secretary.</i></p> <p><i>Facilitation Training: Basic briefing for teachers on non-directive moderation techniques.</i></p>
<p>Success Factors</p>	<ul style="list-style-type: none"> • Status Equalization: For migrant children, the council provides a "level playing field" where their vote and voice hold equal structural power to those of native peers, reducing hierarchical imbalances. • Functional Language Acquisition: It provides a high-stakes, meaningful context for migrant pupils to practice the host language, as they are motivated to communicate to influence decisions that affect them directly.

<p>Success Factors</p>	<ul style="list-style-type: none"> • Belonging Through Agency: <i>By allowing children to shape their educational environment, the practice transforms the school from an "imposed" space into a "shared" space, which is critical for the integration of children from different backgrounds.</i> • Conflict Resolution: <i>The structured format allows multicultural tensions to be addressed through moderated dialogue rather than informal playground friction.</i>
<p>Challenges & Tips</p>	<ul style="list-style-type: none"> • Linguistic Barriers: <i>Challenge: Migrant pupils with low language proficiency may struggle to articulate complex arguments. Tip: Use visual voting cards and allow "buddy" translators or drawing-based proposals to ensure participation is not strictly dependent on verbal fluency.</i> • Dominance of Outspoken Students: <i>Challenge: A few confident children may monopolize the discussion. Tip: Use a "talking stick" or a speakers' list where those who haven't spoken yet are given priority.</i> • Tokenism: <i>Challenge: Students may feel frustrated if their decisions are ignored by the school administration. Tip: Clearly define the "scope of authority" from the start (e.g., "The council decides on classroom rules, but the Principal decides on school-wide safety").</i> • Teacher Resistance: <i>Challenge: Teachers may fear losing control of the classroom. Tip: Start with low-stakes decisions (e.g., the order of afternoon activities) to build teacher confidence in the process.</i>



CYPRUS

Partner Organization: CARDET

Field	Details
Title of the Practice	“Geia Xara” - Greek Language Learning and Mediation Programme Website link
Target Group	Pre-school, kindergarten and primary school children (especially migrant or third-country national students), as well as parents and teachers.
Description (The "What")	<p>The Geia Xara programme is an educational programme that offers Greek language learning support and mediation services that can assist migrant children in integrating into the school and wider Cypriot society.</p> <p>The programme provides structured Greek language learning, interactive learning, and online educational games that can assist young learners in learning Greek. It also includes mediators, who are parents from migrant communities, and they assist in communication between schools and families.</p> <p>The programme assists migrant children in learning Greek, improving their understanding of Cypriot culture, and enabling them to participate in school more effectively.</p>
Implementation Steps (The "How")	<p>Step-by-step guide for a teacher who wants to adopt this method:</p> <ol style="list-style-type: none">1. Identify the students' language needs Determine the students' linguistic abilities (for instance, their Greek language proficiency levels, whether they are beginners or intermediate Greek speakers).2. Organize the students' language support Prepare a series of small groups (5-15 students) for a language lesson that will include the development of basic communication skills.3. Utilize interactive and game-based learning Incorporate games and storytelling materials that are engaging for the students.4. Engage parents and mediators Collaborate with bilingual parents and community members who may assist in communication between the school and the parents.

<p>Implementation Steps (The "How")</p>	<p>5. Link the students' language learning with real-life situations Link the students' language acquisition with real-life scenarios (for instance, the students' routines at school).</p> <p>6. Promote practice outside the classroom Create online games or simple exercises that the students may practice outside the classroom.</p> <p>7. Monitor the students' progress and their achievements Monitor the students' attendance and progress in the language acquisition process. Award certificates to the students to motivate them.</p>
<p>Resources Needed</p>	<ul style="list-style-type: none"> • Trained teachers or educators in language teaching • Cultural mediators or bilingual assistants • Teaching materials (worksheets, pictures, books, vocabulary cards) • Digital resources and language learning games • Space in classrooms for after-school sessions • Support from school administration or education authorities • Funding or support from projects
<p>Success Factors</p>	<ul style="list-style-type: none"> • Interactive learning techniques that ensure students are motivated and kept interested in the learning process • Small group teaching, which ensures that students are given individual attention and care • The use of digital games, which make the learning experience enjoyable for students • Inter-school, inter-teachers, and inter-parent collaboration • Mediation services that facilitate communication between parents and schools • Emphasis is given to communication and cultural knowledge, which ensures students are able to integrate socially and academically.
<p>Challenges & Tips</p>	<p>Possible Challenges</p> <ul style="list-style-type: none"> • Students may be at different levels of language proficiency. • Limited communication between the schools and the migrant population. • Students may be shy and nervous about speaking the new language • Lack of resources and trained personnel. <p>Tips to Avoid Problems</p> <ul style="list-style-type: none"> • Simple language and use of visual aids will be effective. • Beginners will benefit if the basic day-to-day words and situations are taught. • Using games and group activities will promote the students' interest and participation.

Field	Details
Title of the Practice	School and Social Inclusion Actions (ΔΠΑ.Σ.Ε. – ΔΡΑ.Σ.Ε.) Website link
Target Group	Pre-school, kindergarten, primary, and secondary school students, especially those from vulnerable or disadvantaged backgrounds , including students with migrant backgrounds and those at risk of school failure or social exclusion. Parents and families are also indirectly involved.
Description	The School and Social Inclusion Actions (ΔΡΑ.Σ.Ε.), on the other hand, is a nationwide program in Cyprus that focuses on supporting students who are at high risk of being excluded from society. This program, which is co-financed by the European Social Fund, was launched by the Ministry of Education. Its main aim is to prevent students from dropping out of school and to increase learning and social inclusion. Its major elements include additional hours in schools, Greek language support for students from immigrant families, creative activities, and psychosocial support.
Implementation Steps	<p>Step-by-step guide for a teacher who wants to implement a similar approach:</p> <ol style="list-style-type: none"> 1. Identify kids who might need a bit of extra support Identify students who might be falling behind academically, socially, or who might be experiencing language difficulties. 2. Offer extra learning support Arrange small group learning support before or after school to support students' learning in reading, mathematics, or subject-specific learning. 3. Offer creative and extracurricular activities Provide theatre, music, sports, and art activities that will allow children to develop their self-esteem and social skills. 4. Offer language support if necessary Provide Greek language learning for children of migrants to support their social integration in school. 5. Offer psychosocial support Work together with school psychologists and social workers to support children's psychosocial well-being. 6. Engage parents and families Organize parent meetings or workshops to support parents in their children's education and enhance parent-school communication.

	<p>7. Monitor and adapt as necessary Monitor children’s attendance and learning progress and adapt the support activities accordingly.</p>
Resources Needed	<ul style="list-style-type: none"> • More teaching staff or teaching assistants • School counsellors, psychologists, and/or social workers • Educational materials and teaching aids • A place for after-school and/or extracurricular activities • Liaison with the school administration and/or the local community • Funding – through national and/or EU programmes
Success Factors	<ul style="list-style-type: none"> • Specific assistance for vulnerable students who require additional academic or social support. • A holistic approach that addresses students’ educational needs as well as psychosocial needs and family involvement. • Small group learning to ensure better academic results. • Creative activities that enhance students’ motivation. • Cooperation between teachers, families, and other professionals.
Challenges & Tips	<p>Possible Challenges</p> <ul style="list-style-type: none"> • Lack of time and resources for additional activities for support. • The students may feel stigmatized if they are singled out for extra help. • Sometimes it is hard to engage parents from vulnerable or migrant communities. <p>Tips to Avoid Problems</p> <ul style="list-style-type: none"> • The activities can be incorporated positively to ensure that all students feel welcome. • The students can be motivated by using interactive and creative ways of learning. • The parents can be won over by establishing a relationship of trust through constant communication. • School counselors can be consulted to deal with students’ needs.

NETHERLANDS

Partner Organization: Stichting USED Amsterdam Social Enterprise Agency

Field	Details
Title of the Practice	CISCO Digital Orientation & Community Forum https://ciscohesion.org/netherlands/ https://ciscohesion.org/orientatieprogramma/
Target Group	Migrant families, children teachers, local community.
Description (The "What")	This application is a forum/information exchange platform that helps migrants integrate into digital services in the Netherlands (DigiD, school platforms, banking) and allows users to share their experiences
Implementation Steps (The "How")	Platform Access: Direct users to the digital life module via a central portal such as ciscohesion.org. Modular Training: Provide guides demonstrating the use of e-government and school management systems under the title "Digital Life in the Netherlands". Interactive Forum: Create a "Q&A" or forum area where users can ask questions and give each other tips.
Resources Needed	For the CISCO Orientation and Digital Life Program: Digital Infrastructure: A computer lab or tablets with internet access to the interactive forum site and training modules. Training Materials: Visual guides or infographics explaining digital citizenship, Dutch e-government systems (DigiD), and school management software. Human Resources: An instructor or IT teacher who can provide technical support on digital tools, and a forum moderator.
Success Factors	Instead of simply providing passive information, it should facilitate community-based peer-to-peer information exchange.

Challenges & Tips	<p>Challenges: Low digital literacy among some parents and privacy concerns regarding official digital IDs (like DigiD).</p> <p>Tips: Build trust through initial face-to-face meetings before moving online. Clearly explain data privacy and the benefits of digital independence for their daily lives.</p>
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Field	Details
Title of the Practice	International Transition Classes (ISK - Internationale Schakelklas) Integration Model. www.lowan.nl
Target Group	Secondary school students (ages 12-18) with a migration background.
Description	ISK is a special preparation model that helps new students transition into the Dutch education system. The focus is not only on language but also on cultural adaptation and fundamental academic skills.
Implementation Steps	<p>Assessment: Analyze the student's previous education and language level.</p> <p>Tailored Curriculum: Place the student in a class that includes intensive language support (NT2) and local culture courses.</p> <p>Bridge to Regular Classes: Once the student reaches a sufficient level, gradually (lesson-by-lesson) integrate them into regular classes.</p>
Resources Needed	<p>Expert Staff: Expert language teachers with competence in teaching Dutch as a second language (NT2).</p> <p>Assessment Tools: Standardized level-determining tests used to measure students' language level and prior educational background.</p> <p>Budget and Space: Dedicated classroom spaces for intensive language training and cultural orientation, and additional funding support from the municipality/government.</p>

Success Factors	It combines language teaching with cultural orientation and is flexible to suit each child's pace.
Challenges & Tips	Challenges: Risk of student demotivation if placed in lower-level classes solely based on language proficiency, ignoring their prior academic strengths. Tips: Implement a flexible "subject-based" integration. Let the child participate in regular classes for subjects they excel in (e.g., Math or Arts) while continuing intensive language support for others.

CZECH REPUBLIC

Partner Organization: Pelican

Field	Details
Title of the Practice	Buddy system for newcomer students
Target Group	Primary school students, migrant children, teachers
Description (The "What")	A newly arrived migrant child is paired with a "buddy", a classmate who helps them integrate into the school environment, explain routines, and provides social support during daily activities.
Implementation Steps (The "How")	<ol style="list-style-type: none"> 1. Select an empathetic and responsible student as a buddy. 2. Explain the role clearly and provide simple guidance. 3. Monitor the interaction regularly and support both students.
Resources Needed	<ul style="list-style-type: none"> • Teacher time for coordination • Simple guidelines for the buddy • School counsellor support (optional)
Success Factors	<ul style="list-style-type: none"> • Immediate social connection, reducing anxiety and isolation for the newcomer. • Learning with buddy feels more natural and less intimidating. • Encourages mutual understanding and empathy within the classroom. • Faster adaptation to school routines through real-time guidance.
Challenges & Tips	<ul style="list-style-type: none"> • The buddy might feel overwhelmed => check regularly. • Language barriers => use simple language and visual aids.

Field	Details
Title of the Practice	Visual language support corners
Target Group	Pre-school and primary school migrant children
Description	Creating a “Language corner” in the classroom with pictures, key vocabulary, and visual aids to support understanding and communication.
Implementation Steps	<ol style="list-style-type: none"> 1. Prepare picture cards (daily routines, objects, emotions) 2. Place them in a visible area in the classroom 3. Use them actively during lessons
Resources Needed	<ul style="list-style-type: none"> • Picture cards • Printed materials • Laminating (optional)
Success Factors	<ul style="list-style-type: none"> • Visual input supports comprehension even without full language proficiency. • Reduces frustration and increases confidence in participation. • Enables independent learning and communication • Reinforces language acquisition through repeated exposure in context.
Challenges & Tips	<ul style="list-style-type: none"> • Too much material can overwhelm students => keep it simple. • Update materials according to student’s needs.

03

Thematic Recommendations for Teachers



Chapter 3: Thematic Recommendations for Teachers

This section of the report, **THEMATIC RECOMMENDATIONS FOR TEACHERS**, brings together the collective contribution and field experience of the five European partners of the "Migrant Kids at School" project: the Rej Foundation (Poland), CARDET (Cyprus), Stichting USED (Netherlands), CEIPES (Italy), and Spolek PELICAN (Czech Republic).

The primary objective of this chapter is to provide educators with **expert advice and concrete, actionable tips** that can be immediately implemented within multicultural classrooms to foster an inclusive and equitable environment. The recommendations are structured around four crucial thematic pillars:

- **Topic A: Involvement in Learning.** Strategies to overcome language barriers, adapt the curriculum, and transform assessment methods. This includes a transition from standardized grading to **formative assessment** that prioritizes and rewards individual progress and effort.
- **Topic B: Integration with the Class.** Methodologies designed to foster socialization and group dynamics through the implementation of **"buddy systems"** (peer tutors) and structured welcoming rituals that celebrate and value diversity.
- **Topic C: Empathy Building and Bullying Prevention.** Activities aimed at promoting intercultural understanding and emotional support, while teaching students to actively recognize and counter discriminatory behavior.
- **Topic D: Communication with Parents.** Suggestions for building a lasting relationship of trust with migrant families, overcoming cultural and linguistic hurdles through the use of multilingual and digital communication channels.

Although each partner brings a unique perspective rooted in their specific national context, the contributions highlight **significant overlaps and a strong methodological consensus**. Key shared principles include the vital importance of visual support, the necessity of respecting a child's initial "silent period," and the requirement for constant, positive reinforcement in family communications. Together, these recommendations serve as a comprehensive practical guide for transforming the challenges of migration into an opportunity for pedagogical enrichment for the entire school community.



TIPS

Topic A: Involvement in Learning

1. **Implement Multi-Layered Language Support:** Provide immediate linguistic assistance through multicultural assistants, peer mentors, or translation apps to ensure the child feels safe and can follow instructions. Use bilingual worksheets and allow translation tools during lessons and assessments so that the student is evaluated on their actual knowledge rather than just their language proficiency.
2. **Transition to Formative and Alternative Assessment:** Prioritize formative assessment—which rewards individual effort and progress—over standard summative certification. During the initial adaptation phase, implement a "grace period" (e.g., one month without formal grades) to reduce psychological stress. Allow students to demonstrate their understanding through non-verbal methods, such as drawing, matching exercises, acting, or providing answers in their native language.
3. **Adopt Visual and Multimodal Pedagogies:** Bypass language barriers by using "Visual-Aided Instruction," which incorporates pictograms, images, gestures, diagrams, and videos to make abstract concepts concrete. Use visual schedules and picture cards to help the child understand daily classroom routines even before they master the host language.
4. **Customize the Curriculum and Instructions:** Develop a Personalized Study Plan (PDP) that focuses on core academic content while prioritizing language acquisition. Modify the curriculum by scaffolding tasks, simplifying instructions into small, clear steps, and providing additional time for the completion of assignments and tests.
5. **Monitor Progress through Visual Mapping:** Use tools like a "Learning Map"—a visual diary where children use symbols or keywords in both their native and the school language to track their cognitive journey. Regularly revisiting these maps helps build student confidence and allows teachers to check for understanding.

Topic B: Integration with the Class

1. **Establish a Structured Peer Support System:** Implement a "Buddy System" by pairing the migrant student with a local peer specifically chosen for their strong social skills. This buddy or "tutor" serves as a guide for the school's physical layout, social norms, and the implicit rules of the classroom.
2. **Institutionalize Welcoming Rituals:** Organize specific activities on the student's first day, ensuring classmates are informed in advance to create an atmosphere of positive anticipation. Establish daily "Welcoming Rituals," such as a "Morning Circle" where students greet each other in different languages, signaling that the migrant child's native culture and language are highly valued.
3. **Promote Cooperative Learning and Group Dynamics:** Use structured cooperative learning strategies where migrant students work in small mixed groups on specific "missions" or tasks. To ensure active inclusion, assign rotating roles within these groups (e.g., leader, drawer, helper) and create intentional opportunities for interaction beyond free social time.
4. **Utilize Universal Creative Languages:** Bridge communication gaps between local and migrant peers by using non-verbal "universal languages" such as art, music, or dance. Collaborative performances or creative projects allow every child to contribute regardless of their current language level.

Topic C: Empathy Building and Bullying Prevention

1. **Ultivate a Broad Culture of Inclusion:** Celebrate diversity in its widest sense, incorporating discussions of immigration, cultural sensitivity, and neurodiversity into standard lesson plans. Shift the classroom mindset by positioning the migrant student's experience as a form of "expertise" (e.g., knowing another language) rather than a deficiency, which boosts self-esteem and peer respect.
2. **Respect the Emotional Adaptation Process:** Acknowledge and respect the child's "silent period" and initial sense of estrangement. Avoid forcing participation, accepting that academic learning can only occur once the child feels emotionally safe and ready..
3. **Implement Safe Spaces and Psychological Support:** Create "Safe Space" strategies and utilize non-verbal communication channels for students who may be experiencing post-traumatic stress. Organize workshops with school psychologists using animated films or storytelling to trigger discussions on tolerance and sensitivity.
4. **Active Bullying Prevention and Response:** Develop a clear list of anti-bullying rules and explicitly teach students how to recognize and respond to exclusion or unfair behavior. Encourage a culture of dialogue and reporting to ensure the school remains a safe space for all.

Topic D: Communication with Parents

1. **Adopt a "Family First" and Holistic Approach:** Provide parents with legal and psychological information about the local system to build their confidence. Conduct in-depth introductory interviews to gather the child's "linguistic biography" and understand the family's specific migration journey and goals.
2. **Ensure Administrative Transparency and Accessibility:** Provide all school forms, schedules, and service information in a bilingual format. Simplify the language used in all communications and design a school environment that is physically welcoming and comfortable for parent visits.
3. **Prioritize Multilingual and Digital Communication:** Move away from traditional written notices in favor of digital and multilingual channels, such as WhatsApp groups with translation support. Use multiple formats—visual, audio, and written—to overcome language barriers and empower parents to follow their child's progress.
4. **Shift to Strength-Based and Informal Interaction:** Move communication away from being solely problem-oriented (focused on discipline or failure) toward a focus on strengths and successes. Maintain regular, low-stakes contact, such as weekly voice messages summarizing what the child did well, and host "Informal Gatherings" or cultural exchanges to transform the school into a social support center for the family.

Based on the comprehensive source material provided, the following report synthesizes the practical activities and tools identified by the project partners to facilitate the integration of migrant children. These activities are organized thematically and presented in a discursive narrative to highlight the "how" and "why" of their implementation.

PRACTICAL ACTIVITIES

Topic A: Involvement in Learning

1. **Integrated Visual and Digital Linguistic Scaffolding:** This multifaceted approach combines the use of translation technology with tangible visual aids to bypass immediate language barriers. Teachers are encouraged to allow students to utilize translation apps and bilingual worksheets during lessons and assessments, ensuring that the evaluation focuses on the child's actual subject knowledge rather than their current proficiency in the host language. Complementing these digital tools is the implementation of linguistic facilitation kits, which include posters, alphabet charts, maps, and simplified texts. A critical component of this activity is the creation of "Routine and Vocabulary Card Sets"—visual aids featuring images of daily classroom activities (such as reading, writing, and breaks) and key lesson terminology. By utilizing these cards, migrant students can follow the classroom flow and express basic needs even before they have mastered the local language, fostering immediate participation and reducing the anxiety associated with non-communication.
2. **The "My Learning Map" Reflective Tool:** To support long-term comprehension and build self-esteem, students create a personalized, evolving visual "map" of their educational journey. Using a combination of drawings, symbols, and keywords in both their native and the school language, the child documents what they are learning in each subject. The teacher revisits this map regularly with the student, expanding it as new concepts are introduced. This activity serves as a powerful tracking tool for progress, providing a concrete visual representation of the child's cognitive growth and helping them feel a sense of achievement in their learning process.

Topic B: Integration with the Class

3. **The "Octopus" Non-Verbal Spectacle:** To bridge the communication gap between local and migrant peers, educators can organize collaborative performances rooted in "universal languages" like theater, dance, or art. The "Octopus" spectacle is a specific example of a non-verbal performance where every child is assigned a role regardless of their linguistic level. By focusing on movement and collective expression, this activity allows migrant children to be central participants in a creative project, fostering peer bonding and demonstrating that social integration does not always require verbal fluency.
4. **Cultural Validation via Intercultural Shelves and "Who Am I?" Presentations:** These activities focus on celebrating the diverse identities within the classroom. Teachers can establish an "intercultural shelf" in the school library or classroom, stocked with materials and books that value linguistic diversity, often in collaboration with specialized institutions like ItaStra at the University of Palermo. Complementing this is the "Who Am I?" cultural presentation, where students create short showcases about their favorite hobbies, family customs, and countries of origin. These activities transform the migrant experience from a perceived "deficiency" into a form of "expertise," fostering mutual respect among all students.
5. **Multilingual Greeting Rituals and the "Morning Circle":** To foster a daily sense of belonging, schools implement structured welcoming routines. During the "Morning Circle," the teacher chooses a specific greeting word from the migrant student's native language for that day. By having the entire class learn and use this word, the school signals that the student's heritage is a valued asset to the community. This simple but consistent ritual prevents exclusion and strengthens the social fabric of the peer group.
6. **Collaborative "Classroom Missions":** This activity moves beyond free social time by providing structured opportunities for interaction. Students work in small, mixed groups on short "missions," such as solving a specific task or building a

project. Crucially, each child is assigned a clear, rotating role—such as leader, drawer, speaker, or helper—ensuring that the migrant child is actively included and has a functional responsibility within the group.

Topic C: Empathy Building and Bullying Prevention

7. **The "Different Shoes" Empathy Exercise:** This perspective-shifting activity challenges local students to inhabit the experience of a newcomer. Students are encouraged to imagine arriving in a country where they do not speak the language and to reflect on the resulting feelings of fear, confusion, and hope. This exercise is often paired with the signing of an "anti-discrimination contract" by the entire class, formalizing their commitment to a safe and inclusive environment.
8. **Narrative-Based Perspective Workshops:** These workshops utilize storytelling to dismantle discriminatory attitudes. Activities include "One Story, Many Voices," where students listen to a narrative about a child moving to a new country and then retell parts of it from the perspectives of the child, a classmate, a teacher, or a parent. Similarly, art-based workshops allow students to share snippets of their own life stories or engage with fictional migration narratives, helping them understand the challenges their peers face and encouraging a united stance against exclusion.
9. **The Tolerance Wall and Belonging Pathways:** To create a permanent visual reminder of classroom values, students participate in building a "Tolerance Wall" in the hallway, decorating cardboard boxes with words like "Respect" or "Openness". Beyond the school walls, teachers and NGOs facilitate "Pathways for Belonging," which involve connecting students to local sports groups, libraries, and after-school facilities. These pathways help the student "take root" in the local area and envision a long-term future within the community.

Topic D: Communication with Parents

10. **Statute Orientation and Informal Cultural Meetings:** To build trust with migrant families, schools host informal "Statute Orientation Meetings" or coffee mornings. During these sessions, school rules and educational options are explained clearly with the assistance of a translator. This informal setting is often expanded into "Cultural Potluck" evenings, where parents are invited to share their traditions, transforming the school into a social support center rather than just an educational institution.
11. **Digital Engagement and Support Hubs:** This activity prioritizes digital and multilingual channels to overcome traditional administrative barriers. Teachers utilize WhatsApp or messaging groups with translation support to maintain regular contact with families. This may be supplemented by an interactive digital platform that provides information on host-country procedures, digital life, and social rights. For more sensitive issues, schools collaborate with local "support desks" or NGOs (such as Booq) to provide families with linguistic-cultural mediators who can guide them toward essential social services.
12. **The Weekly Voice Message Update:** As an alternative to formal written reports, which can be intimidating or difficult to translate, teachers send short voice messages to parents. These messages, delivered in simple language, focus on the child's strengths and highlight specific successes from the week. These updates feel more personal and accessible, fostering a positive relationship between the teacher and the family and ensuring that communication is not solely focused on problems or crises.

04

Useful Resources



Chapter 4: Useful Resources

This final section of the booklet, **“USEFUL RESOURCES,”** is designed as an operational guide and a "toolbox" to provide concrete support for teachers and school communities in their daily work with migrant children. The international partnership has selected a diverse array of tools that reflect the variety of needs identified throughout the project, ranging from linguistic mediation to psychosocial and legal support for families.

These resources have been chosen to maximize the effectiveness of educational interventions across several key areas:

- **Digital and Pedagogical Platforms:** Tools such as the **LOWAN** portal in the Netherlands and the **Digital School Platform** in Cyprus offer ready-to-use teaching materials, curricular guidelines, and platforms for sharing visual resources. Similarly, websites like **Twinkl** provide materials specifically designed for multilingual classrooms.
- **Holistic and Social Support:** Resources such as the **Sunny Support Centers** in Poland and the **Open Kraków** program provide support that extends beyond school walls, offering safe spaces for families and centralized information on local integration policies.
- **Training and Psychosocial Well-being:** To address the challenges associated with trauma and chronic stress, platforms such as the **Augeo Foundation** are highlighted for offering specialized training for educators. Additionally, the **Council of Europe Toolkit** provides a comprehensive set of practical tools for language support in real-life contexts.
- **Instructional Tools for Inclusion:** This section includes playful and creative tools such as **Dixit Cards** and **Emotion cards**, which are ideal for facilitating non-verbal communication and emotional expression. Human rights manuals like **Composito** and materials designed to counter stereotypes are also featured.

Through this collection, which includes everyday technologies like **Google Translate** to break down immediate communication barriers, the project aims to provide teachers with not only theoretical solutions but also tangible support to build truly inclusive and equitable classrooms.

Name of Resource	Type	Link	Why is it useful?
Compasito – Human Rights for Children	Digital Handbook and a comprehensive library of activity for children.	https://wergelandcentre.org/content/uploads/2020/02/2007_Compasito_en.pdf.pdf	It provides a structured, activity-based framework for Human Rights Education. In facilitation, it uses experiential learning (games, role-play) to spark deep reflection on equality and justice, making feedback a collective exploration of values. It uses play and physical movement to explain complex rights. By focusing on "learning by doing" rather than lectures, it allows children to understand dignity and safety through action, fostering a sense of belonging and protection regardless of their linguistic background.
Council of Europe – Language Support for Migrants Toolkit	Website	https://www.coe.int/en/web/education/lsm-toolkit-2024	Provides a comprehensive set of practical tools and activities specifically designed for teachers working with migrant learners, including ready-to-use strategies for language support in real classrooms.
Fundacja Dialog	Website	fundacjadialog.pl	Offers peer mentoring frameworks and training for student mentors.
Open Kraków	Program/Portal	[Inquiry via City Council]	Centralized information on local integration policies and programs for foreigners.

Sunny Support Centers	Physical Center	[ul. Zabłocie 23]	Provides holistic social-emotional support and a safe space for migrant families.
Dixit Cards	Tool for facilitation	https://www.trainers-toolbox.com/dixit-creativity-meets-storytelling/#:~:text=Dixit%20cards%20are%20also%20great,playful%2C%20stimulating%20and%20even%20relaxing,&text=Have%20participants%20pull%20out%20a,tell%20a%20story%20about%20it	These cards act as metaphorical triggers, shifting communication from rational to emotional. They facilitate projection, allowing participants to express complex feelings or feedback through dreamlike imagery without the pressure of "finding the right words."
Emotion cards	Downloadable tool (in different languages)	https://heartsofyoungproject.eu/emotion-card/emotion_cards_english.html	They act as a bridge to self-expression when words are missing. By pointing to a facial expression or color-coded emotion, children can communicate needs and trauma safely. This visual aid reduces the frustration of being misunderstood and fosters a sense of being "seen" and validated.
Leggere gli stereotipi	Italian Book		Leggere gli stereotipi" (Reading Stereotypes) brings together 10 contemporary anthological texts to encourage young people to reflect on stereotypes and prejudices related to gender, ethnicity, disability and family. The volume is enriched with thematic activities and reading workshops designed to create a book club in the classroom.

		<p>https://www.erickson.it/it/leggere-gli-stereotipi?backup_gclid=Cj0KCQIAy6vMBhDCARIsAK8rQgmcQWQfy0twLZSq6gCW-NDuDAYFKqbUy_InCEPJVWdRsOeozWhoWy4aAkeeEALw_wcB&utm_source=google&utm_medium=cpc&utm_campaign=SE%20%7C%20Prodotti%20%7C%20Dynamic%20Tutto%20Sito%20%7C%20No%20brand&utm_id=6468446851&gad_source=1&gad_campaignid=6468446851&gbraid=0AAAAAD7HadYXhvjlNyvZ34LGty-8ImFF&gclid=Cj0KCQIAy6vMBhDCARIsAK8rQgmcQWQfy0twLZSq6gCW-NDuDAYFKqbUy_InCEPJVWdRsOeozWhoWy4aAkeeEALw_wcB</p>	
<p>Digital School Platform</p>	<p>The official digital platform used by public schools in Cyprus allows teachers to share resources, assignments, and communication materials with students.</p>	<p>https://www.schools.ac.cy/</p>	<p>How teachers use it: Sharing learning resources and visual materials Providing extra exercises to students who need language support Communicating with students</p>

<p>Cyprus Pedagogical Institute – Intercultural Education Materials</p>	<p>The Cyprus Pedagogical Institute is a resource for teaching materials, guidelines, and training for intercultural education and the integration of migrant students in schools.</p>	<p>https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=460&Itemid=324&lang=en</p>	<p>How teachers use it: Access teaching guides on diversity and inclusion</p> <p>Use classroom activities promoting intercultural understanding</p> <p>Participate in teacher training seminars on migrant student integration</p>
<p>LOWAN</p>	<p>Website / Support Hub</p>	<p>www.lowan.nl</p>	<p>It is the primary national organization in the Netherlands for newcomer education. It provides essential curriculum guidelines, legal frameworks, and NT2 (Dutch as a second language) teaching materials for ISK classes.</p>
<p>CISCO Cohesion Platform</p>	<p>Website/Educational Portal</p>	<p>ciscohesion.org/netherlands/</p>	<p>This platform offers specific modules on digital life in the Netherlands, social rights, and a community forum where parents and educators can exchange practical integration tips.</p>
<p>Augeo Foundation</p>	<p>Website/Online Courses</p>	<p>www.augeo.nl</p>	<p>It provides free online training for education professionals on how to support refugee children who have experienced trauma and chronic stress.</p>
<p>Twinkl</p>	<p>Website</p>	<p>https://www.twinkl.com</p>	<p>Provides ready-to-use teaching materials suitable for multilingual classrooms.</p>

Conclusion

This document highlights how the integration of migrant children requires a fundamental shift from isolated initiatives by individual teachers to **structured systemic procedures** involving the entire school and local ecosystem. Through the comparison of different European educational models, a clear vision emerges of **diversity as a pedagogical asset** and the need for a **holistic approach** that focuses on emotional well-being and family support. By providing a "toolbox" rich in **useful resources, digital tools, and innovative methodologies**, such as formative assessment and peer mentoring, the project aims to transform the challenges of migration into opportunities for enrichment, supporting teachers in the creation of **truly inclusive, equitable, and safe classrooms** for every student.

