MANUAL on summer schools' organisation

IntegratEU

INTEGRATEU:

Summer schools

on environmental protection, sustainability & ecological behavior to support the integration and inclusion of migrants & refugees in the higher education – enhance the university professors competences

Erasmus+ KA2 Cooperation Partnerships in Higher Education

MANUAL
for summer schools' organisation

Coordinated by
University of Warsaw, Poland

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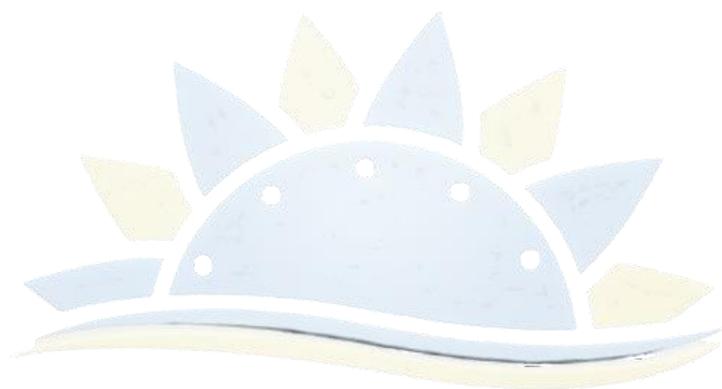
Practical instructions on how to plan, how to organize and how to conduct IntegratEU summer school to support the integration and inclusion of migrants and refugees in higher education.

1.1. Profile of the participants

Introduction

The IntegratEU project aims to strengthen the integration and inclusion of migrants and refugees into higher education and society through innovative educational formats such as summer schools and on-wheels training programs.

Within this framework, the profile of the participants plays a crucial role in ensuring the successful implementation of project goals. The participants are not merely recipients of educational content but are key agents of transformation who can foster intercultural understanding, environmental awareness, and social inclusion at local, national, and European levels.

The summer schools organized under the IntegratEU umbrella will involve participants from diverse academic, cultural, and social backgrounds. This diversity is not accidental; it is the foundation upon which the project builds its inclusive and dialogical learning environment. The participant profile must therefore be defined not only in terms of formal qualifications and demographics but also in terms of attitudes, motivations, and potential for intercultural cooperation.

The following sections outline the expected participant groups, their characteristics, and the rationale for their involvement in the IntegratEU project. It also provides guidance for organizers on how to identify, select, and prepare participants to ensure balanced, effective, and meaningful participation in both short and long summer school activities.

General Participant Categories

The IntegratEU summer schools are designed to attract and engage several interconnected groups whose interaction will generate learning synergies and new forms of social cooperation.

The main categories include:

- University Students (Bachelor's and Master's level)
  - Students of social sciences, humanities, environmental studies, education, and related fields.

- Both domestic and international students, including those with migration experience.

- Expected to bring academic curiosity, openness to intercultural dialogue, and readiness for practical, field-based learning.

● Migrants, Refugees, and Asylum Seekers

- Individuals with migration or refugee backgrounds who are either enrolled in higher education or aspire to continue their education.

- Participants may come from different linguistic, cultural, and educational systems.

- Their participation strengthens the project's commitment to social inclusion, empowerment, and the reduction of educational barriers.

● Academic Staff and Young Researchers

- Lecturers, junior assistants, PhD candidates, and postdoctoral scholars working in migration, integration studies, or environmental management.

- Their involvement ensures academic quality, mentoring, and sustainability of the educational process.

- Expected to guide group work, lead discussions, and contribute to knowledge transfer.

● Representatives of Civil Society and NGOs

- Members of organizations dealing with migrant integration, refugee support, and environmental education.

- Their experience in grassroots work provides a bridge between theoretical knowledge and practical application.

● Local Community Representatives

- Teachers, social workers, local administrators, or volunteers involved in integration initiatives.

- Their inclusion ensures a local dimension and promotes community-based cooperation.

- International Experts and Practitioners

    o Experts invited from partner universities or international organizations who bring comparative perspectives and best practices.

    o Their role enhances intercultural learning and international cooperation within the project framework.

Participant Composition and Group Dynamics

The optimal group size for a short national summer school ranges between 20 and 30 participants. For international summer schools, the group may reach up to 40 participants, depending on logistics and venue capacity.

A well-balanced composition should ideally include:

- 40–50% students and young researchers;

- 20–25% migrants, refugees, and representatives of vulnerable groups;

- 15–20% academic mentors and facilitators;

- 10–15% NGO or community representatives.

This composition ensures that learning takes place not only vertically (from teachers to students) but also horizontally - among peers and across different life experiences.

Conclusion

The participant profile of IntegratEU summer schools represents a microcosm of European diversity - a learning community united by shared values of inclusion, sustainability, and mutual respect.

Through careful selection, preparation, and support, the participants will not only benefit from academic and personal development but also act as multipliers of integration in their local environments.

Successful integration is achieved not solely through education, but also through shared experiences, empathy, and participation in common goals.

Therefore, the summer schools are designed to empower every participant (regardless of background) to become an active contributor to a more inclusive and sustainable Europe.

1.2. How to attract & motivate participants to enrol?

In order to attract and motivate participants to enrol in the IntegratEU educational program, on the one hand, it is important to clearly present content, format, and value of the offer; on the other hand, it is necessary to understand the motivational drivers behind the decision to participate. Regarding this latter point, it is crucial to address the following question: "Why should I participate in this program?", by not only showing the concrete professional advantages that it offers (such as increased employability, skills validation, guidance on academic or professional requalification, etc.), but also highlighting the life skills that can be acquired and how these can be applied in real-world contexts. In particular, the development of networking skills and the creation of multicultural ties and communities through educational relationships, which are central to the project's framework, are elements that should certainly be emphasised in order to attract participants. In other words, it is important to explicitly link learning outcomes to clear academic, work, or interpersonal opportunities.

The literature also highlights how the decision to participate in an educational program depends largely on how much potential participants perceive the content to be useful and consistent with their personal and professional goals. In particular, Sogunro (2015) emphasises that adults and young adults are more motivated when programs offer tangible benefits, such as new skills applicable to work context or concrete opportunities for personal growth. Similarly, Gunarto and Hurriyati (2020) show that active involvement and the creation of meaningful relationships within educational contexts increase not only satisfaction but also the propensity to enrol and complete the training program. It follows that it is crucial to adapt the communication strategies taking into account the motivations of the target audience. Indeed, as summarised in the following table, some participants are driven by curiosity, a desire to learn, or personal growth (intrinsic motivations); others, are driven by external needs such as formal recognition, employment prospects, or the need for professional development (extrinsic motivations).

Motivation	Type	Description
Intrinsic	Personal and cognitive growth	Curiosity, desire to learn, interest in culture or social change.
Intrinsic	Professional fulfilment	Vocational drive, need to feel competent and useful in one's work.
Extrinsic	Professional benefits	Search for job stability, career advancement, attractiveness in the job market.
Extrinsic	Formal recognition	Degrees, certificates, ECTS credits, academic or professional status.
Extrinsic	Practical advantages	Access to internships, applied experiences, networks, and partnerships.

Tab.1 - Motivational matrix for participant recruitment

Another key aspect to consider concerns entry barriers, which can be practical (such as complex procedures or long waiting times) or psychological (such as fear of failure, performance anxiety, or doubts about not being 'suitable'). In this regard, it may be useful to offer some clear guidance tools (FAQs, tutorials, peer-to-peer contacts) and use an inclusive language, free of technical jargon, to sustain and facilitate access.

Direct contact is particularly important in this regard, as people tend to rely on peer experiences when making educational choices (Sogunro, 2015). Sharing testimonials from former participants, short interviews, or authentic feedback creates an empathetic environment and reduces uncertainty. In addition, involving alumni or tutors as "ambassadors" for the program could further strengthen its perceived credibility. It may also be worthwhile to use effective visual communication strategies based on the AISAS (Attention–Interest–Search–Action–Share) model, which emphasises the importance of accompanying people from their first exposure to the message (*attention*) to sharing the experience (*share*). Within a training program, the above-mentioned elements of FAQs, testimonials, accessible language, and active ambassadors; fit fully into this flow, facilitating both *action* (in this case enrolment) and subsequent diffusion (Crysantie et al., 2025).

Element	Communication Objective	Practical Example
Testimonials from former participants	Reduce uncertainty and foster identification.	Short videos or written posts published on the website and shared via social media.
Alumni as ambassadors	Strengthen credibility through peer recognition.	Involving alumni as tutors or guest speakers in events.
Webinars and info sessions	Provide orientation and real-time answers.	Promotional events with live Q&A sessions.
Active social media presence	Reach the target audience through familiar digital channels.	Instagram and Facebook channels used for informal interaction.
Local partnerships	Expand reach and activate local networks.	Collaborations with local associations, organizations, and social enterprises.
Introductory guidance materials	Break down access barriers.	FAQ sections on the website and creation of video tutorials.
Mechanisms for active sharing	Stimulate digital word-of-mouth.	Use of official hashtags, digital badges, or symbolic rewards for shared experiences.

Tab.2 - Strategic communication actions to facilitate enrolment

Motivating participants to enrol is not simply a matter of persuading them, but involves creating the conditions for them to evaluate the offer in an informed and meaningful way, particularly when addressing individuals with migrant or refugee backgrounds.

1.3. How to organize the summer schools?

Summer Schools constitute an additional form of education that allows students/participants the further development of their knowledge, further improvement of social skills, building confidence and personal capacities.

Whereas the logic of the project application acknowledges the organization of summer schools aiming at activities in both environment protection & management and supporting the integration of vulnerable groups, the organizers need to take into account whether, with regard for the nature of the group, such a goal is achievable or whether it is better to concentrate on one of the two tasks.

Nevertheless, with regard for the project's aim, the summer school organizers should take into consideration the following aspects.

Initiative

Prior to the organization of the summer school, clear and achievable goals need to be set up in a plan of action. The organizers need to be aware what aims are to be targeted and to define the most appropriate tools and methodological approaches. When taking into consideration the goals, the organizers need to be aware of the type of participants and to adjust the planned activities accordingly.

An important aspect of this approach is the nexus between environmental protection and the pursuit of integration of migrants and refugees, which requires particular attention and sensitivity, especially that the attitude towards waste and tidiness differs across the world. Hence, in the context of integrating refugees and migrant communities, there is a particular need for the highlighting and explanation of the driving factors behind the concept of clean public spaces, the technological justification for garbage segregation and efficiency of public services. These aspects should be part of the core messages framed within the initiative.

Furthermore, the organizers should take into consideration the study level, possible dates and duration of the summer school, the number of participants and the size of the venue, the location and the necessary logistics and last but not least the targeted audience.

Preparations

The preparation of a summer school should take into account the following aspects:

- The initial step is the establishment of a summer school core group, which will manage and organize the summer school in its entirety.

- Academic support (The organizers should secure the appropriate scholar and expert team, able to deliver the expected content and meet the summer school goals).

- Local logistics (The summer school effectiveness depends on the appropriate selection of the venue, which will take into consideration the distance, transportation, appropriate facilities, time assigned for educational and integration activities, etc.)

- The organizers need to prepare a clear financial plan including all costs and sources of income.

- The organization of the summer school requires the establishment of an academic committee, which will prepare, secure and supervise the successful implementation of the educational activities. The academic committee should also supervise the recruitment of the teaching staff involved in the summer school proceedings. It should also be within the competencies of the academic committee to decide about the recognition of students' performance and the ways for its certification.

- The core group needs to secure the timely and transparent recruitment process or if the summer school is dedicated to a particular group, the selection of participants. The organizers need to secure appropriate logistics for the summer school participants and to take care of the summer school visibility through appropriate media and communication campaigns and pre, during and post summer school activities.

Implementation

The summer school implementation needs to follow strictly the plan of action. Simultaneously, with regard to the human factor, the organizers need to think of a back up plan and be ready for last moment changes, which are often difficult to predict in advance.

Evaluation

The organizers, together with the academic committee should prepare an appropriate evaluation form. Should it be possible, external monitoring and evaluation services can be provided. The Evaluation and reporting need to embrace the level of achievement of the assigned goals and potentially, the donor's expectations.

1.4. How to follow-up with the participants after the school?

Immediate Follow-Up (Within 1-2 Weeks)

Send a thank-you message with a digital photo album or video highlights from the program. Distribute certificates of participation and share contact details of consenting participants to facilitate peer connections. Conduct an evaluation survey while experiences are fresh, gathering both quantitative ratings and qualitative reflections on what worked well and areas for improvement.

Building Digital Community (First Month)

Provide a specific online space, like a Facebook, Viber, or WhatsApp group, where members can communicate, exchange updates, post questions, and plan casual get-togethers. Create a common online location for program materials, such as reading lists, project documentation, and presentations. For broader distribution, think about starting a basic blog or website with participant projects and endorsements.

Structured Check-Ins (First Three Months)

Arrange video conferences for individuals or small groups to talk about the difficulties participants are having putting what they have learned into practice. Plan monthly virtual get-togethers for the entire group, with facilitators chosen from among the attendees. Invite alumni or guest speakers from past editions to offer guidance and inspiration, and include succinct presentations where participants share project updates.

Project Support and Development (Ongoing)

Offer technical support for project ideas created during the summer school, such as budget creation, proposal writing, or locating funding sources. Make connections between participants and experts, possible partners, or pertinent organizations. To help alumni pilot their projects, think about creating small seed grants. Plan workshops for project development where participants can share their ideas and get helpful criticism from facilitators and peers..

Alumni Network Development (3-6 Months)

Three to six months after the summer school, plan a reunion event where participants can catch up, discuss their progress, and recognize their accomplishments. Incorporate planning for participant-led projects, group problem-solving sessions, and workshops on pertinent subjects. Create a formal alumni network that links participants from different program years, expanding opportunities for collaboration, mentoring, and the development of an integration-focused community of practice.

Skill-Building and Capacity Development (Ongoing)

Provide extra instruction in areas like advocacy, project management, and fundraising via online webinars. Alumni are encouraged to take part in conferences and community events, among other organizational activities. In order to ensure program sustainability and cultural competency, enlist interested participants as peer mentors or facilitators for upcoming summer school editions.

Documentation and Storytelling (Throughout First Year)

To record longer-term results, conduct thorough impact evaluations at six-month and one-year intervals using case studies or interviews. Encourage participants to share their post-program experiences on blogs, newsletters, or social media. Think about creating a documentary or podcast series with participant voices to inspire future participants and show funders the impact of the program.

Creating Opportunities for Continued Engagement (Long-Term)

To involve alumni in program planning, ask them to serve on advisory groups or assist in running upcoming sessions. Link participants to volunteer or employment opportunities through collaborations with other organizations. Create thematic working groups so that alumni can collaborate on community organizing, advocacy, or research pertaining to integration. To demonstrate long-term effects and direct continuous improvement, maintain a database of alumni involvement and accomplishments.

The most effective follow-up combines participant-led activities with those organized by the organization. In this manner, the organization can continue to assist the participants while allowing them to modify their involvement in response to their evolving needs and interests.

1.5. How to promote summer schools?

Objective: increase awareness, enrollment, and engagement for university summer schools among targeted audiences, positioning the program as an attractive, enriching, and accessible educational opportunity.

Target Audience:

- University Professors

- Junior and senior assistants

- University researchers

- Postdoctoral scholars

- PhD students working in the field of IntegratEU topic

Main objectives:

- Develop the competences of university academia to organize & conduct on-wheels summer schools in environment protection & management and through the education process to support the integration of vulnerable groups and to overcome the existing stereotypes & prejudice towards migrants & refugees.

- Teach vulnerable groups on the importance of environmental sustainability & protection as part of EU main pillars.

- Enhance the abilities & skills of academia to help & support vulnerable groups.

Key Messages:
- Unique learning experiences and skill development

- Cultural exchange and networking opportunities

- Flexible formats (on-campus, online, hybrid)

Promotion Channels & Tactics:
- Digital Marketing:

  o Develop a dedicated, user-friendly website with comprehensive program details, application info, and testimonials.

  o Utilize social media platforms (Instagram, Facebook, LinkedIn) with targeted ads and engaging content such as videos, student stories, and virtual tours.

  o Leverage email campaigns to past participants, university mailing lists, and educational partners.

- Partnerships & Outreach:

  o Collaborate with other universities, vocational schools, high schools and all interested groups to disseminate information.

  o Engage with education fairs, webinars, and online info sessions to reach wider audiences.

- Content & Media:

  o Produce promotional videos, infographics, and brochures highlighting program benefits, and cultural experiences.

- o Share success stories and testimonials from previous participants to build credibility.

- Incentives & Engagement:

  - o Host Q&A sessions with program alumni and faculty to address queries and foster excitement.

- Localized Campaigns:

  - o Tailor messaging for different regions and demographics, emphasizing relevant benefits.

- Monitoring & Optimization:

  - o Track digital engagement metrics and application trends.

  - o Adjust marketing tactics based on data insights and feedback.

- Communication & promotional strategy for the school. (VIKO+UZG)

2. Variations of Summer Schools

2.1. Longer Local SS Activity Plan

The aim is – through longer summer school activities - to foster social integration and environmental awareness by engaging local and migrant participants in blended learning experiences that combine ecological education, intercultural dialogue, and community-based outdoor activities promoting inclusion, sustainability, and civic participation.

The target group includes local and international university students, migrants and refugees— particularly recent Ukrainian refugees—as well as local community representatives such as NGOs, youth workers, and eco-activists.

The educational focus is on developing participants' knowledge and competencies in environmental protection, sustainability, and ecological behavior while fostering intercultural understanding, inclusion, and social integration through experiential and outdoor learning methods.

Suggested Structure of Activities and Assignments:

- It may begin with icebreaking and team-building sessions designed to create trust, inclusiveness, and intercultural exchange among participants from diverse backgrounds, for example through short self-presentations or paired "one-minute talks." (20 to 30 min or a few hours)

- Next, indoor learning sessions provide a theoretical grounding in topics such as environmental protection, sustainable development, and ecological behavior, supported by short lectures, visual presentations, and group discussions. (20 to 30 min or half a day)

- These can be followed by outdoor workshops and field exercises where participants apply their knowledge in practice, such as community clean-ups, biodiversity walks, or local eco-mapping projects. (40 to 60 min or the whole day)

- Possible variants or additions can include group problem-solving tasks, where mixed teams of locals and migrants collaborate on designing small-scale sustainability initiatives or awareness campaigns. (20 to 30 min or the whole day)

- An added role-play and deliberative workshop segment can encourage empathy and intercultural dialogue by simulating real-life challenges of migration, inclusion, and environmental decision-making. (30 to 40 min or half a day)

- Participants can also be engaged in creative assignments, like preparing photo or video stories about local environmental issues or joint art installations that visualize integration and sustainability. (20 to 30 min or the whole day)

Finally, the structure culminates in a presentation or community event, where participants showcase their projects and share experiences with local stakeholders, reinforcing the link between education, inclusion, and environmental citizenship. (60 min or the whole day)

The key principles are inclusiveness, experiential learning, and intercultural dialogue, ensuring that participants from different cultural and social backgrounds learn together through shared experience and cooperation.

It also follows the principles of sustainability, participation, and reflection, linking environmental education with community engagement and the personal growth of both migrants and local participants.

The expected results of the activity are enhanced environmental awareness, strengthened intercultural competence, and improved social inclusion of migrants and refugees through collaborative learning, outdoor engagement, and community-based ecological action.

2.2. Shorter Local SS Activity Plan

Shorter and local in nature Summer School activity plan should contain activities involving and engaging local communities exposed to the questions of integration.
The activities should be voluntary, inclusive and open ended, so that participants consider themselves part of the activity.

The organizers should take into consideration the nature of the group (age, education, social and economic status, majority and minorities, sex etc.) in order to form an inclusive and viable group.

Short and local summer school activities can consist of single actions or chain of activities developing the question of integration. They can consist of icebreaking sessions, deliberative workshops, project assignments, problem solving exercises or joint tasks.

- Icebreaking sessions (recommended for chain of activities) aim to bring participants together and weaken or remove internal barriers. They can consist of roll call introductions, encouraging brief participants presentations, joint small tasks solutions or one minute person to person (P2P) conversations.

- Deliberative workshops aim to provide participants with better understanding of each other's views and positions around existing topics. The division of participants into groups and the assignment of tasks to reach shared positions can be further challenged with the next level goal of reaching agreement among the whole group and the production of a joint position.

- Project assignments mobilize the project participants to search for a shared solution and encourage creative thinking, necessary for the resolution of the assigned task, building a sense of group loyalty and unity.

- Problem solving exercises put participants in a position to come out with viable solutions for defined problems. Participants become agents, responsible for the resolution or endurance of a challenge, thus building up a sense of responsibility.

- Skillfully defined joint tasks provide for the mobilization of the group potential, the emergence of natural leaders and framing of next tasks related to the question of integration.

Timing: An activity should not exceed 60-75 min. A chain of activities should not be longer than 3 hours divided by at least two breaks.

2.3. Longer International SS Activity Plan

The Long International Summer School (LISS) is intended as an intensive educational experience aimed at involving different domestic and international participants from different cultures and ethnic groups. The LISS is designed to study issues related to intercultural and social inclusion through activities focusing on sustainability. The activities will be managed by lecturers, who will plan and guide the various tasks from one to two weeks. The program will be organised in lectures, workshops, outdoor activities and interactive cooperation projects, aiming at providing skills and competencies on ecological topics that can be applied in real-life contexts. This approach will ensure the direct participation and social interaction between the subjects involved, despite their different backgrounds. The aim of LISS is to allow participants to become active subjects by sharing experiences which will lead them to reflect on relevant ecological issues related to the territory in which they live, or in the case of migrants, in which they are hosted.

The operational structure of the activities will be based on the use of participatory methodologies applied to real-life contexts. In this regard, the theoretical concepts developed in class will be practically used in field-base and outdoor activities. The activities will be carried out through groupworks specifically tailored to address current ecological and social issues. These activities intend to promote shared solutions to environmental problems, thus encouraging intercultural dialogue. Lecturers will be encouraged to structure their didactical activities around concepts suitable to be internalized through the organization of outdoor activities. Indeed, learning theoretical concepts through open-air activities would transform abstract ideas into concrete interventions that would also strengthen civic responsibility. Moments of critical thinking should be highly encouraged in order to make the participants reflect on the experiences faced to foster their personal growth.

Within the classes, the participation of students from different ethnic backgrounds will be particularly welcomed to search for cultural diversity. In fact, this type of summer school aims at promoting values such as social equality and sharing. This diversity will be crucial to transform the class into a learning community, where each participant would bring new knowledge by sharing their own unique opinion and perspective. Lecturers would intersect their academic skills with operational knowledge, creating a dynamic and stimulating context in which current ecological issues are addressed with a practical approach. Each participant should take part in the activities of the LISS, according to the specific role assigned by the lecturer within the project and the group work. The use of digital tools would expand the activities carried out in person, guaranteeing continuous communication, the sharing of the results of the activities carried out either in the class or in outdoor settings.

Proposed structure and sequence of activities:

Introductory and theoretical phase (days 1–2)

- Opening and orientation session: welcome by the coordinator and presentation of objectives, the team and the programme of activities.

- Lectures: two days of theoretical lessons conducted by professors expert in environmental sustainability and cultural and communication processes. Topics covered will include European and global environmental policy, as well as concepts on multiculturalism and interculturalism.

- Interactive seminar: group discussion analysing case studies on sustainable community models. Participants will have to identify local and global environmental challenges relevant to their contexts, discussing together how to intervene to reach a common solution.

Applied and experiential phase (days 3–6)

- Collaborative environmental workshops: participants will work within intercultural groups and will jointly develop ecological sustainable initiatives, such as urban gardens, campaigns for the correct disposal of waste or projects for the protection of environment and territories.

- Outdoor learning sessions: guided tours to ecological and cultural sites. The theoretical concepts discussed on the first day will be dynamically used during the aforementioned visits.

- Problem-solving workshops: Working groups will confront with ecological policy challenges in order to improve environmental awareness among participants, designing together strategies for the inclusion of migrants in environmental sustainability projects.

- Simulation and role-playing sessions: Participants will implement possible scenarios inherent to relevant policy decisions, such as the design of environmental policies in multicultural contexts.

- Digital Storytelling Workshop: Participants will describe the outdoor activities and workshops participation through photos, videos and narrative materials to be included within a collective digital exhibition.

Integrative and reflexive phase (days 7–10)

- Intercultural dialogue circles: evening events organized to share personal opinions on ecological issues, strengthening relationships between participants and intercultural understanding

- Cultural immersion activities: organization of visits to museums aiming at valorising the cultural diversity of the European continent.

- Implementation of micro projects on the environment: under the guidance of professors, each group will choose an ecological issue to be studied and solved, such as creating a "green mobility" plan or designing a traveling environmental education laboratory for schools.

- Final presentation and exposition: the program ends up in a public event where participants will present to an academic and community audience the microprojects developed.

Timing: approximately 40–45 hours over 7–10 days, including classroom lectures (10 hours), workshops and laboratories (12 hours), outdoor activities (8 hours), cultural and digital projects (10 hours), and closing debate (5 hours).

2.4. Shorter International SS Activity Plan

The summer school will use a blend of lecture-based, interactive, and experiential learning methods. Lectures will introduce key topics, while workshops with brainstorming, case studies, and problem-solving will encourage participation and teamwork. Differentiated instruction and group learning will address individual needs, complemented by game-based and expeditionary learning such as field trips. Guest talks and independent projects will further strengthen engagement and self-directed learning.

Group profiling will ensure balanced teams based on English proficiency and educational background, using pre-surveys and free online language tests. Groups of up to ten students will include diverse skills and at least one fluent English speaker to facilitate communication.

Team framing defines clear roles: the main school leader and coordinators manage logistics and communication, teachers deliver content, and support staff assist with administration and participant support (one coordinator per twenty students).

Training content is divided into two main areas:
- Higher education systems - covering legal aspects of study, system structures, admission procedures, qualification recognition, financial aid, and student support; and (2) Environmental behaviour - addressing sustainability, responsible travel, biodiversity protection, and community involvement.

- Practical learning will include case studies (e.g., environmental clean-up and campus integration), role plays (e.g., university admissions and sustainable living negotiation), and interactive simulations such as integration fairs and sustainability games.

2.5. Longer National SS Activity Plan

Program Framework

By engaging participants from a variety of backgrounds in blended learning experiences that incorporate theoretical knowledge, experiential learning, and community-based activities that foster inclusivity, mutual understanding, and civic engagement throughout Bulgaria, this extended national summer school activity plan fosters social integration and intercultural understanding. For 15–25 participants, the program fosters a diverse learning environment that reflects contemporary multicultural societies. Participants include local youth workers, educators, civic activists, NGO employees, foreign migrants and refugees, and university students. Through experiential and collaborative learning methods that bridge theory and practice, connect academic knowledge with lived experiences, and build lasting networks among participants from diverse cultural and social backgrounds, the educational focus improves participants' knowledge and competencies in the selected thematic area while fostering intercultural understanding, inclusion, and social integration.

Program Structure and Duration

The four- to ten-day national summer school gives participants ample opportunity to compare and contrast Bulgarian areas, build valuable contacts, and delve into difficult subjects. The extended duration enables participants to progress from surface-level discussions to genuine cross-cultural communication and collaborative project creation. The curriculum consists of community formation, knowledge acquisition, hands-on learning, and the synthesis and public presentation of participant-generated projects.

Foundational Phase: Creating Inclusive Learning Community

In order to foster trust, inclusivity, and intercultural communication among participants from diverse backgrounds, the first day or day and a half of the program is devoted to icebreaking and team-building activities. Structured self-presentations are one of the initial exercises, in which each participant gives a brief overview of their aims, background, and one noteworthy ancestoric custom. When participants swiftly switch partners, pair conversations come next. Language obstacles, cultural misconceptions, and social hierarchies are addressed through cooperative creative work, systematic sharing of personal migration stories or cultural transition experiences, and nonverbal communication problems in multicultural group trust-building exercises. Strong interpersonal foundations support learning outcomes throughout the curriculum, as this significant investment in community development acknowledges.

Theoretical Foundation Phase: Building Knowledge Base

The program's topic is conceptually supported by half-day indoor learning sessions that take place in the first three to four days following community creation. Included are short expert

lectures, visual presentations of various cultural viewpoints, facilitated group discussions, and documentary screenings. By providing visual aids, tangible examples, and opportunities for question-answering, content distribution encourages accessibility across linguistic and educational backgrounds. It employs a variety of formats to meet varying levels of language proficiency and learning styles. Experts ask participants to share pertinent cultural knowledge and experiences during dialogue-based theoretical sessions. This approach supports diverse worldviews and permits comparative study of how themes differ across cultural, national, and societal contexts. All participants become knowledge holders rather than recipients in order to achieve this.

Applied Learning Phase: Experiential Engagement

During the four to six days of outdoor seminars and field exercises, participants can put their theoretical knowledge to use through joint fieldwork, community-based initiatives, site visits to pertinent Bulgarian places, or workshops on developing practical skills. By intentionally assembling diverse teams, experiential workshops promote intercultural cooperation. Activities pose genuine problems that call for debate, compromise, and a range of viewpoints to resolve. In order to demonstrate Bulgaria's regional diversity and how national priorities differ depending on the context, field exercises occasionally entail visiting many regions. During meals and transit, these travel-related activities offer in-depth knowledge and unstructured social interaction. Groups are given enough direction and support by facilitators to generate their own concepts and solutions.

Collaborative Creation Phase: Group Projects and Problem-Solving

In order to create a program, awareness campaign, or helpful intervention related to the program theme, participants spend one to two days working in mixed teams on intensive group problem-solving exercises. Project assignments foster camaraderie and group commitment, yield quantifiable outcomes with practical applications, and stimulate creative problem-solving to tackle challenging problems. As groups integrate scholarly knowledge, practical insights, and diverse cultural perspectives on well-defined challenges, facilitators offer frameworks and resources while staying receptive to novel solutions. Teams must manage interpersonal dynamics, conflict resolution, inclusive decision-making, and fair labor division across cultures in addition to intellectual challenges. Additionally, participants are required to create multimedia presentations, films, artistic installations, photo essays, or performances centered around the program's theme. Through these projects, participants can express culturally meaningful understanding and communicate through visual, kinesthetic, and artistic media.

Critical Dialogue Phase: Deliberative Workshops and Reflection

By looking at real-life challenges from various angles, the program's half-day or full-day deliberative workshop portions promote empathy and intercultural communication.

Participants in role-play simulations are put in various stakeholder positions and are required to comprehend and articulate various points of view through simulated policy discussions, neighborhood disputes, or organizational decision-making processes related to the program's theme. It can be more difficult to reach a consensus and make recommendations as a group than to divide up the work and assign tasks. By assisting participants in resolving specific problems, problem-solving exercises foster mutual comprehension of difficult subjects and increase accountability and agency.

Synthesis and Dissemination Phase: Community Presentation

During the final full day of the program, participants share their experiences and showcase their projects to stakeholders, including members of the local community, heads of organizations, representatives of the local government, and academic partners. Through formal presentations, interactive exhibitions, performances, and moderated discussions, this public dimension recognizes the contributions of participants and promotes civic engagement, education, and inclusivity. The community event connects participants with possible partners or employers, demonstrates the program's impact to funders and partners, and disseminates information and services to host communities. Following the formal presentations, the informal reception provides an opportunity for attendees, visitors, and organizers to network.

Conclusion and Continuity Phase: Building Sustainable Networks

After concluding circles for appreciation, addressing problems, and celebrating group accomplishments, the program culminates with structured reflection where participants share learning outcomes, personal transformations, and future action commitments. In order to inform future changes, evaluation activities offer methodical input on the program's impact, content, facilitation, and design. Crucially, closing activities facilitate communication between participants following the event. Create online platforms for communication, plan reunions, collaborate on follow-up projects, or put participants in touch with groups and communities back home. In order to promote participation and monitor long-term advantages, program organizers maintain contact with participants for a few months following summer school.

Key Principles and Expected Results

By connecting theme content to community engagement and personal growth for both local and migrant participants, the program fosters diversity, experiential learning, intercultural dialogue, sustainability, participation, and reflection. Through collaborative learning and community engagement, this program will enhance thematic knowledge and competencies, intercultural competence and communication skills, the social inclusion of migrants and refugees, sustainable networks among diverse participants, tangible outputs with potential community impact, and replicable integration programming models that can be adapted to different contexts.

2.6. Shorter National SS Activity Plan

The Shorter National Summer School Activity Plan provides a structured framework for the organization and implementation of compact, high-impact educational and integrative events conducted at the national level. These activities aim to strengthen social inclusion, environmental awareness, and intercultural dialogue within higher education communities and beyond.

Unlike local summer schools, which primarily target neighborhood or municipal engagement, and international schools, which focus on transnational exchange, national summer schools connect multiple localities within one country, bringing together participants from diverse regions, ethnic backgrounds, and educational institutions.

They serve as an essential bridge between grassroots inclusion initiatives and international academic cooperation, ensuring that integration values and sustainable development principles are embedded in national educational ecosystems.

The shorter format (1-3 days or a maximum of 15 hours of structured activities) ensures flexibility and accessibility. This allows a broad spectrum of participants (students, university staff, educators, migrants, refugees, and representatives of local NGOs) to engage meaningfully without long-term logistical constraints.

Each shorter national summer school should combine:

- Educational excellence (knowledge-building, environmental literacy, and academic orientation);
- Social inclusion and empowerment (fostering participation of vulnerable or underrepresented groups);
- Practical engagement (hands-on workshops, problem-solving sessions, and civic-oriented tasks).

The activities outlined below align with the IntegratEU project's central objectives:

- To enhance the competencies of academia in organizing inclusive, environmentally responsible, and innovative educational activities;
- To promote understanding and respect for shared European values;
- To support the integration and inclusion of migrants and refugees in higher education through participatory learning models.

3. Activity plans for IntegratEU summer schools

3.1. Longer local Activity plan

1. Educational Methods

The Longer Local Summer School (LLSS) uses a blended learning model that combines formal, non-formal, and informal education. It brings together classroom instruction, outdoor hands-on learning, and interactive workshops to promote inclusion, environmental awareness, and intercultural dialogue.

Key teaching methods include:

- Problem-based learning (PBL): Students work together to examine real environmental and integration issues in their local communities.

- Experiential outdoor learning: Activities involve direct contact with nature, like urban greening, river or park clean-ups, and observing biodiversity. These help build ecological awareness and teamwork.

- Role play and simulation: Participants look at intercultural communication and integration challenges through dramatization and scenario-based activities.

- Peer-to-peer learning and mentoring: Migrant and local students work together and share experiences, which fosters empathy, language practice, and civic engagement.

- Digital support: The IntegratEU e-learning platform and interactive library help extend classroom lessons into digital reflection spaces, such as blogs, virtual exhibitions, and quizzes.

The educational process encourages active citizenship, environmental responsibility, and inclusive participation, allowing students and migrants/refugees to learn together.

2. Group Profiling

The LLSS involves mixed groups of 20 to 25 participants made up of:

- Local and international university students

- Migrants and refugees interested in environmental education

- Local community representatives, including NGOs, youth workers, and eco-activists

Participants are chosen to achieve gender balance, cultural diversity, and varied educational backgrounds. The school promotes the inclusion of vulnerable groups, particularly recent refugees from Ukraine, focusing on language support and cultural mediation.

Group profiling looks at:

- Language skills, including English and some basics of the local language

- Interest in sustainability and community integration

- Previous experience with teamwork, volunteering, or activism

The aim is to create a safe and inclusive learning space where participants can confidently share their stories, take part in discussions, and work together on solving problems.

3. Team Framing

Each LLSS is run by a team with different expertise, including:

- Lead trainers and facilitators (university professors, environmental experts)

- Integration mentors (psychologists, social workers, intercultural mediators)

- Outdoor activity leaders (environmental NGOs, sports educators)

- Student assistants (for language and digital support)

The team works together on co-facilitation and horizontal learning principles. Teachers serve as facilitators instead of lecturers. Weekly coordination meetings foster teamwork among academic, social, and outdoor aspects. The team holds reflection sessions and debriefing circles to check on group dynamics, inclusion, and participants' well-being. The focus is on collaboration across disciplines, empathy, and flexible management, following the guidelines in the IntegratEU Manual on Integration.

4. Framing of Training Content

Training content comes from the IntegratEU Handbook and focuses on connecting environmental education with social integration. The LLSS thematic modules include:

- EU Environmental Policy and Sustainability

  - Understanding EU environmental rules and the Green Deal.

  - Discussing the link between sustainability, inclusion, and social justice.

- Green and Blue Economies

  - Exploring how local communities can shift to circular and inclusive economies.

  - Group projects to design eco-social micro-initiatives.

- Ecological Behavior and Everyday Sustainability

  - Encouraging responsible consumption, recycling, and protecting biodiversity.

- An "eco-footprint" personal reflection activity.
- Integration through Environmental Education
  - Discussions about prejudice, stereotypes, and intercultural learning.
  - Shared storytelling workshops called "My Journey to a Greener Life."
- Community and Outdoor Engagement
  - Field trips to local eco-sites like parks, recycling centers, and riverbanks.
  - Planning small projects in partnership with municipalities or NGOs.

Learning outcomes:

- Understanding EU sustainability frameworks;
- Strengthened intercultural skills;
- Practical skills for organizing inclusive community actions.

5. Selection of Case Studies

Case Study 1: "Community Gardening for Social Inclusion" (Croatia)

An urban garden co-managed by migrants and local residents serves as a model for ecological education and community bonding.

Case Study 2: "Eco-volunteering and Language Exchange in Vilnius" (Lithuania)

Integration through volunteering. Migrants and students take part in biodiversity mapping while practicing intercultural communication.

6. List of Examples

Example 1:

Reuse and Upcycling Workshop, transforming waste materials into community art pieces that promote a circular economy.

Example 2:

"Adopt a Tree" campaign, where participants map and tag local trees. They document these trees through the IntegratEU digital platform to raise awareness of urban biodiversity.

7. Role Play Scenarios

Scenario 1: "At the Green Roundtable"

Participants take part in a local government debate on starting a recycling program in a multicultural neighborhood. Roles include city official, migrant resident, NGO leader, local business owner, and environmental activist.

Objective: find barriers to participation and suggest inclusive solutions.

Scenario 2: "Cross-cultural Conflict in the Community Garden"

This simulation showcases a misunderstanding between local and migrant participants over land use and cultural practices.

Debriefing: look into communication styles, empathy, and conflict resolution.

8. Proposals for Digital Content

- Interactive Map of Local Eco-Initiatives: Linked to the IntegratEU Library. Users can explore community actions across partner countries.

- Micro-learning Videos: Short clips (2 to 3 minutes) on environmental behavior, inclusion strategies, and EU sustainability principles.

- Digital Storytelling Gallery: Participants upload reflections and visual outputs from outdoor activities. These are accessible on the IntegratEU platform.

9. Models for the Organization of OWSS

Model 1. Thematic Immersion Model (Croatia, Lithuania, Italy):

5 to 7 days of classroom lectures in the mornings and outdoor field projects in the afternoons, such as eco-mapping and river clean-up. Evening cultural reflection sessions encourage intercultural understanding.

Model 2. Community Partnership Model (Poland, Bulgaria, Ukraine):

A two-week program co-organized with local NGOs and municipalities. Participants design and carry out micro-projects for community sustainability and integration, like intercultural eco-fairs.

3.2. Shorter local Activity plan

1. Educational methods that are going to be applied

The Shorter local activity plan assumes the application of rather short and up to the point activities that can promptly direct participants towards the summer school's main goals. The organizers can apply a plethora of educational methods, whereas here a recommended combination of educational methods is provided.

2. Group profiling

Shorter local activities are suitable for small communities integration and encouragement of activities that integrate people from relative vicinity. Hence, organizers should clearly define the structure of the local environment in terms of inhabitants (homogeneous or heterogeneous group, level of social, racial, ethnic or religious coherence, age of the targeted group (one cohort or across the age groups), etc. and select accordingly the planned educational activities.

3. Team framing

With regard for the group content the team should consist of either diverse representation of participants except if addressing a rather homogeneous environment. Each participant should be treated equally and the role assignment should not ignore or isolate any participant. The organizers should be very careful not to assign primary and secondary roles. Should part of the training be the identification of participants with leadership skills, this process should occur naturally within the group activities. The demand for shared presentations or selection of spokesperson(s) usually does not trigger inter-group competition.

4. Framing of training content

Within the project related topics, the organizers can rely on a wide plethora of training activities related to environmental protection, sustainability and ecological behavior. The organizers should not lose out of sight the goal of integrating and including migrants and/or refugees. Hence, the activities should involve representatives from the vulnerable groups, which should be invited to participate.

5. Examples of Shorter Local SS Activity Plan

Example I (Recycling picnic)

Aim: Integrating community around the need for a segregated collection of trash

Goal: to convince the local community about the added value of segregated collection of trash.

Justification: questioning of the reasoning behind the segregated collection of trash remains a challenge. The increased human mobility, presence of people with different experience about cultural and social norms related to trash collection and existing negation of the environmental utility of trash segregation remain a problem

Actions: Organize an on air event in a convenient localization. Announce the organization of a zero trash task, aiming to mobilize participants, creatively to organize a joint picnic, with the least possible collection of trash.

The goal of each participant is to collect every single piece of trash related to the organization and participate in the event all the way from the preparatory step to the end of the picnic. The

least amount of trash among the participants (can be weighted or sized) can anticipate providing any symbolic awards.

During the picnic invite experts (local garbage collection enterprise, local council representative, etc.) on trash segregation to use the collected trash to explain where and when the trash can be utilized based on the collected trash. A brief lecture can contain information about the trash processing and the implications of wrong trash segregation.

Time: 2-3 hours

Example II (Reflecting Recycling)

Aim: raise awareness on garbage segregation and encourage participants to a shared understanding of the importance of responsible trash collection.

Goal: bring together representatives of local communities of different background and origin to discuss the question of garbage segregation.

Justification: often considered as a private matter, the disposal of non-segregated trash exposes the community to sanctions and higher trash related costs. Raising the awareness of a shared approach towards this approach can be both mutually and individually beneficial.

Actions: commence with an ice-breaking session.

The group of participants can be divided into subgroups with the task of discussing and providing justification for their initial positions on the logic behind trash segregation. (the more opinions the merrier). (time of the activity - max.30 min.)

Presentation of positions (time of the activity - max.30 min.)

Brief presentation by the organizer/local council member/trash collection enterprise on the costs of segregation and non-segregation. (max.30 min.)

Discussion of pros and cons of trash segregation. (30 min.)

Preparation of final document/declaration of trash segregation. (60 min.)

The document should be publicly available.

Total time: 3-4 hours

3.3. Longer International SS Activity Plan

1. Educational methods that are going to be applied

The educational methodology applied for this type of Summer School focuses on the use of practices based on participatory and collaborative learning, where theoretical and practical approaches intersect. The program includes outdoor learning activities, the use of new

technologies applied to environmental and digital matters and cooperation between the various participants to better internalise ecological principles and intercultural issues. Professors will use the dialogic approach to better link traditional lectures with dynamic and interactive sessions, consequently guaranteeing critical reflection on ecological and social integration problems. The teaching strategies integrate outdoor work, workshops and debates on relevant topics, to transform the classroom into a place where ecological problems can be addressed practically and within real-life contexts. Technology plays a supporting role in these activities, as it allows participants to track all the concepts that they have learned during the training days. The integration of physical and online activities encourages teamwork and the continuous exchange of opinions, transforming theoretical ecological concepts into concrete actions. Structuring activities in these summer schools let the participants to experience ecological sustainability as a lived practice, rather than as an academic subject.

2. Group profiling

Participants in the Long International Summer School (LISS) are a diverse and multicultural group composed of domestic and migrant students. This diversity is intended to spread intercultural themes and create dynamic and cooperative environments where different ethnic and cultural perspectives enable participants to broaden their knowledge. Lecturers evaluate each participant's ecological, digital and linguistic knowledge, while assessing their sensitivity to cultural diversity, in order to adequately assign specific roles within project activities. This preliminary assessment allows balanced teams to be developed. Therefore, participants are encouraged to learn from each other, respecting the thoughts and opinions of others, to solve together problems related to the environment. Consequently, dialogue, cooperation and civic responsibility become the basis for ensuring ecological and social progress. Additionally, the summer school focuses on learning through diversity, highlighting the importance of guaranteeing equality, empathy and inquiry for sustainable development.

3. Team framing

The organizational structure of the LISS groups follows democratic and cooperative principles. Groups are formed by taking into account cultural diversity and interdisciplinary skills. Within each group, members, supervised by lecturers, participate in group work and, after a period of mutual acquaintance, elect a team leader. Each university professor acts as a facilitator, taking into account the importance of developing intercultural skills and maintaining communication based on mutual respect. The groups are responsible for developing environmental microprojects aiming at transforming the theoretical concepts learned in class into practical activities appliable to real-life contexts. These experiential activities enable participants to develop teamwork skills respectful of others' opinions and point of views. Digital tools serve to keep communication among participants perpetually active, strengthening the link between the

theoretical approach and practical activities. In this case, teamwork plays the role of a democratic participation laboratory, where participants learn to address ecological problems together, becoming active and responsible agents.

4. Framing of training content

The training content of the LISS is made of theoretical lessons, from which students learn important background concepts useful for tackling experiential activities, including session of critical reflection. Thus, the first phase of LISS allows participants to learn the main ecological theories and to explore European and global environmental policies, as the teacher encourages them to discuss these topics to foster intercultural communication. The following phase stimulate participants to use this theoretical knowledge during practical and dynamical workshops, laboratories and outdoor activities. Participants are encouraging to use digital tools to keep track of their experiences with the objective of promoting subsequent critical thinking on the activities undertaken. The final step consists in developing microprojects, such as the development of green mobility initiatives or school projects on ecological awareness, that would make it possible to propose viable solutions to the ecological problems discussed in the previous steps. The structure of the activities allows the LISS to be transformed into a dynamic and cooperative laboratory where theory intersects with practice, encouraging intercultural dialogue and sensitivity to ecological issues.

5. Examples of Longer International SS Activity Plan

Example I – Intercultural Sustainability Dialogue and Case Study Seminar (Days 1–2)

Aim: To introduce participants to the main ecological and intercultural concepts underpinning environmental sustainability and to establish a shared theoretical and communicative foundation among culturally diverse groups.

Goal: To develop participants' awareness of the global and European environmental framework, fostering intercultural understanding through collaborative case analysis and structured discussion.

Justification: The structure of the first two days theoretical lessons, let participants acquiring useful concepts to be applied in experiential activities. The mixture of traditional lectures, seminars and interactive discussions provide participants with an increased awareness of the social, political and ethical dimensions of the environment, while ensuring the creation of intercultural dialogue.

Actions: Lecturers will conduct two days of integrated seminars, dealing with ecological policy issues and developing intercultural dialogue. Participants will learn to identify environmental

challenges and to propose appropriate interventions. This introductory step will be supported by the use of digital tools, aiming at enabling participants to witness their experiences in class.

Time: Two days (approximately ten hours) of theoretical and interactive sessions including lectures, group discussions, and digital documentation.

Example II – Collaborative environmental workshop and outdoor learning (days 3–5)

Aim: To apply the theoretical concepts learned in the first two days to develop activities on environmental sustainability, ensuring the integration of ecological and intercultural dimensions.

Goal: To involve participants in outdoor activities such as gardening or urban projects, promoting teamwork and encouraging each participant to express their opinion on how to solve environmental problems.

Justification: Outdoor activities allow theoretical concepts to be transformed into practical experiences, as participants will be actively involved in groupworks to improve sensitivity to ecological issues. The intercultural teams' composition creates an interactive context where cultural differences become an added value for increasing participants' competencies and skills.

Actions: Participants take part in intercultural teams where they develop ecological activities, such as the creation of community gardens, campaigns for the correct disposal of waste, or biodiversity protection initiatives. Each group will keep track of its experiences on an online platform, sharing photos, videos or opinions. Furthermore, evening meetings will be organised to think about the theoretical-practical concepts learned during the training days. Lecturers will monitor the activities carried out by the participants.

Time: Three days (about fifteen hours) distributed between outdoor morning sessions and afternoon workshops, integrated by evening debates.

Example III – Policy simulation and problem-solving laboratory (Day 6)

Aim: To involve participants in stimulating and interactive discussions on ecological policies and to strengthen communication, helping them to take decisions in multicultural contexts.

Goal: Each team will plan political initiatives aiming at finding solutions to contemporary environmental problems, taking also into consideration the role of ecological justice and social integration.

Justification: Developing project initiatives on ecological policy, will increase participants ability to recognize the presence of relevant ecological problems. Additionally, the exchange of opinions and ideas on the matter, will foster intercultural interactions.

Actions: Each group will be engaged in discussions led by a specialized lecturer, addressing topics such as green mobility, waste management, and biodiversity. A digital platform will be used to record participants deliberations and feedbacks, as well as the facilitator impression on the management of the activity.

Time: A full day (approximately five to six hours) of structured simulation and reflective debriefing.

Example IV – Circles of intercultural dialogue and cultural immersion (days 7–8)

Aim: To encourage the creation of intercultural relationships and to highlight the importance of understanding others' opinions.

Goal: To promote mutual respect and shared responsibility on ecological issues, while enhancing cultural heritage.

Justification: After practical and outdoor activities, participants will collectively discuss the results of the tasks carried out and will think about the importance of being respectful of intercultural differences. These activities will improve the understanding of the influence of cultural identity on ecological and sustainable behaviours.

Actions: Evening dialogue sessions will be organised to think on the ecological and environmental topics studied during the week. Visits to museums, historical sites and cultural centres will further help participants appreciate the local area. These "intercultural evenings" will allow participants to discuss their home countries environmental issues, identifying common trends among them and their host country as well as fostering reflection on intercultural bonds.

Time: Two days (about eight hours in total), including cultural excursions, discussion sessions.

Example V – Final presentation and digital display of microprojects (day 9-10)

Aim: To synthesise and present the results of the entire summer school, showcasing the collaborative projects and considerations of the participants on the experience.

Goal: To disseminate competencies and skills acquired, strengthening the sense of collective ownership of the results and the environmental awareness of the participants.

Justification: To conclude the summer school by presenting microprojects that would permit participants to propose sustainable interventions in their host and home contexts, highlighting the relevance of cultural diversity, for targeting the ecological challenges. A final digital exhibition will allow them to share their thoughts on the activities carried out, promoting the dissemination of ecological sustainable practices.

Actions: Each group will present its ecological microproject to an academic and community audience. A collective digital exhibition will be created using visual and narrative materials developed by the participants. The session will end with a round table where each group will reflect on the themes and issues highlighted in microprojects and on the opinions shared in the digital exhibition.

Time: Two days (about five hours a day) including preparation, presentation, exhibition and final reflections.

3.4. Shorter International SS Activity Plan

1. Educational methods that are going to be applied.

Lecture-Based Learning

Lecture-based learning is an effective way to present complex information. Teachers are encouraged to organize and present material using PowerPoint, grouping content into clear sections. Students should not only listen but also take notes and prepare questions during the lecture.

It is recommended to combine lectures with interactive workshops. After delivering a lecture, the teacher should conduct a workshop using techniques such as brainstorming, case studies, and problem-solving tasks. This approach helps engage students and promotes collaborative learning.

For home learning, differentiated instruction is recommended. Assigning tailored homework based on students' individual needs can help them better understand the material. Differentiated instruction can also be combined with group learning techniques. Grouping students allows them to build collaboration skills and learn from each other.

Game-based learning is another effective method for all groups. Quizzes and similar activities can make learning more engaging and enjoyable.

To enhance practical skills, expeditionary learning can be very helpful. Field trips to relevant locations allow students to understand complex topics in a practical context. During these trips, brainstorming sessions can encourage students to share ideas on how to improve their learning experience.

Guest talks from local experts or individuals with real-world experience can provide valuable insights and inspiration.

While group projects offer exciting learning opportunities, it is equally important to foster independent learning so that students can develop the ability to work on their own.

2. Group profiling

Group Profiling Guidelines

Special criteria are recommended for profiling student groups, including English language skills and educational background. This profiling helps ensure balanced group dynamics, informs facilitation techniques, and supports the design of content relevant to learners' real-life experiences.

A pre-survey should be conducted to identify appropriate group placements.

Free English Language Testing Platforms:

- *Test your English* | Cambridge English

- https://www.efset.org/

- https://learnenglish.britishcouncil.org/english-levels/online-english-level-test

General Education Questions:

- What is the highest level of education you have completed?

    o   Primary school

    o   Secondary school

    o   High school / College

    o   University

- Are you currently studying? If yes, where and what subject?

- In which country or countries did you attend school or university?

- What was the main language of instruction at your school/university?

Based on the information collected, students should be organized into groups of no more than ten people. Each group should include a mix of students with diverse skills. It is important that each group includes at least one student who speaks English fluently to help ensure smooth group leadership and communication.

3. Team framing

The summer school should be organized with clearly defined roles:

- Main School Leader and Lead Coordinators: Responsible for overseeing logistics, communication, and coordination. The number of coordinators should depend on the number of students - typically one coordinator per twenty students.

- Teachers: Responsible for delivering educational content.

- Support Staff: Includes volunteers or staff members who assist with administration, interpretation, and participant support.

4. Framing of training content

The content of summer school should be divided into two broad categories:

- The section on higher education will present an overview of the organisational structure of the higher education system in chosen countries.

- The section on environmental behaviour will present environmental protection, sustainability and ecological behavior in chosen countries.

The section on higher education will have special subcategories:

- Legal aspects of legal stay/study in the host country (refugee status, temporary residence, student visa).

- Overview of the Higher Education system (a brief overview of universities, colleges, polytechnics, and vocational schools; types of degrees, certifications, and durations of the programs).

- Eligibility and Access (admission requirements :academic qualifications, language proficiency, and entrance exams; recognition of foreign qualifications; language requirements; bridge programs: description of preparatory courses or programs available to help migrants and refugees meet admission criteria).

- Application Process (How to Apply: Step-by-step guide (scheme illustrating the process should be drawn); Relevant deadlines and timelines; Required documentation).

- Financial Aid and Scholarships (Tuition and fees; Financial aid options; Scholarships for migrants and refugees).

- Support services (Academic support (information on tutoring, mentoring, and other academic resources); Counselling and mental health services; Legal and Immigration Support: Information on services that can assist with legal and immigration matters, including visa requirements; Language and integration programs; Student organizations that provide support for migrant and refugee students).

- Resources and contacts.

The section on environment behavior will have special subcategories:

- Sustainable living and Consumption (waste reduction and recycling practices in partner countries (with a particular focus on waste management practices in each partner-county); energy and water conservation; understanding and mitigating climate change;

sustainable food practices (Including, for example, eating locally and seasonally, and minimizing food waste).

● Responsible Travel and Transportation (overview of public transportation and low-emission travel options; reducing carbon footprint).

● Environmental Protection and Biodiversity (respect for natural habitats (including a description of how local wildlife should be treated with a respect, how to avoid littering, and how to participate in conservation efforts, etc.); description of the environmental regulations.

● Community Involvement and Education (participation in environmental education; Volunteering and environmental activism; development and maintenance of a sustainable mindset and habits).

The information given should be provided for each country, highlighting similarities and differences.

5. Selection of Case Studies

Case Study 1: Environmental Action Day – Clean-Up & Waste Sorting Workshop

Location: Local park.

Goal: Promote environmental responsibility and introduce local waste management systems.

Activities:

● Guided nature walk led by environmental experts.

● Group clean-up task with sorting waste into appropriate categories (paper, plastic, glass, organic).

● Workshop with local municipal representative on recycling systems in the host country

Educational Outcome: Participants learn hands-on about local environmental standards, sustainability practices, and team collaboration.

Case Study 2: Campus Integration Visit – "Pathways to Education"

Location: Host university campus

Goal: Demystify higher education in the host country and build confidence in navigating it.

Activities:

● Guided campus tour by student ambassadors.

● Info sessions on admissions, scholarships, and student services.

- Panel discussion with international/refugee students sharing real experiences.

Educational Outcome: Participants gain familiarity with university systems, build networks, and visualize themselves in an academic setting.

6. List of Examples

Example 1: Integration Fair Simulation

Format: A *multi-station, role-based interactive fair* that simulates key aspects of integration into host-country life. Designed for both indoor or outdoor setups, it mimics real-life service points that refugees commonly need to engage with when settling into a new country.

Goal: To provide practical, experiential knowledge about how to navigate essential services such as education, healthcare, housing, and legal support in a safe, supportive, and hands-on learning environment.

Structure: Participants are divided into small groups (4–6 people). Each group is given a scenario (e.g., "You are a student seeking to enroll in university," or "You just arrived and need healthcare and housing support.") and a guide worksheet. They then rotate through 4–5 stations where they receive information, complete mock forms, and ask questions.

Stations Include:

- Education Corner
    - Information on accessing schools and universities.
    - Visual guides: how to apply, what documents are required.
    - Peer testimony from refugee students who successfully enrolled.
- Legal Aid Booth
    - Overview of asylum/residence procedures.
    - Explanation of refugee rights and responsibilities.
    - Sample forms for residence permits and legal aid access.
- Healthcare Station
    - How to register with a general practitioner.
    - What to do in medical emergencies.
    - Information on health insurance options.
- Local Life Kiosk
    - Public transport orientation (routes, tickets, apps).

o   How to find housing and rent legally.

o   Where to buy affordable groceries.

o   Introduction to free or subsidized language courses.

- Employment & CV Station *(Optional depending on time)*

    o   Mock CV writing activity.

    o   Job portal demos.

    o   Local labor office contacts.

Method:

- Each station is manned by trained facilitators or volunteers.

- Worksheets include tasks (e.g., "Find out what documents are required to apply for a residence permit") and space to take notes.

- Group debrief at the end to review key takeaways and clarify misunderstandings.

Results:

- Increased confidence in accessing public services.

- Improved understanding of bureaucratic systems in the host country.

- Opportunity to practice communication and ask questions in a low-pressure setting.

- Community-building through shared learning.

Example 2: Sustainable Living Game

Format: An *interactive, team-based competition* that can be delivered either outdoors (e.g., camp setting, schoolyard) or in a large classroom/hall. It uses real-life "household" scenarios to simulate decision-making related to sustainability and environmental responsibility.

Objective: To teach participants how their daily choices impact the environment - in a fun, non-judgmental, and collaborative format that promotes learning through play.

Activity Flow:

- Participants are divided into teams of 3–5 members.

- Each team is assigned a fictional household scenario (e.g., a single parent family, student roommates, a retired couple) with a weekly budget and lifestyle details.

- Teams move through challenge stations, each focused on a sustainability theme:

    o   Waste Management – Sorting trash, composting, reducing packaging

- o   Energy Use – Choosing between appliances, light bulbs, heating options

- o   Water Conservation – Identifying wasteful practices and fixing them

- o   Transport – Choosing eco-friendly routes or modes of transport

- o   Food Choices – Meal planning based on seasonal/local food options

● At each station, teams must make decisions that affect their *"eco-score."* Facilitators explain the environmental impact of each choice.

7. Role play scenarios

Scenario 1: University Admissions Office Visit

Context: A refugee visits the admissions office of a university in a host EU country to inquire about the process of applying for a higher education program. The student is unfamiliar with the local academic system, has foreign qualifications, and limited knowledge about available support services and language requirements.

Roles:

● Refugee (played by a participant)

● Admissions Officer (played by another participant or a facilitator)

Learning Objectives:

● To build the student's confidence in formal communication with institutional representatives.

● To improve their understanding of application procedures, eligibility requirements, and available support (language, financial, legal).

● To familiarize students with expected documentation and deadlines.

Setting and Materials:

● Simulated admissions desk with brochures, application forms, and posters (can be printed or real materials from local universities).

● Worksheets with sample questions for the student and guidelines for the officer.

● Optional props: university badges, nameplates, maps, leaflets.

Scenario Script Guide:

The student enters the admissions office and is greeted by the officer. The interaction follows this structure:

Opening the Conversation

Student: "Hello, I'm interested in applying for a bachelor's degree program. Could you help me understand what I need to do?"

Officer: "Of course! May I ask what country you completed your previous education in and which program you're interested in?"

Eligibility Inquiry

Student: "I finished secondary school in Ukraine. Are my qualifications recognized here?"

Officer: "Yes, in most cases. We will need your transcript and diploma, along with a certified translation. If needed, we can direct you to a credential recognition center."

Language Requirements

Student: "I speak Ukrainian and some English. Will I need a language certificate?"

Officer: "Yes, most programs require a B2 level in the language of instruction. We accept IELTS, TOEFL, or our university's own placement test."

Financial Aid and Scholarships

Student: "Is there any financial support available for refugees?"

Officer: "Yes. You may qualify for refugee scholarships or tuition waivers. I'll give you a list of relevant opportunities and contacts."

Documents and Timeline

Student: "When should I apply, and what documents are needed?"

Officer: "The deadline is usually in June. You'll need your diploma, language certificate, personal ID, proof of legal status, and a motivation letter."

Support Services

Officer (adds): "We also offer mentoring programs, language support, and legal aid for refugee students. You can visit the student support center for more help."

Closing the Interaction

Student: "Thank you very much. This really helps me understand what to do next."

Officer: "You're welcome. Good luck with your application!"

Debrief Questions (Group Discussion):

- How did the student feel during the interaction?

- What was most surprising or difficult?

- What vocabulary or phrases were useful?

- How can this scenario be applied in real life?

Adaptation Tips:

- Repeat the role play with reversed roles to reinforce both perspectives.

- Adapt it to different host country rules (Lithuania, Poland, etc.).

- Use real-life forms from partner institutions for authenticity

Scenario 2: Eco-Friendly Housemate Negotiation

Context: Participants simulate a conversation between two roommates from different cultural backgrounds living together in shared housing. One roommate (the refugee participant) is environmentally conscious and wants to implement sustainable living practices. The other is unaware or less concerned about environmental habits. The two must reach a friendly agreement on how to manage shared household responsibilities related to sustainability.

Roles:

- Refugee Participant as Eco-Conscious Roommate

- Peer Participant as Housemate Unfamiliar with Sustainability Concepts

Learning Objectives:

- To practice respectful negotiation and conflict resolution in a domestic context.

- To introduce sustainability principles in an informal, everyday environment.

- To enhance intercultural communication and compromise skills.

Setting and Materials:

- Simulated apartment setup (optional visuals: recycling bins, electricity bills, food packaging, etc.)

- Prompt cards with discussion topics (recycling, electricity use, food waste, etc.)

- Negotiation worksheet for note-taking and reflection

Scenario Script Guide:

Discussion Point 1: Recycling

Eco Roommate: "I've noticed we put everything in one trash bin. Would you be okay with separating paper, plastic, and glass? I can label the bins."

Housemate: "Okay, but I don't really know what goes where." *Eco Roommate:* "No problem - I'll make a chart and we can learn together."

Discussion Point 2: Energy Usage

Eco Roommate: "Also, do you think we could unplug appliances when not in use? It helps save energy."

Housemate: "Is that really necessary?"

Eco Roommate: "Yes - even when off, devices can use electricity. It's a small change with a big impact."

Discussion Point 3: Food Waste

Eco Roommate: "We sometimes throw away leftovers. Would you be open to meal planning together or sharing food to reduce waste?"

Housemate: "That sounds useful - maybe we can cook once or twice a week together."

Debrief Questions (Group Discussion):

- What strategies were effective in reaching agreement?

- How did each participant feel during the negotiation?

- What cultural differences might affect attitudes toward sustainability?

- How can these discussions be applied in real co-living situations?

Adaptation Tips:

- Add new elements like water conservation, using eco-cleaning products, or shopping habits.

- Change context to student dorms or refugee shelters to fit participants' realities.

- Repeat with reversed roles for empathy-building.

8. Proposals for Digital Content

In resource-constrained environments, digital content can play a vital role in expanding the reach, accessibility, and sustainability of educational programs. For summer schools targeting refugee participants, simple and low-cost digital tools – such as printable PDFs, shared folders, open-source platforms, and editable templates – can enhance learning, support self-paced study, and serve as practical references after the training ends. Effective use of digital content ensures continuity of learning, especially for participants who relocate, miss sessions, or wish to revisit information later.

Printable Digital Handbook with Hyperlinks (PDF Format)

Title: *"Your Guide to Studying and Living Sustainably in the EU"*

Description:

An easy-to-navigate PDF handbook covering key topics from the summer school, including:

- Applying to higher education in the host country

- Residence and legal status guidance

- Local waste sorting and sustainable living practices

- Public transport guides, budgeting tips, and language resources

Features:

- Fully clickable table of contents.

- Hyperlinks to official websites (universities, legal aid, transport services).

- Downloadable, shareable, and printable for offline use.

- Can be created in PowerPoint, Canva, or Word and saved as a PDF.

Google Slides-Based Interactive Learning Toolkit

Title: *"Interactive Learning Kit: Build Your Future"*

Description:

A slide-based presentation (10–20 slides) that includes interactive elements such as:

- Quizzes using clickable shapes

- Matching tasks (e.g., drag-and-drop in Google Slides "edit" mode)

- Decision-making scenarios with feedback paths (e.g., "What would you do if...")

- Checklists and decision trees

Topics Covered:

- How to choose a university program

- Sustainable habits in the home

- Rights and responsibilities of refugees

Features:

- Shared via Google Drive link

- Participants can make a copy and work through at their own pace

- Usable on smartphones, tablets, and computers

- No coding or design needed — simple drag-and-drop editing

Messaging apps based "Microlearning" Series

Title: *"Integration Tips: One Message at a Time"*

Description:

A pre-written series of daily or weekly micro-lessons (text + image or infographic) shared via messaging apps that most refugees already use, such as WhatsApp or Telegram.

Content Format:

- Short texts (max. 100 words) + visuals or infographics

- Topics include:

    - "5 Steps to Register for University"

    - "How to Separate Waste at Home"

    - "What Documents Do You Need to Apply for Legal Status?"

- Interactive questions for reflection or group discussion (e.g., "What's one sustainability tip you follow at home?")

Delivery Model:

- Messages can be shared in a group or sent individually by facilitators

- Option to schedule automatic posts via broadcast lists or bots

- Infographics can be created using Canva or free icons/templates

9. Models for the Organization of OWSS (City-Based, Low-Cost)
Overview:
In urban settings, On-Wheels Summer Schools can operate as mobile learning formats within city districts or between nearby cities. These models leverage existing public infrastructure, partner networks, and flexible scheduling to deliver training in short, localized sessions — reducing both transport and venue costs. The focus is on bringing education to the communities rather than requiring participants to travel long distances.

Model 1: Rotating City District Hubs
Target Context:
Medium to large cities with multiple districts or neighborhoods where refugee populations are concentrated.
Format:
A team of educators rotates through different urban neighborhoods, delivering half-day learning sessions in borrowed public spaces (e.g., municipal libraries, community centers, cultural houses).
Implementation Steps:
1. Map districts within a city.

2. Secure 3–5 free or low-cost local venues (municipality-owned spaces, libraries, NGOs).

3. Prepare a modular training plan with short, repeatable sessions.

4. Use public transport or one shared vehicle to carry basic materials (laptop, handouts, projector).

5. Promote events via city communities' networks, local NGOs, and municipal channels.

Example Schedule:
- Monday (District A): Higher education access & application workshop.

- Wednesday (District B): Environmental habits and city services.

- Friday (District C): Legal rights and community resources.

Model 2: Multi-Venue OWSS Series
Target Context:
Cities with multiple existing partners (e.g., universities, NGOs, student unions, integration centers) willing to host short-format workshops.
Format:
Instead of one fixed venue, the summer school is hosted in multiple venues across a single city, with each location offering a specific topic or theme. Participants can attend one or several sessions, depending on interest and availability.
Implementation Steps:
- Coordinate with 2–4 local partner institutions to each host one day or half-day.

- Assign a specific theme per location, e.g.:

  - University hosts education access session

  - Environmental NGO hosts sustainable living session

  - Legal center hosts rights and residence session

- Sessions include workshops, role play, Q&A, and printed take-home toolkits.

- Participants register online or on-site (walk-ins welcome).

3.5. Longer National SS Activity Plan

1. Educational Methods to Be Applied

The educational methodology for the Long National Summer School (LNSS) is grounded in participatory and collaborative learning, where theoretical and practical approaches continuously intersect and where national participants, migrants, and refugees learn as peers. The overall learning logic is that social integration is not achieved through "information transfer," but through structured contact, shared tasks, and co-creation, supported by reflection and dialogue. This is why the program combines an initial community formation phase with dialogic

learning sessions, field-based experiential engagement, and a final stage of collaborative production and public dissemination.

In practice, the program relies on dialogic teaching that links short expert inputs and visual presentations with facilitated discussions, ensuring that participants do not remain passive recipients but become contributors of knowledge from their own cultural and lived contexts. To reduce inequality caused by language proficiency and educational background, teaching is intentionally multi-format: visual aids, concrete examples, structured Q&A, small-group discussion, and documentary-supported reflection are used to ensure accessibility.

A second pillar is experiential and community-based learning, including outdoor seminars, site visits, and field exercises that expose participants to local realities and invite them to work on "real problems" requiring compromise, multiple viewpoints, and intercultural cooperation. This is paired with a "learning-through-doing" approach in which mixed teams design concrete integration-oriented interventions (programs, campaigns, toolkits, or initiatives) that connect theory to practice.

Finally, the program integrates creative and multimedia methods (photo essays, short films, performances, artistic installations, or interactive exhibitions). These approaches allow participants to communicate meaning and learning beyond language constraints and to present integration as a lived civic practice rather than an abstract theme.

2. Group Profiling

Participants in the LNSS form a deliberately diverse cohort of approximately 15-25 people, designed to reflect a contemporary multicultural society. The group composition includes local youth workers, educators, civic activists, NGO staff, university students, and foreign migrants and refugees, so that the learning environment is not only multicultural but also multi-perspectival in terms of roles, power positions, and social experience. To ensure meaningful cooperation, organizers carry out a light profiling process before and during the first day. This profiling does not "rank" people, but supports fair participation and balanced teams by identifying (1) language preferences and support needs, (2) experience with civic engagement and community work, (3) comfort with public speaking and teamwork, and (4) thematic familiarity. This mirrors the international - plan logic of understanding participants' competences and sensitivities so that teams can be designed intentionally and learning can flow across differences rather than becoming fragmented.

Importantly, profiling also includes a safeguarding-oriented element: participants can set boundaries on personal story sharing and indicate preferred ways of contributing (speaking, writing, visual expression, facilitation, documentation). This ensures that migrants and refugees are not pressured into over-disclosure and that national participants do not unintentionally dominate discussion due to language advantage.

3. Team Framing

The organizational structure of the LNSS follows democratic and cooperative principles, with teams formed intentionally to ensure cultural diversity and interdisciplinary skills. Teams are not formed randomly: organizers aim to prevent "two parallel groups" by mixing nationality/language backgrounds and roles (locals and newcomers; practitioners and students; experienced and first-time participants).

After an initial period of acquaintance and trust - building, teams adopt a light internal structure so cooperation remains fair. In line with the international example, each group can elect a team leader or coordinator (or rotate facilitation), while lecturers/trainers act primarily as facilitators who protect respectful communication, maintain inclusion, and provide frameworks for project work. The teams are responsible for developing integration - oriented microprojects that transform theoretical concepts into actions applicable to real-life contexts – precisely the "bridge between theory and practice" that the national plan emphasizes across its phases.

To make teamwork a genuine "laboratory" of inclusion (and not a hidden hierarchy), each team uses simple inclusion mechanisms: rotating roles (facilitator, timekeeper, inclusion - checker, documenter, presenter), structured decision - making, and short daily check - ins. Digital tools can support ongoing collaboration and documentation across the week, especially when language support, translation, or asynchronous contribution is needed.

4. Framing of Training Content

The training content is framed as a progressive pathway in which participants move from community building, to conceptual learning, to applied engagement, to collaborative creation, and finally to reflection and public dissemination. This sequencing is central to the national plan: the extended duration (4-10 days) allows the group to progress beyond surface contact into genuine cross-cultural cooperation and shared outcomes.

The first day (or day and a half) is dedicated to creating an inclusive learning community. Participants engage in structured self - presentations, rotating pair conversations, non-verbal communication challenges, and cooperative creative work. This is not "just icebreaking": it is framed as the foundation for integration learning, because it explicitly addresses language barriers, cultural misconceptions, and social hierarchies before deeper content begins.

Following this, the program enters the theoretical foundation phase, delivered as half-day indoor sessions across the first 3-4 days after community formation. These sessions include short expert lectures, visual presentations of different cultural viewpoints, facilitated group discussions, and documentary screenings. The conceptual goal is to give participants shared language and frameworks for understanding integration into welcoming societies – while keeping the learning

dialogic so that migrants/refugees and nationals contribute equally through comparison, lived experience, and cultural knowledge.

The next stage is the applied learning phase, typically 4-6 days of outdoor seminars, field exercises, site visits, and community-based initiatives. Here, participants use theoretical knowledge in practice through joint fieldwork and real-world engagement in welcoming-society contexts. Activities are framed as genuine problems that require debate, compromise, and multiple perspectives to resolve, and – when relevant – can involve visiting multiple regions to highlight how local realities and priorities differ.

Building on field insights, participants then enter the collaborative creation phase (1-2 intensive days). Mixed teams design a concrete integration-oriented intervention: a program model, awareness campaign, community toolkit, school/youth-club inclusion package, or other helpful initiative connected to the theme. Teams are supported by facilitators, but the process is intentionally open to novel solutions that emerge from diverse cultural perspectives and practical insights. A mandatory creative/multimedia element ensures that outcomes are communicable and inclusive beyond academic language.

Finally, the summer school includes a critical dialogue phase (half-day or full-day) and a synthesis and dissemination phase (final day). Through role-play simulations and deliberative workshops, participants practice empathy, perspective-taking, and civic problem-solving, recognizing that reaching shared recommendations is often harder than dividing tasks. The program culminates in a public community presentation – formal presentations, interactive exhibitions, performances, and moderated discussion – followed by evaluation and continuity actions (online platforms, reunions, follow-up projects, and organizer check-ins) to sustain integration outcomes beyond the event.

5. List of Examples

Example I – Inclusive Community Formation and Intercultural Trust – Building Seminar (Days 1-1.5)

Aim: To establish trust, psychological safety, and intercultural communication among national participants, migrants, and refugees, creating the relational basis for collaborative learning and integration-oriented teamwork.

Goal: To prevent group clustering, reduce social distance, and create a shared set of norms and agreements that enable respectful dialogue and equitable participation throughout the summer school.

Justification: The first day (or day and a half) is dedicated to community formation because strong interpersonal foundations are required to address language obstacles, cultural misconceptions, and informal hierarchies before deeper content and mixed-team project work can succeed.

Actions: Facilitators will conduct structured self - presentations, rotating pair conversations, cooperative creative tasks, and non - verbal communication exercises. Participants will co - create group agreements (inclusion, confidentiality boundaries, anti - discrimination, right to pass). Optional structured story - sharing will be offered through multiple formats (spoken, written, visual), ensuring participation without forced disclosure.

Time: One to one and a half days (approximately six to ten hours) of interactive community - building sessions, integrated with short reflection circles.

Example II – Dialogic Theoretical Block on Welcoming Societies and Integration Pathways (Days 2-3, half-day indoor sessions)

Aim: To introduce participants to the key concepts and frameworks underpinning integration into welcoming societies, and to develop a shared theoretical and communicative foundation across culturally diverse backgrounds.

Goal: To strengthen participants' capacity to compare perspectives across cultural, national, and societal contexts, and to link academic knowledge with lived experience in a manner that positions all participants as knowledge holders.

Justification: Half-day indoor sessions delivered during the first three to four days after community formation enable participants to acquire transferable concepts through short expert lectures, visual presentations, facilitated discussions, and documentary - supported reflection, while maintaining accessibility across linguistic and educational backgrounds.

Actions: Lecturers will deliver short expert inputs supported by visual aids and concrete examples. Participants will then engage in facilitated small - group discussions structured to ensure equal voice. A documentary screening will be used to support critical reflection, followed by guided debriefing in mixed teams. A shared "concept wall" (key terms, examples, questions) will be created to support multilingual learning and continuous reference during fieldwork and project creation.

Time: Two half-days (approximately eight to ten hours) of theoretical and interactive sessions including expert input, structured discussion, documentary reflection, and documentation.

Example III – Applied Learning Phase: Experiential Engagement through Field Exercises and Site Visits (Days 3-5)

Aim: To transform theoretical learning into practical understanding through joint fieldwork and community-based engagement in Bulgarian contexts relevant to integration and social inclusion.
 Goal: To enable participants to identify barriers and enabling factors for welcoming practices, and to co-develop realistic proposals grounded in institutional and community realities.

Justification: Four to six days of outdoor seminars and field exercises allow participants to apply knowledge through site visits, practical skill workshops, and community-based initiatives. Activities are intentionally framed as "real problems" requiring debate, compromise, and multiple viewpoints, thereby strengthening intercultural cooperation and civic competence.

Actions: Mixed teams will visit relevant institutions and community actors (e.g., municipal services, NGOs, community centres, youth spaces). Participants will conduct structured observation and mapping tasks (welcome points/stress points; service pathways; communication barriers), followed by daily reflection meetings to connect field findings to theoretical concepts. Teams will document outputs through photos, notes, and short reflections on a shared digital platform to support later synthesis and dissemination.

Time: Two to three days (approximately twelve to eighteen hours) distributed across field visits, outdoor learning sessions, and structured debriefing.

Example IV – Critical Dialogue and Deliberative Policy Simulation (Day 6)

Aim: To strengthen empathy, intercultural communication, and civic decision-making by analysing integration-related challenges from multiple stakeholder perspectives in a structured and moderated setting.

Goal: To enable teams to practice negotiating shared recommendations in multicultural contexts, increasing accountability and agency while respecting diverse viewpoints and lived experiences. Justification: Role-play simulations and deliberative workshops foster mutual comprehension of difficult subjects and highlight that reaching consensus is often more challenging than task division. This phase consolidates learning by requiring participants to articulate competing perspectives and identify workable compromises.

Actions: Facilitators will assign stakeholder roles (e.g., municipality, school leadership, NGO, local residents, youth, newcomers) and guide a structured simulation on a realistic integration dilemma. Teams will draft recommendations, present them in plenary, and participate in a reflective debrief focused on inclusion dynamics, decision-making processes, and communication strategies. Outputs and reflections will be captured through shared documentation tools.

Time: One full day (approximately five to six hours) of structured simulation, moderated discussion, and reflective debriefing.

Example V – Collaborative Creation Sprint, Public Showcase, and Continuity Building (Final 1-2 days)

Aim: To synthesize learning into tangible outputs that demonstrate integration as a shared civic practice, and to disseminate results to stakeholders through public presentation and networking. Goal: To produce mixed - team microprojects (programs, toolkits, campaigns, or initiatives) that can be implemented or piloted in local contexts, while strengthening sustainable networks between national participants and migrants/refugees.

Justification: The national plan culminates in one to two days of intensive mixed - team problem-solving and a final dissemination day. Public presentation recognises participant contributions, strengthens collective ownership of results, and connects participants to potential partners, employers, and community actors.

Actions: Teams will develop an integration-oriented microproject using structured project frameworks while ensuring inclusive decision-making and fair division of labour. Each team will create a required multimedia or creative component (e.g., photo essay, short film, artistic installation, performance) to communicate outcomes beyond language constraints. A community event will be organised where teams present projects through formal presentations and interactive exhibitions, followed by moderated discussion and an informal reception for networking. The summer school will close with evaluation activities, reflection circles, and continuity actions (online platform, follow-up meetings, and organiser check - ins).

Time: One to two days (approximately five hours per day), including preparation, public presentation, exhibition, networking, evaluation, and final reflection.

3.6. Shorter National SS Activity Plan

1. Educational Methods to Be Applied

Shorter national summer school activities should rely on dynamic, participatory, and flexible teaching methods, enabling meaningful learning within a limited timeframe. The aim is not only to transfer knowledge but also to stimulate critical thinking, empathy, and collaboration among participants representing diverse backgrounds.

The following educational methods are recommended for national-level implementation:

Blended Learning Approach

Combining in-person workshops with online preparatory or follow-up modules extends the reach and sustainability of the summer school.

- Pre-summer school online phase: Participants receive orientation materials, brief e-learning modules on sustainable practices, and self-assessment quizzes.

- On-site phase: Facilitators conduct interactive lectures, team-based projects, and outdoor activities.

- Post-summer school phase: Participants complete reflective assignments or digital storytelling tasks to consolidate learning outcomes.

Participatory Learning

Active involvement is the core of IntegratEU methodology.

Participants become co-creators of knowledge, not passive listeners.

Methods include:

- Brainstorming sessions on social and ecological challenges;

- Small group problem-solving exercises;

- Peer teaching, where participants share personal or regional experiences;

- Community mapping - identifying integration or sustainability challenges in different regions of the country.

Project-Based Learning (PBL)

Participants form interdisciplinary teams to design practical micro-projects related to integration and environmental sustainability (e.g., "Eco-Integration in University Campuses" or "Zero Waste Dormitories").
The PBL method promotes creativity, teamwork, and ownership, while also strengthening communication skills and intercultural competence.

Simulation and Role-Play

Simulations replicate real-life institutional or community scenarios that migrants or vulnerable groups may face, such as applying for higher education, interacting with local administrations, or addressing environmental issues collectively.

These exercises enhance empathy and provide a safe environment for practicing communication, negotiation, and decision-making.

Reflective Learning

Encouraging participants to *reflect on their experiences* is vital for personal growth and awareness. Each activity should conclude with a brief reflection round, journal writing, or peer feedback.
Facilitators can use guiding questions such as:

"What did you learn about collaboration today?"

"How does this issue affect your community?"

"What could be done differently next time?"

Experiential Learning

Outdoor and experiential tasks (like ecological field visits, collaborative clean-up actions, or biodiversity mapping) strengthen participants' environmental literacy and teamwork. This approach emphasizes learning through action and can be tailored to various settings (urban, rural, university campus, etc.).

Intercultural Dialogue Techniques

These methods focus on fostering understanding between majority and minority participants. Activities such as "Cultural Cafés," story-sharing circles, or photo-dialogues help participants express identity narratives, challenge stereotypes, and discover shared values.

Tip for Facilitators:

Combine two or more methods in each session to maintain engagement. For instance, start with an icebreaker (participatory learning), proceed to a group challenge (PBL), and conclude with a reflection (reflective learning).

2. Group Profiling

The effectiveness of a shorter national summer school depends largely on well-balanced group composition.
Organizers should aim to include participants representing:

- Higher education students and staff (from multiple universities or faculties);

- Migrants and refugees engaged in or aspiring to join higher education;

- Local and regional NGOs working in environmental protection and integration;

- Community representatives (teachers, social workers, youth leaders).

Diversity and Inclusion

To ensure inclusivity:

- Balance participants by region, age, gender, and socioeconomic background.

- Include a meaningful share (at least 25%) of participants from vulnerable or migrant backgrounds.

- Avoid forming homogeneous groups; encourage interregional and intercultural interaction.

Language and Accessibility

- Use plain, inclusive English (or bilingual facilitation if necessary).

- Provide interpretation or visual support tools (infographics, diagrams).

- Ensure accessibility for participants with disabilities (venues, materials, transport).

Pre-Event Profiling Tools

Organizers should conduct a short online pre-survey to assess:

- Participants' prior knowledge of sustainability and integration topics;

- Motivation for participation;

- Preferred learning styles;

- Special needs (dietary, logistical, linguistic).

This data allows facilitators to tailor activities to group dynamics and create synergy among diverse participants.

3. Team Framing

A successful national summer school requires a clearly defined organizational and instructional structure. While the duration is shorter, the coordination complexity increases due to the geographical and institutional diversity of participants.

Core Roles

Academic Coordinator: Oversees the educational design, ensures compliance with IntegratEU methodology, and supervises content delivery.

Operational Coordinator: Manages logistics, communication, transportation, and accommodation.

Facilitators and Trainers: Conduct workshops and moderate discussions; ideally from diverse academic and cultural backgrounds.

Support and Mentorship Team: Includes volunteers, interpreters, or peer mentors (e.g., former summer school participants).

Guest Experts: Invited speakers from public administration, NGOs, or environmental organizations provide real-world perspectives.

Team Principles

- Equality and shared responsibility among team members.

- Transparent communication (regular coordination meetings before and during the summer school).

- Flexibility to adapt roles depending on the size and nature of the group.

- Ethical standards: respect, inclusiveness, and confidentiality in dealing with participants' personal experiences.

Coordination Model Example

For national summer schools hosted in universities:

1 Lead Institution (responsible for the main coordination);

2-3 Partner Universities (co-hosts, providing regional hubs);

1 NGO Partner (supporting outreach and inclusion);

1 External Expert Team (ensuring evaluation and sustainability follow-up).

(In Ukraine, such a model could involve a Kyiv-based coordination center, regional hubs (e.g., Lviv, Odesa, Kharkiv), and local NGOs assisting in recruiting refugee students and facilitating transport).

4. Framing of Training Content

The educational content of a shorter national summer school should reflect the dual IntegratEU pillars - environmental sustainability and social inclusion of migrants and refugees within higher education.

Because national summer schools bring together participants from various universities, regions, and social backgrounds, the content must be designed to:

- Encourage cross-regional learning and exchange;

- Strengthen participants' understanding of the European environmental agenda;

- Support the integration of vulnerable groups into national academic and social systems.

A modular structure ensures flexibility and balance between theoretical grounding and practical application.

Suggested Structure of Training Modules

Module 1: Understanding Integration in the National Context

- Overview of social inclusion challenges in the host country (education, employment, community life).

- Key EU frameworks and values: equality, diversity, inclusion, and human rights.

- The role of universities as inclusive spaces.

- Case study discussion: national practices supporting refugee access to higher education.

Module 2: Environmental Awareness and Sustainable Lifestyles

- Introduction to sustainability: waste management, energy efficiency, biodiversity protection.

- National environmental strategies and their social dimensions.

- The relationship between ecology and integration - shared responsibility for common spaces.

- Group task: mapping local environmental challenges (urban vs. rural perspectives).

Module 3: Communication and Intercultural Dialogue

- Understanding intercultural barriers and opportunities in education and community life.

- Practical exercises in empathetic communication, active listening, and negotiation.

- Role-play: "Dialogue Between Communities" - participants simulate a debate between local and migrant community representatives on environmental topics.

Module 4: Building Shared Projects for Change

- Introduction to project-based learning: defining problems, goals, and expected outcomes.

- National-level collaboration: how local initiatives can scale up regionally.

- Team challenge: develop a micro-project for inclusion and sustainability (e.g., "Green Universities Alliance").

- Presentation and peer evaluation.

Module 5: Reflection and Future Impact

- Guided reflection session ("What did we learn? How can we act locally?").

- Presentation of participant action plans - how they will continue the initiative in their local context.

- Evaluation and awarding of certificates.

Learning Outcomes

- Upon completion of the shorter national summer school, participants should be able to:

- Demonstrate an understanding of integration principles and EU values;

- Recognize the environmental and social responsibilities of citizens and institutions;

- Apply teamwork and communication skills in diverse settings;

- Develop and present a feasible micro-initiative promoting inclusion or sustainability;

- Reflect critically on how integration and ecological behavior can reinforce one another.

Pedagogical Balance

To maintain engagement in a shorter national setting:

- Limit lectures to no more than 20–25% of total time.

- Dedicate 50% of time to workshops, field activities, or simulations.

- Use the remaining 25% for reflection, evaluation, and informal networking.

5. Selection of Case Studies

Case Study 1: "Eco-Bridge Across Regions"

Context:
A two-day national summer school hosted in a central university brings together students and local representatives from four different regions of a country (urban and rural areas). Each group represents a specific environmental or social challenge in their locality.

Objectives:

- To build cross-regional understanding of ecological and integration issues;
- To design joint awareness campaigns that connect sustainability with inclusion.

Activities:

- Participants share short presentations on environmental challenges in their home regions (pollution, waste management, deforestation, etc.).
- A facilitator moderates a "regional roundtable" where participants compare challenges and discuss shared causes.
- Teams create a joint national campaign under the slogan "One Country - One Environment," combining social media awareness and practical actions (clean-up drives, tree-planting, local eco-workshops).

Outcome:
Participants develop transferable project management skills, build interregional networks, and gain experience in collective environmental planning.

Educational Value:

This model illustrates how national-level cooperation reinforces inclusion, shared identity, and a sense of belonging.

Case Study 2: "Academic Access Pathways"

Context:
A one-day summer school organized by a consortium of universities and NGOs focuses on supporting refugee and migrant students' access to higher education within the national system.

Objectives:

- To demystify the academic admission and scholarship processes;
- To connect refugee students with mentors and academic advisors;
- To raise awareness among university staff about inclusive practices.

Activities:

- Information sessions led by ministry and university representatives on recognition of foreign diplomas, visa regulations, and financial aid.

- A panel with refugee students sharing their experiences.

- Mentorship speed-matching: each refugee student paired with a local student mentor.

- Group workshop: designing a "Student Support Roadmap" - identifying key steps from arrival to university enrollment.

Outcome:

The school establishes a national mentoring network, supported by participating universities. Refugee participants gain concrete guidance, while academic staff improve intercultural communication skills.

Educational Value:

This case emphasizes practical empowerment and the development of sustainable academic inclusion mechanisms.

6. List of Examples

Example 1: "Sustainability Quest"

Aim:

To strengthen collaboration among participants from different regions while promoting awareness of sustainable lifestyles.

Duration:

2.5-3 hours.

Structure:

- Teams receive a "Sustainability Map" with checkpoints around the campus or nearby community (e.g., recycling station, green area, cafeteria, library).

- At each checkpoint, they complete short tasks - measuring waste output, identifying energy-saving practices, or interviewing staff about eco-policies.

- Each completed task earns eco-points; the winning team proposes an improvement idea to the host institution.

Outcome:

Enhanced cooperation, critical observation of institutional sustainability practices, and a sense of achievement.

Can be organized indoors or outdoors and easily adapted for universities or city centers.

Example 2: "Integration Mosaic Workshop"

Aim:
To illustrate the diversity and interconnectedness of national communities through creative collaboration.

Duration:
2 hours.

Actions:

- Each participant receives a blank tile or card to decorate with personal or cultural symbols.

- While working, participants share short stories about their background or aspirations.

- The completed tiles are assembled into a large "Integration Mosaic" displayed publicly on campus or community center walls.

- Facilitators lead a short reflection on diversity and shared identity.

Outcome:
Symbolic and visual representation of unity in diversity; effective icebreaker and community-building activity.

Educational   Value:
The mosaic becomes a physical legacy of the summer school and a public symbol of integration.

7. Role-Play Scenarios

Role-playing exercises are crucial for integrating theoretical learning with practical communication and empathy-building skills. They simulate real-life social and institutional contexts related to integration, sustainability, and higher education access.

Each role-play should conclude with a debrief discussion, where participants share observations, emotions, and lessons learned.

Scenario 1: "Green Neighborhood Negotiation"

Context:
Participants simulate a community meeting between local residents and newly arrived migrant families regarding the transformation of a neglected public space into a shared eco-garden.

Duration:
90 minutes (60 minutes role-play + 30 minutes debrief).

Roles:

- Local Community Representative (2–3 participants)

- Migrant Family Representatives (2–3 participants)

- Municipality Environmental Officer (1 participant)

- NGO Mediator (1 participant)

- Student Observer/Reporter (1 participant, optional)

Objective:
To practice inclusive dialogue, conflict resolution, and joint problem-solving while addressing environmental and social concerns.

Script Outline:

Opening Meeting (10 min): The facilitator explains the background - an abandoned lot in a city suburb is proposed to become a public eco-garden. Local residents fear overuse and mess; migrant families want a shared community space.

Discussion Round (30 min): Each group presents its concerns and proposals.

Negotiation Round (20 min): Groups attempt to reach a shared agreement about the rules and responsibilities of maintaining the garden.

Presentation of Outcome (10 min): One representative summarizes the consensus or unresolved conflicts.

Debriefing (30 min): Reflect on communication styles, mutual understanding, and environmental responsibilities.

Learning Outcomes:

- Improved intercultural negotiation skills;

- Awareness of diverse perspectives in public space management;

- Recognition of shared goals in sustainability and inclusion.

Scenario 2: "University Integration Office Simulation"

Context:
Participants re-enact a scenario where a newly arrived refugee student visits a university's integration office to inquire about academic opportunities and housing.

Duration:
75 minutes (45 minutes role-play + 30 minutes debrief).

Roles:

- Refugee Student (1 participant)

- Integration Office Officer (1 participant)

- Language Support Tutor (1 participant)

- Peer Mentor (1 participant)

- Academic Advisor (1 participant)

Script Outline:

Arrival and Introduction (5 min): The student explains their background, language level, and education.

Information Exchange (20 min): The officers explain available programs, document requirements, and support services.

Problem-Solving (15 min): The student encounters an issue (missing transcript, no housing confirmation). Participants collaborate to find realistic solutions.

Summary (5 min): The student recaps the steps to be taken and receives a contact sheet for further help.

Debriefing (30 min):

- How did each participant feel during the interaction?

- Were the explanations clear and empathetic?

- What barriers were encountered, and how were they overcome?

Learning Outcomes:

- Better understanding of institutional integration processes;

- Development of communication, empathy, and problem-solving skills;

- Increased confidence for both administrative and migrant participants.

8. Proposals for Digital Content

Shorter national summer schools should integrate digital and hybrid tools to extend impact, support accessibility, and provide continuity beyond the physical event.

Below are three suggested digital initiatives aligned with IntegratEU goals.

Digital Proposal 1: "IntegratEU E-Learning MicroModules"

Description:
An open-access online course hosted on Moodle or the IntegratEU digital platform. Each micro-module (30-40 min) combines short videos, infographics, and reflection quizzes.

Proposed Modules:

- *Understanding Integration and Diversity in Higher Education*

- *Sustainable Living for Students*

- *How to Start a Community Project in Your City*

Purpose:
To prepare participants before the summer school and allow post-event certification.

Added Value:

Ensures continuity, inclusiveness for those unable to travel, and standardization of IntegratEU methodology across countries.

Digital Proposal 2: "Digital Storytelling Archive"

Description:
A multimedia platform where participants upload short digital stories (2-3 minutes) reflecting on their experiences of integration, environmental engagement, or teamwork during the summer school.

Implementation:

- Stories recorded on smartphones using free tools (e.g., Canva, Kapwing, or Adobe Express).

- Optional guidance workshop: "How to Tell Your Story Through Video."

- The best videos published on the IntegratEU online library.

Purpose:
To promote self-expression, intercultural awareness, and emotional reflection.

Added Value:

Creates a living archive of experiences, offering future participants inspiration and authentic voices.

Digital Proposal 3: "IntegratEU Map of Initiatives"

Description:
An interactive digital map visualizing all national and regional initiatives developed during summer schools. Each point on the map includes a short project description, photos, and contact details of the student or organization.

Features:

- Search by theme (integration, sustainability, education).

- Filter by country and year.

- Embedded links to participant social media or local NGO websites.

Purpose:
To strengthen long-term networking among participants and foster a sense of European interconnectedness.

Added   Value:
Public visibility, data-driven monitoring of impact, and transparency for donors and stakeholders.

9. Models for the Organization of On-Wheels National Summer Schools

Shorter national summer schools can adopt on-wheels or itinerant formats - mobile learning experiences that bring education directly to diverse communities across a country. This method ensures broader participation, reaching rural areas and marginalized groups often excluded from centralized university events.

Model 1: "University Caravan for Integration and Sustainability"

Concept:
A mobile summer school traveling between universities and community centers over several days, hosting workshops and cultural exchanges in each city.

Duration:
4-5 days, divided into regional stops (e.g., three cities).

Structure:

> Day 1: Launch event (introductory lecture + icebreaking workshop).

> Day 2–4: Rotating sessions across partner cities (environmental workshops, intercultural games, local project visits).

> Day 5: Final reflection and public exhibition (digital storytelling, art, and video presentations).

Participants:
Students, professors, NGO activists, migrant representatives, and local officials.

Key Features:

- Mobile exhibition space ("Eco and Integration Tent");
- Sustainable transport (train, minibus, or shared bus);
- Social media coverage at each stop.

Benefits:
Expands national outreach, enhances collaboration between universities, and strengthens community visibility.

Model 2: "National Thematic Roadshow"

Concept:
A thematic on-wheels school focusing on a specific issue (e.g., "Women in Sustainability," "Youth for Integration," or "Green Campuses").

Participants co-create solutions presented at each regional hub.

Duration:
3-4 days, 2-3 hubs (each session 3-5 hours).

Structure:

Opening Web Session: Online introduction and task division.

Regional Workshops: On-site visits and case study presentations.

Final Plenary (Hybrid): Summary of results, proposals for future collaboration.

Example (Ukraine context):

Kyiv-Poltava-Lviv route focusing on "Youth in Sustainable Urban Development".

Participants design an inter-city initiative to reduce waste on campuses.

Benefits:

- Promotes regional cooperation and policy innovation;

- Ensures inclusivity across different territories;

- Encourages mobility and experiential learning.

10. Recommendations and Evaluation Guidelines

Evaluation and reflection are essential to measure the impact and sustainability of shorter national summer schools.

A structured monitoring process ensures alignment with IntegratEU standards and contributes to future improvements.

Evaluation Tools

- Pre- and Post-Event Surveys: Assess participants' knowledge, motivation, and attitudes before and after the SS.

- Observation Checklists: Used by facilitators to note engagement levels, participation quality, and teamwork.

- Focus Group Reflection: Conducted at the end of the event to collect qualitative insights.

- Digital Feedback Forms: Allow anonymous input on logistics, methodology, and perceived value.

Suggested Evaluation Criteria

Criterion	Description	Example of Indicator
Relevance	Alignment of activities with IntegratEU goals	Percent of sessions addressing both integration and sustainability
Participation	Inclusiveness and engagement of diverse groups	Gender, regional, and minority balance
Learning Impact	Knowledge or skills acquired	Self-reported learning increase (pre/post surveys)
Practical Outcomes	Feasibility of developed micro-projects	Number of follow-up activities initiated
Sustainability	Continuity after the summer school	Number of ongoing partnerships or initiatives

Follow-Up Strategies

- Encourage participants to join an IntegratEU Alumni Network.
- Provide mentorship or micro-grants for implementing SS project ideas.
- Organize short online reunions 3-6 months after the event to review progress.
- Share success stories through IntegratEU's online channels to sustain motivation.

Key Lessons for Organizers

- Flexibility is vital: adjust programs according to participant diversity and local context.
- Foster partnerships between universities, municipalities, and NGOs.
- Document all materials for replicability and dissemination.
- Ensure visible recognition (certificates, social media coverage, press releases) to motivate engagement.
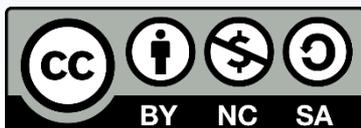
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