

METHODOLOGICAL FRAMEWORK





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

METHODOLOGICAL FRAMEWORK

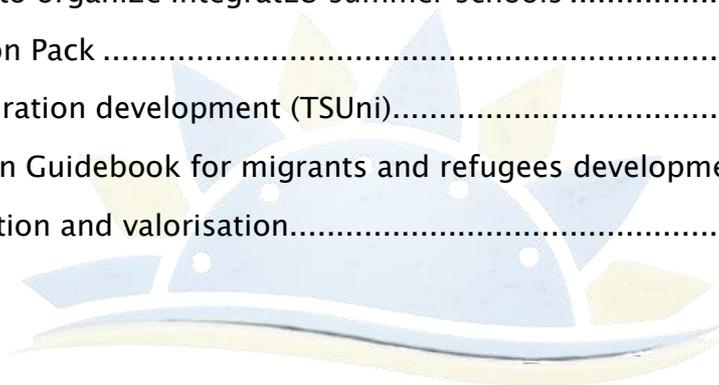


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1. Introduction:

The aim of this project is to encompass several important and yet separate in their nature topics. While drafting the project proposal we identified the need for their connection in the pursuit of several goals of utmost importance in the current political, economic and social setting in Europe. The project concentrates on the following social and political matters: integration and inclusion of migrants and refugees with particular accent on the higher education; environmental protection, sustainability and ecological behaviour and enhancement of higher education lecturers on these matters. Hence, the project aims to introduce students with three simultaneous goals: migrants and refugees to the higher education (pathways to increasing competences and inclusion); to teach about the role and importance of environmental protection, sustainability and ecological behaviour in the EU with particular accent on the project involved consortium members and ultimately, to increase professors competences in that respect.

In order to achieve these goals the partners agreed to set up this Conceptual Framework as a basis for shared understanding of the tasks, shared definition of the problems and a clear guideline for further activities within the project. The Conceptual Framework covers each of the project products. The partners agreed that there is a need each of the project products to be defined and briefly described in order to fine tune their content and to assure that the project outcomes will reach, logically upgrade and expand the project goals.

The Framework will be developed in accordance with the following structure:

1. Introduction.

2. Needs analysis

3. Plan of work.

3.1. Definition and general approach.

3.2. Didactical approach.

3.3. Implementation.

3.4. Project outcomes.

3.4.1. Training Pack

- Handbook
- Collection of outdoor activities (how to do it)
- Manual on how to organize IntegratEU summer schools

3.4.2. Integration Pack

- Manual on Integration development
- Higher education Guidebook for migrants and refugees development

4. Testing, evaluation and valorisation.

2. Needs analysis

The multivectoral nature of the project required an additional inquiry on the projects' assumptions. Furthermore, the project partners considered the need for a critical brainstorming around the project's concept among peers from the member states countries. The needs analysis is based on the answers collected from all the project partners based on the mutually developed questionnaire.

The questionnaire covered all dimensions of the project and required careful and thoughtful assessment by the respondents. For this reason, the questionnaire provided a synthesized version of projects' main assumptions in search for a wide variety of opinions. The questionnaire is available at the project's google drive together with all the provided answers.

In order to obtain background knowledge on the respondents profiles, they were requested to share their Summer Schools experience. This is considered as an essential benchmark that allows us to filter the responds through the practical/theoretical axis. Most of the respondents have summer school related experience. Some as organizers, others as participants, lecturers or other contributors.

The aim of the proposed questionnaires is to juxtapose the project's basic assumptions, as approved by the European Commission with the reflection of stakeholders and interested parties on the idea itself, to encourage reflections on the project idea and collect alternative opinions. They will serve as a reference point for the practical implementation of the project in its initial stage, as they will be synthesized and incorporated in the next steps of the project realization.

The project commences from a brief description of the project and its results. Overwhelmingly reviewers supported the project structure and idea. Still it was highlighted that some of the used definitions require further clarification, as they have the potential to produce ambiguity and confusion during the project implementation.

All interviewees consider the IntegratEU project to be well-structured, but it is still considered necessary: (1) to further develop and clarify the role of the IntegratEU educational e-learning platform; (2) connect the Handbook for the summer school, that is meant to educate university professors in the management of summer schools, and the Manual on Integration, namely a manual that instructs teachers on how to conduct lessons with migrants: these two areas are not completely separate. It is important to highlight the circularity between these two sections, as one section focuses on university professors as users, while the other also takes into account a privileged audience, as well as prospective migrant and refugee students. Additionally, there is a need to clarify the link between teaching experience-based methodologies/theoretical assumptions and the value-based assumptions that constitute the axiological framework and the contents of the educational activities.

The handbook, presented as a list of bullet points framed the content. One critical remark underlines that the theme of ecology, within the manual is strongly influenced by the economic aspect, neglecting, instead, the sociological aspect, that should be more prominent; another calls

for stronger focus on environmental sustainability in the handbook; furthermore, it was acknowledged that a key dimension missing from the index proposal is the definition of ecological behaviour.

The list of outdoor activities served as a point of reference and a brainstorming exercise as many of the respondents came with their ideas and arguments that are worth acknowledging. It was suggested that the outdoor activities be adjusted to different target groups – depending on their age, social background and level of education. Each activity should be described in details, with their content, goal to be achieved and its schedule. It would be advisable to include different scenarios for one activity, depending on the time available for the event.

As it concerns the learning methods most interviewers recognized the need for the application of blended learning methods, encompassing a collection of outdoor activities, all interviewees recommend combining the traditional and conventional type of education with non-formal and informal activities.

This is also the case in the discussion on the handbook on how to organise summer schools, where it highlights the need to promote these courses by including both formal and outdoors activities. Compared to the Handbook on Integration, interviewees support the importance of including concepts that revolve around migration, such as stereotyping, prejudice, and multiculturalism: a section on the recognition and reduction of prejudices and stereotypes is necessary to enable professors to relate to subjects from different cultures. Contact with migrants, and in general with different cultures, inevitably leads to the emergence of stereotypes and prejudices. Since these are partially ineliminable, it would be necessary to bring them to a level of recognition and awareness.

The same approach, of presenting its general idea and draft content, was used in order to explore respondents reflections on the Manual on how to organize IntegratEU summer school and the Manual on integration elaborating on the know-how and good practices related to the activation of summer school participants. The interviewers consider it relevant: (1) to organize lessons in both formal environments, namely in the classroom, and in informal environments, so as to make the lessons more interactive; (2) to carry out lessons by initially carrying out group work in order to promote socialization, and then to develop certain individual activities, stimulating reflection on the content of disciplines. The importance of further developing lessons that demonstrate the connection between theory and practice, as well as putting into practice the content learned during the lessons also deserves to be underlined. Another valid point worth taking into consideration concerns the need to understand the skills of teachers in order to identify the skills they should acquire in order to manage lessons within the summer school. This would require the careful selection of participants and active engagement during the summer school.

Furthermore, a successful school can include, in addition to theoretical classes and outdoor activities, field research, where participants can receive group practical tasks that will contribute to both the direct goals of the project and the social adaptation of refugees. Such field assignments may include drawing up a plan for greening a city neighborhood, or preserving the flora and fauna of a suburban forest area, or eco-design. Such tasks will provide an opportunity

to practice different roles that participants will be able to play in the future.

Activities can be aimed at acquiring skills through active learning, such as campaigns to collect plastic waste in environmentally friendly areas. Familiarization with green architecture, visits to incinerators, solar panel and wind farms, etc. would contribute to the assimilation of environmental values through personal exposure to best practices. Joint tours of parks/reserves would help to teach biodiversity and the need to preserve species.

Psychological aspects of working with refugees with a focus on using educational potential for psychological adaptation of the latter should be included in the manual. Conducting seminars/trainings with the implementation of group projects (e.g., material recycling; eco-design; development of biodiversity conservation plans); holding discussions with eco-activists and representatives of small and medium-sized businesses on greening in architecture and urbanism, green energy in individual households and small and medium-sized businesses, green technologies, etc. It is possible to organize a master class for participants in public and private catering establishments that are known for their environmental activity in doing business. Joint activities on cooking with local seasonal and sustainably produced products are possible. These activities will increase the interest of refugees and open up new opportunities for their own involvement in private business related to eco-activism.

Opinions were also explored on the idea of establishing a Guidebook for migrants and how to provide detailed information on enrolment in a university with sections on higher education and environmental behavior. The Guidebook for migrants and refugees will give detailed instructions on how to enrol in university courses. In this respect it is necessary to include in the guide a further section, which considers not only the importance of adopting sustainable behaviour but also the orientation to work on ecological issues. Considering that the guide is intended for migrant subjects, it is suggested to produce it in multiple languages.

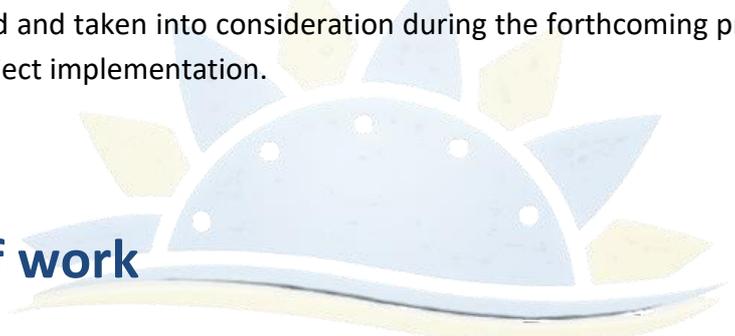
The conceptualization of the educational e-learning platform, interactive library and passive materials was also shared in search of confronting the project's assumptions and respondents experience, as well as creative thinking. A suggestion was made for an interactive communication between university professors and learners, not only through face-to-face information exchange, but also through the exchange of messages and e-mails. In addition, a platform should be designed that allows spaces where learners can interact freely and where different materials of support to university professors and migrants are stored: the platform should be simple and provide adequate forms of feedback to support learning and consultation. The platform must ensure interaction between the actors involved.

In relation to the IntegratEU interactive library, an interesting proposal for the structure of the library was made. It should be built with four aspects in mind: (a) European documentation materials, that is to say, ensuring there is a review of the European documentation, recommendations and anything else useful for those working in the ecology field; (b) to include a range of scientific materials on these topics; (c) to include, in a fair manner, scientific and educational material of both European and national type; (d) to build a search engine that is capable of responding to the needs of users. There is also a need to build the library by inserting

materials on ecology for thematic and conceptual cores. Furthermore, establishing a library that enables rapid access to the bibliography, distinguishing between theoretical and research contributions. Personal stories of successful environmental activities should be included in the library. Interactive online chats for library users would help to form networks of stakeholders and create new projects, as well as to integrate refugees in general. Multilingual support would be important. The creation of a thematic catalog would help meet individual interests, for example, it could be organized by sector - green energy, sustainable agriculture, biodiversity conservation, water resources, etc.

The questionnaire also aimed at obtaining indicative answers on the need and potential attractiveness of the produced educational results. Ultimately, sealing the full circle, the questionnaire allowed the respondents to provide also their overall, yet critical reflections on the project structure and results.

Overall, the needs analysis confirms the rightly framed conceptualization of the project. None of the reviewers questioned the reasoning and acknowledged the need to move forward with the project realization. Simultaneously, the needs analysis provided a wider perspective and brings new ideas that deserve the attention of the consortium members. These recommendations will be further discussed and taken into consideration during the forthcoming project meetings and throughout the project implementation.



3. Plan of work

As stated, the conceptual framework will outline the approaches and methods to develop all project outcomes. Based on the approved project application, as well as the needs and context analysis, the proposed project results and corresponding structure of the framework are as follows:

3.1 Definition and General Approach. This section will provide a comprehensive definition and general methodology for the project's development;

3.2. Didactical Approach. It will focus on the didactical strategies and educational methods to be utilized throughout the project;

3.3. Implementation. Here, the implementation process will be developed to implement the project's initiatives effectively;

3.4. Project Outcomes. The specific outcomes of the project will be delineated here, which include

3.4.1. Training Pack, which contains a) Handbook. The handbook will provide essential guidance and foundational knowledge for the project's participants; b) Collection of Outdoor Activities. This collection will offer practical instructions on conducting various outdoor activities,

c) Manual on How to Organize IntegratEU Summer Schools. This manual will serve as a comprehensive guide for organizing the summer schools under the IntegratEU initiative,

3.4.2. Integration Pack, made of a) Manual on Integration Development. This manual will provide detailed procedures for fostering integration and b) Higher Education Guidebook for Migrants and Refugees Development. This guidebook will support the integration of migrants and refugees into higher education. The final part of the Framework: 4. Testing, Evaluation, and Valorisation will clarify partners' efforts in testing, evaluating, and valorizing the project's results to ensure their effectiveness and sustainability.

3.1 Definition and general approach

In the 21st century, the world faces numerous challenges, both natural and social. These challenges include climate change, biodiversity loss, environmental degradation, migration and social issues such as economic inequality, social exclusion and political instability. Understanding and addressing these problems requires an integrated approach that combines scientific knowledge, interdisciplinary collaboration and social awareness. Engaging refugees and migrants in education is an important step in overcoming these challenges because it helps create more inclusive and sustainable societies.

The concept of environmental protection began to take shape in the mid-20th century as scientists and the public began to realize the magnitude of the negative impact of human activities on nature. Effective environmental protection strategies include reducing pollution, using green technologies, switching to renewable energy sources and conserving and restoring natural ecosystems. It also includes changing people's behavior, increasing environmental awareness and developing sustainable consumption and production. International cooperation and the integration of environmental issues into all policy areas also play an important role.

Environmental issues require not only a thorough understanding of the situation, but also active action to ensure sustainable development and preserve the environment for future generations. In this context, educational initiatives play an important role in forming environmental awareness and behavior. Climate change is one of the biggest challenges affecting all aspects of life, including agriculture, public health, energy resources and water supply.

The IntegratEU project aims to provide a training platform for capacity development in environmental protection and sustainable development. Through training, the project aims to raise environmental awareness, promote environmentally responsible behavior and ensure the social integration of migrants and refugees.

The IntegratEU project aims not only to increase awareness and training levels in environmental protection and sustainable development, but also to facilitate the social integration of migrants and refugees through education.

The main phases of the project are:

1. Development of educational materials and programs: this phase includes the development of interdisciplinary courses and training modules on topics such as environmental management, climate change, sustainable technologies, sustainable development and national environmental policies. Develop educational materials on higher education opportunities for representatives of vulnerable groups. Courses should be tailored to current challenges and development perspectives and to the specific needs of migrants and refugees;

2. Development of practical recommendations for the organization of summer schools: organize summer schools for refugees and migrants to give them an opportunity to immerse themselves in case studies and projects, discuss issues with experts and activists, and undertake practical activities to improve their environmental situation. The summer school is a platform for interactive learning, team building, intercultural exchange of experiences, social adaptation and integration into European society;

3. Integration support: the project includes a range of measures to support migrants and refugees in their adaptation to a new educational and social environment. These include language support, mentoring programs, psychological support, information on access to education and social services, etc. Particular attention is paid to creating a friendly and inclusive atmosphere to facilitate the integration of refugees and migrants into the host society;

4. Monitoring and evaluation: systematic analysis of the effectiveness of the project and its impact on participants. This includes collecting data on participant satisfaction, assessing changes in knowledge and skills, and analyzing the impact on the social integration of migrants and refugees. Monitoring results are used to adapt and improve programs and approaches.

In this context, environmental education is an important aspect of the integration of refugees and migrants into European society. Environmental education not only promotes understanding of basic environmental principles and issues, but also helps newcomers adapt to social norms and practices important for the sustainable development of the host country.

Environmental education is essential for the integration of refugees and migrants. It increases environmental awareness. Environmental education helps make people aware of the importance of environmental protection and the rational use of resources. This is especially true in European countries, where compliance with environmental standards is an important element of social life. Understanding and accepting these standards helps migrants and refugees adapt to their new environment and actively participate in public life.

Environmental education also improves quality of life. Knowledge of environmental practices such as waste separation, energy and water conservation and the use of environmentally friendly products and technologies can improve the quality of life of migrants and refugees. This not only contributes to health but also helps reduce energy bills, an important factor for economic integration.

At the same time, participation in environmental initiatives and projects, such as voluntary cleanups, green initiatives and conservation campaigns, promotes social interaction with the

local population. This enables migrants and refugees to forge social bonds, broaden their social circles and find common interests with local people.

Environmental education can also provide migrants and refugees with the knowledge and skills they need to work in the fields of sustainable development, ecology and green technology. This opens up new opportunities for employment and professional development, an important step toward economic independence.

Meanwhile, the participation of migrants and refugees in higher education is crucial for their integration into the host society. This is especially true for refugees and migrants from Ukraine, who had to flee their homes due to Russia's military aggression. Higher education plays a key role in the integration process by providing them with the knowledge, skills and opportunities they need to successfully adapt to their new environment.

Education is the basis for building a professional career: when migrants and refugees pursue higher education, they acquire qualifications that make them more competitive in the labor market. This in turn promotes economic independence and reduces pressure on social support systems.

Education promotes social integration. Studying at a higher education institution promotes interaction between migrants and refugees and local students, faculty and other members of the academic community. This creates opportunities for cultural exchange, broadens horizons and reduces social isolation. Interaction with local people helps refugees and migrants better understand the social norms, values and customs of their host country.

At the same time, the opportunity to continue or begin an education can have a positive impact on the psychological state of migrants and refugees, increase their self-esteem and provide hope for the future. Education opens up new horizons and provides opportunities for self-improvement, which is important for overcoming the effects of trauma caused by migration, especially for forced migrants from countries at war, including Ukraine.

Educated migrants and refugees can make important contributions to the development of their host countries, especially in the fields of science, technology, culture and economy. They can bring in new ideas, innovations and practices, contribute to the development of the country and enrich cultural life. The integration of migrants and refugees also helps address the aging population in many European countries by attracting young and active people.

The integration of refugees and migrants into European society can address a number of pressing issues and produce positive short- and long-term results:

- **It can contribute to greater cultural and social diversity.** Education enables migrants and refugees to integrate into new societies while maintaining their cultural identity. It enriches the cultural landscape of host countries by contributing to the formation of multicultural societies that respect different views and traditions.

- **Access to higher education for migrants and refugees is an important step in the fight against social inequality:** it provides equal opportunities for all people, regardless of background, and

promotes social justice;

- **It can ultimately create the conditions for refugees and migrants to return to their home countries.** Education can lay a foundation for migrants and refugees to return to their home countries once the local situation stabilizes. With the knowledge and skills, they acquire, they can become an engine of change and contribute to the recovery and development of their country.

Therefore, involving migrants and refugees, especially from Ukraine, in European higher education institutions is not only a humanitarian gesture, but also an investment in the future: it creates new opportunities for personal and professional development, contributes to social stability and economic growth, and enriches the cultural life of host societies.

The integration of refugees and migrants into European society is a complex and multifaceted process that requires focused efforts at many levels. One of the key elements of this process is the high level of professional training of university professors, who play a central role in the educational and social integration of newcomers. Professors must have not only a thorough knowledge of their academic disciplines, but also the right pedagogical skills to teach refugees and migrants effectively.

Requirements for the professional training of professors:

1. Intercultural competence: University professors must understand the cultural backgrounds and diversity of their students. This includes understanding the different educational and cultural contexts from which refugees and migrants come. Intercultural competence helps create an inclusive learning environment in which all students feel respected and included.

2. Knowledge of specific needs and challenges: Professors must be aware of the unique challenges refugees and migrants face, such as language barriers, trauma associated with displacement (war) and other psychosocial factors. This knowledge enables them to develop customized curricula and approaches that take these needs into account.

3. Knowledge of current teaching methods: Teachers should be familiar with innovative pedagogical approaches that promote active learning and student engagement. These may include interactive teaching methods, the use of technology, project-based learning and other techniques that help create a dynamic learning environment.

4. Organizing summer courses: Professors involved in summer courses must know how to organize such programs, including developing curriculum, recruiting faculty, organizing logistics and securing the necessary resources. Summer courses are an important tool for providing intensive and focused instruction, especially to students who need additional support.

Methodological aspects of teaching:

1. Inclusive pedagogical practices: Professors must be able to create an inclusive curriculum that takes into account the diverse backgrounds, cultural and linguistic characteristics of their students. This includes adapting teaching materials, using a variety of assessment methods and

supporting students who are experiencing difficulties.

2. Psychological support and empathy: Teachers should be trained to provide students with both psychological and academic support. They must understand the importance of students' emotional well-being and be able to create a supportive environment in which students can openly express their needs and concerns.

3. Ongoing professional development: Teachers' professional development is not a one-time process: they must continually update their knowledge and skills through seminars, participation in workshops, exchange of experiences with colleagues, self-study, etc. This allows them to stay abreast of the latest educational trends and adapt their approach to the changing needs of their students.

The high professional training of university professors is a prerequisite for the successful integration of refugees and migrants into European society. It guarantees the provision of quality education, facilitates social integration and creates conditions for the development of newcomers' professional potential. Professors therefore play a key role in ensuring equal opportunities for all students, regardless of their background and living conditions.

At the same time, outdoor activities in summer courses are crucial for the adaptation, psychological rehabilitation and integration of refugees and migrants. Outdoor activities provide opportunities for recreation, socialization and strengthening physical and mental health, which is especially important for those who have experienced stressful events and traumatic situations.

Participating in outdoor activities can help refugees and migrants adjust to new living conditions and create a friendly and accepting atmosphere where they can learn about local cultures and traditions. Sports, games and communal outings make it easier to make new friends and find support among peers.

Being physically active in the outdoors has a significant positive impact on mental health. For people who have experienced a traumatic event, these activities can help reduce stress, anxiety and depression. Group activities help build a sense of belonging and support, which is important in recovering from trauma.

Outdoor activities can help refugees and migrants integrate into new societies. There are opportunities to learn new languages, cultural norms and values. Joint activities can help newcomers feel part of the community by strengthening a sense of community and preventing social isolation.

Outdoor activities thus contribute to all aspects of refugee and migrant development - physical, emotional, social and cognitive. It help them stay healthy, increase their energy levels and promote general well-being. Summer schools with outdoor activities are an important tool to support and integrate refugees and migrants, making it easier for them to adapt to their new lives and grow in a healthy and supportive environment.

Outdoor activities in summer schools are therefore an important tool to support refugees and migrants in their adaptation, rehabilitation and integration into a new society. It contributes to the development of positive interpersonal relationships, improves physical and mental health

and helps to form positive attitudes towards their new environment.

Given the above, we can confidently say that the IntegratEU project is an important initiative that combines education, environmental awareness and social integration. In the context of the global environmental crisis and social challenges such as migration and refugees, such projects are crucial in shaping sustainable societies. They not only raise environmental awareness, but also help create an inclusive educational environment where everyone, regardless of background, can receive quality education and contribute to solving global problems.

Definition of key terms.

Environmental protection is a set of measures and policies to protect and conserve natural resources and ecosystems from the negative impacts of human activities. This includes waste management, protecting water, air, soil and biodiversity, and combating climate change. Environmental protection is becoming increasingly important as population growth and industrialization increase pressure on natural systems.

Sustainable development is a concept that integrates economic, social and environmental aspects and aims to create a society where everyone can live in dignity without harming the environment. Sustainable development includes not only economic growth, but also social justice and environmental sustainability. It requires a transition to an economy that consumes fewer resources and produces less waste, as well as a fairer distribution of resources and opportunities between generations and different social groups.

Environmental behaviors are a set of actions and habits aimed at reducing harmful effects on the environment. They include many aspects of daily life, such as energy efficiency, reducing water consumption, using environmentally friendly products, sorting and recycling waste and choosing green transportation. Environmental behavior is an important factor in building a sustainable society and requires both individual responsibility and a systematic approach by governments, businesses and NGOs.

Outdoor activities are those that take place outside, away from enclosed spaces. These activities can include a variety of physical, educational, cultural, social and recreational activities, such as sporting events, hikes, picnics, camping, sports, outings, festivals, concerts or educational programs. The main characteristic of these activities is that they take place outdoors. The main feature of these activities is that they take place outdoors, allowing participants to enjoy nature, benefit from physical activity and interact with others in a natural environment. These activities can be organized to improve participants' physical and mental health, promote social interaction and develop a range of skills.

European social integration of refugees and migrants is the process by which newcomers adapt to and integrate into the social, economic, cultural and political life of the host country. It means giving them equal opportunities for social participation, respecting their rights and obligations, and respecting cultural diversity.

Theoretical models of refugee and migrant integration describe different approaches and

mechanisms by which newcomers can become part of the host society. These include assimilation, multiculturalism, inclusion and interculturalism, and each model has its own characteristics in terms of maintaining cultural identity and the degree of participation in public life.

Acculturation of refugees and migrants is the process of adapting to new social, cultural, economic and legal conditions in the host country. This process includes learning the language, finding housing and employment, understanding local laws and traditions, and forming social bonds.

A **summer school** is a short-term educational program, usually in the summer, aimed at deepening your knowledge in a particular area or developing new skills. It can include lectures, seminars, workshops, group work and projects. Summer courses can be an important tool for professional development, networking and sharing experiences.

Refugees are people who have had to flee their home countries because of persecution, war, violence or other threats to their lives or freedom. They seek protection in another country where they have been granted asylum based on international conventions and national laws.

Migrants are people who move from one country to another in search of better living, working or studying conditions. The reasons for migration may be economic, social, political or environmental. Migration can be voluntary or forced, depending on the circumstances that force people to leave their home countries.

Socially vulnerable groups are people at particular risk of discrimination, social exclusion or economic insecurity. They may experience difficulties in accessing basic services and rights, such as health care, education, housing and legal aid. This category may include ethnic minorities, women, children, migrants and refugees.

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3.2 Didactical approach

The project aims to raise public awareness of the environment, promote environmentally responsible behaviour, and ensure the social integration of migrants and refugees. It includes a range of measures to support migrants and refugees in their adaptation to a new educational and social environment, including language support, mentoring programs, psychological assistance, and information on access to education and social services, focusing on creating a welcoming atmosphere to make it easier for refugees and migrants to integrate into the host society.

The role of creating an environment that allows the migrant to feel welcome and, at the same time, learn new notions and knowledge is the 'university professor'. In this regard, it is necessary for the university professor to acquire certain knowledge and skills: (1) to discover new pedagogical approaches that encourage active learning and student involvement; (2) to recognize the difficulties faced by refugees and migrants, such as language barriers, trauma related to the journey to the host country, and other psychosocial factors; (3) to gain intercultural

abilities to create an inclusive learning environment where all students feel respected and included (Antón-Solanas *et al.*, 2020).

In this case, the university professor should be trained to manage multicultural classes. Specifically, he/she will be able to: (1) to recognize and promote diversity; to learn to tackle stereotypes and personal prejudices directly, while developing cultural sensitivity and tolerance; (2) to explore different points of view through participation in simulation and storytelling exercises; (3) to learn new teaching methods and tools that can be applied to promote diversity and tolerance in the classroom; (4) to exchange good practices and discuss the issues of prejudice and stereotyping with other university professors. Upon acquiring these knowledge and skills, the university professor can demonstrate their ability to achieve the project's objective, which involves promoting environmentally responsible behaviour and ensuring the social integration of migrants and refugees (Kaweesi *et al.*, 2023).

The didactical approaches that the university professor could use to achieve this goal are **indoor learning, outdoor learning** and **online learning**:

1. **Indoor learning:** the indoor learning practices encourage students to develop new relationships based on effective communication. Although the activities are different, they all have a common denominator that passes through the ability to work in a team to find the solution to the problem and achieve the final goal. In addition to developing behavioural skills, this type of learning motivates individuals within a group to achieve the common goal. Each individual student finds himself confronted with situations that lead him to reflect and understand the perspective of the other, improve communication and collaboration, manage time and stressful situations, develop creativity, and above all, learn while having fun. The indoor learning on ecology with migrant students involves educational activities focused on ecological issues, conducted in an internal environment, designed to respond to the specific needs and contexts of migrant populations. This approach aims to provide accessible, relevant and engaging ecological education to migrants who may have different educational backgrounds and language skills. The materials used in class should reflect the diverse cultural backgrounds of migrant students. This can help make the lessons more engaging. As migrants may speak different languages, the teaching material should be multilingual or supported by translation services. The teaching should link ecological concepts to the local environment and regions of origin of migrants. This helps students understand the practical implications of ecological principles in their daily lives. The incorporation of practical activities and group discussions can improve to better understand the perspective and experience of the other (Norwood *et al.*, 2021).

Pedagogical practices in the **indoor lessons** encompass a wide range of teaching strategies and methods aimed at promoting effective learning. These practices are designed to engage students, facilitate understanding, and support the development of critical thinking and problem-solving skills.

Here are **some key pedagogical practices**:

Group Work: to encourage students to work in small groups to solve problems, discuss topics, or complete projects.

Interactive Activities: to use activities like debates, role-plays, and simulations to make learning more dynamic.

Engaging and educational indoor lessons on ecology can be achieved with migrant students by implementing interactive, hands-on, and culturally relevant practices. Here are some effective strategies:

Traditional Practices: to discuss ecological practices from different cultures, such as traditional farming methods, sustainable fishing, or herbal medicine.

Role-Playing and Simulations - Environmental Policy Debate: to simulate a town hall meeting where students role-play as different stakeholders debating an environmental policy.

Role-Playing and Simulations - Disaster Response Simulation: to create a scenario involving an environmental disaster, and have students plan a response and recovery strategy.

Ecology Board Games: to use or create board games that teach ecological concepts through play.

These indoor practices allow professor university to create a dynamic and inclusive learning environment that effectively teaches ecological concepts while catering to the diverse needs of migrants: (1) interactive and hands-on activities keep students engaged and motivated; (2) practical experiences help students understand complex ecological concepts; (3) indoor activities promote critical thinking, problem-solving, and collaboration.

2. **Outdoor learning**: the most important aspect of outdoor learning is, of course, the space in which lessons will be held. There are many places where you can take the students to discover the beauty of nature: parks, woods, mountain trails, streams, gardens and farms are certainly the best for developing sensory activities. Among these, smell and, in particular, touch can be developed in contact with nature so that students can touch the consistency of surrounding elements. The student's ability to see can be improved by viewing stunning scenery and landscapes. Through contact with the environment, it is also possible to give free rein to the imagination because natural landscapes are never equal to themselves and constantly change. In addition to natural spaces, outdoor learning also includes other places that are part of the history and culture of Italy such as palaces, museums, castles and ancient monuments. Through these visits, students can internalize historical knowledge in an interactive way. Outdoor lessons enable students to acquire new ecological knowledge, resulting in more engaging and effective learning. They offer many advantages for migrant students, including greater involvement, improvement in language skills and cultural inclusiveness, and an improvement in emotional well-being. Outdoor lessons offer migrants the chance to learn in a practical

and experiential way, providing them with both theoretical concepts and practical skills that they can apply in their workplace (Cenić *et al.*, 2023).

Outdoor learning practices for migrants are highly effective as they offer hands-on and immersive experiences that can help bridge cultural and linguistic gaps. Practical, interactive hands-on experiences involve students directly in the learning process through doing, experimenting, and creating. Hands-on learning is particularly beneficial for migrant students who can overcome language barriers and gain a tangible, immersive understanding of new concepts. The goal of these practices is to make everyone feel included, involved, and educated, promoting ecological literacy and a sense of belonging in their new environment. Migrant students can benefit from several outdoor learning practices that are tailored to their needs (Kiviranta *et al.*, 2023). Additionally, there are multiple hands-on experiences that can be applied in an ecological context:

Guided Nature Walks: they allow students to observe plants, animals, and ecological interactions while walking through local parks, forests, or nature reserves. If required, it is possible to provide guides or translators who speak multiple languages.

Cultural Nature Walks: they integrate storytelling and cultural exchange into nature walks, where students share traditional ecological knowledge and stories from their home countries.

Botanical Gardens and Arboretums: they offer a chance to learn about plant diversity, conservation, and their significance in ecosystems.

Wildlife reserves and zoos: they are great places to learn about animal conservation, the importance of protecting endangered species, and habitat preservation

Renewable Energy Sites: they allow to visit wind farms, solar power plants, or other renewable energy installations to understand sustainable energy solutions and their ecological benefits.

Migrant students can learn about ecology through practical, engaging, and culturally inclusive outdoor learning practices. Participation in these activities allows migrant students to learn about ecology and develop a sense of belonging and connection to their new community and environment.

Udeskole, which is a Danish term for “outdoor school”, involves taking education outside the traditional classroom to engage students in hands-on, experiential learning in natural environments near the school. This approach is particularly beneficial for migrant students, as it can help them connect with their new environment, foster a sense of belonging, and bridge cultural and language barriers through interactive and practical experiences (Barfod and Mygind, 2022). Here are several udeskole practices tailored for migrant students:

Vegetable and Herb Gardens: to create a garden space near the school where students can grow and care for vegetables, herbs, and flowers. This teaches them about plant growth, sustainability, and provides a sense of achievement.

Cultural Gardens: to include plants from students’ native countries to celebrate diversity and create a sense of connection to their heritage.

Tree Planting: to engage students in planting trees in schoolyards or community areas, teaching them about the environmental benefits of trees, such as air purification and habitat creation.

Native Plant Restoration: to get involved migrant students in projects that restore native plant habitats, highlighting the significance of biodiversity and ecosystem health.

Regular Outdoor Classes: to hold regular classes outdoors near the school where students can engage directly with the natural environment while learning about various subjects, especially science and ecology.

Udeskole practices offer migrant students a meaningful and engaging method for learning about their new environment, developing ecological literacy, and building a sense of community. Participating in udeskole activities helps students enhance their understanding of ecological concepts and develop practical skills as well as a deeper appreciation for the natural world.

3. **Online learning:** extending the boundaries of traditional education through Digital Education is a powerful educational approach (van Kraalingen et al., 2023). This approach seems to be linked to that of **serious games**. In recent years the use of video games as a tool to promote the acquisition of knowledge and skills has grown enormously. The serious game is a video game that utilizes specific elements to enable the user to acquire knowledge and improve skills in a playful way. Games can offer a suitable environment for acquiring new knowledge and problem solving because in the game experiences players are encouraged to think critically, analyse situations, identify and evaluate available options and make decisions. The serious game could focus on topics related to environmental sustainability, developing students' critical thinking and problem-solving skills: for example, learning how to recycle waste, limit water and energy consumption, and acidification of the earth (Hills and Thomas, 2019).

Serious games are particularly interesting because they are games designed for a purpose other than pure entertainment, often used in education to teach specific skills or concepts. For migrant students, serious games on ecology can be an engaging way to learn about environmental topics while also addressing language and cultural barriers (Giessen, 2015). Here are several types of serious games on ecology that can be tailored for migrant students:

Ecosystem Simulation: games like "Eco" or "SimCity" where students can create and manage their own ecosystems or cities, making decisions that impact the environment.

AR Nature Trails: using AR technology, students can go on virtual nature trails where they interact with virtual plants and animals, learning about their habitats.

VR Ecosystem Experiences: VR games that immerse students in different ecosystems, allowing them to explore and interact with the environment in a 3D space. Examples include "Ocean Rift" and "Tree."

Eco-Apps: mobile apps like "Mission Earth" or "WWF Together" that offer interactive stories and activities focused on environmental education and conservation.

Interactive E-Books: e-books with interactive elements that teach ecological concepts through stories and activities, where students can make choices that affect the story's outcome.

Serious games on ecology provide an engaging and interactive way for migrant students to learn environmental concepts. These games can be adapted to different levels of education and language skills, making them an effective tool for inclusive and practical ecological education. These games, which combine simulation, role-playing, strategy, and exploration, can aid students in gaining a deeper understanding of ecological principles and the significance of environmental protection.

Promoting engagement, cultural inclusiveness, and environmental protection can be achieved through ecological teaching practices for migrant students. Practical, interactive, and culturally relevant activities can be used by university professors to create meaningful learning experiences that foster language development, critical thinking, and a sense of community. Through the use of these various practices, university professors can assist migrants in developing a comprehensive understanding of ecological concepts, fostering a sense of connection with their new environment, and providing them with an opportunity to be active participants in environmental protection. The use of these practices not only enhances students' understanding of ecological concepts, but also enhances their emotional well-being and lifelong learning.

3.3. Implementation

The project implementation will undergo the following phases:

3.3.1. Need analysis and content verification by the target groups

This will be the first phase of the project implementation. It will consist of collecting the opinion and feedback about the content of the project results from representatives of the target groups.

The first phase will be implemented by all partners. The results will be summarised and be used to verify and modify the content of the two Packs from the proposal. Based on the outcomes, the Project Conceptual framework will be developed.

3.3.2. Development phase

Based on this framework, the partners will develop the content for the Training Pack & the Integration Pack. Each partner will create the assigned content based on their experience, knowledge & know-how on the topic for the training & integration packs. Each result will have its own leader that will be responsible for the coherence of its structure & language. The partners will strive to include as many interactive resources in each of these results as possible & feasible.

3.4. Project outcomes

3.4.1 Training Pack

Handbook

The IntegratEU Handbook is an important part of the Erasmus+ project “Summer Schools on Environmental Protection, Sustainability and Ecological Behaviour to Support the Integration and Inclusion of Migrants and Refugees in Higher Education. Enhance the University Professors” (2023-1-HR01-KA220-HED-000158143). It was created as part of the Training Pack developed under Work Package 2. The Handbook is an educational resource that connects environmental education, social inclusion, and academic innovation in higher education institutions. Coordinated by the University of Zagreb, it works alongside the Manual on Integration (Taras Shevchenko National University of Kyiv), the Collection of Outdoor Activities (University of Catania), and the Manual on How to Organize IntegratEU Summer Schools (University of Warsaw). Together, these resources create a unified approach to inclusive and hands-on learning.

Purpose and Concept

The Handbook aims to improve the skills of university professors and students in environmental protection, sustainability, and ecological behavior. It uses these themes to promote social inclusion and the integration of migrants and refugees into European higher education. The Handbook provides a theoretical foundation, along with practical examples, case studies, and teaching models that can be adapted for summer schools, workshops, and community-based activities. The text encourages the idea that environmental awareness and sustainable development can serve as effective tools for creating inclusive societies and fostering intercultural understanding.

Structure and Educational Design

The Handbook is divided into six main chapters. Each chapter covers a different aspect of environmental sustainability and its importance for inclusion and education in the EU:

1. Ecology and Environmental Protection in the EU introduces EU environmental policy, legal frameworks, and historical development. It highlights key treaties and the European Green Deal.
2. Green Economy and Its Place in the EU defines the green economy model, related theories like Circular Economy and Stakeholder Theory, and EU strategies such as the Green Deal, CSRD, and Taxonomy Regulation.
3. Blue Economy and Sustainable Use of Marine Resources focuses on marine sustainability, fisheries, and coastal ecosystems as examples of green transition.
4. Environmental Sustainability and Climate Resilience discusses EU goals like biodiversity restoration and climate adaptation.
5. Ecological Behaviour and Education explores how inclusive education and outdoor learning can lead to behavioral change.
6. Environmental Protection as a Prerequisite for Sustainable Development connects ecological, economic, and moral responsibilities while supporting UN SDGs.

Link with Outdoor Learning and Integration

The Handbook connects well with the IntegratEU Collection of Outdoor Activities. This collection offers hands-on exercises that mix ecological learning with social integration. Activities like community gardening, heritage walks, and clean-up campaigns promote teamwork, intercultural conversation, and civic involvement. This hands-on method turns environmental education into a tool for inclusion. It aligns with educational ideas that stress learning through shared experiences.

Connection to Integration and Higher Education

The Manual on Integration supports the Handbook by focusing on social, cultural, and psychological factors related to migrant integration and higher education. It defines integration as a two-way process of adaptation and mutual understanding. The Handbook puts this into action using blended learning models and the On-Wheels Summer School concept. This approach mixes classroom learning, outdoor experiences, and digital activities to promote ecological responsibility and intercultural empathy.

Impact and Vision

The IntegratEU Handbook serves as both an academic and a policy resource. It supports sustainability-focused curricula and inclusive teaching models that match Erasmus+ priorities of inclusion, digitalization, and sustainability. By connecting environmental protection with integration, it addresses two of Europe's major challenges: climate change and social cohesion. This is achieved through education and engagement. Ultimately, the Handbook imagines a future where environmental education acts as a link between ecological responsibility and human solidarity, fostering cooperation and sustainable coexistence.

Collection of outdoor activities (how to do it) (UNICT)

General Objective

The methodological framework proposed by the University of Catania focuses on the systematisation and refinement of the outdoor activities collection, ensuring coherence and accessibility. The framework aims at integrating experiential learning, environmental sustainability, and social inclusion, supporting the broader objectives of IntegratEU in promoting innovative educational approaches for migrants and refugees.

Specific objectives	Description
O1	Harmonise partner contributions through a unified methodological structure.
O2	Ensure conceptual and linguistic coherence across all activity sheets.
O3	Enhance replicability and usability for educators and facilitators.

Tab. 1 - Main Objectives of the Methodological Framework

Partner Contributions and Methodological Alignment

Consequently, the team will prioritise the integration of peer-led activities, multilingual

support, and guided reflection sessions in order to maximise engagement and ensure that the knowledge acquired is internalised and applied beyond the summer school experience.

Each partner institution will collaborate by proposing at least three outdoor activities, drawing inspiration from initiatives already implemented and recognised as effective in their home countries. These reference models will be cited within the activity sheets, allowing readers to explore and adapt the original practices further. In addition, all partners will provide three specific strategies designed to enhance motivation and engagement among participants.

To guarantee methodological alignment, the partners have been provided with a standardised and replicable format, ensuring both consistency with the IntegratEU framework and usability for future initiatives within educational and community context. The table below outlines its structure, indicating the guiding questions and the type of content expected for each section.

Section	Guiding Question	Content Description
Activity	What is the activity about?	<ul style="list-style-type: none"> • A short, descriptive title. • Summary of what the activity consists of and its link to IntegratEU values. • Brief overview of main actions.
Strategies	Which learning or engagement strategies are applied?	<ul style="list-style-type: none"> • Pedagogical methods. • Explanation of how participants are involved and supported throughout the activity.
Mission and Goals	What are the overarching objectives of this activity?	<ul style="list-style-type: none"> • Description of long-term goals. • Reference to European values. • Expected competences to be developed.
Context	Where and with whom can the activity be implemented?	<ul style="list-style-type: none"> • Description of the setting (outdoor / indoor / hybrid). • Identification of the target group. • Practical information on duration, group size, materials, and facilitators. • Accessibility and inclusivity considerations.
Expected Results	What are the anticipated outcomes and learning	<ul style="list-style-type: none"> • Expected learning outcomes.

	effects?	<ul style="list-style-type: none"> • Expected behavioral impacts.
Instructions for Summer Schools' Teachers	How should teachers organise and facilitate this activity?	<ul style="list-style-type: none"> • Step-by-step instructions for preparation, delivery, and reflection. • Guidance on group management. • Notes on documentation (attendance, feedback, photos). • Suggestions for replication in other contexts.

Tab. 2 Methodological Template of the Outdoor Activities

The methodological process is articulated into five sequential phases, combining collaborative input, technical refinement, and validation. The UniCT working group will work on standardising language and terminology, identifying potential overlaps or discrepancies, and categorising the activities into three thematic groups (Integration, Environment, and Environment and Integration) to ensure a unified, high-quality set of activities that adhere to a shared academic and operational standard.

Phase	Description	Responsible	Output
P1	Collection of activities and strategies proposed by partners	All partners	Draft activity sheets
P2	Thematic classification	UniCT	Categorised dataset
P3	Standardisation of format, terminology, and structure	UniCT	Harmonised drafts
P4	Integration of motivation and engagement strategies	UniCT	Introductory methodological section
P5	Validation and final editing	UniCT	Final collection ready for publication

Tab.3 Overview of the Methodological Phases

To ensure methodological consistency and quality, the UniCT team will coordinate a cross-review process involving all partners, verifying that all activities comply with the IntegratEU framework and follow EU principles of inclusion and cooperation.

Manual on how to organize IntegratEU summer schools

The aim of the manual on how to organize IntegratEU summer schools is to sketch possible scenarios and serve as a bank of ideas that can be applied in different formats and different contexts. The manual should contain a backbone of suggestions how to organize longer and shorter events and activities encouraging the mobilization of local and international communities. The document will provide 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 the higher education.

The Manual will contain the following information:

- Profile of the participants;
- How to attract & motivate participants to enrol?;
- How to organize the summer schools?
- How to follow-up with the participants after the school?
- How to promote the summer schools?
- Communication & promotional strategy for the school.

In terms of organizing the work process, each partner will draft an activity plan with detailed methodology based on the Framework for their IntegratEU material.

The activity plan should contain the following points:

- ✓ - educational methods that are going to be applied;
- ✓ - group profiling
- ✓ - team framing
- ✓ - framing of training content
- ✓ - selection of case studies
- ✓ - list of examples
- ✓ - role play scenarios
- ✓ - proposals for digital content
- ✓ - models for the organization of OWSS

All partners will perform the assigned tasks i.e. develop both training content and case studies, examples and role-play scenarios to provide more practical aspect of the educational course. They will also develop various digital content that will be easy to use and more engaging for the students. The partners will also work together to define the best approach for the organisation of the on-wheels summer schools. The developed content will be provided to respective leader to be combined in one homogenous document.

3.4.2. Integration Pack

- Manual on Integration development (TSUni)

1. Introduction.

1.1. Integration policies in Europe.

The integration of migrants and refugees into host societies is an important aspect of social policy in contemporary Europe. Increased migration, especially from Ukraine, poses new challenges to European countries seeking social stability and economic growth. The integration of migrants and refugees is crucial for host countries because it is an important aspect of social policy in modern Europe. These policies help prevent social divisions, reduce xenophobia and discrimination, and ensure equal opportunities for all members of society. Increasing migration, especially from Ukraine, poses new challenges to European countries seeking social stability and economic growth.

An overview of why people migrate - war, globalization, labor markets, social and natural disasters - plays an important role in understanding the overall context in which these events occur, which in turn helps formulate integration policies that take into account the needs and challenges migrants face. Integration is an important element of social stability and economic development. It helps prevent social exclusion, promote cultural exchange and enrichment, and ensure equal opportunities for all citizens. Understanding this importance is crucial to developing effective integration policies and programs.

The importance of integration lies in the fact that it contributes to the creation of a cohesive society in which all members, regardless of background, have the opportunity to fulfil their potential. It is also important to maintain social peace and avoid conflicts due to cultural or economic differences.

1.2. The importance and role of summer schools in the integration process.

Summer schools provide access to knowledge, skill development and cultural understanding essential for successful integration. Summer schools offer immigrants the opportunity to improve their knowledge of the host country's language, which is essential for accessing education, the labor market and social services. Summer schools create a favorable environment for socialization. They provide an opportunity for migrants and natives to interact in an informal setting, which helps forge social bonds, reduce cultural barriers and promote tolerance. Summer school participants have the opportunity to adjust to a new sociocultural context, which reduces stress and isolation, increases self-esteem and promotes personal growth.

Environmental education plays an important role in the adaptation process of migrants and refugees. Knowledge of conservation, rational use of resources and responsible habits toward the environment not only contribute to the protection of nature, but also help newcomers adapt

to the norms and values of the host society. Environmental literacy is an important aspect of modern life that includes an understanding of the principles of sustainable development, responsible use of resources and environmental protection. This knowledge is important not only for conservation, but also for migrants and refugees to adapt to a new environment where these issues are so important. By making migrants and refugees aware of the environmental challenges facing modern society, they can learn practical skills such as waste separation, reduction of plastic use and energy conservation, which in turn will help them integrate into an environmentally conscious society. The development of environmentally conscious behavior will encourage refugees and migrants to adopt environmentally conscious practices in their daily lives, contributing to their harmonious coexistence with host societies.

At the same time, education is an important means of integrating migrants and refugees into host societies. Education provides access to the knowledge, skills and cultural norms necessary for successful integration and active participation in public life. Higher education in particular provides opportunities for professional development, advanced training and better-paying jobs. This not only improves the economic situation of migrants, but also contributes to the economic development of host countries.

In parallel with education, it socializes refugees and migrants. This process helps migrants and refugees find their place in their new society, understand the culture and social norms, and interact with local people. Socialization activities, such as participation in social and sporting events and volunteer projects, help overcome cultural barriers, reduce feelings of isolation and increase newcomers' self-esteem. They also contribute to forming a positive image of migrants in society and help to reduce tensions and promote social integration.

From this we can conclude that the integration of migrants and refugees, including those from Ukraine, into European society is a complex but necessary process. Education, ecological literacy and socialization play an important role in this process: they not only help newcomers adapt to their new environment, but also contribute to the development of host societies and ensure social stability, economic growth and cultural enrichment.

The chapters on European integration policy and the importance and role of summer schools in the integration process are therefore crucial to understanding both the theoretical foundations and practical aspects of migrant and refugee integration. These two chapters provide a comprehensive analysis of policies and programs that can contribute to the successful integration of newcomers into European society. The methodology for writing these chapters includes a variety of research methods to provide an in-depth analysis of the material and a practical orientation.

2. Theoretical aspects of integration policy.

2.1. The concept of integration.

Considering terms and categories helps to clearly define what integration means, what aspects it encompasses and what outcomes are expected. This will ensure that all participants, from

summer school organizers and university professors to migrants and refugees themselves, have a common understanding. The main approaches to integration and theoretical models (e.g., multiculturalism and assimilation models) offer different perspectives on the integration process. This is important to choose the approach that best fits the situation in a particular country or community and to understand the potential challenges and benefits of each approach. Multiculturalism and assimilation models provide an in-depth understanding of how different societies view diversity and what methods they use for integration. This helps to develop more effective strategies that take into account the specific cultural context of the host society.

2.2. Sociocultural aspects of integration.

Migrants' cultural and religious characteristics are key factors that influence their adaptation in a new society. Understanding these aspects helps avoid cultural conflicts and promote tolerance and respect for diversity. At the same time, tolerance is an important factor for successful integration. Information on the importance of tolerant attitudes toward refugees and migrants helps illustrate how acceptance of cultural and religious differences contributes to peaceful coexistence and reduces social tensions.

2.3. Psychological and economic aspects of refugee and migrant integration.

The psychological approach looks at the tensions, prejudices, cultural and religious differences, and moral and psychological issues faced by migrants. This component is important for understanding the impact these factors have on migrants' mental health and how they can help them overcome the challenges of integration.

At the same time, social status, language and communication problems are among the main barriers to integration; studying these aspects helps us understand how a lack of language skills or communication problems can hinder access to education, employment and other social services.

The issue of unemployment and economic factors, which are important elements of integration, should be highlighted separately: unemployment among migrants can lead to social exclusion and economic insecurity. This section identifies the causes of economic hardship and proposes strategies to overcome them.

In summary, the section “Theoretical Frameworks for the Integration of Refugees and Migrants” provides foundational knowledge to help you understand the complexity and multifaceted nature of the integration process. It provides a basis for developing practical measures and strategies for the successful integration of migrants and refugees into their new society. This section is critical for organizers, teachers and other stakeholders because it provides a theoretical framework within which to build effective integration programs.

3. Integration dimensions of the summer school organizing process.

3.1. Preparing a summer school.

Before organizing a summer school, the needs of refugees and migrants must be analyzed. This is necessary for the summer school to effectively meet the needs of the participants. This requires a detailed analysis of the participants' characteristics, such as age, education level, social status and previous experiences. This analysis will help you design a program that best meets the needs of the participants and promotes integration. First, you should learn more about their educational needs, previous work experience, language skills, financial and marital status, legal status, cultural and religious characteristics, and traumatic experiences (especially for Ukrainian migrants).

3.2. Involving migrants and refugees in summer courses.

This section should include key aspects related to involving refugees and migrants in summer schools, including strategies, methods and recommendations to attract, motivate and support them. Strategies to attract them should be highlighted, including disseminating relevant information (through the media, local communities, social services, etc.), motivating activities (announcing free tuition and meals, offering transportation, interesting events), helping to build social networks among participants for sharing experiences and support, and gathering feedback from participants and teachers to improve the program.

This section should be systematic, clear and practical to give summer school organizers the knowledge and tools they need to work effectively with refugees and migrants.

3.3 Organize cooperation with local authorities.

The importance of cooperation with local authorities to obtain permits, support and funding should be emphasized, especially when organizing summer schools. It is necessary to establish effective communication and cooperation with local authorities, including forming partnerships, participating in joint meetings and preparing joint projects and programs. In this context, it is advisable to consider the possibility of grants and other forms of financial support from the government and municipalities.

3.4 Local community involvement.

It is important to involve the local community in the organization of the summer school, including local NGOs, businesses, schools and cultural institutions. At the same time, it is necessary to explain how to attract volunteers, partners and sponsors from the local community and how to organize information campaigns to increase public awareness and participation. Resources available at the local level, such as infrastructure, local knowledge and expertise, should be used effectively. The benefits of cooperation with the local community should be emphasized to create a favorable environment for summer school participants.

3.5. Recruit teachers and experts to participate in summer school.

It is necessary to describe the criteria for selecting teachers and experts: their professional experience, knowledge in intercultural communication, and willingness to work with diverse audiences. You should also consider how you will prepare teachers to work with summer school participants, including training in specific methods and approaches to working with migrants and refugees. You also need to think about how you will support and motivate teachers, including through ongoing professional training, development opportunities and building communities of practice.

At the same time, working with migrants and refugees during summer break requires the development of universal communication methods appropriate for working with people from different cultural and religious backgrounds. Consider the use of visual aids, simple language structures and the use of interpreters. The communication process with refugees and migrants requires a specific approach to identify participants' main problems, such as adjustment to a new environment, health problems, social isolation, etc. Methods that involve participants in discussing problems and finding solutions, such as group discussions, individual counseling, creative workshops, etc. are very important.

4. Training strategies and methods that are part of the integration process.

4.1. Pedagogical approaches to teach refugees and migrants.

It is necessary to describe the main pedagogical theories and approaches suitable for teaching refugees and migrants. These may include constructivist theories, sociocultural theories, adaptive learning, differentiated learning, etc. The process of adapting pedagogical methods to the needs of refugees and migrants, taking into account their cultural and linguistic context, should be explained. In this context, the importance of individualizing learning should be explained, such as creating individualized curricula and adapting materials to the different educational levels of the participants.

4.2. Curriculum development for summer courses: integration elements.

You should describe the process of analyzing the needs of refugees and migrants to develop an appropriate curriculum, including identifying topics important for integration, such as language skills, cultural knowledge, and rights and responsibilities in a new country. You should develop a curriculum structure for the summer school, including core modules, topics, learning objectives, evaluation methods and resource materials. An important part of this structure should be the integration component. You should explain that the curriculum includes elements of integration such as cultural adaptation, knowledge of local customs and traditions, and integration into the local community.

4.3. Interactive pedagogy as a component of socialization and adaptation.

This subsection provides an overview of interactive learning methods, including role plays, group projects, simulations, debates and brainstorming sessions. It is worth considering how interactive methods contribute to the socialization of refugees and migrants and help them better adapt to their new environment and build social bonds. It is also desirable to provide concrete examples of the successful use of interactive methods in summer schools or other educational programs.

4.4. Cultural competence of teachers.

It is necessary to define cultural competence, explain what it is, what its main components are and why it is important to work with refugees and migrants. At the same time, it is necessary to emphasize how teachers' cultural competence affects the effectiveness of their teaching, their interaction with participants and the integration process. Of particular importance in this context is a description of ways to develop teachers' cultural competence, including training, seminars, self-study and practice.

5. Social integration, psychological support and adaptation.

5.1. Create an environment conducive to socialization.

Psychosocial support is particularly important when organizing summer courses for refugees and migrants: support through group and individual counseling can help overcome the stress associated with adapting to a new environment and can strengthen participants' emotional state. At the same time, the integration function through socialization is seen in the creation of support networks between migrants and refugees and between migrants and the local population, enabling the exchange of experiences and mutual assistance.

5.2. Psychological support and counseling.

An important element of summer school activities for refugees and migrants is the need for psychological support. The importance of psychological support should be discussed, especially given the stress, trauma and adjustment difficulties experienced by refugees and migrants. Different forms of psychological support should be considered, including individual counseling, group therapy, social service support and psychosocial support programs. It is also necessary to describe the counseling methods and approaches used to help refugees and migrants, such as cognitive behavioral therapy, trauma therapy, and support through crisis intervention.

5.3. The integrative potential of outdoor activities.

This subsection should highlight the importance of extracurricular activities and explain why extracurricular activities and outings are necessary for the integration of refugees and migrants, including their impact on socialization, adaptation and cultural understanding. It is also advisable

to highlight the types of activities, such as sports competitions, cultural events, field trips and volunteer projects, and explain how these activities contribute to integration. As a separate section, a description of the process of organizing extracurricular activities and field trips should be included, including planning, mobilization of resources, cooperation with local institutions and consideration of the cultural background of the participants.

6. Integration through education.

6.1. Environmental education as an integrating factor.

Here it is necessary to explain how environmental education can act as an integrating tool for refugees and migrants and for representatives of local governments, communities and organizations. The process of effective communication between them can increase the level of mutual understanding and cooperation. Pedagogical teaching methods should be used to train refugees and migrants and representatives of local governments in European countries (engagement). This can be a very powerful tool for the integration of refugees and migrants, starting from facilitating their communication with local governments. It is worth emphasizing the importance of creating trusting relationships and a friendly atmosphere (open discussions, inclusive educational practices). It is important to explain how the curriculum supports the integration of refugees and migrants in Europe and how it can help develop understanding and respect for common European values. This book explains that inclusive education with a focus on environmental protection and sustainable development can be used as an integration tool for refugees and migrants and for local governments. In this context, an important component of the educational process is a pedagogical methodology for teaching that integrates environmental themes into the curriculum. This methodology should be universal so that it can be used not only by refugees and migrants but also by representatives of local governments.

6.2. Integrate the potential of the European higher education system.

The importance of integrating migrants and refugees into the educational process and providing them with potential opportunities in European educational institutions should be explained here. For this purpose, the educational interests of refugees and migrants should be identified through surveys or interviews and a roadmap for refugees and migrants should be developed with information about different European universities, training programs, scholarships and other forms of support. It is worth emphasizing that this can help integrate migrants and refugees into the educational process.

6.3. Motivation as part of integration.

Provide information on how to motivate refugees and migrants to continue their education after summer school and pursue higher education. Education is one of the most important factors for the successful integration of migrants and refugees. Education opens new opportunities for them to develop their careers, improve their social status and ensure economic security. Information

about educational opportunities should motivate refugees and migrants to continue their education and personal development. This should include basic support for summer students preparing for admission to European universities by writing motivational letters, advice on choosing a field of study, and guidance on preparing for entrance exams and job interviews. Promoting the academic success of refugees and migrants by organizing additional classes, language courses and guidance to help them overcome barriers related to language and culture could also be a promising direction. In this context, it is also worth considering organizing meetings and online conferences with representatives of European universities for refugees and migrants. It is necessary to show refugees and migrants their future prospects, give them hope and support, and all these educational courses in summer schools should be the main means for their adaptation to and integration in European society. "Integration through education" should be the main slogan of these courses.

7. Results, evaluation and prospects.

7.1. How can the success of integration be evaluated?

Here it is necessary to describe the different ways to assess the success of migrant and refugee integration. These can be quantitative and qualitative methods, such as surveys, interviews, analyses of statistical data and the use of specialized tools to assess social and educational integration. You should define the criteria you will use to evaluate the success of your integration program, such as level of social adjustment, academic performance, satisfaction with the program and other indicators.

7.2. Data analysis and participant feedback.

This section should describe the methodological approach to data collection, analysis and interpretation of results. It includes a description of the tools and techniques used and the rationale for choosing these methods.

7.3. Recommendations for further program development.

In this section, you should make recommendations for the further development of your integration program, including the summer school for migrants and refugees, based on your evaluation findings and data analysis. You should describe possible program innovations and improvements based on your data and feedback. These could include new teaching methods, changes to the program format, improved communication strategies, etc. It is also important to consider prospects for program development, such as geographic expansion, attracting new partners, and developing new courses and resources.

Higher education Guidebook for migrants and refugees development

Introduction

The objective of the guidebook is to provide detailed information on the enrolment process at the university and the practical application of the knowledge gained in the on-wheels summer schools. The intended audience of this book is migrants and refugees who are planning to pursue their studies and explore career opportunities in a partner country.

The document will contain the following information:

1. The section on higher education will present an overview of the organisational structure of the higher education system in the host country. It will provide comprehensive information regarding the application and enrolment processes for university courses.
2. The section on environmental behaviour will be dedicated to providing practical advice on the implementation of the knowledge acquired during the summer school courses in the field of environmental protection, sustainability and ecological behaviour. Furthermore, it will also address the practical application of the knowledge acquired during the summer school.

Section on Higher Education

1. Legal aspects of legal stay/study in the host country:

- Refugee status;
- Temporary residence;
- Student visa.

2. Overview of the Higher Education System:

- A brief overview of universities, colleges, polytechnics, and vocational schools;
- Types of degrees, certifications, and durations of the programmes.

3. Eligibility and Access:

- Admission requirements (academic qualifications, language proficiency, and entrance exams);
- Recognition of foreign qualifications;
- Language requirements;
- Bridge Programmes: (description of preparatory courses or programmes available to help migrants and refugees meet admission criteria).

4. Application Process:

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

5. Financial Aid and Scholarships:

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

6. 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 programmes;
- Student organisations that provide support for migrant and refugee students.

7. Resources and contacts

The main information should be compiled and organised in dedicated tables, for example:

Higher Education Institution	Eligibility criteria	Web site	Remarks
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Section on Environmental Behaviour

1. Sustainable Living and Consumption:

- Waste reduction and recycling practices in partner countries (with a particular focus on waste management practices in each partner-country);
- Energy and water conservation;
- Understanding and mitigating climate change;
- Sustainable food practices (Including, for example, eating locally and seasonally, and minimising food waste).

2. Responsible Travel and Transportation:

- Overview of public transportation and low-emission travel options;
- Reducing carbon footprint.

3. 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.

4. Community Involvement and Education:

- Participation in environmental education;
- Volunteering and environmental activism;
- Development and maintenance of a sustainable mindset and habits.

The environmental part should include specific images and examples of successful environmental practices.

4. Testing, evaluation and valorisation.

This **Work package** (WP5) represents very important transversal activity that is substantial for the exploitation of IntegratEU final results and for dissemination of the news for IntegratEU to as larger targeted audience as possible.

The main objective of WP5:

-to raise awareness on the need for actions with regard to environment protection & sustainability as well as on the importance of supporting the integration of vulnerable groups, migrants & refugees in their integration process based on common European values, tolerance & principles of unity and diversity.

The specific objectives of the WP5:

- to ensure large and wide valorization of all IntegratEU results among university academia & other stakeholders;
- to widen the perspectives of university academia and to motivate them to consider questions of environmental impact & protection as well as shared European values, principles & awareness when designing and conducting their university courses;
- to promote the idea for the EU as joint & common home for all incl. migrants & refugees (especially Ukrainians);
- to encourage the development of new partnerships for future joint activities between various members of university academia in environmental management in support of inclusion process with focus on shared European values, principles, identity and awareness
- to promote IntegratEU training approach as best practice to reinforce the European links of cooperation and strengthening of European environmental aims, values, cooperation and integration.

WP5 successful execution will enable the partnership to:

- support the achievement of the desired impacts at different levels
- promote better understanding of the motto “United in diversity” - reach wider target audience with channels and activities that are most effective and appropriate to create impact on them and have them get interested in IntegratEU results
- make IntegratEU results more visible and known to a large circle of stakeholders and university

academia members

- promote IntegratEU concept among the young people and inspire overcoming of prejudices and stereotypes towards vulnerable groups, migrants & refugees based on culture, identity & nationality.

The main results of WP5:

- 1) **Promotion during the lifetime** – its main results will be: a. Dissemination strategy – developed by VIKO. It will detail the dissemination process throughout the project incl. target audience, dissemination activities, communication & digital tools; social media strategy, etc. b. Dissemination tools like project logo & outlook; digital promo materials; social media accounts; project website; newsletters; bulletins after each meeting/milestone; etc. c. Exploitation strategy – developed by TSNUK. It will outline concrete steps for exploitation of the products beyond the project lifetime. Therefore, specific measures for mainstreaming and multiplication of the results will also be embedded. Dynamic document that will be upgraded regularly.
- 2) **Large scale digital campaign** - it will be designed to raise the awareness for the need for actions on environment protection & sustainability as well as on the importance of supporting the vulnerable groups, migrants & refugees in their integration process based on common European values, tolerance & principles of unity and diversity. It will create also the awareness on the importance of letting-go & overcoming of prejudices and stereotypes based on culture, identity & nationality. The campaign will promote IntegratEU idea & concept and will motivate for better daily & individual choices with regard to environment protection as well as to inspire greater civic engagement, better understanding & more support for the acceptance & integration of people from vulnerable groups, migrants & refugees. The campaign will be conducted in the last 6 months of the project. It will use all social media (like Facebook & Instagram) and other engaging and trendy digital channels. The campaign will be entirely digital as thus it will be more environmental friendly and will save unnecessary use of paper, ink & printing time.
- 3) **Small conferences** – they will be organized by each partner as closure events of the project.

VIKO is as lead partner and responsible for:

- Development of the **dissemination & exploitation strategies**
- Compilation of dissemination reports on annual base
- Design of project logo & corporate outlook
- Development of project website
- Design of all promotional materials
- Set up of social media profiles & development of plan for their management

- Development of corporate presentation of the project to be used for dissemination aims
- Development of the strategy & plan for the large digital campaign
- Manage the large digital campaign through short monthly reports by the partners
- Development of methodology for the organisation of the small conference
- Development of the feedback questionnaires for the small conference
- Check that EU support is acknowledged in all dissemination events, activities & materials.

TSNUK will develop the exploitation strategy in Q10.

All partners will be required to:

- Follow & implement the dissemination & exploitation strategies - Prepare dissemination reports for VIKO annually
- Disseminate as much & often as possible information about IntegratEU internally & externally
- Distribute the promotional materials to as many stakeholders as possible
- Manage IntegratEU profile in the social media based on VIKO's plan
- Participate actively & follow the strategy and plan for the digital campaign
- Prepare articles on IntegratEU and have them published in different online editions
- Organise small conference in the last quarter to present all IntegratEU results to national audience & stakeholders
- Dissemination & collection of assessment cards from conference participants - Development of short report with the main take-outs based on provided feedback
- Work actively with all stakeholders in order to promote the project
- Support VIKO in all dissemination-related activities.

VIKO will present the current results for **the digital campaign**. If needed, partners will decide on new activities & tools to enhance the achieved impact even after the end of the project. If the partners decide, UniZagreb can combine the project meeting with the local small conference. Thus, all partners will be able to share their experience and get to know more about the perception of the project from the Croatian stakeholders.

Multiplier events - Small conference in last quarter: the partners will have to organise a small conference with at least 20 participants in the last project quarter. Applicant UniZagreb will organise a conference with 30 participants.

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<https://www.integrateu.eu/>

<https://tp.integrateu.eu/>

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