

Hakan Baltali	Fin Edu Consult Oy, Finland
The Finnish Institutional Approach to Migration Crises	
Finland represents a distinctive model in managing migration crises through a highly coordinated institutional framework that integrates national, regional, and local actors. This presentation examines how Finnish institutions—led by the Ministry of the Interior and supported by the Finnish Immigration Service, municipalities, and non-governmental organizations—respond to large-scale migration inflows and humanitarian emergencies. Using the Ukrainian refugee situation (2022–2023) as a case study, the analysis explores Finland’s reliance on legal stability, inter-ministerial coordination, and welfare-based integration policies to ensure both security and human wellbeing. The presentation further highlights the role of education, mental health, and social inclusion programs as essential components of Finland’s trauma-responsive integration model. While recent political shifts indicate a tightening migration stance, Finland’s institutional resilience continues to demonstrate the importance of multi-level governance and evidence-based policymaking in protecting migrants’ rights. The findings contribute to the broader MenUwell project’s goals of supporting individuals affected by war, migration, and trauma, by showcasing how institutional design and welfare orientation can mitigate the long-term psychosocial effects of displacement.	
Giorgia Veronese Alessandra Dal Pozzolo	ENAIIP, Italy
Mental Health and Forced Displacement: Evidence, Interventions, and the Italian Experience	
Part 1 – Descriptive and Academic Framework: overview of global context and research on Forced Migration, Causes and Global Scale, Psychological Impact, Vulnerability of Young Migrants, Protective Factors and Resilience, Psychological Support, Therapeutic Interventions, and Ukrainian Refugees’ Mental Health and Stigma. Part 2 – The Italian Experience: SAI and Pre-SAI Projects, reception and integration processes, data and activities, Field Experience in Valdagno with interviews on Ukrainian refugees’ resilience, adult challenges, parental influence, and Critical Issues—lack of preparation, mediators, training, and need for collaboration.	

Riccardo Cariani	European Center of Entrepreneurship Competence & Excellence – ECECE, Austria
Migrant support services in Klagenfurt – Austria	
Caritas Kärnten offers emergency aid, social counselling, migration, health, and education services. The Caritas Integration Platform supports refugees with integration, legal advice, psychosocial help, and workshops. The ProFuture project promotes labour-market qualification for migrants through language courses and training. The Austrian Integration Fund provides counselling, language, and orientation courses. VOBIS offers German lessons and Sprachcafé meetings. The MORE project of Klagenfurt University supports refugees' education access.	
Elvira Natale	ENAIP, Italy
Best practice of MentUWell tools in the services for the labour market in ENAIP Veneto	
Abstract Best practice of MentUWell tools in the services for the labour market in Enaip VenetoMy speech will focus on labour market policies in Veneto Region. I will explain how useful MentUwell tools can be in managin our projects.I usually work with adult and unemployed group but my Organization offers educational support bothfor young and adult student. I found MentUwell tools very useful above all in the Job assistance phase during individual counselling meeting. In this phase I found very useful the Handbook for educators and theHandbook for Teachers and Parents that offers practical tips for parents dealing adolscences problems. I adjusted lots of contents regarding mental well being to the unemployed people involvedin our projects.Moreover, I found long term unemployed people having a lot in common with migrant people comingfrom states affected by war and powerty. Finally, Creative Toolkit represent a big source of activityexamples to do during Group Career Guidance.	

Maria-Alina Staicu Ioana Ancuța Boldis Octavian Simion Iuliu Duma	University of Art and Design in Cluj- Napoca, Romania
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**Art Education Tools - Contribution in Preserving the Well-being
of Ukrainian Migrant Youth during the War Crisis. MentUwell Project**

The aim of the European project MentUwell was to elaborate a Methodology and Tools for preserving the mental and social well-being of adolescents during war migration. The qualitative research, conducted as semi-structured interviews with professionals, revealed a series of issues but also good practices and activities that can improve the mental and social well-being of the immigrant children and adolescents.

We consulted the literature for finding ways of how art can help and how artistic education can provide tools and skills for identity exploration and self-expression and ways of communicating at a non-verbal level and collaboration.

One of the specifics of adolescence as a stage of development is the role and identity exploration, the need for communication and acceptance from peers. The tools were based on self-expression, sharing ideas and thoughts, collaboration and identity exploration beyond language skills and level.

A semi-structured interview was conducted with Ukrainian adolescents, international school pupils and Romanian adolescents (similar number of subjects, 13-18 years old) to find out what they consider to be defining for their identity, what they would like to express, explicit or implicit, and share with their peers. The collected data, so far, proves that the three groups have very common concerns, preferences, and expectations.

The elaborated tool was tested afterwards - Recipe of Me, a collection of 30 proposed themes (related to values, preferences, goals and dreams, personal history, emotions). The subjects were invited to rate every proposal from 1 (not interesting) to 5 (very interesting), keeping the same proportion of number of subjects. Teachers and educators were also invited to evaluate the flexibility (modular quality), universality and adaptability of the tool, in qualitative research.

The gathered data will be analysed and we expect to find that art can be a universal language, can facilitate collaboration and integration, can contribute to the mental and social well-being of the adolescent and can help express the unique characteristics by being universal at the same time.

Nomeda Gudalienė	Mykolas Romeris University in Vilnius, Lithuania
Challenges Educators Working with Ukrainian War Migrants Face in Lithuania: Possible Solutions	
Russia's full-scale invasion of Ukraine has created a major war migration crisis in Europe, requiring host countries to evolve from emergency response to long-term integration and social cohesion. Lithuania, due to its geographical and historical proximity with Ukraine, has become one of the major war migrant destinations, welcoming nearly one hundred thousand refugees, mostly women with children and teenagers. This study investigates Lithuania's approach to refugee educational governance through the frameworks of Acculturation Theory, Ecological Systems Theory, New Public Governance and Collaborative Governance. Drawing on a theoretical and empirical research with educators, the findings highlight five interrelated challenges and possible solutions for national and local governments. The research argues that addressing these challenges requires nationally and locally coordinated Lithuanian language programs, trauma-informed and intercultural teacher training, recognition of prior learning, and expanded sociopsychological services. The paper demonstrates that meeting refugee adolescence psychosocial, linguistic and educational needs are instrumental in developing sustainable refugee integration and social cohesion.	
Gražina Čiuladienė Nomeda Gudalienė Janina Ovčnikova	Mykolas Romeris University in Vilnius, Lithuania
Supporting the Well-Being of Migrant Adolescence: Educators' Reflections on Provided Social and Educational Methods	
The research explores educator's perspectives on the usefulness and applicability of a proposed collection of social and educational methods aimed to advance migrant teenagers' social-emotional well-being and learning. The survey data analysis indicates that teacher support methods and tools are highly valued by educators and help them to advance the quality of life of the refugees, nurturing teenager focus and attentiveness, and addressing the war caused fatigue, continuous stress, anxiety, and peer relations in daily educational environment. The research findings suggest that the suggested introduction methods, desired social-emotional behaviour promoting practices, creativity unleashing activities as well as	

calming and relaxation techniques were positively assessed by the respondents. The research results highlight the importance of adaptability and integration, play and gamification-based approaches, and empathy are key contributors to migrant adolescent life-satisfaction and learning outcomes. Recommendations include embedding social-emotional methods into daily classroom practices, fostering adolescence self-awareness and reflection, and reinforcing peer collaboration. The research also suggests the importance of equipping teachers and educators with social-emotional and host country language acquisition methods and tools can strengthen migrant children prosperity, resilience to war caused trauma's, support healthy adjustment and integration into host-country's educational and cultural settings.

Ervis Sanço

Aleksandër Xhuvani University of Elbasan,
Albania

The March 1991 exodus in Albania

The March 1991 exodus stands as one of the most dramatic and symbolically powerful migration episodes in post-communist Southeastern Europe. Within days, tens of thousands of Albanians fled a collapsing authoritarian regime, boarding overcrowded ships bound for Italy in a collective quest for freedom, dignity and economic survival. More than an escape from poverty, the exodus represented a decisive rupture from nearly fifty years of isolation and oppression, signaling Albania's reorientation toward Europe. This paper offers an interdisciplinary analysis of the event, integrating historical, sociological and geopolitical approaches. Drawing on archival documents, eyewitness testimonies, media narratives and policy reviews, it investigates the structural conditions that precipitated the exodus: state failure, economic collapse, international isolation and shifting national identity. Special attention is given to the August 1991 Vlora ship crisis as a critical moment in shaping international perceptions of Albania and European migration governance. Italy's ambivalent response balancing humanitarian reception with mass repatriation exposed the broader tensions between sovereignty and solidarity in European border politics. The March 1991 exodus not only reshaped Albanian - Italian relations but also served as a key precedent in the evolution of European migration policy. Ultimately, this study situates the Albanian case within the broader framework of post-socialist transformation, forced migration and the construction of new collective identities in Southeastern Europe.

Vlad Mărghițaș	Babeș-Bolyai University in Cluj-Napoca, Romania
Awe and Psychological Health Among Immigrants from War-Affected Regions in Romania: A Network Analysis Approach	
Awe, as both a trait and a state-level emotion, has been associated with increased resilience and well-being. Yet, its potential protective role among immigrants from war-affected regions remains largely unexplored. The present study aims to assess the intricate associations between this complex emotion and relevant psychological outcomes in vulnerable populations. This cross-sectional, correlational study will examine the associations between trait and state-level awe and several mental health indicators — including positive and negative mood, distress, resilience, and quality of life/psychological wellbeing — in immigrant populations currently residing in Romania who have previously fled conflict zones (e.g., Ukraine, Palestine, Israel, Iran). Using stratified sampling to represent diverse immigrant groups, we will employ validated self-report measures and analyze data via Network Analysis to map interrelations among measures of awe and psychological outcomes. Structural Equation Modeling (SEM) may further explore potential mediation or moderation mechanisms. While data collection, analysis, and interpretation are yet to be conducted, this study is expected to provide valuable insights into the protective and potentially transformative role of awe among individuals facing severe stress and adversity. The findings could inform culturally sensitive psychoeducational and clinical interventions targeting immigrant populations in Romania and beyond.	
Donata Kamm	WSB University in Dąbrowa Górnicza, Poland
Family Support for Refugees with Cancer in Germany: A Qualitative Exploration	
Migrants with cancer often face limited access to psychosocial care, making family a crucial source of emotional and practical support. Despite this, little is known about how such support is experienced in migration contexts in Germany. This qualitative study shows how migrants in Germany who were diagnosed with cancer perceive the role of their family in supporting them in coping with the illness. An inductive thematic analysis was conducted using semi-structured interviews with five participants from Syria, Iran, Egypt, and Ukraine. The results show that although support from the family in the home country remains crucial,	

its availability and nature change after migration. In the resource-constrained health systems of Syria and Egypt, families took on a very practical role, while in the Iranian context, migration led to a break in extended family networks. The case of Ukraine highlights the role of religious communities and non-family networks as alternative support systems. In all cases, illness and migration changed the view of family. At first, it was a tangible, everyday support system, which then became a symbolic refuge. Friends and institutions increasingly took on supportive roles. The study highlights the need for culturally sensitive psychosocial services that take into account the changed family dynamics in cancer care for migrants.

Katarína Fichnová

Łukasz Wojciechowski

Constantine the Philosopher University
in Nitra,
University of SS. Cyril and Methodius
in Tarnava,
Slovakia

A map of disinformation and misinformation in politicians' social media in the context of the topic of migration

The paper presents a comparative analysis of disinformation and misleading information spread by political actors based on a survey conducted in the Visegrad countries and research in the Slovak media space. Using content network analysis of social media communication, the study identifies dominant frames and rhetorical strategies shaping public perceptions of migration during wartime crises. The authors discuss the impact of digital populism and the algorithmic amplification of fear-based narratives, proposing a typology of communicative patterns that fuel polarization and hinder solidarity-based responses to migration.

Edita Štrbová

Hana Kiková

Constantine the Philosopher University
in Nitra,
Slovakia

Exploring the subjective motivations of hoax spreading through a Q methodological approach

The phenomenon of sharing questionable and doubtful content within social media is significant and has increasing social, economic and political impact. The current study examines the typical subjective motives behind individuals' decisions to spread hoaxes, using the specific approach of Q methodology. The concourse consisted of 63 statements sorted by

84 participants. Results of the centroid factor analysis (CFA) revealed the seven representative and reliable factors, denoting subjective viewpoints of the participants. The qualitative interpretation of the corresponding composite QSorts implies the possible types of motivation profiles of hoax spreaders in the social media environment, seen from the current time perspective of young individuals. The findings highlight the need for targeted educational and communication interventions to strengthen resilience to disinformation in crisis situations. Implications and directions for future research are discussed.

Viktoria Kozak

Nataliia Demeshkant

Private Kindergarten, Krakow

Pedagogical University of Krakow, Poland

Adaptation of foreign-language children in Polish primary school - challenges in the face of the migration crisis

The migration crisis triggered by the war in Ukraine has made Polish schools face new challenges - providing appropriate educational and upbringing conditions for foreign-speaking children. The adaptation process for these pupils includes not only adapting to the new educational system, but also overcoming language and cultural barriers and difficult emotional experiences related to migration and war.

The aim of the study was to review the adaptation process of foreign-language children in primary schools in Kraków and to identify the factors favouring and hindering this process. The research was conducted using a survey method (structured interviews with 10 teachers) and a case study (observation of two Ukrainian pupils). The results show that teachers recognise the important role of emotional, communicative and psychological support in the child's daily functioning at school. They also emphasise the importance of the school's cooperation with the students' parents, which largely determines the effectiveness of adaptation measures.

Beata Pietkiewicz-Pareek

University of Wroclaw,
Poland

When home ceases to be home. Children staying at the Centre for Foreigners at the military training ground in Czerwony Bór

The aim of this presentation is to present the results of field research conducted in July and August 2025 at the Centre for Foreigners in Czerwony Bór as part of a grant from the UWR Institute of Pedagogy. The aim of the review was to understand how refugee children

experience the space of the centre - an exclusionary, temporary place, distant from urban life and situated in the vicinity of a military training ground near Lomza. Analysis of interviews and participant observation reveals how children construct a sense of 'home' under conditions of forced settlement and what adaptive strategies they develop in the face of institutional and spatial constraints. The presentation reflects on the limits of the notion of home in the context of migration, security and childhood in a refugee situation.

Nadiia Lutsan

Vasyl Stefryk Carpathian National
University in Ivano-Frankivsk, Ukraine

Transformation of family relationships during the war

Russia's full-scale war against Ukraine interrupted the natural process of life and development of the Ukrainian family, changed the conditions of its life, exacerbated existing and provoked new problems and risks. In these extreme conditions, the performance of the family's basic functions is largely reduced to its survival: the main task of the family often becomes not the birth and upbringing of subsequent generations, but the basic survival of family members, the physical protection of children from danger. The family is strongly influenced by the war and the destructive processes produced by the war. The main functions of the family and their transformation during the war were studied. The problems affecting the existence of the family in the crisis period are outlined. Great human losses, destruction of housing, social and economic infrastructure, natural environment, forced mass migration made it extremely difficult to implement the basic functions of the family and intensified its protective function. The family is one of the main institutions that contributes to the continuation of the life of the population, and therefore of the entire society, in these critical conditions. The issue of family upbringing in refugee families, territorial distance between spouses was raised. Temporary separation from family, which leads to distance from loved ones and deterioration of relationships with them, as well as constant fear for the life and health of those who remained in Ukraine. The war exacerbated the problems of the Ukrainian family and provoked new risks.

Michał Borda	WSB University in Dąbrowa Górnicza, Poland
Migration issues in the teaching of Pope Francis. Recommendations for education	
Pope Francis devoted much attention to the topic of migration and refugees, seeing them not only as a political problem, but also as a moral and social one. He believed that migrants and refugees deserve to be treated and helped with dignity, not rejected. He encouraged people to open up to them and to understand their plight, pointing out the causes of migration such as war, poverty and persecution. Systematising the teaching of Pope Francis will provide an opportunity to set contemporary directions for civic education as well.	
Marek Walancik	WSB University in Dąbrowa Górnicza, Poland
The impact of war migration	
War, as an extreme emergency situation, is not only an armed clash, but also dramatic social changes and human tragedies. One of the most visible and painful consequences of armed conflict is migration. Referring to examples from history, these are the millions of displacements, deportations, and civilian escapes in the world. At the current time, due to the war in Ukraine (from 2022), we are experiencing the biggest migration crisis in Europe since the Second World War. The aim of the speech, the publication is to present the effects of war migration.	
Liliya Morska Anna Wańczyk-Welc Anna Englert-Bator	University of Rzeszow, Poland
Mental resilience, support systems and quality of life of students in Poland and Ukraine and psychosocial determinants of the variables studied. Pilot study	
The university period constitutes a critical developmental phase often described as “emerging adulthood” (Arnett, 2000), during which young people navigate the transition from dependence to autonomy. Between ages 18 and 25, students confront multiple academic, social, and personal demands, requiring effective coping strategies and strong psychological resilience. Resilience, understood as the ability to manage stressors and pressure across contexts, plays a crucial role in maintaining mental health and academic engagement. Its	

absence, however, may result in distress, anxiety, depression, and impaired functioning, underscoring the responsibility of universities to provide psychological support systems.

This research focuses on the psychosocial well-being of students in eastern Poland and Ukraine, where the ongoing war has created additional pressures. While some studies suggest limited perceived impact of the conflict among Polish students, findings from Ukraine demonstrate high levels of distress, including depression, anxiety, and burnout. The present pilot study will use standardized instruments (DAS21, MTQ48, WHOQOL, and social support scales), together with tailored questionnaires, to assess resilience, mental health, and quality of life. The aim is to identify risk and protective factors influencing student well-being in a cross-cultural and crisis-related context. Results will provide evidence for designing targeted interventions and informing academic policies to enhance resilience and support systems in higher education.

Karolina Walancik

WSB University in Dąbrowa Górnicza,
Poland

Rodzina jako wsparcie w kryzysie migracyjnym

In her presentation, the author addresses the issue of family as a support system in crisis, particularly during the migration crisis. The author analyzes this institution in terms of its role in supporting its members and its role, including caring for and raising children. The author also presents the actions of the state and legislature, which 12 years ago introduced a number of institutions into the legal system designed to support families in crisis, including institutions that can be established by family members, loved ones, and those close to them. The author these institutions and their practical functioning, including during the migration crisis. The author discusses data illustrating the trends in the practical functioning of these institutions. The aim of the presentation is to answer the question: How has the process of developing the institution of family as a support system in crisis, including during the migration crisis, evolved over the years?

Arkadiusz Wąsiński Artur Fabiś	University of Lodz, WSB University in Dąbrowa Górnicza, Poland
Rationale and difficulties in the socio-cultural adaptation of Ukrainian students from the perspective of supporters' experiences	
The full-scale war conflict in Ukraine initiated in 2022 resulted in an influx of migrant Ukrainian population to Poland. Among the arriving migrants, a large percentage were school-aged children and young people. The article addresses the issue of supporting young migrants from Ukraine in their adaptation, with the chosen perspective being the narratives of those assisting in this process. Semi-structured interviews with 11 individuals revealed a picture of the many facets and difficulties in the implementation of support for children and youth in migration crisis. Four levels of dilemmas of adaptation of Ukrainian pupils in the context of cultural differences were identified: (1) language as an opportunity for effective adaptation and self-development, (2) the language barrier as a cultural 'battlefield', (3) the students' 'historical memory' as a substrate for the formation of interpersonal relations, and (4) the performative dimension of cultural identity.	
Monika Bąk-Sosnowska	WSB University in Dąbrowa Górnicza, Poland
Mental health of minor war refugees - challenges and opportunities for assistance	
Current data indicate that over 43 million people worldwide hold refugee status, with nearly 19 million of them under the age of 18. Fleeing their country of origin or permanent residence is most often the result of a well-founded fear of persecution based on race, religion, nationality, membership in a particular social group, or political views. Research on the mental health of child war refugees shows that this population experiences significant psychological distress. Symptoms include intense anxiety (including phobias and generalized anxiety), depression, social withdrawal, guilt, low self-esteem, somatization, and cognitive dissonance. It is estimated that approximately 45% of these children and adolescents meet the criteria for post-traumatic stress disorder (PTSD). Efforts to improve the mental well-being of refugees are a priority in host countries. Teachers and educators play a special role, not only ensuring the continuity of education but also supporting the process of restoring a sense of security, emotional stability, and linguistic and cultural integration. This presentation aims to review the latest scientific findings on the	

mental health of refugee minors and to present a guide on supporting their well-being, developed as part of the MentUwell project for educators working with refugee children and youth.

Maciej Witkowski

WSB University in Dąbrowa Górnicza,
Poland

Psychological support under conditions of cultural distance: designing trainings for young Ukrainian war refugees

Review findings on migrant communities around the world indicate that these populations are particularly vulnerable: they are more likely to develop a range of psychological problems, particularly post-traumatic stress disorder (PTSD), major depression, anxiety and non-affective psychosis. In the paper, drawing on the experience gained while designing educational solutions for the integrational project, the author analyses and reflects more broadly on the process of determining the most important assumptions that training supporting the psychological well-being of young Ukrainian war refugees should meet. The search for effective solutions that would enable the design of measures to improve the psychological well-being of young war refugees from Ukraine leads to the formulation of several important dilemmas related to establishing a general framework for the measures to be taken. These dilemmas concern the relationship between psychological well-being, the intensity of experiencing the elements that make up ethnic identity, and openness to a new culture, which, at least in some respects, seems to conflict with the elements of one's own identity.

Michał Szyszka

WSB University in Dąbrowa Górnicza,
Poland

Aid as a communicative activity: between interaction, institutionalisation and mediatisation

The presentation addresses the issue of aid as a specific type of social activity, viewed from a communicative perspective. The analysis starts from historical contexts – from mutual aid, charity and charitable practices to contemporary, institutional and mass forms of support – which allows us to capture the process of gradual institutionalisation and, at the same time, the progressive mediatisation of aid. This phenomenon will be related to McQuail's communication pyramid, which organises the levels of communication: from interpersonal

interactions, through organisational communication, to media and systemic representations of aid activities. The empirical part will present WGI data and survey results (including CBOS), enabling a description of the phenomenon of “aid” in Polish culture in a comparative context – in relation to neighbouring countries. The main focus will be on changes in attitudes and practices of aid in the context of the migration crisis caused by the war in Ukraine. The presentation shows how the process of mediatisation corresponds to the perception and practice of aid, transforming it from an interpersonal act into a symbolic and public phenomenon, shaped by the media, collective emotions and social policy.

