Mykolas Romeris University

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Supporting the Well-Being of Migrant Adolescence: Educators‘ Reflections on Provided Social and Educational Methods

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INTERNATIONAL SCIENTIFIC CONFERENCE
In the framework of the “MentUwell” project

Assistance and support in crisis – war, migration, trauma

October 20, 2025

WSB University
Dąbrowa Górnicza
Poland

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STUDY

PURPOSE

Analyze the opinion of teachers – participants of training – on training organized by Ciuladiene, Gudeliene, Ovcinikova in the framework of MentUwell project

METHOD

Open-ended questions as feedback after the training

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WORKLOAD

8 hours

Training was organized at MRU LAB / Sūduvos Academy / Bitė adult learning center / Gravitas

PARTICIPANS

N-143

Teachers / social pedagogies / Other related to wartime migration crisis (ex., students)

EVALUATION

Participants‘ FEEDBACK

Online questionnaire to collect feedback

DATA	LOCATION	PARTICIPANTS
October 16, 2024	Gravitas schola, Vilnius	10 +43
November 22, 2024	Bitės SMC, Vilnius	37
November 29, 2024	MRU LAB	9
April 24, 2025	Sūduvos Academy, Marijampolė	16
April 25, 2025	Sūduvos Academy, Marijampolė	28

TRAINING for educators

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Grazina Ciuladiene

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Nomeda Gudeliene

SOCIO-EDUCATIONAL METHODS FOR TEACHERS

Janina Ovcinikova

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UNDERSTANDING CULTURE for Effective Intercultural Communication

Developing educators' intercultural communication competence

At the heart of multicultural education is the notion of taking individual differences into account in organizing the educational environment, and aiming to ensure that all students enjoy equal education (Karacabey et al. 2019, p. 383). With the principle of equality in education, multicultural education allows students to understand the culture of their community, remove cultural boundaries that can serve as barriers towards other cultures, and build a society that is common to all (Karacabey et al. 2019). This type of school has a key role in fostering positive attitudes and feelings amongst migrant pupils, thus influencing their long-term psychological well-being and inclusion within society (Ashleigh and Gaulter 2020).

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UNDERSTANDING CULTURE for Effective Intercultural Communication (1)

FEEDBACK What new things have you learn about Ukrainians?

"I knew very little about Ukrainians, but today I learned about Ukrainian cuisine, the meaning of their flag colors, their language, and their national clothing. <...> I had also never heard of Ukrainian schools in Lithuania, so I had to look into it. Today, I read the Ukrainian anthem for the first time and learned a lot about its meaning and significance. I was surprised that its lyrics are very patriotic and express the strong spirit of the nation and its struggle for freedom".

"It was interesting to learn about the Ukrainian anthem, its lyrics, and their meaning. It was also interesting to learn about the characteristics of the Ukrainian character and behavior. During the training, I learned really valuable information about the differences and similarities between Lithuanian and Ukrainian cultures".

"During the training, I learned things about Ukrainians that I did not know before: what the colors of the flag symbolize, what connects Lithuania and Ukraine (the Ukrainian school in Vilnius, the statue of Taras Shevchenko, etc.). While doing the Kahoot task, it was interesting to learn how long the Lithuanian period of Ukrainian history lasted, as well as which part of the Ukrainian language vocabulary differs from Russian".

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UNDERSTANDING CULTURE for Effective Intercultural Communication (2)

FEEDBACK

Will this information about Ukrainian culture have an impact on your COMMUNICATION with Ukrainians? What kind?

THEME	Illustrations
Knowledge correlates with attitude and motivation	"Yes, it will. It helped me learn about their traditions and culture, and I even read their anthem. I believe that interest in other cultures promotes trust, care, and security among fellow citizens." "Yes, this information will influence my communication with Ukrainians. Knowing that they tend to have a high power distance, I will communicate respectfully with authority figures. Knowing about their collectivist values, I will place greater emphasis on cooperation and relationship building. And understanding their tendency to avoid uncertainty, I will strive to convey information clearly and accurately."

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UNDERSTANDING CULTURE for Effective Intercultural Communication (3)

FEEDBACK

Will this information about Ukrainian culture have an impact on your COMMUNICATION with Ukrainians? What kind?

THEME	Illustrations
"Encouraged me to learn more about Ukrainian culture"	"Yes, it was very interesting to learn more about their culture. I am curious about their traditions during the annual holiday season. What other national holidays do they have, and what languages are spoken in the country? I am also interested in the country's economy, landscape, and culture." "I would like to learn more about their culture, national costumes, and folk songs". "Any new information about Ukrainian culture provides more opportunities to understand them and their nation. Since I have a girl from Ukraine at work, it will be really fun to discuss how similar our national dishes are."

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METHODS FOR ADVANCING MIGRANT TEENAGERS' SOCIAL-EMOTIONAL WELL-BEING AND LEARNING (1)

FEEDBACK

- Educators' perspectives on the usefulness and applicability of a collection of social and educational methods
- Aimed to advance social-emotional well-being, focus, and learning outcomes of migrant refugee teenagers.
- Addressing war-related fatigue, stress, anxiety, and peer relationship challenges in daily classroom settings.

„Exercises develop social skill, encourage to get to know oneself and others better, improve communication competences"

„Excellent in building relations with pupils and understanding them better"

„The methods enable pupils to express their ideas, make decisions and better understand themselves"

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METHODS FOR ADVANCING MIGRANT TEENAGERS' SOCIAL-EMOTIONAL WELL-BEING AND LEARNING (2)

FEEDBACK

Educators reflected that teacher support methods and tools are *highly valued*
Positive assessment of:

- ✓ Introduction methods
- ✓ Creativity and play-based activities
- ✓ Calming and relaxation techniques
- ✓ Play & gamification approaches
- ✓ Empathy as a driver of learning and well-being

"Shows how important it is constantly communicate with teens, actively listen to them, so that they feel understood and supported. It is crucially important in crisis situations"

"I have enriched my knowledge how to help teens manage stress, how to approach them and start a talk"

"The list of methods is useful as it helps to answer the questions we are afraid of. The activities help to open up and relax., adapt to a new environment that might not be friendly"

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METHODS FOR ADVANCING MIGRANT TEENAGERS' SOCIAL-EMOTIONAL WELL-BEING AND LEARNING (3)

RECOMMENDATIONS:

Embed social-emotional learning methods in classroom activities
Encourage self-awareness, reflection, and peer collaboration.
Equip teachers with
-social-emotional learning methods
-language-acquisition tools

"Methods to strengthen mutual relations. They can be applied to different age groups. Do not require additional resources. Helpful to educators and parents."

"Useful tool for parents that help to have fun and educate their children".

IMPACT:
Strengthened well-being of migrant teenagers.
Healthier adjustment and integration into host-country.
Empowered educators to foster inclusive and empathy-based environment.

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LITHUANIAN LANGUAGE LEARNING APPS (1)

In order to create a more comprehensive and inclusive learning experience, students can be encouraged to use language apps and open-access bilingual online resources. This is particularly useful for migrant teenagers, as it provides them with flexible, accessible, and engaging tools for developing the language skills necessary for successful integration into their new country.

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LITHUANIAN LANGUAGE LEARNING APPS (2)

FEEDBACK

How can language learning apps be useful for parents?

Language learning apps can be useful for parents because they can **help children learn languages at home, learn together with their children**, and thus **promote their language development**. With such apps, parents can **monitor their children's progress, see learning results**, and **improve or learn foreign languages**. This helps not only to strengthen children's motivation, but also **to expand parents' language skills**, making the apps beneficial for both parents and children.

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LITHUANIAN LANGUAGE LEARNING APPS (3)

FEEDBACK

How can language learning apps be useful for teachers?

Language learning applications can be useful for teachers because they **facilitate the teaching process** - help **preparing assignments**, can be used as an **auxiliary tool in activities** and allow for **offering learning in a game form**, thus **increasing student engagement and motivation**. In addition, such applications **encourage independent learning**, provide an opportunity **to broaden students' horizons**, introduce them to **various languages, countries and cultures**. For teachers they can help **improve language skills**, **learn new phrases or terms** useful in everyday pedagogical activities.

THANK YOU