



Research report

School Well-being

in Diverse Classrooms



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Information about the project

The aim of the project “Accessible School for All” is to strengthen the competencies of specialist teachers in providing adequate support to children and students, taking into account the diversity of their developmental and educational needs, including those who are refugees from Ukraine. The project also aims to foster the integration of diverse communities within classrooms and schools. A range of tools has been developed within the project to support educational and specialist activities, including integration-oriented activities designed to build a sense of community among children and students and to promote a positive classroom and school climate as part of supporting their mental health.

This publication was produced by the Educational Research Institute – National Research Institute in partnership with the UNICEF Refugee Response Office in Poland and the Ministry of National Education. The materials, content, and views presented in this publication are those of the experts involved in its development and do not necessarily reflect the views of UNICEF or the donor. The publication was not prepared in accordance with UNICEF’s official publishing standards; therefore, UNICEF and the donor are not responsible for any potential errors.

Introduction

The report *School Well-being in Diverse Classrooms* presents the results of research conducted as part of the *Accessible School for All (ASA)* project, implemented by the Educational Research Institute – National Research Institute (IBE PIB) in cooperation with UNICEF and the Ministry of National Education. The initiative arose in response to the dynamically changing reality of the Polish school system, which currently has more than 200,000 students with experience as migrants and refugees coming from Ukraine. These challenges added to the diversity of educational needs existing previously, such as those relating to disabilities, difficulties in peer relationships, and mental health problems.

Alongside their teaching function, schools also have a key social and childcare function, providing a space for peer contact, physical activity, and support tailored to individual needs. Accessible and stable education is fundamental to the well-being of children and adolescents, regardless of their social, cultural, or health status. The unexpected shift in the structure of the student population after 2022 has brought new teaching and social challenges to schools, requiring in-depth diagnosis and systemic action.

In this context, measuring students' school well-being in educational and socio-emotional dimensions allows a better understanding of their situation and provides guidance for designing programmes to support schools in creating an environment that fosters development, safety, and engagement. The research conducted as part of the ASA project looked specifically at two groups that may be particularly vulnerable to challenges in this area: students with migration experience from Ukraine and students with special educational needs. The results of the study not only provide insights into the scale of the challenges and the groups of students in need of special support, but also constitute a valuable source of reflection on how to organise school life so that it becomes an experience that promotes the development, safety, and engagement of all students – without exception.



Purpose of the study:

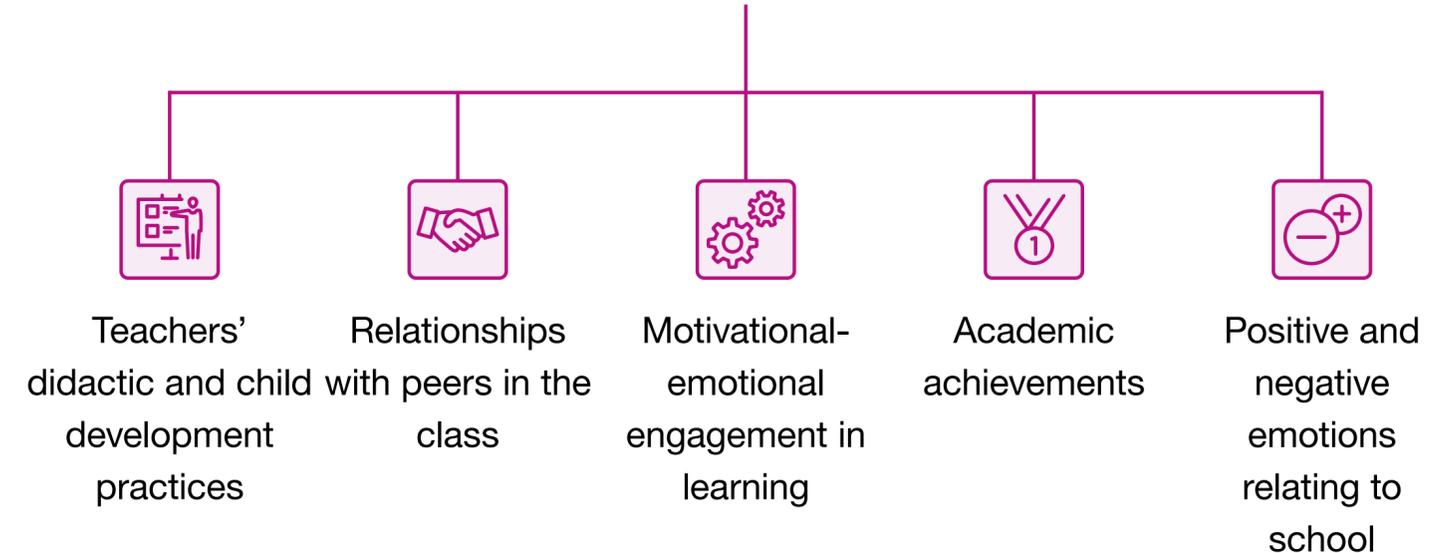
The study aimed to assess students' school well-being in diverse classrooms, covering five of its dimensions relating to both the educational and socio-emotional spheres. Particular attention was paid to comparing the situation of students with migration experience from Ukraine and that of their Polish peers, and to analysing factors that may differentiate well-being, such as family situation, level of education, special educational needs, and gender. The study was conducted in the natural setting of public schools, open to all children, and captures the students' functioning in their everyday environment. The results provide the knowledge needed to design activities to support schools in creating an environment that fosters the development, safety, and engagement of all students.

What is well-being at school? A theoretical concept

School Well-being

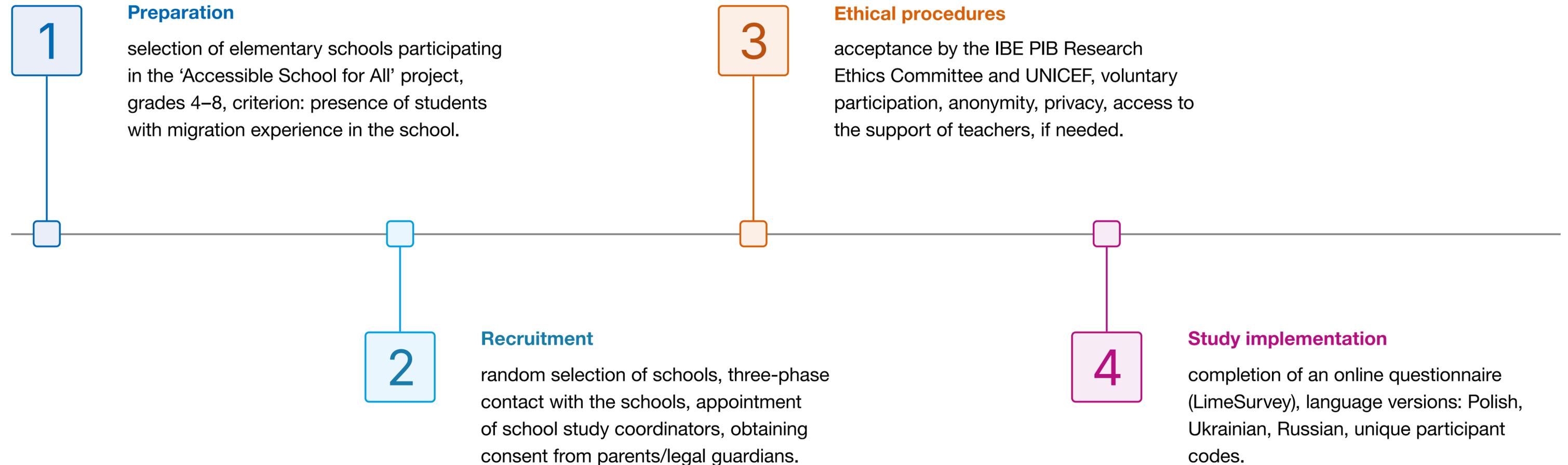
In our study, school well-being was characterised using Seligman's PERMA model which defines well-being as the effect of positive emotions, engagement, relationships, sense of meaning, and achievement. On this basis, we identified five dimensions of well-being at school: teachers' didactic and child development practices, relationships with peers in the class, motivational and emotional engagement in learning, academic achievements, and emotional attitudes towards school (positive and negative).

Students' school well-being



Research methodology

Course of the study and its organisation



Characteristics of the research tools used

Dimension of well-being	Specific dimension	Tool
Teachers' teaching and pedagogical practices	Students' perceptions of inclusive teaching practices	<i>Inclusive Teaching Practices Scale – S-ITPS; sub-scale: Personalisation</i>
	Perceived inequalities in treatment by teacher	<i>Teacher's Discrimination Behaviour – TDB</i>
Relationships with peers in the classroom	Loneliness and lack of satisfaction with peer relationships	<i>Loneliness and Social Dissatisfaction Questionnaire – LSDQ</i>
	Perceived peer status	<i>Perceived Social Position among Peers Questionnaire – PSPPQ</i>
	Perceived social inclusion	<i>Perceptions of Inclusion Questionnaire – PIQ; sub-scale: Social Inclusion – SI</i>
	Experience of being a victim of peer aggression	<i>European Bullying Intervention Project Questionnaire – EBIPQ; sub-scale: Victimization</i>
	Interpersonal self-efficacy	<i>Self-Efficacy Questionnaire for Children – SEQ-C</i>



Dimension of well-being	Specific dimension	Tool
Motivational-emotional engagement in school education	Sense of educational purpose	<i>Student's Subjective Well-being Questionnaire; sub-scale: Educational Purpose Scale – EPS</i>
	Academic self-concept	<i>Perceptions of Inclusion Questionnaire – PIQ; sub-scale: Academic Self-Concept – ASC</i>
	Emotional attitude towards the school	<i>Perceptions of Inclusion Questionnaire – PIQ; sub-scale: Emotional Inclusion – EMI</i>
Achievements at school	Year-end grades	Year-end grade in Polish at a Polish school
		Year-end grade in mathematics at a Polish school
Positive and negative emotions associated with the school	Academic anxiety	<i>Academic Anxiety Scale – AAS</i>
	Joy of learning	<i>Student's Subjective Well-being Questionnaire – SSWQ; sub-scale: Joy of Learning – JL</i>

Characteristics of the study group



23
schools

The study was conducted **in schools participating in the project** “Accessible School for All” (22 mainstream schools and 1 integrated school).



78
classes

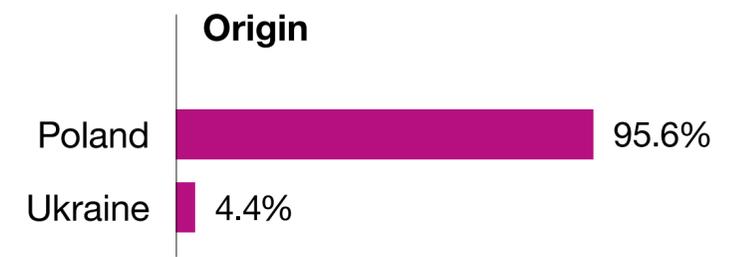
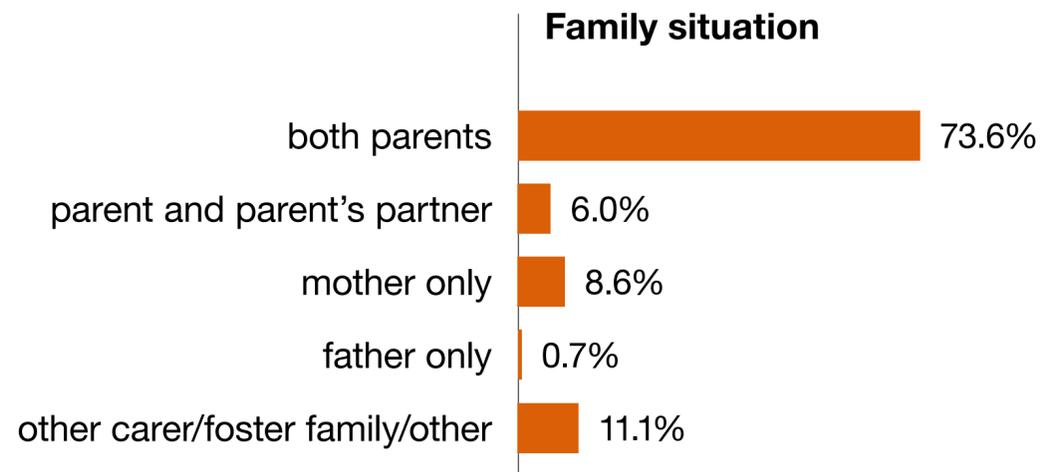
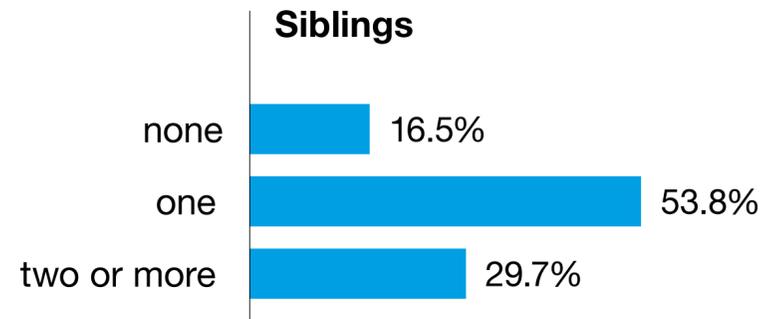
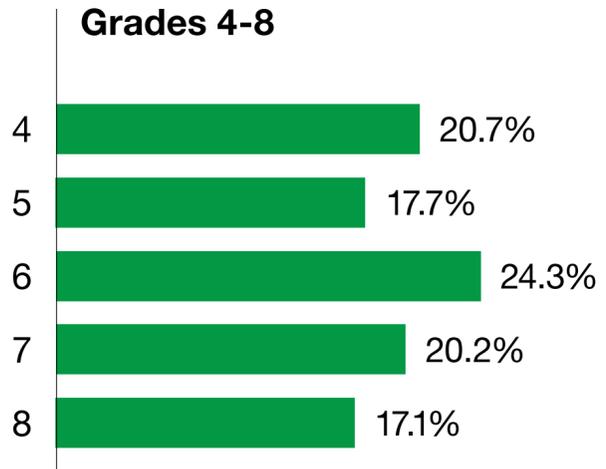
The study included students from selected classes whose parents/legal guardians provided **written informed consent**.



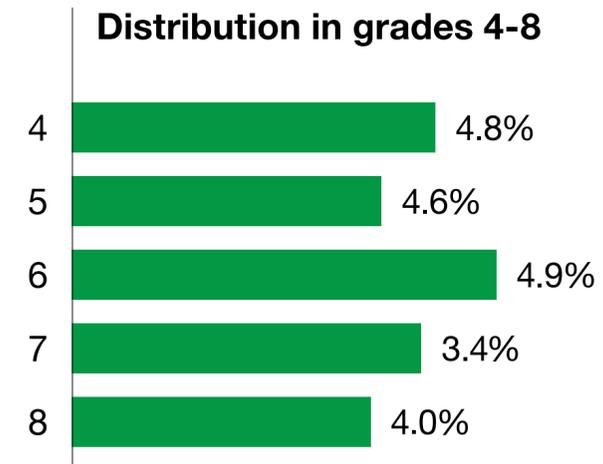
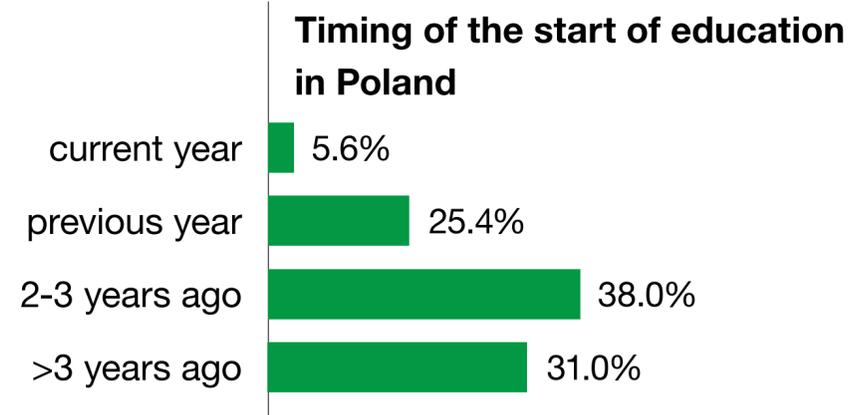
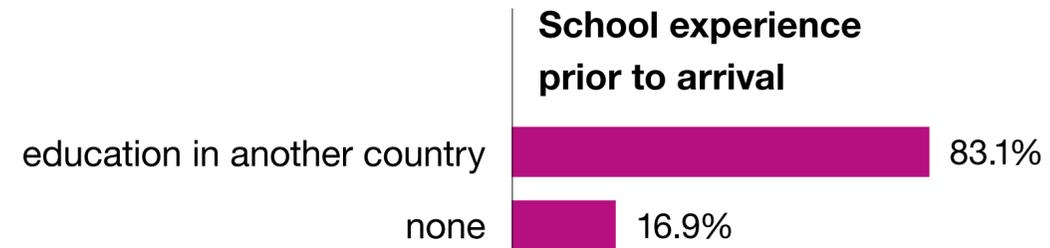
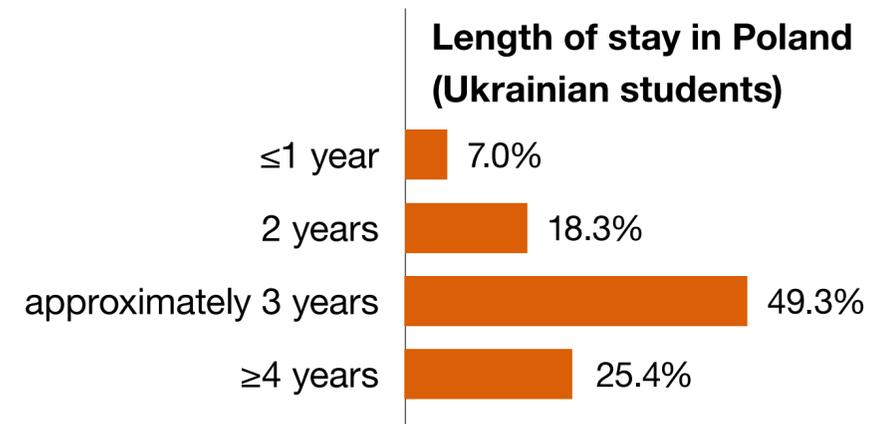
1608
students

A total of 1,608 students participated in the study, including **71 students with a Ukrainian migration background** (4.4%) and **307 students with special educational needs**, who had an official opinion or statement confirming the need for special education issued by a psychological and pedagogical counseling center (PPCC) (19.1%).

Students (total)



Students with migration experience from Ukraine



Students with special educational needs

Having an opinion on special needs in education is much more common than having a statement on the need for special education, especially in the upper grades. Opinions usually concern a broad spectrum of difficulties and often precede further diagnosis, whereas statements concern more permanent, formally confirmed needs.

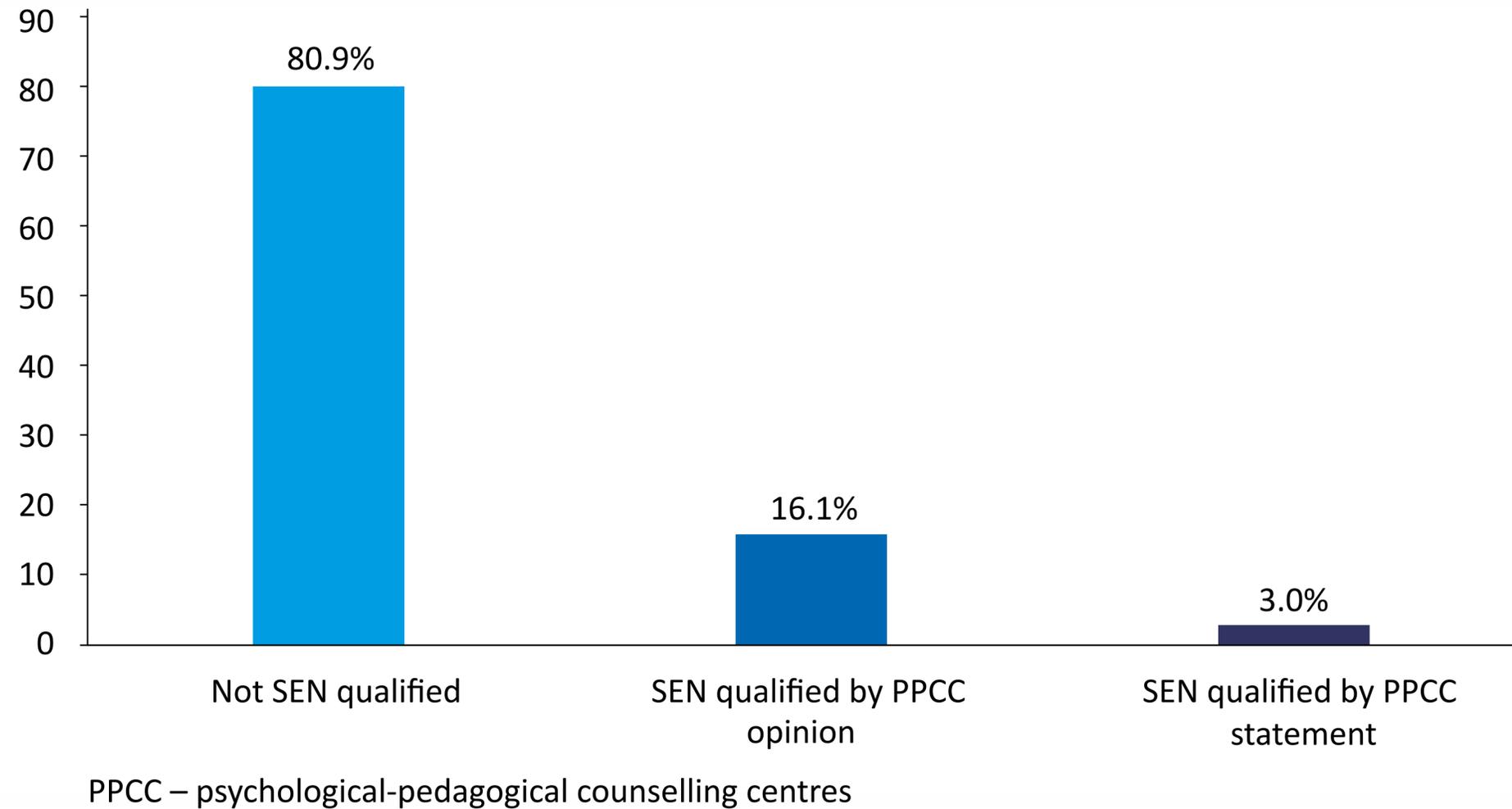
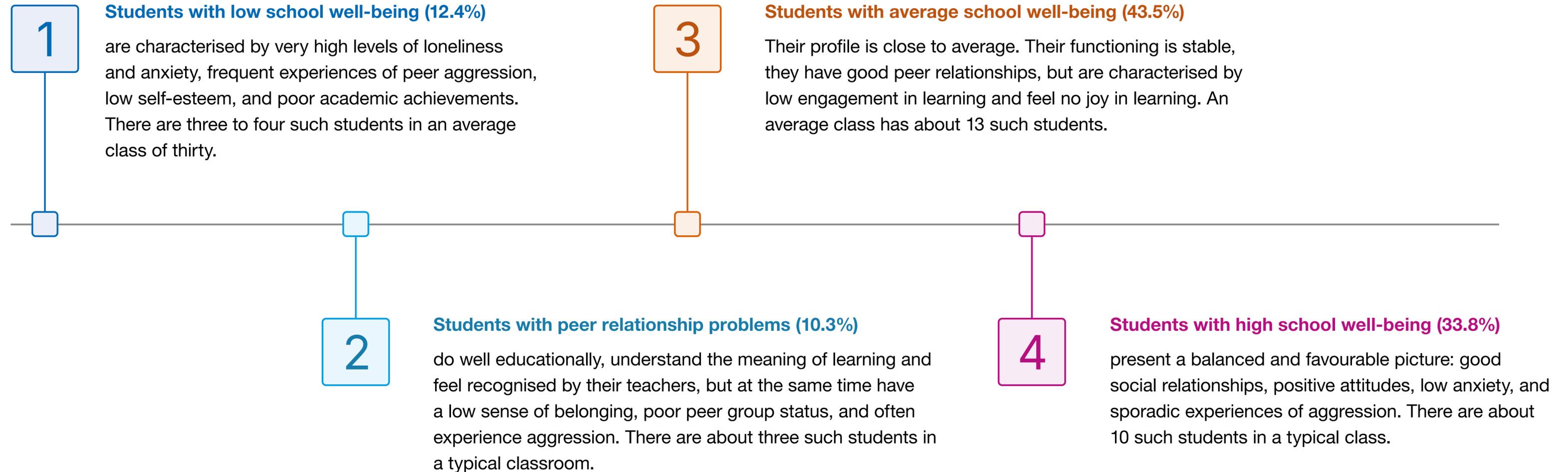


Chart 1. Frequency of having psychological-pedagogical counselling opinions and special education needs statements

Key research findings

1. What is the overall picture of students' well-being at school in grades 4-8?

The results of the study allowed us to identify four groups of students with different profiles of functioning.



The picture of students' well-being at school is varied, encompassing both areas of strength and those that require further attention.

Areas of strengths in the picture of school well-being in diverse classrooms:

- positive perceptions of inclusive teaching practices,
- high sense of social inclusion and peer status,
- infrequent experience of aggression and positive self-assessment of interpersonal self-efficacy,
- moderately positive self-assessment as a student and sense of educational purpose,
- low levels of declared academic anxiety,
- relatively good educational achievements in Polish and mathematics.

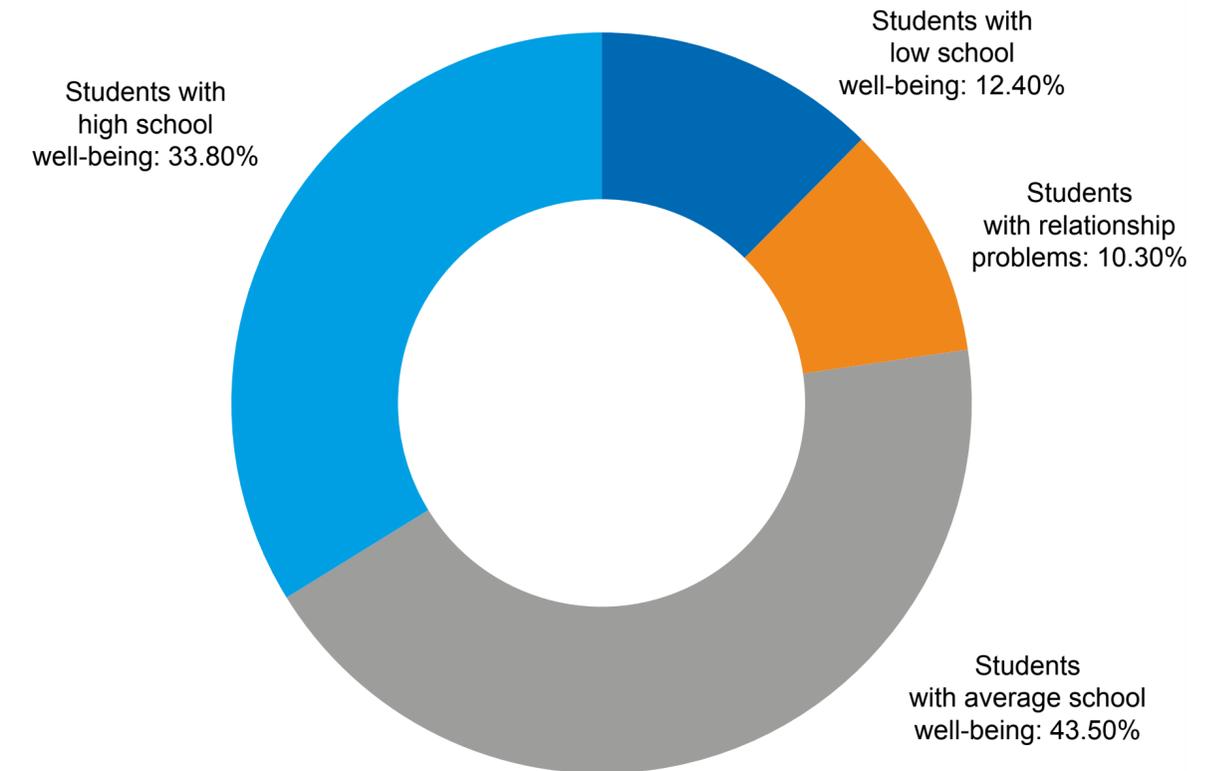


Chart 2. School well-being profiles

Areas requiring attention:

- moderate sense of being treated equally by teachers,
- weaker emotional bond with the school as an institution (below the neutral level),
- limited joy in learning and a low level of positive emotions in an educational context,
- greater variation in mathematics achievements.

The students function relatively well in terms of relationships and achievement, but their emotional engagement and positive experiences associated with school are limited, which are potential areas for supportive actions.

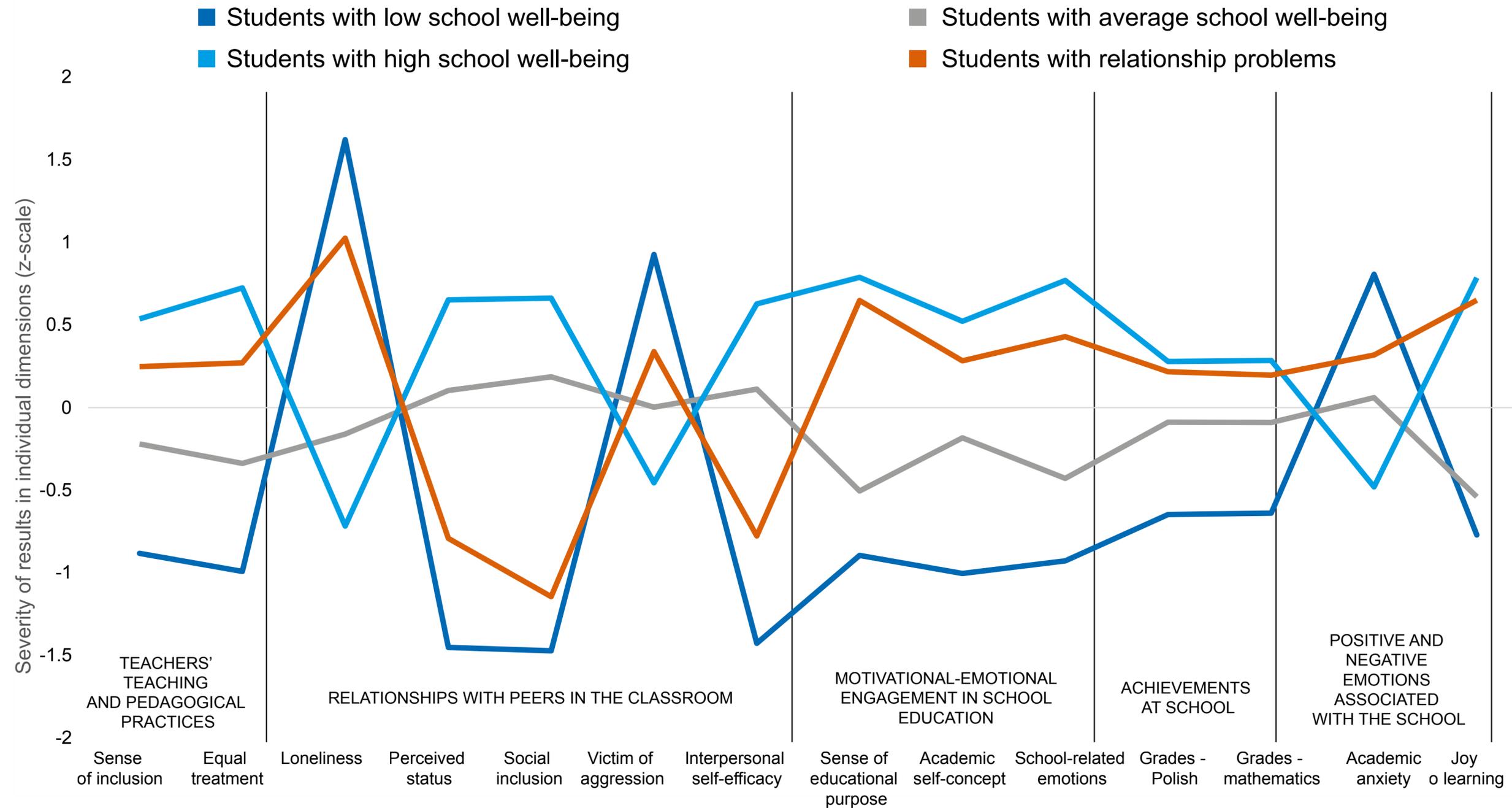


Chart 3. Intensity of results across individual dimensions

Almost one in four students (22.7%) shows signs of reduced well-being – whether in the emotional-motivational sphere or in peer relationships. The data suggest that students at higher risk of poor school well-being are those in the upper primary school grades, in single-parent families, have special educational needs, do not identify with the binary gender division, and, to a certain extent, students who have experienced migration.

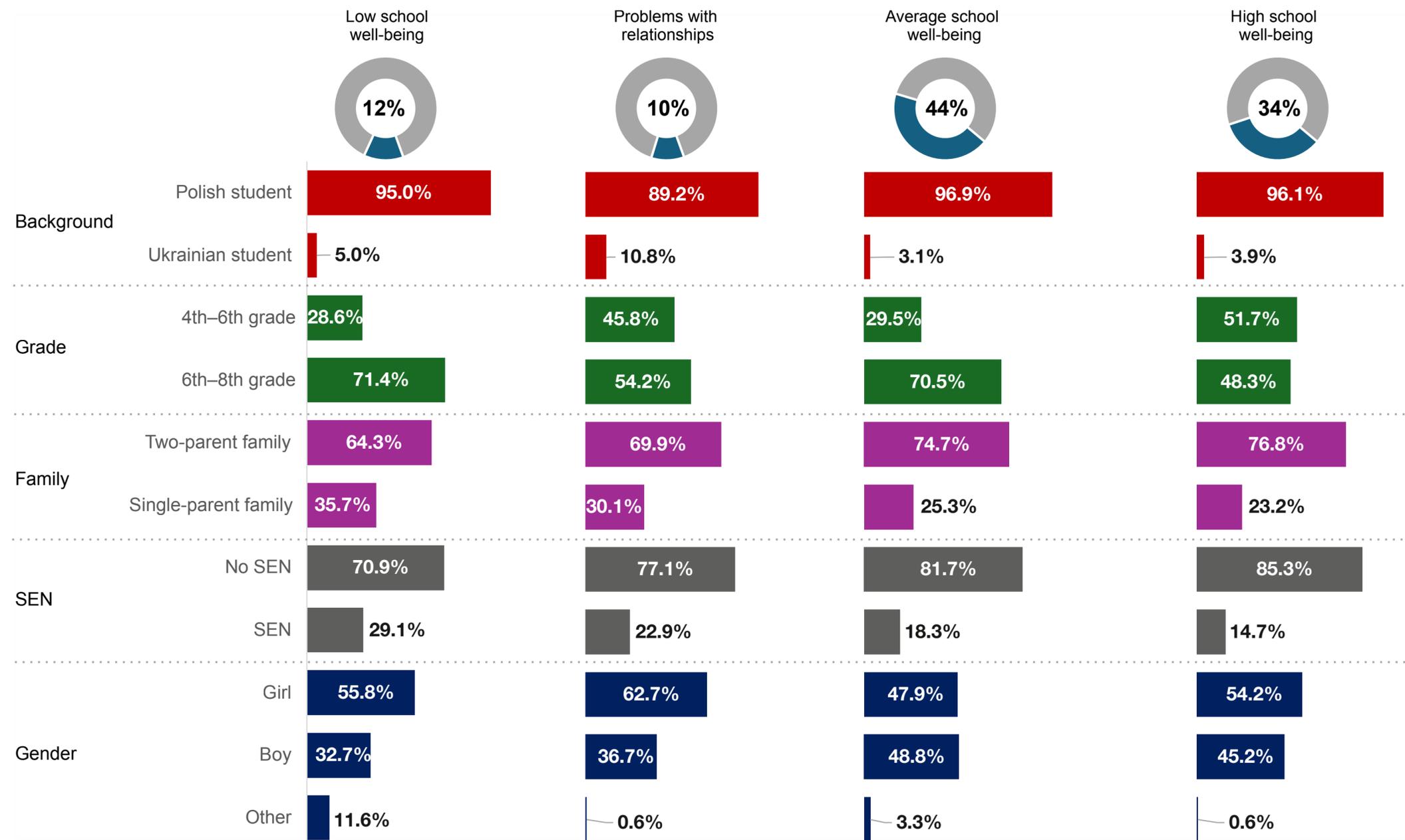
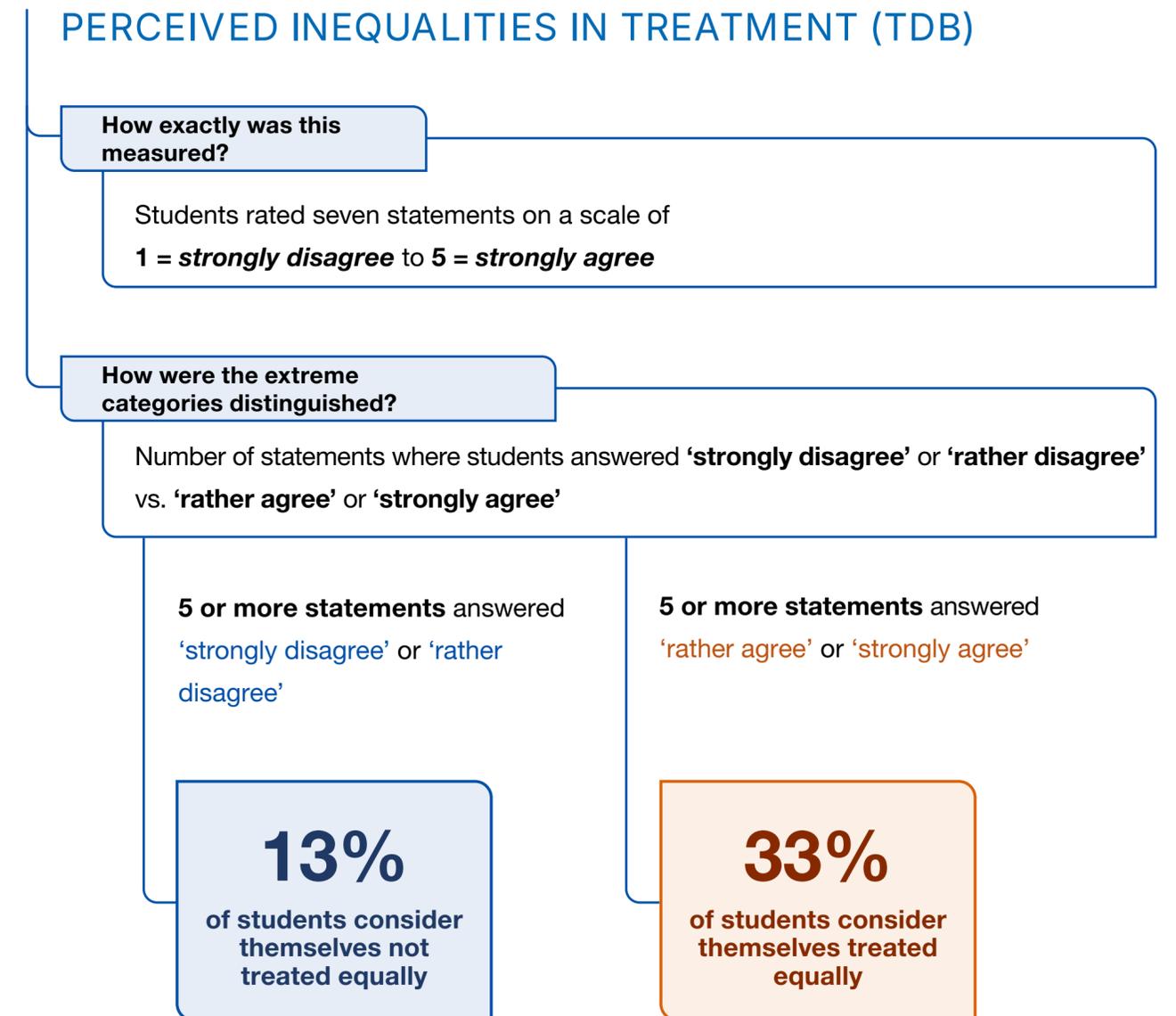
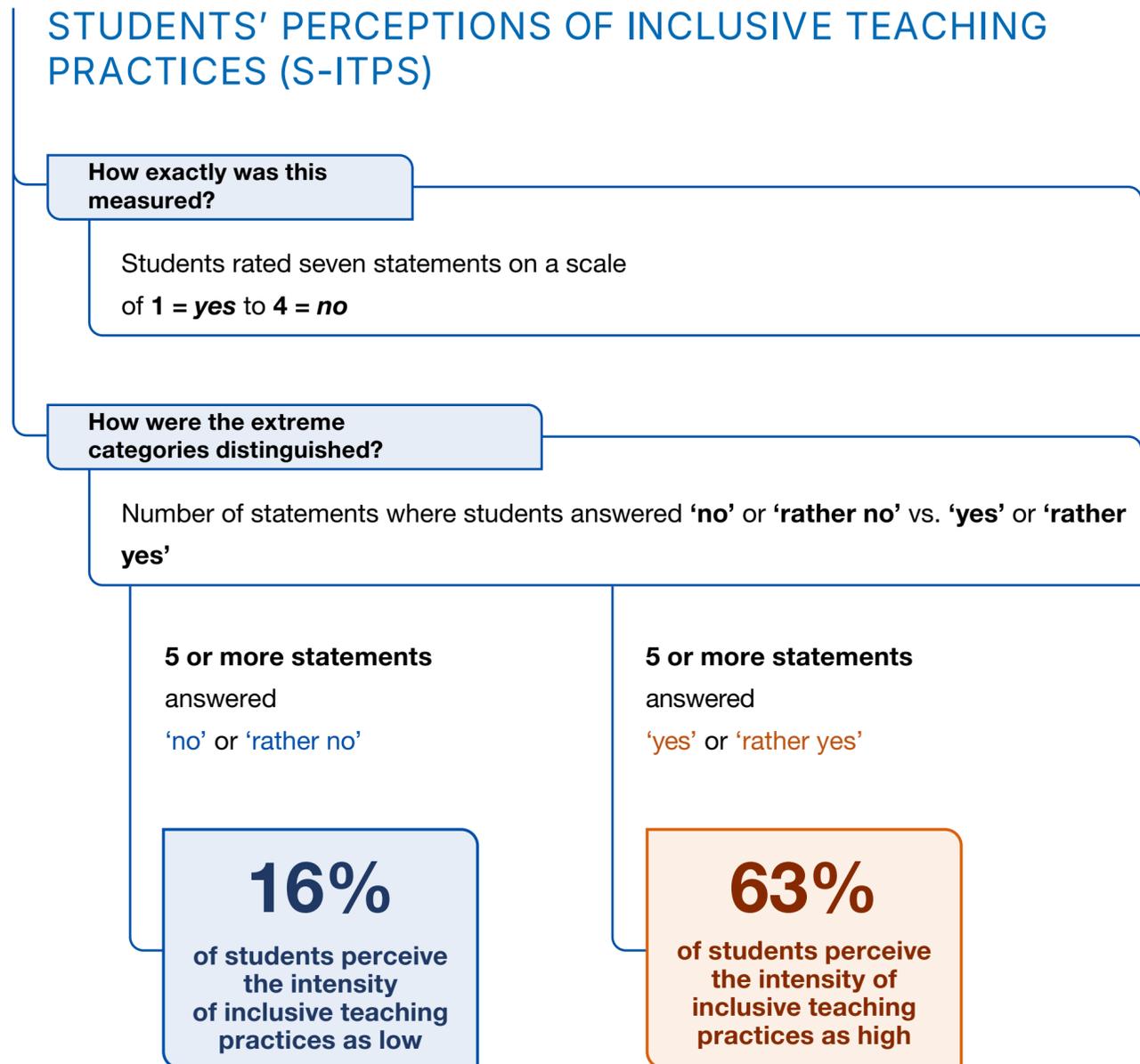


Chart 4. Socio-demographic and educational characteristics in relation to school well-being

2. Characteristics of the different dimensions of well-being at school

Teachers' teaching and pedagogical practices



Relationships with peers in the classroom

LONELINESS AND DISSATISFACTION WITH PEER RELATIONSHIPS (LSDQ)

How exactly was this measured?

Students rated 15 statements on a scale of 1 = *not true at all* to 4 = *completely true*

How were the extreme categories distinguished?

Number of statements where students answered '*not true at all*' or '*rather not true*' vs. '*rather true*' or '*completely true*'

3 or more (out of a max. of 5) statements answered '*completely true*' or '*rather true*' under items directly indicating loneliness

15%

of students have a high sense of loneliness

4 or more (out of a max. of 6) statements answered '*completely true*' or '*rather true*' under items indicating a sense of belonging and having friends

82%

of students have many friends in the class

PERCEIVED PEER STATUS (PSPSQ)

How exactly was this measured?

Students rated seven statements on a scale of 1 = *I strongly disagree* to 5 = *I strongly agree*

How were the extreme categories distinguished?

Number of statements where students answered '*I strongly disagree*' or '*I rather disagree*' vs. '*I rather agree*' or '*I strongly agree*'

5 or more statements answered '*I strongly disagree*' or '*I rather disagree*'

13%

of students with low perceived peer status

5 or more statements answered '*I rather agree*' or '*I strongly agree*'

30%

of students with high perceived peer status



PERCEIVED SOCIAL INCLUSION (PIQ-SI)

How exactly was this measured?

Students rated four statements on a scale of 1 = *not true at all* to 4 = *completely true*

How were the extreme categories distinguished?

Number of statements where students answered '*not true at all*' or '*rather not true*' vs. '*rather true*' or '*completely true*'

3 or 4 statements answered '*not true at all*' or '*rather not true*'

11%
of students with low perceived social inclusion (i.e., social exclusion)

3 or 4 statements answered '*rather true*' or '*completely true*'

82%
of students with high perceived social inclusion

EXPERIENCING PEER AGGRESSION (EBIP-Q)

How exactly was this measured?

Students rated seven statements on a scale of 1 = *never* to 5 = *more than once a week*

How were the extreme categories distinguished?

Number of statements where students answered '*never*' vs. '*about once a week*' or *more*

4 or more (out of 7) statements answered '*never*'

45%
of students rarely experienced peer aggression

4 or more (out of 7) statements answered '*about once a week*' or *more*

25%
of students frequently experienced peer aggression



Motivational-emotional engagement in school education

INTERPERSONAL SELF-EFFICACY (SEQ-C)

How exactly was this measured?

Students rated eight statements on a scale of 1 = *very poorly* to 5 = *very well*

How were the extreme categories distinguished?

Number of statements where students answered '*very poorly*' or '*poorly*' vs. '*well*' or '*very well*'

5 or more (out of 8) statements answered '*very poorly*' or '*poorly*'

6%
of students with low interpersonal self-efficacy

5 or more (out of 8) statements answered '*well*' or '*very well*'

62%
of students with high interpersonal self-efficacy

SENSE OF EDUCATIONAL PURPOSE (SSWQ-EPS)

How exactly was this measured?

Students rated four statements on a scale of 1 = *never* to 5 = *always*

How were the extreme categories distinguished?

Number of statements where students answered '*never*' or '*sometimes*' vs. '*often*' or '*always*'

3 or more (out of 4) statements answered '*never*' or '*sometimes*'

41%
of students have a low sense of educational purpose

3 or more (out of 4) statements answered '*often*' or '*always*'

42%
of students have a high sense of educational purpose



ACADEMIC SELF-CONCEPT (PIQ-ASC)

How exactly was this measured?

Students rated four statements on a scale of 1 = *not true at all* to 4 = *completely true*

How were the extreme categories distinguished?

Number of statements where students answered '*not true at all*' or '*rather not true*' vs. '*rather true*' or '*completely true*'

3 or 4 statements answered '*not true at all*' or '*rather not true*'

42%

of students with a low academic self-concept

3 or 4 statements answered '*rather true*' or '*completely true*'

58%

of students with a high academic self-concept

EMOTIONAL ATTITUDE TOWARDS SCHOOL (PIQ-EMI)

How exactly was this measured?

Students rated four statements on a scale of 1 = *not true at all* to 4 = *completely true*

How were the extreme categories distinguished?

Number of statements where students answered '*not true at all*' or '*rather not true*' vs. '*rather true*' or '*completely true*'

3 or 4 statements answered '*not true at all*' or '*rather not true*'

46%

of students with a low sense of emotional connection to school

3 or 4 statements answered '*rather true*' or '*completely true*'

40%

of students with a high sense of emotional connection to school

Achievements at school

ACADEMIC ACHIEVEMENT

How exactly was this measured?

Students provided their end-of-year Polish and mathematics grades from the previous school year

How were the extreme categories distinguished?

Based on the grades in both subjects

At most 'pass' in both subjects

16%

of students had low grades in both subjects

At least 'good' in both subjects

62%

of students had high grades in both subjects

Positive and negative emotions associated with school

ACADEMIC ANXIETY (AAS)

How exactly was this measured?

Students rated eleven statements on a scale of 1 = *not at all typical of me* to 4 = *completely typical of me*

How were the extreme categories distinguished?

Number of statements where students answered 'not at all typical of me' or 'rather not typical of me' vs. 'rather typical of me' or 'very typical of me'

6 or more statements answered 'not at all typical of me' or 'rather not typical of me'

70%
of students with a low level of academic anxiety

6 or more statements answered 'rather typical of me' or 'very typical of me'

30%
of students with a high level of academic anxiety

JOY OF LEARNING (SSWQ-JL)

How exactly was this measured?

Students rated four statements on a scale of 1 = *never* to 4 = *always*

How were the extreme categories distinguished?

Number of statements where students answered 'never' or 'sometimes' vs. 'often' or 'always'

3 or more (out of 4) statements answered 'never' or 'sometimes'

51%
of students with a low level of joy of learning

3 or more (out of 4) statements answered 'often' or 'always'

16%
of students with a high level of joy of learning

3. What are the differences in the sense of well-being at school between Polish and Ukrainian students in Polish schools?

Dimension of well-being	Specific dimension	Differences between Polish and Ukrainian students attending Polish schools		Statistical significance
		Polish students	Ukrainian students	
Teachers' teaching and pedagogical practices	Students' perceptions of inclusive teaching practices	$M = 2.90$ ($SD = 0.65$)	$M = 2.85$ ($SD = 0.61$)	<i>no differences</i>
	Perceptions of equal treatment by teacher	$M = 3.24$ ($SD = 0.86$)	$M = 3.49$ ($SD = 0.86$)	*
Relationships with peers in the classroom	Loneliness and lack of satisfaction with peer relationships	$M = 1.80$ ($SD = 0.56$)	$M = 1.90$ ($SD = 0.58$)	<i>no differences</i>
	Perceived peer status	$M = 3.31$ ($SD = 0.86$)	$M = 2.79$ ($SD = 0.84$)	***
	Perceived social inclusion	$M = 3.21$ ($SD = 0.67$)	$M = 2.99$ ($SD = 0.71$)	**
	Experience of being a victim of peer aggression	$M = 2.13$ ($SD = 0.95$)	$M = 1.88$ ($SD = 0.89$)	*
	Interpersonal self-efficacy	$M = 3.66$ ($SD = 0.7$)	$M = 3.38$ ($SD = 0.67$)	**



Dimension of well-being	Specific dimension	Differences between Polish and Ukrainian students attending Polish schools		Statistical significance
		Polish students	Ukrainian students	
Motivational-emotional engagement in school education	Sense of educational purpose	<i>M = 2.57 (SD = 0.75)</i>	<i>M = 2.80 (SD = 0.69)</i>	*
	Academic self-image	<i>M = 2.71 (SD = 0.67)</i>	<i>M = 2.69 (SD = 0.54)</i>	<i>no differences</i>
	Emotional attitude towards the school	<i>M = 2.37 (SD = 0.76)</i>	<i>M = 2.75 (SD = 0.75)</i>	***
Achievements at school	Year-end grades - Polish in Polish school	<i>M = 4.28 (SD = 1.02)</i>	<i>M = 3.60 (SD = 1.03)</i>	***
	Year-end grades - mathematics in Polish school	<i>M = 4.10 (SD = 1.17)</i>	<i>M = 3.39 (SD = 1.13)</i>	***
Positive and negative emotions associated with school	Academic anxiety	<i>M = 2.18 (SD = 0.64)</i>	<i>M = 2.11 (SD = 0.55)</i>	<i>no differences</i>
	Joy of learning	<i>M = 2.20 (SD = 0.65)</i>	<i>M = 2.45 (SD = 0.70)</i>	**

Legend: * $p < .05$; ** $p < .01$; *** $p < .001$.

Ukrainian students report a more positive attitude towards the Polish school and a greater willingness to learn than Polish students. Although their end-of-year grades on key subjects, i.e., Polish and mathematics are lower, Ukrainian students are as likely as Polish students to perceive teachers as supportive and to believe that teachers adapt their teaching practices to students' needs. At the same time, Ukrainian students rate their social functioning lower than Polish students. The results do not indicate experiencing hostility, aggression or violence from peers.

4. What are the predictors of the different dimensions of well-being at school?

Factors associated with higher or lower levels of were studied variables identified in a regression analysis

Area	Factors associated with a higher level	Factors associated with a lower level
Teachers' teaching and pedagogical practices		
Perception of inclusive practices	<ul style="list-style-type: none"> • none 	<ul style="list-style-type: none"> • gender: male • gender: other
Perceived equal treatment	<ul style="list-style-type: none"> • nationality: Ukrainian 	<ul style="list-style-type: none"> • education level: grades 6-8 • gender: other
Relationships with peers in the classroom		
Loneliness and lack of satisfaction with relationships	<ul style="list-style-type: none"> • education level: grades 6-8 • single-parent family • special educational needs • gender: other 	<ul style="list-style-type: none"> • gender: male



Area	Factors associated with a higher level	Factors associated with a lower level
Perceived peer status	<ul style="list-style-type: none">• none	<ul style="list-style-type: none">• nationality: Ukrainian• education level: grades 6-8• single-parent family• special educational needs• gender: other
Perceived social inclusion	<ul style="list-style-type: none">• gender: male	<ul style="list-style-type: none">• nationality: Ukrainian• education level: grades 6-8• single-parent family• special educational needs• gender: other
Experience of being a victim of aggression	<ul style="list-style-type: none">• single-parent family• gender: other	<ul style="list-style-type: none">• nationality: Ukrainian
Interpersonal self-efficacy	<ul style="list-style-type: none">• gender: male	<ul style="list-style-type: none">• nationality: Ukrainian• single-parent family• special educational needs• gender: other



Area	Factors associated with a higher level	Factors associated with a lower level
Motivational-emotional engagement in education		
Sense of educational purpose	<ul style="list-style-type: none">• nationality: Ukrainian	<ul style="list-style-type: none">• education level: grades 6-8• gender: male• gender: other
Academic self-image	<ul style="list-style-type: none">• gender: male	<ul style="list-style-type: none">• education level: grades 6-8• single-parent family• special educational needs
Emotional attitude towards the school	<ul style="list-style-type: none">• nationality: Ukrainian	<ul style="list-style-type: none">• education level: grades 6-8• gender: male• gender: other
Achievements at school		
Year-end grade on Polish in Polish school	<ul style="list-style-type: none">• education level: grades 6-8	<ul style="list-style-type: none">• nationality: Ukrainian• single-parent family• gender: other
Year-end grade on mathematics in Polish school	<ul style="list-style-type: none">• gender: male	<ul style="list-style-type: none">• nationality: Ukrainian• education level: grades 6-8• single-parent family• special educational needs



Area	Factors associated with a higher level	Factors associated with a lower level
Positive and negative emotions related to school		
Academic anxiety	<ul style="list-style-type: none">• education level: grades 6-8• single-parent family• special educational needs	<ul style="list-style-type: none">• gender: male
Joy of learning	<ul style="list-style-type: none">• nationality: Ukrainian	<ul style="list-style-type: none">• education level: grades 6-8• gender: other

Key conclusions

Positive attitude of Ukrainian students towards school

- Students with migration experience from Ukraine report higher levels of satisfaction with school participation than their Polish peers.
- They perceive teachers to be supportive and responsive to students' needs.
- Positive attitudes may be due to a sense of security, stability, and extra attention from teachers.

Inequalities in academic achievements

- Despite positive attitudes, Ukrainian students have lower grades in Polish and mathematics.
- Reasons for this may include language difficulties, previous breaks in education, curriculum differences, and migration-related stress.

Difficulties in the social functioning of Ukrainian students

- These students rate their relationships and participation in school social life less favourably.
- They do not report frequent experiences of aggression or open resentment, but have a sense of isolation and being 'outside the group'.

The worrisome situation of students with special educational needs

- Their educational and social well-being is significantly lower than that of peers without special educational needs.
- The results confirm lower self-esteem, poorer academic achievement, and difficulties in peer relationships.
- This group should be seen as particularly at risk of educational and social exclusion.

The research revealed a complex picture of school well-being in diverse classrooms. The key challenges include: inequalities in academic achievements, limited participation in the school's social life, and increased risk of marginalisation of students with special educational needs. There is a need for systemic strengthening of support mechanisms and for the involvement of whole school teams in creating an environment conducive to the learning, relationships, and integration of all students.

Recommendations for practice

1. **Prioritise students' well-being** by implementing a whole-school approach, encompassing didactic, developmental, and organisational activities.
2. **Build a positive school climate** in which respect, support, and equal development opportunities are present for all students, regardless of background or ability.
3. **Integrate social and emotional education** into the curriculum to systematically develop students' skills in these areas.
4. **Promote equality, inclusion, and diversity** as key conditions for well-being and eliminate all forms of exclusion and discrimination from the school environment.
5. **Create a safe learning environment** by implementing anti-bullying policies and mechanisms to address unequal treatment, and by developing peer support programmes (mentoring, mediation).
6. **Target support to students with migration experience and special educational needs** by adapting teaching and communication methods to individual needs.
7. **Conduct systematic diagnostic and monitoring activities** in the area of students' mental health, enabling a rapid response to emerging difficulties.
8. **Create a coherent system of cooperation** between the school, and professionals (psychologists, educators, health institutions) to support students.
9. **Design individual support pathways** for students with special needs, taking into account educational, emotional, and social aspects.
10. **Integrate developmental and preventive activities** into the standard educational process to make well-being the foundation of quality learning and full student participation.

08.

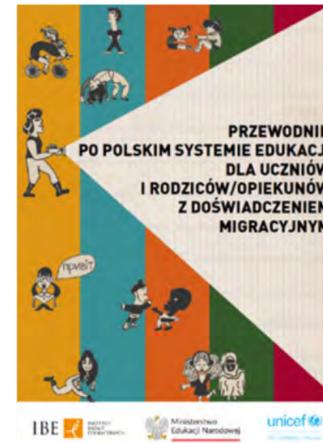
Activities of the 'Accessible School for All' project to support well-being at school



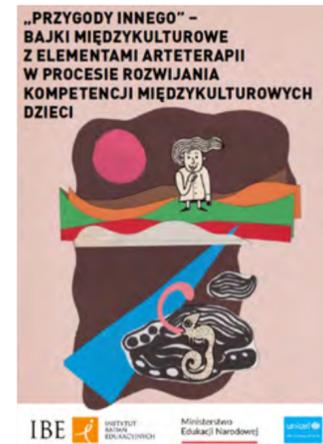
The 'I'm well' workshop aims to enhance students' well-being in the educational, social, and emotional dimensions in classes that are diverse, especially culturally. The programme supports autonomy in learning, relationship building, and the development of emotional skills. The target audience is students in grades 4-8 of elementary schools. Indirectly, the programme also serves to improve the competence of school professionals in psycho-educational activities.



Guides and accompanying podcasts have been produced to support principals in organising accessible education for all students, including children with diverse needs and migration experience. The publications discuss the school's cooperation with the psychological and pedagogical counselling centre and health providers, the role of strategic management, building an organisational culture, and assessing students with different needs. The content, examples, and reflections in this publication provide inspiration for the development of high-quality education that is conducive to inclusion.



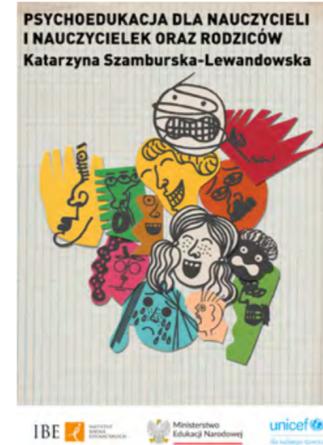
The 'Guide to the Polish Education System' is a practical compendium of information about the Polish education system, supporting parents and students with migration and refugee experience in adapting to a new environment. In an accessible manner, the publication discusses the functioning of education from nursery to secondary schools, presents the available forms of psychological and pedagogical support, and gives practical tips on the integration and development of children in Polish institutions.



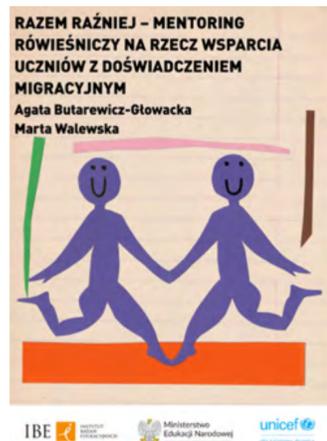
The publication 'Adventures of the Other' supports school and pre-school teachers in intercultural integration activities. It provides guidance and a ready-made programme of activities based on intercultural fairy tales, including scenarios and educational materials to build a positive climate in culturally diverse groups. The publication is targeted at teachers of pre-school and early school-age children.



The 'I speak and understand' programme supports the language development of pre-school children, including those with delayed development and migration experience. Based on empirical knowledge of speech development, it covers all aspects of language (grammar, semantics, pragmatics, phonology). And includes resources for general and specialised classes, as well as guidance for teachers and parents. The publication is intended for teachers and specialists (speech therapists, pedagogues, psychologists, therapists) working in pre-schools, as well as for parents of pre-school-age children.



The programme of psycho-educational meetings supports teachers and parents in acquiring the knowledge and skills needed to cope with daily developmental and childcare challenges. The meetings provide information and develop competences to create a safe environment for children and young people, support them in emotional and behavioural crises, and strengthen their resources and abilities.



The peer mentoring programme 'Merrier Together' supports students with migration experience in Polish schools, reducing feelings of isolation, strengthening empathy and social relations, and facilitating adaptation. It involves pairing them with Polish students who act as mentors, with the activities supported by teacher-coordinators. The programme includes a guide and instructional webinars.

Full publication: Papuda-Dolińska, B., Grygiel, P., Szumski, G., Karwowski, M., Boczkowska, M., Błaszczak, A., Wiejak, K. (2026). School Well-being in Diverse Classrooms. (G. Nowak, Trans.). Educational Research Institute – National Research Institute. <https://doi.org/10.24131/9788368313901> (Original work published 2025).



<https://ibe.edu.pl/pl/szkola-dostepna-dla-wszystkich-opis-projektu>