

SOCIAL AND PSYCHOLOGICAL SUPPORT FOR MIGRANT PUPILS THROUGH EDUCATIONAL TRAINING: IMPACT ON PUPILS AND TEACHERS



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Abstract. *The article presents the results of a training programme implementation for psychological and pedagogical support of the Ukrainian migrant children based on trauma-informed pedagogy, socio-emotional learning and culturally adapted practice of working with migrant children in different countries. The suggested structure of specific training sessions is based on the traditional Ukrainian interactive learning model, which meets the needs of the educational training in terms of the session structure, methods and techniques of organising pupils' activities. The developed cycle of training sessions contributes to the socio-emotional adaptation and psychological recovery of displaced children through the organisation of multilateral communication in the training group, the development of communication skills, self-knowledge and the formation of value orientations of pupils under the traumatic impact of war events. The practical toolkit is of particular practical value, as it can be integrated into the daily work of any teacher, teaching staff and school psychological services. The exercises suggested for each session (focused on diagnosing children's emotional condition, emotional relief and various forms of interaction; individual/group analysis of visual sources (on screen), exercises for reflecting on changes in behaviour and attitudes towards various aspects of life, etc.) are an important component of the developed programme and the basis for methodical assistance to teachers during its implementation. The*



data obtained confirm the effectiveness of the training programme for migrant pupils in maintaining their psychological stability, adapting to new life circumstances, positive changes in their emotional sphere and behaviour, and developing soft skills.

Keywords: *migrant pupils, teachers, social and pedagogical support, extracurricular activities, educational training.*

INTRODUCTION, PROBLEM STATEMENT

In the realities of modern Ukrainian education, teaching staff are facing unprecedented challenges due to the war and mass migration of children. According to the Ministry of Education and Science of Ukraine, more than 500,000 pupils continue their studies abroad, and almost 700,000 have changed their place of study within Ukraine. In general, data from the State Service of Education Quality of Ukraine in 2023 indicate that during the war, about 40 per cent of children from the East and 30 per cent from the South were forced to move abroad or to other regions of the country (State Service of Education Quality of Ukraine, 2023). These children find themselves in difficult circumstances due to the destruction of their homes, the breakdown of social ties and their new cultural environment. This situation poses high risks to their mental health, social adaptation and academic success.

Studies show that migrant children are more likely than other pupils to suffer from anxiety, depression, post-traumatic stress disorder and behavioural problems, which negatively affects their concentration, motivation and academic achievement. Displaced children, especially those who have changed several places of residence, show a decrease in self-esteem and are in search of new social roles, which makes it difficult for them to integrate into a new learning environment.

For the Ukrainian teachers, this situation is transformed into a daily professional reality, specifically, relationships with children that require special attention and approach, the need to constantly care about creating a safe and supportive educational environment. Without proper preparation for such activities, teachers often experience emotional burnout and lack of readiness to deal with pupils' psychological problems.

Therefore, the introduction of special programmes of social and psychological support for migrant pupils, both those who are abroad and continue their studies in Ukrainian schools, and pupils from families of internally displaced persons, is of particular importance. It can help not only children to better cope with stressful situations, but also teachers to develop professional competencies in working with war-affected pupils, and to build tolerance and support among the teaching staff. In this context, social and psychological support, particularly through extracurricular educational training, is not merely a supplement to the educational process, but a fundamental tool that helps teachers build trusting relationships with pupils and develop children's skills of adaptation, empathy and effective communication in new circumstances.

The aim of this study is to present a scientifically based model of social and psychological support for migrant pupils through educational training and to demonstrate its effectiveness through practical implementation in educational institutions in different regions of Ukraine. Particular attention is paid to practical tools that can be integrated into the daily work of teachers and school psychological services.

LITERATURE REVIEW

War is one of the most traumatic events a person can experience, affecting not only physical health but also leaving deep emotional and psychological scars. Military actions, violence, loss of family members, destruction of homes and normal life can lead to serious physical and mental trauma. As a result of the danger, adults and children including teachers and pupils may experience anxiety, fear, physical disorders and learning problems, which allows

us to speak of the presence of psychological trauma they have (Topuzov et al., 2022; Livshyts, 2024). Psychological trauma is a psycho-emotional disorder that arises due to the influence of intense or prolonged acute emotional stress factors that exceed a person's ability to cope with them effectively (Anokhina, 2023).

A study entitled "War and Education: Two Years of Full-Scale Invasion" based on a survey of teenagers aged 14 and older in various regions of Ukraine showed that 75 % of pupils have gaps in their knowledge. The school administration (87 %) and parents (51 %) identify air raid sirens, remote learning, and pupils' inability to study independently as the main barriers to learning. The anxiety is not only external, but also internal, and one of the dominant emotions among pupils. One in four schoolchildren said they needed psychological help. At the same time, parents and teachers are convinced that approximately 50 % of children need emotional/psychological support. Among other factors that affect schoolchildren's academic performance and socialisation processes, a lack of motivation to learn and isolation (lack of socialisation and communication skills) have been identified (SavED, 2023).

A way out of this situation could be a special approach to teaching children – trauma-informed pedagogy, which takes into account the impact of traumatic events on learners and creates conditions for their psychological safety and emotional condition (Carello, n. d.). This approach makes it possible to find and mobilise a person's inner resources during wartime, helping them to remain resilient, adapt to extreme conditions and survive difficult times (American Psychological Association, 2013). The trauma-informed approach to education is based on the idea that every participant in the educational process has some experience of trauma, and that the educational process and environment need to be rethought, taking into account the impact of trauma on people and understanding ways to overcome it based on respect and recognition of the individual needs of participants in the educational process (Caceres, Cain, 2022; King, Lewis, Ritchie, Carr & Hart, 2021).

Research in the field of psychology and social work in particular offers various strategies for supporting and rehabilitating adults and young people who have experienced war trauma, including "displacement trauma". Such studies focus on various psychological and educational approaches: cognitive and behavioural therapy, art therapy, strategies for increasing children's resilience, etc. Among such studies, we are particularly interested in those aimed at young people, who are united within the school system, where influence is exerted on groups of children. One interesting attempt to introduce this type of programme is the Health Promoting School (HPS) programme (Meroni & Velasco, 2023). A meta-analysis of the programme's implementation among refugee youth in 208 schools in Palestine and Gaza, Thailand after the tsunami, found cognitive behavioural therapy in schools to be effective in reducing symptoms of post-traumatic stress disorder among young people (Jahanfar et al., 2021). The programme included training sessions that gave students the opportunity to share stories, process experiences and support the development of meaning and identity, cross-cultural exchange, and also helped them to process trauma, develop social and emotional skills and, as a result, a reduction in disruptions and an improvement in school behaviour or academic performance.

Social and emotional learning (SEL) also has a similar goal. SEL is a well-researched concept in the fields of pedagogy, educational psychology and development. The best sources for defining this concept are scientific articles, books, and reports that explore the concept of SEL, as well as publications from specialised organisations such as CASEL (Collaborative for Academic, Social, and Emotional Learning (CASEL, 2025). It is a comprehensive approach aimed at developing pupils' emotional intelligence, social skills and personal qualities, helping children to better understand themselves and others, effectively manage their emotions, build healthy relationships and successfully adapt to a changing world. Social and emotional

learning (SEL) is an integral part of education and human development, a process through which young people and adults acquire and apply knowledge, skills and attitudes to develop a healthy identity, manage emotions and achieve personal and collective goals, express their own feelings and feelings towards others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2024). Social-emotional learning is closely related to communication skills training, as both aim to develop interpersonal interaction, emotional intelligence and effective communication. Social and emotional learning covers five main areas that correlate very well with communication skills training: self-awareness, self-regulation, social awareness, interaction skills, and responsible decision-making. The development of these competencies is the basis for training aimed at acquiring communication skills, as effective communication requires both emotional and social competence. This makes SEL an important foundation for psychological and educational support for children traumatised by war. The Ukrainian experience of experimentally introducing SEL has proven its effectiveness in conditions of military conflict (Elkin, 2023).

The theoretical foundations of socio-psychological support for migrant pupils required reference to a number of fundamental studies in the field of psychology and pedagogy that reveal the mechanisms of adaptation, social learning and intercultural interaction. In particular, social learning theory (Bandura, 1977) reveals the process of social behaviour formation through observation and modelling. This is especially important for migrants, as it is through interaction and imitation of effective behaviour models that they learn new social and communicative standards necessary for successful adaptation in the school environment.

Social learning theory (Bandura, 1977) identifies the key mechanisms through which social skills are acquired, including observation, modelling behaviour and social imitation. This helps us understand how, through observation and copying successful communication strategies, students can form their own effective behaviour patterns in a new social environment. According to the concept of stress and coping (Lazarus & Folkman, 1984), a child's adaptation process is closely linked to overcoming stressful situations that are inevitable when changing cultural or educational environment. The authors highlight various coping strategies, emphasising the importance of assessing personal resources and the supportive environment (Lazarus & Folkman, 1984). A. Maslow's hierarchy of needs emphasises that satisfying an individual's needs for psychological security, support and acceptance is fundamental to full learning, development and self-actualisation, and therefore must be provided in the educational environment of an educational institution (Maslow, 1943).

The issues of intercultural communication and integration are explored in the works of J. Berry. In his model of acculturation (the process of adaptation of an individual or group to the culture of another community), he emphasises different ways of adaptation (assimilation, integration, separation, marginalisation), of which the most favourable strategy for migrant pupils is integration into the new environment while preserving their native identity (Berry, 2005). H. Shahbar considers intercultural adaptation to be a continuous transformational process accompanied by stress, but at the same time contributing to personal development (Shahbar, 2024).

The practical aspects of organising such support are detailed in the works of K. Cushner and R. Brislin, who propose proven strategies for interaction and the development of intercultural skills: training, role-playing, and case analysis (Cushner, Brislin, 1996).

Overall, these sources demonstrate that the adaptation of migrant pupils is a complex and multidimensional process that requires comprehensive, active and individualised socio-psychological support aimed at developing internal resources and creating a favourable and open external environment.

METHODOLOGY

The training programme for psychological and educational support for Ukrainian migrant children was developed and implemented in several stages between 2022 and 2024 as part of the Support for Teachers of Students with Experience of Migration (STSEM) project, with the support of public and non-governmental organisations in Sweden, the United Kingdom, Germany and Poland. The programme was aimed at both Ukrainian migrant pupils abroad and children from internally displaced persons (IDPs) families, covering students from 13 regions of Ukraine, with the most active participation coming from children in the regions most affected by the war (Donetsk, Kherson and Kharkiv oblasts).

The methodology of the training programme combined several approaches: trauma-informed pedagogy, SEL and culturally adapted practices for working with displaced children in different countries. To develop specific training sessions, an interactive learning model that is already traditional in Ukraine was used, which meets the needs of educational training in terms of session structure, methods and techniques for organising pupils' activities (Pometun, 2017).

The aim of the training cycle was to promote the social and emotional adaptation and psychological recovery of displaced children through the organisation of multilateral communication in the training group and the development of communication skills, self-awareness and the formation of value orientations in the presence of post-traumatic effects of war events.

The tasks included:

- organising open, emotionally supportive communication among children and between children and adults in a safe environment;
- development of pupils' soft skills: critical thinking, creativity, empathy, emotional intelligence, observation skills, communication skills, listening and speaking skills, self-organisation skills for attending classes and completing tasks, responsible attitude towards their own participation in training, etc.

The expected outcomes of participation in the training sessions were that after the training, pupils would be able to:

- improve emotional condition, better identify one's own emotions and those of others, show empathy and support;
- gain motivation to communicate with peers and adults, communicate more effectively in different situations;
- easier to adapt to new groups and communities, new living conditions and communication, focusing on one's own values and life goals;
- improve soft skills: ask questions, justify their own opinions, participate in discussions and debates, control their emotions and behaviour, evaluate their qualities and behaviour, reflect, self-organise, and work in a team.

Achieving these results was considered a criterion for the success of the proposed programme. The most appropriate form of interaction with pupils, in terms of the objectives, tasks and expected learning outcomes, was deemed to be classes in the format of educational socio-psychological training. This form of teaching differs from other forms, primarily from traditional school lessons, in that it involves active, multifaceted, equal communication between all participants. Training exists only as a "living fabric" of interaction between everyone, skilfully organised by the teacher using special methods and techniques. Training provides an opportunity to implement the principles of trauma-informed pedagogy through the use of teaching tools that are accessible to every teacher, in particular social-emotional and interactive learning.

MAIN RESULTS

The main age group targeted for training was adolescents aged 10–15. Due to their age, representatives of this age group struggle to adapt to the new social environment and suffer from the breakdown of previous friendships with their peers.

Each stage of the training program for a separate group of pupils (10–15 pupils and one teacher) included 10 lessons, held once a week after school hours: 1 hour (online) or 1.5–2 hours (offline) each. For online classes, pupils and teachers needed an internet connection and a gadget for communication. Offline meetings took place in the school premises (sometimes outdoors in the schoolyard). The groups were formed to attract adolescents of different ages. Offline classes were held in school premises with a special arrangement of furniture (circle) that met the requirements for safety and comfort of children.

The training program for children abroad was attended by 698 children who were in 32 countries, having moved there in the first months of 2022 at the beginning of the large-scale aggression of the Russian Federation against Ukraine. Most of these children had signs of the so-called “refugee trauma” and therefore needed psychological and educational support. This group of children was trained remotely.

The second group of children from IDP families consisted of 226 children who had moved from Donetsk, Kharkiv, Kherson, Luhansk, and Dnipro oblasts of Ukraine as a consequence of the war and were studying in the western oblasts of Ukraine: Ivano-Frankivsk, Rivne, Ternopil, Lviv, and Vinnytsia oblasts. Children in this group were characterized by symptoms of double trauma. Some of them experienced severe stress during the bombing of their permanent places of residence, the loss of family members, etc., which caused them to manifest “war” trauma. The need to leave the place of permanent residence caused, as in the first group of children, features of “refugee” trauma. For children from this group, classes were held in direct contact with the teacher (offline).

The training program was implemented in several stages during 2022–2024. Volunteer teachers from those regions of Ukraine that were most affected by the hostilities or were partially occupied were invited to participate in the program. The requirement for the teachers' participation was that they were subject matter experts at an educational institution that had been organizing online learning for migrant pupils since the first days of the war.

The training groups were independently formed by the teachers participating in the program from their migrant pupils who had been forced to move to other countries. These were usually children from different grades of adolescence who, despite the relocation, continued their distance learning in Ukrainian schools. In the context of the large-scale aggression against Ukraine, when almost all migrant pupils needed help in adapting to the new environment and reducing the stress level from a complete change in living conditions, the main criterion for selecting program participants was the desire of pupils to participate in such training beyond the classroom. Teachers obtained consent from the pupils' parents to involve them in extracurricular activities. Each group consisted of 10 to 20 students. Online classes lasted up to 60 minutes.

At the fourth stage of the training, the contingent of teachers was formed from teachers from the western regions of Ukraine who worked in schools with adolescents from IDP families. As in the previous stages, groups of pupils from IDP families were formed by teachers from pupils of different grades who studied in a particular school and expressed a desire to participate in the training. This resulted in different age groups (with a difference of 1–2 years: 10–12, 12–14, 14–15 years old). The offline training groups consisted of 10 to 25 students. Offline classes lasted from 1.5 to 2 hours (Table 1).

In order to optimally achieve the above aims, objectives and results, teachers were recommended to follow a certain algorithm for organizing training sessions, first of all, a clear

Table 1.

Number of program participants

<i>Stage</i>	<i>Term of classes</i>	<i>Number of pupils</i>	<i>Number of teachers</i>
1	June – August 2022	215, including 102 boys and 113 girls	15
2	March – April 2023	257, including 119 boys and 138 girls	20
3	March – April 2024	226, including 96 boys and 130 girls	24
<i>In total, who worked online</i>		698	59
4	May – June 2024	228, including 105 boys and 123 girls	17
<i>In total, who worked offline</i>		228	17

structure of each session consisting of three parts. We conventionally call them the introductory, main, and final parts (Table 2).

Table 2.

Training session structure

<i>Introductory part</i>	<i>Main part</i>	<i>Final part</i>
<ul style="list-style-type: none"> • diagnosing the emotional condition of pupils, if necessary; • providing them with psychological support; • involvement of all pupils in cooperation; • development of interaction between them, empathy 	Implementation of the meeting objectives: <ul style="list-style-type: none"> • familiarizing pupils with the necessary information; • discussing it; • exercises to apply this knowledge and develop pupils' skills and abilities 	Organizing reflective activities for pupils to comprehend what has happened, what they have learned, what they have felt, what discoveries they have made, etc.

The main methods of pedagogical influence in the training sessions were interactive: work in pairs and small (4–5 people) groups, general group discussions and debates, brainstorming, role-playing games and simulations, individual and group drawings. Active games were a mandatory part of the sessions. A special part of the classes was devoted to verbal communication techniques (active listening, formulating questions, arguing) and non-verbal communication (facial expressions and gestures, body language, etc.). When necessary, students were encouraged to engage in individual self-analysis and reflection, special exercises for self-calming and emotional self-regulation.

The key components of each session were: exercises to diagnose the emotional state of children, emotional relief (stress relief: breathing, special movements, etc.), exercises for various forms of interaction: in pairs or in a circle (listening, speaking, presentation), individual/group analysis of visual sources (on screen), exercises for reflection on changes in attitudes towards various aspects of life, etc. During offline classes, it was mandatory to conduct active games, encourage spontaneous discussions that arose more often, take reasonable breaks in work, etc.

The programme required teaching staff conducting training sessions to have a clear understanding of the specific features of this form of educational influence, to adhere to the training structure and to correctly apply methods and exercises¹ selected to suit the needs of the children and the objectives of each session. Therefore, an important component of the programme was organisational and methodological support for the teachers participating in the programme. Teachers received such recommendations and detailed instructions before each lesson, as well as prepared presentations. At the final stage of training, the method for conducting all classes and the scenarios for each of them were described in detail in a manual prepared by the authors (Pometun, Sierova, 2024).

¹ By exercises, we mean a specially selected set of methods and techniques that solve a particular pedagogical task during training and involve the activities of the teacher and pupils in accordance with a specific algorithm or set of instructions.

Online learning was conducted on the Zoom platform. To organise continuous interaction and maintain children's activity in the online learning environment, teachers used digital tools such as Mentimeter, Slido, Jamboard, Kahoot, Padlet, Miro, and others. This allowed each teacher to adapt general recommendations to the needs of their specific group of pupils.

Each lesson was devoted to a separate topic, around which information was grouped and exercises were selected for communication and practice of soft skills by pupils, such as issues of diversity in society and human behaviour in such a society, communication skills, self-esteem, etc. (Table 3). The content of the topic could be varied by the teacher depending on the number and composition of pupils.

Table 3.

Training course content

Lesson topics	Expected outcomes of the activities <i>After this meeting, participants will be able to:</i>
How to communicate better	<ul style="list-style-type: none"> • <i>explain</i> what communication is, why communication is important, and <i>explain</i> the means of communication, rules of communication, and what active listening is; • <i>improve</i> one's listening and speaking skills; • <i>express</i> one's attitude towards the problem of communication.
My communication secrets	<ul style="list-style-type: none"> • <i>identify</i> and <i>describe</i> complex communication situations; • <i>explain</i> what tools are available for productive communication; • <i>behave productively</i> in complex communication situations and analyse your own behaviour and that of others; • <i>use</i> their own communication tools (intonation, gestures, facial expressions) effectively and <i>analyse the results</i> of their use; • <i>formulate</i> and <i>evaluate</i> a list of your own tools for successful communication.
How to understand others and communicate with them	<ul style="list-style-type: none"> • <i>describe</i> the qualities that facilitate communication and explain how intonation, facial expressions and gestures help to understand and communicate with others; • <i>"read"</i> non-verbal language, use intonation, facial expressions and gestures in communication situations; • <i>distinguish</i> between the emotions of others and <i>express</i> and <i>identify</i> their own emotions; • <i>make choices, persuade, seek consensus or compromise</i>; • <i>express</i> one's own attitude towards behaviour in difficult communication situations.
How to live when we are all so different	<ul style="list-style-type: none"> • <i>explain</i> what diversity is, what the value of diversity is and its dangers; • <i>characterise</i> manifestations of diversity around them; • <i>formulate</i> rules of tolerant behaviour, first and foremost for themselves; • <i>improve</i> tolerant behaviour skills; • <i>express</i> one's own attitude towards diversity in society and tolerant behaviour.
What are stereotypes and how do they interfere with our lives and communication	<ul style="list-style-type: none"> • <i>explain</i> what stereotypes are, why and how <i>to get rid of</i> negative stereotypes of individuals and social groups; • <i>identify</i> their own stereotypes and their impact on relationships; • <i>express</i> their own opinions about stereotypes regarding individuals or groups of people, nations and countries.
How to ask questions and persuade others	<ul style="list-style-type: none"> • <i>explain</i> why the ability to ask questions is called an art, <i>give examples</i> of how correctly asked questions help in solving various problems of everyday life; • <i>ask</i> different types of questions depending on the situation; • <i>formulate</i> strong arguments to express one's own position in order to convince others.
Let's talk about me: So, I... Working with self-esteem	<ul style="list-style-type: none"> • <i>formulate</i> an adequate assessment of oneself and one's actions; • <i>carry out</i> self-presentation; • <i>speak</i> positively about oneself and behave accordingly; • <i>discover</i> own potential for development and improvement.
What are my values	<ul style="list-style-type: none"> • <i>explain</i> what human values are and how they influence human behaviour and life; • <i>name</i> their own life values, explain why they are important to them, give examples of how values manifest themselves in their everyday life and behaviour, and explain how and why life values can change over time; • <i>change</i> one's behaviour in accordance with values; • <i>express</i> and <i>justify</i> one's position on the importance of values in the life of an individual and shared values that can bring people closer together and unite them.

Continuation of Table 3.

Lesson topics	Expected outcomes of the activities <i>After this meeting, participants will be able to:</i>
What values unite Ukrainians	<ul style="list-style-type: none"> • <i>explain</i> why shared values among citizens are important for the state; • <i>name</i> the values that unite Ukrainian citizens, <i>give examples</i> of how these values are manifested in everyday life and behaviour; • <i>express</i> and <i>justify</i> their own position on the values that are most important for the future of Ukraine.
The final meeting. My new lifestyle	<ul style="list-style-type: none"> • <i>express</i> their own thoughts about participating in classes; • <i>reflect</i> on the changes that have taken place in their lives, communication and learning during the classes.

Throughout all four stages, the challenges in implementing the programme were:

- wartime circumstances (availability of electricity, internet connection, need to protect oneself during air raid alerts);
- need for thorough training of teachers, most of whom did not have sufficient experience in organising interactive learning;
- heavy workload of teachers in terms of teaching subjects and educating pupils in schools, which has increased due to the war.

Overcoming these challenges required additional organisational efforts. For example, teachers who conducted training sessions with pupils received not only professional development training at each stage of the programme, but also special sessions with professional psychologists to provide psycho-emotional support for teachers.

The current effectiveness of the programme was assessed through continuous monitoring of the training, which included: observation of teachers and discussion of their experiences in special classes for teachers; mandatory feedback from pupils to teachers, questionnaires for pupils and teachers, and self-assessment by participants. This allowed for continuous improvement of the training programme.

The main method of collecting data on the programme's effectiveness was feedback questionnaires for pupils and teachers, as these had significant advantages over other methods of collecting information in the context of the unstable security situation and made it possible to adapt the content of the questionnaires to the circumstances of war (e.g., inclusion of specific questions that take into account the experience of forced displacement and adaptation), cover all training participants, including those who have been in different countries, and conduct research with limited time and material resources.

To increase the reliability of the results, the feedback questionnaires were supplemented with teachers' observations of changes in children's behaviour and emotional state, as well as pupils' comments, especially during reflective exercises at the end of each lesson and in individual conversations. The interim results of each lesson and the most effective exercises and methods, according to teachers, were reflected in weekly reports and discussed by teachers at special professional development sessions. Indirect quantitative data included data on pupil attendance and their activity in completing tasks.

The survey was conducted remotely online within 1–2 weeks after the completion of each stage of training, due to the circumstances of war and the geographical remoteness of the participants, as well as ethical considerations regarding the survey of pupils who have experienced/are experiencing stressful influences. A total of 76 teachers and 278 pupils participated in the survey. Participants filled out the questionnaire personally, at their discretion, and were guaranteed anonymity and confidentiality of the information provided. Regarding research ethics, permission was obtained from adult participants and parents of pupils for anonymous citation, as well as for the integration of research results into any conference reports or publications based on the programme results.

Feedback questionnaire for teachers, consisting of 20 closed and open questions grouped into the following thematic blocks:

- 1) current general information about the respondent: their place of work and residence, teaching qualifications, work experience;
- 2) overall assessment of the programme's usefulness and explanation of what exactly the respondent sees as useful (helping children, professional growth, obtaining new information);
- 3) assessment of the programme's effectiveness for pupils in terms of its results: changes in behaviour, emotional state, engagement and development of children's soft skills and abilities; description of the learning outcomes achieved by pupils;
- 4) evaluation of the proposed methodology for conducting training sessions (effectiveness of the proposed forms, methods, instructions, system of preparation for classes), complexity in implementing the programme;
- 5) suggestions for improving the programme and methodical support.

The survey of pupils who participated in the training took place in May 2022, May 2023, April and June 2024. The questionnaire for pupils contained 12 closed questions and 1 open question, grouped into 3 blocks:

- 1) general information about respondents;
- 2) pupil participation in the programme (number of classes attended, what was important and interesting in the classes);
- 3) learning outcomes (what was learned: new skills, changes in emotional state, attitudes and value orientations).

An important fact is that, on average, 85 % of participants in all surveys reported high satisfaction with the programme, while 15 % reported satisfaction. These were both pupils and teachers. Specific assessments by teachers of the effectiveness of their participation in the programme are presented in Figure 1.

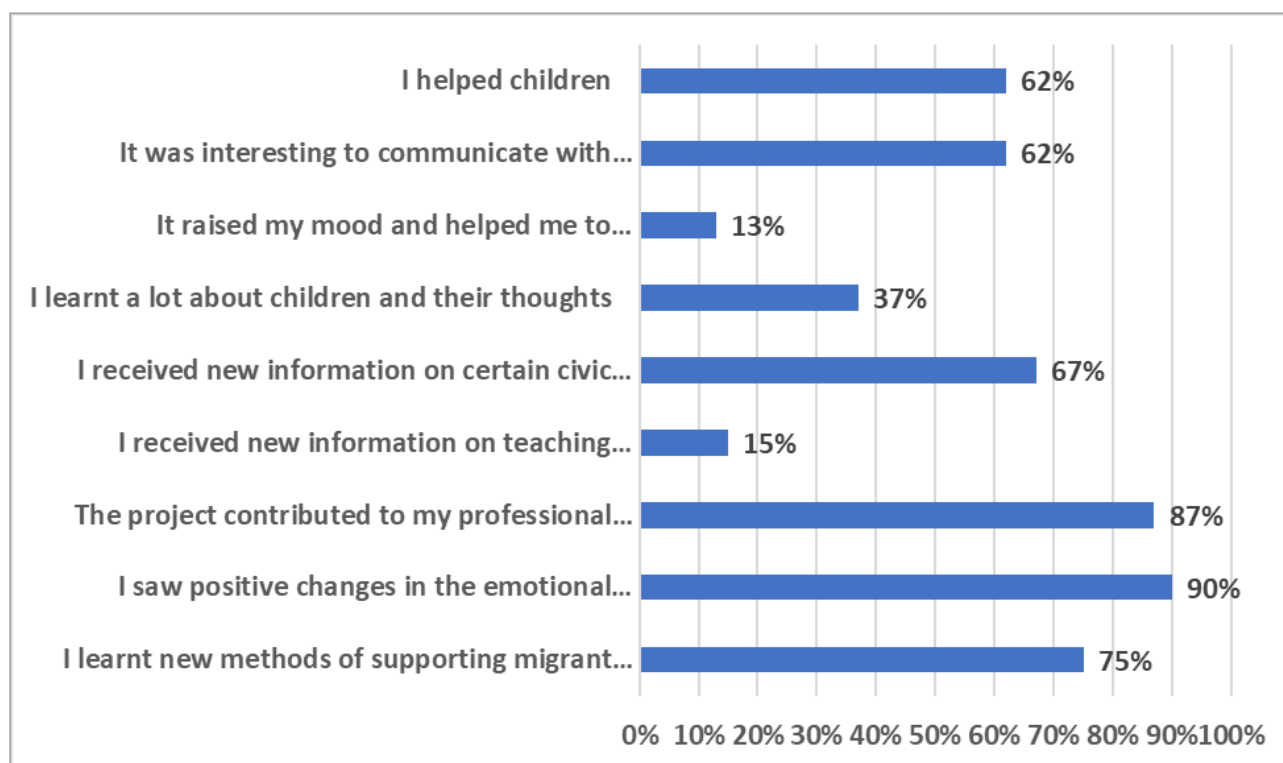


Figure 1. Teachers' subjective effectiveness assessments of their participation in the programme (based on the survey)

Source: developed by the authors

An analysis of feedback from training participants revealed the main areas of impact of the programme, including:

- social adaptation of pupils in their new place of residence;
- pupils receiving emotional support;
- development of practical skills;
- forming a supportive community.

Teachers describe the characteristics of pupils' social adaptation as follows: "I observed how they became closer, more attentive, tolerant, mature, and responsible"; "They began to pay attention to the traditions and culture of the countries where they were staying"; "It was as if they were returning to themselves, but in a new light, under new conditions". Surveys indicate that 53 % of teenagers² feel more adapted to their new environment.

Teachers pay the most attention to changes in children's emotional behaviour and their reaction to the emotional support they received during classes: "Children have become more relaxed"; "Relationships between pupils have been restored"; "They learned a lot of new things about each other, some discovered a different side to their classmates"; "I see myself and my children returning to a creative mood, when we want to act, participate, fantasise, rather than just perform automatic movements"; "Communication during classes helped us feel closeness and support"; "During classes, children are in a good mood and show willingness to meet". Among the subjective assessments of the programme's personal usefulness by pupils, they also noted: overcoming feelings of loneliness (51 %) and the ability to feel happiness (57 %).

Among the skills and abilities that students have mastered, teachers note in their reports that "pupils express their opinions more boldly and, most importantly, more competently, confidently and convincingly"; "From lesson to lesson, you can see the progress of the participants, their ability to critically and carefully analyse what they have heard, and solve communication and adaptation problems"; "Pupils demonstrate the ability to talk about their feelings and show empathy"; "You can observe improvements in group and pair work skills, mutual support and teamwork" (Fig. 2).

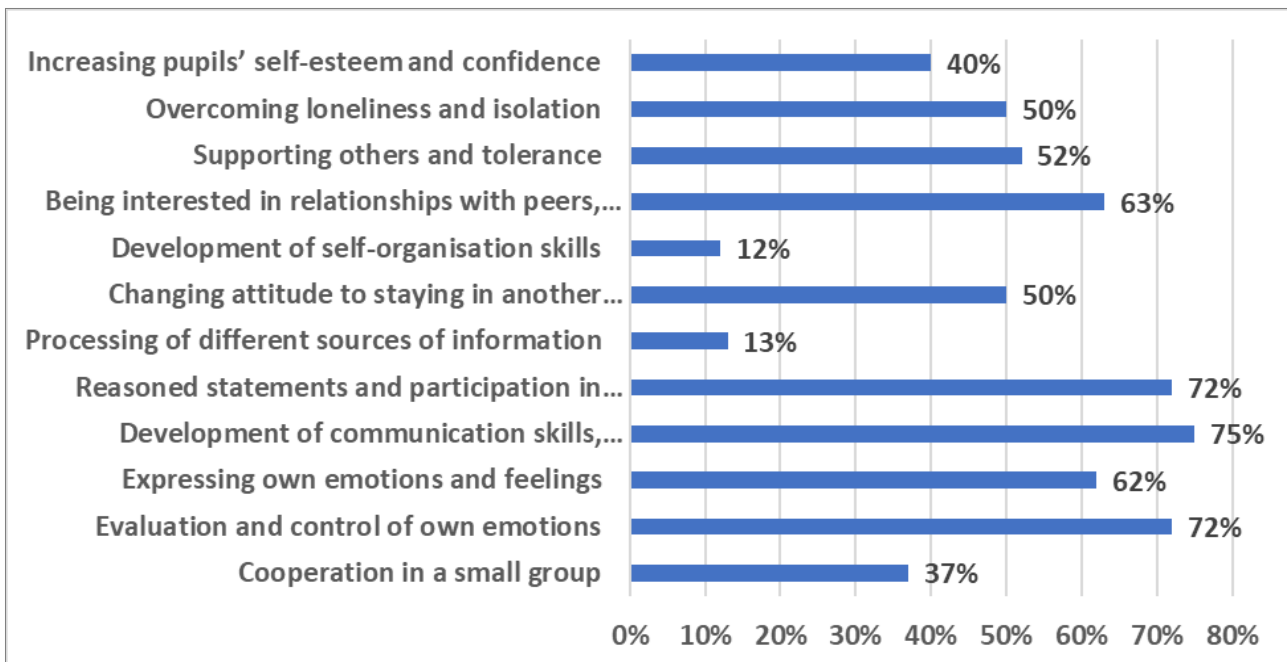


Figure 2. Generalised data on the development of pupils' soft skills during the training (based on teacher surveys)

Source: developed by the authors

² The data on the analysis of pupils' responses are presented as an average for all surveys.

When asked what they had learned from the classes, the pupils themselves highlighted the following: “the ability to express opinions” (82 % of respondents), “listening to others” (73 %), “drawing their own conclusions” (71 %), “seeking answers to complex questions” (61 %), “observing the lives of people around them and their own behaviour” (60 %), “asking questions” (47 %), and “offering their own solutions” (45 %).

There is also a clear tendency in teachers’ statements to transform each group of pupils into a supportive community, with particular attention paid to the dynamics of randomly formed and mixed-age groups of pupils (such groups accounted for up to 50 % at each stage of the programme). A convincing indicator of this trend was the fact that throughout the entire period of study, the percentage of pupils who stopped attending classes on their own initiative did not exceed 8–10 % (Fig. 3).

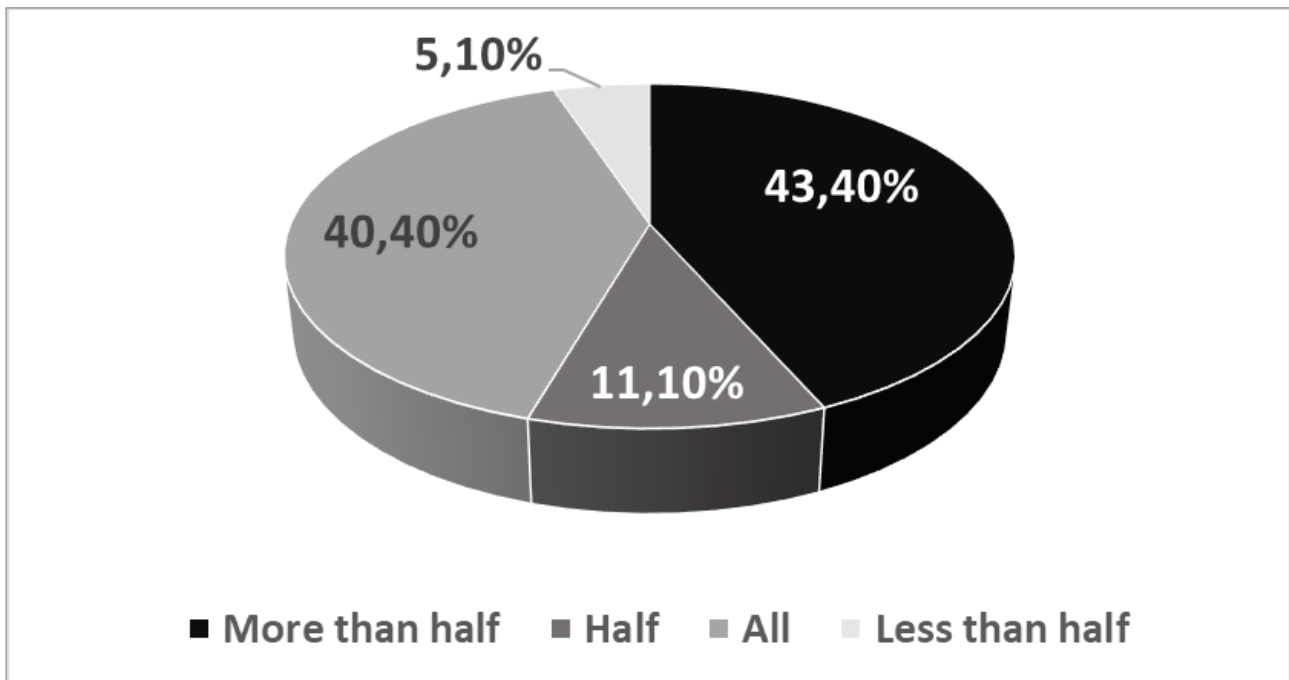


Figure 3. Number of classes attended by pupils (according to teacher reports)

Source: developed by the authors

The strengthening of the pupil community during classes was noted in teachers’ feedback: “Pupils show a desire to be included in the learning process, and they are sincere and open when communicating”; “The programme has brought children and their parents closer together in terms of cooperation”; “This communication has helped children feel closer to each other”. 67 % of teenagers felt part of the community during the classes. 42 % of pupils indicate a sense of unity with others as a result of learning.

At regular meetings with teachers and in responses to surveys, they record the following observations regarding pupil progress and behaviour: improved group dynamics, development of pupils’ emotional intelligence, increased engagement of children and the formation of stable social bonds. Among the changes in pupils behaviour, most teachers point to positive dynamics in active participation in group discussions, willingness to cooperate, initiative, readiness for constructive conflict resolution, etc. Teachers also note improvements in the overall emotional background of children, their ability to regulate their emotions and level of stress resistance, and the quality of interpersonal relationships. The summarised data are presented in Fig. 4.

An analysis of teachers’ feedback on the methods used in the programme confirms our assumption regarding the effectiveness of organising interactive communication in the pro-

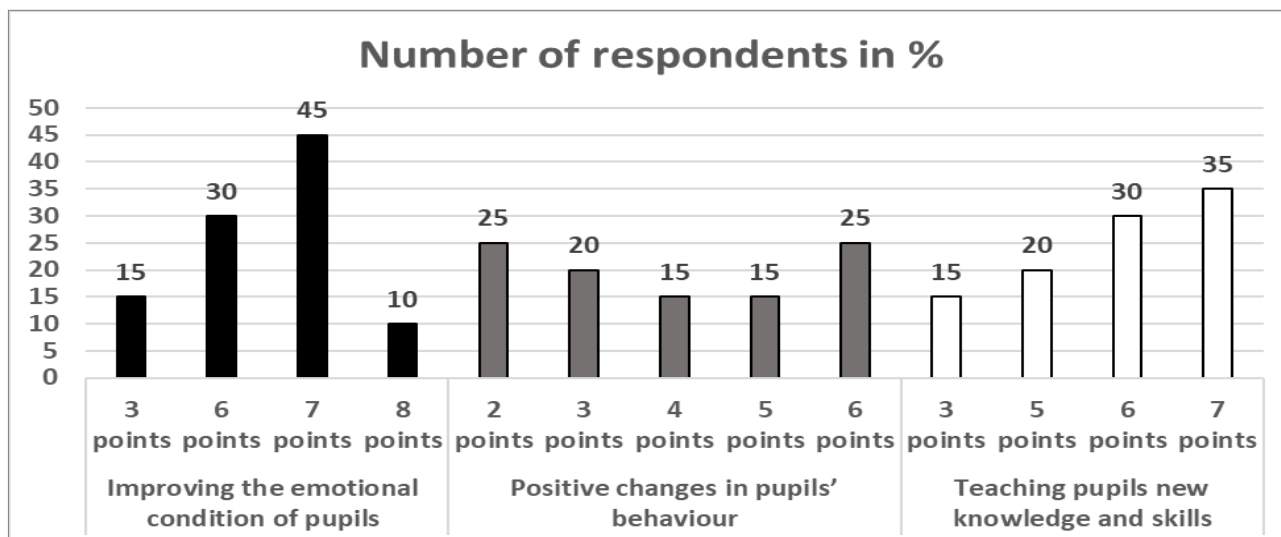


Figure 4. Changes observed by teachers in pupils participating in the programme (on a scale from 1 to 10)

Source: developed by the authors

cess of social and emotional learning to implement the techniques learned. In their responses to the survey, they compare the different techniques they used in teaching.

Research into the programme’s impact on teachers primarily demonstrates an increase in their professional competence in using social and psychological training as a form of extra-curricular education for adolescents in wartime circumstances. In particular, teachers note the following aspects of the programme’s impact:

- improving skills and abilities in working with traumatised pupils (understanding trauma, applying support techniques);
- increased confidence in one’s own pedagogical competence;
- improvement of personal emotional condition (reduction of burnout, increase in empathy);
- changes in approaches to teaching and interacting with pupils (Fig. 5).

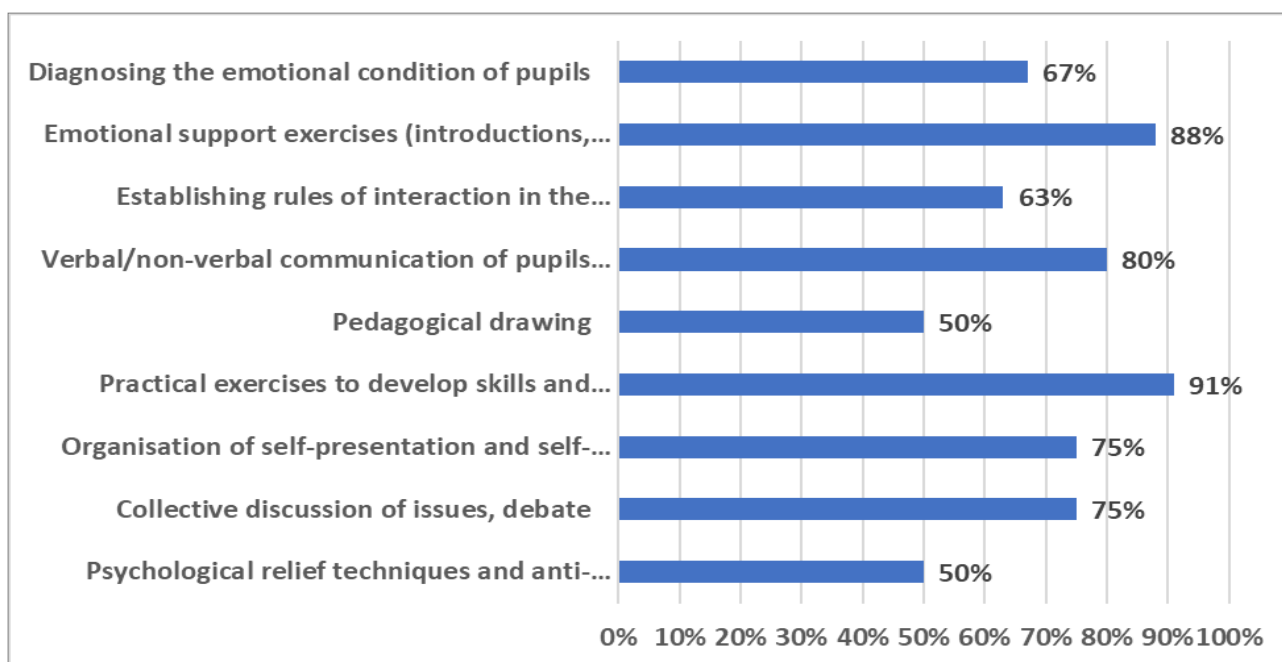


Figure 5. Teachers' assessment of their own professional development

Source: developed by the authors

CONCLUSIONS

Thus, the results of implementing the programme of social and psychological support for migrant pupils through training courses demonstrate a positive impact on the emotional condition, social skills and adaptation of children in extraordinary circumstances. This is consistent with research on trauma-informed pedagogy, which emphasises the importance of a safe educational environment, the development of social skills, and the formation of a sense of support for children who have experienced stress and loss. The programme also aligns with the principles of humanistic pedagogy and Maslow's ideas about basic needs for safety, acceptance, and self-actualisation.

The data obtained on positive changes in children's emotional condition are consistent with the results of the HPS programme conducted in schools in Palestine, Gaza and Thailand after crisis events. As in our case, meta-analysis showed the effectiveness of training sessions and cognitive behavioural therapy in a school environment for reducing symptoms of post-traumatic stress disorder among young people.

The positive dynamics in the formation of social skills among migrant pupils confirms the theory of social learning (Bandura, 1977), which reveals the process of forming social behaviour through observation and modelling. In the context of our programme, it turned out that through interaction and imitation of effective behaviour models, migrant pupils acquire new social and communication standards necessary for successful adaptation in the school environment.

Among the strengths of the programmes, the following can be noted:

1. Systemic approach – the programme involved a significant number of participants (926 pupils and 76 teachers) during its four stages of implementation, which demonstrates its scale and complexity.

2. Flexibility of implementation – the programme has successfully adapted to both online (using the Zoom platform and additional digital tools) and offline formats, which is particularly important in the uncertain conditions of wartime.

3. The clear structure of the training sessions – consisting of three mandatory parts (introductory, main and final) – ensured the emotional safety of the pupils, the implementation of learning objectives and reflection on the experience gained.

4. Methodical support for teachers – organisational and procedural support for teachers (detailed instructions and prepared presentations before each lesson) ensured the effective implementation of the programme even by teachers who did not have sufficient experience in organising interactive learning. Emotional support for teachers – special sessions on psycho-emotional support for teachers increased their resilience and readiness to work effectively with children.

5. Focus on developing soft skills – the programme helped participants develop skills such as asking questions, arguing their own opinions, participating in discussions, controlling their emotions and behaviour, reflecting, self-organising and working in a team.

The study also revealed some obvious limitations of the programme. These include:

1. Limitations on quantitative performance indicators – the survey covered only 278 pupils out of 926 participants (approximately 30 %), which limits the representativeness of the data obtained, although this is understandable in wartime circumstances. However, even such limited data is valuable in wartime and allows preliminary conclusions to be drawn about the effectiveness of the proposed approach.

2. Uneven readiness of teachers to implement the programme – most teachers did not have sufficient experience in organising interactive learning, which required additional training efforts.

3. High dependence on technical conditions – in the online format, the effectiveness of the programme depended on the stability of the power supply and internet connection, and the

need for safety measures during air raid alerts significantly complicated the conduct of classes, which created additional challenges in the wartime conditions.

4. The heavy workload of teachers – responsibilities for teaching subjects and educating pupils in schools, which increased due to the war, limited the ability of teachers to fully engage in the implementation of the programme.

5. Lack of attention to identifying the degree of trauma experienced by pupils – the varying experiences of wartime events required an individual approach, which was difficult to provide within the framework of group work.

Further research could focus on the long-term effects of the programme, the development of specific modules for different age groups, and the adaptation of the programme to the needs of children with different experiences of war trauma.

The results of the implementation and study of the programme of socio-psychological support for migrant pupils through training allow us to draw the following conclusions.

The programme of social and psychological support for migrant pupils through training has proven effective in developing communication skills, emotional stability, mutual understanding and adaptation in wartime conditions.

Involving teachers in the implementation of the programme helped to improve their competence in supporting children in stressful situations and in interactive learning formats.

The flexibility of the programme allows it to be implemented both online and offline, which is important during a prolonged period of uncertainty due to the war.

However, the main challenges remain the need for methodical support for teachers, the insufficient number of experienced trainers, as well as technical and European and national football leagues. In Ukraine, this will contribute to the country's innovative post-war recovery and its successful integration into the EU as a strong European state.

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