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Strong in Diversity. Educational Challenges and Strategies for Integrating Ukrainian Pupils into Polish Schools

**Mocni w różnorodności. Edukacyjne wyzwania i strategie
integracji uczniów z Ukrainy w polskiej szkole**

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Abstract

Aim. The aim of the study was to highlight the key challenges related to the integration of Ukrainian students into Polish schools, and to identify educational practices that can support the development of peer relationships, a sense of security, and belonging. In this context, an original educational project entitled *Strong in Diversity* was used as a case study illustrating the possibilities of implementing integration activities in the school environment. This study allowed us to capture the importance of deliberately constructed educational situations in which students have the opportunity to work together, get to know each other, and develop social skills in a culturally diverse environment.

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The analysis of the project also made it possible to assess how thoughtful interactions and group activities can help reduce communication barriers and create an emotional climate conducive to integration.

Methods and materials. An analysis of scientific literature and institutional reports on the integration of children with migration experience was used. In addition, the author's educational project entitled *Strong in Diversity* was analysed by reconstructing its objectives, assumptions, and methods of work organization, treating it as an example of a practice supporting integration in a culturally diverse group.

Results and conclusion. The results of the analysis indicate that activities based on joint action, mutual learning, and creative activity help to break down communication barriers and improve the atmosphere in the classroom. Students are more willing to engage in tasks, cooperate more often, and declare a greater sense of acceptance. The conclusions confirm that integration requires a consistent and systematic approach, combining emotional, social, and linguistic support, as well as the consistent creation of space for safe contact between pupils.

Keywords: cultural diversity, school, intercultural education, peer relations, school adaptation, pupils from Ukraine

Abstrakt

Cel. Celem opracowania było ukazanie kluczowych wyzwań związanych z integracją uczniów z Ukrainy w polskiej szkole oraz identyfikacja praktyk edukacyjnych, które mogą wspierać budowanie relacji rówieśniczych, poczucia bezpieczeństwa i przynależności. W tym kontekście wykorzystano autorski projekt edukacyjny *Mocni w różnorodności* jako studium przypadku ilustrujące możliwości wdrażania działań integracyjnych w środowisku szkolnym. Studium to pozwoliło uchwycić znaczenie celowo konstruowanych sytuacji edukacyjnych, w których uczniowie mają okazję do wspólnego działania, wzajemnego poznawania się, a także rozwijania kompetencji społecznych w warunkach różnorodności kulturowej. Analiza projektu umożliwiła ponadto ocenę, w jaki sposób przemyślane interakcje i działania grupowe mogą redukować bariery komunikacyjne oraz tworzyć klimat emocjonalny sprzyjający integracji.

Metody i materiały. Zastosowano analizę literatury naukowej oraz raportów instytucjonalnych dotyczących integracji dzieci z doświadczeniem migracyjnym. Uzupełniając przeanalizowano autorski projekt edukacyjny *Mocni w różnorodności*, jako przykład praktyki wspierającej integrację w grupie mieszanej kulturowo. Zrekonstruowano jego cele, założenia i sposoby organizacji pracy.

Wyniki i wnioski. Wyniki analizy wskazują, że działania oparte na wspólnym działaniu, wzajemnym poznawaniu i twórczej aktywności sprzyjają przełamywaniu barier komunikacyjnych oraz poprawiają klimat relacji w klasie. Uczniowie chętniej angażują się

w zadania, częściej podejmują współpracę i deklarują większe poczucie akceptacji. Wnioski potwierdzają, że integracja wymaga spójnego i systemowego podejścia łączącego wsparcie emocjonalne, społeczne i językowe oraz konsekwentnego tworzenia przestrzeni do bezpiecznego kontaktu między uczniami.

Słowa kluczowe: szkoła, edukacja międzykulturowa, różnorodność kulturowa, relacje rówieśnicze, adaptacja szkolna, uczniowie z Ukrainy

Introduction

For centuries, armed conflicts have been a significant part of the history of humankind, stirring strong emotions and bringing anxiety, destruction, and human tragedies. Among those most severely affected are children, who, as a result of warfare, lose their sense of safety, access to education, and stable conditions for development. The armed aggression of the Russian Federation against Ukraine, initiated in 2014, escalated on February 24, 2022, into a full-scale invasion, continues to this day. Its consequences have dramatically affected the lives of Ukraine's youngest citizens, turning their daily reality into the reality of war – filled with fear, uncertainty, forced displacement, separation from family, lack of access to basic needs and services, and the inability to continue education (United Nations Development Programme, 2023).

Data from UNICEF and the *Centrum Edukacji Obywatelskiej* [Centre for Civic Education] show that in the 2023/2024 school year, 5.2 million students were enrolled in the Polish education system, of whom approximately 7% were foreign students. Among them were about 134,000 children from Ukraine – mostly refugee students who arrived in Poland after February 24, 2022, that is, after the start of the full-scale Russian invasion of Ukraine (Tędziągolska *et al.*, 2024). These children entered a completely new social, educational, and linguistic environment, often without prior preparation for functioning in a foreign country. Their presence in Polish schools requires adapting the education system to the needs of students with migration experience, especially those experiencing war trauma (Tędziągolska *et al.*, 2024).

It is worth noting, however, that the migration of Ukrainian children to Poland began even before 2022. Some students had arrived for economic or family reasons, which means that Polish schools now include a cohort of children with very diverse migration experiences – from forced escape from war, through separation from family, to the labour migration of parents (Tędziągolska *et al.*, 2024). This diversity of migration causes – both voluntary and forced – translates into different emotional, educational, and social needs of children and affects their functioning in the school classroom.

Refugee children, unlike children migrating for economic reasons, are more likely to experience strong emotional tensions, anxiety, post-traumatic stress, and adaptation difficulties resulting from the sudden and dramatic change in living conditions (Tędziągolska *et al.*, 2024). The experience of migration also results in many psychological and social consequences – symptoms of depression, difficulties in establishing relationships, and feelings of loss and uncertainty may arise. This, in turn, negatively affects their ability to adapt to their new environment.

Education is a critical element of a child's development; however, the war in Ukraine has dramatically disrupted this process. Thousands of schools and educational institutions have been destroyed, and many others have been closed for safety reasons. Although some children attempted to continue their schooling online, it could not fully replace traditional education, particularly in terms of peer relationships and opportunities for socialisation (Tędziągolska *et al.*, 2024).

Poland was one of the first European countries that became involved in supporting war refugees from the very beginning of the invasion. A series of specialised measures were taken, such as organising preparatory classes, employing intercultural assistants, introducing Polish as an additional subject, and preparing special educational and psychological materials. These activities were aimed at creating conditions for the educational integration of children from Ukraine and meeting their basic needs (Tędziągolska *et al.*, 2024).

Theoretical Foundations of the Adaptation of Children with Migration Experience in the School Environment

The process of a child's adaptation to new school conditions is a complex and multifaceted phenomenon that depends on previous educational and emotional experiences, parenting style, the quality of relationships with caregivers, and the way in which the school environment responds to the child's needs. In the case of children with migration experience, this process gains an additional dimension – it involves not only adjusting to new school rules, but also to unfamiliar cultural patterns, a new language, and, often, to social expectations that differ from their previous experiences.

Pedagogical literature emphasises that successful adaptation requires cooperation between the family and the school. As Musiał (2019) indicates, preschool teachers have a crucial role in supporting parents in their efforts to help their child understand the new world that is school. Adaptation does not consist solely of meeting formal institutional requirements; it is also connected with emotional familiarisation, building trust, and strengthening the sense of security. Entering the role of a student is not only a turning point in a child's life, but also a time of intense identity transforma-

tion. The relationship with the teacher and the support from the family can significantly facilitate adjustment to the new environment and alleviate tensions resulting from uncertainty or a sense of unfamiliarity (Musiał, 2019).

For students with migration experience—especially those who have fled the war in Ukraine—the process of adjusting to a new school environment proves to be exceptionally demanding and multifaceted. Experiences of trauma, sudden changes in surroundings, separation from family, and uncertainty about the future, may lead to emotional withdrawal and reduced trust toward adults and peers, which significantly hinders social and educational integration. At the same time, these children should cope with the high demands of the new education system, overcome language barriers, and find themselves in different cultural norms and school structures.

In pedagogical literature, it is accepted that the adaptation process of migrant children includes both adaptation (defined as the individual and emotional-social adjustment to the new school situation) and acculturation, understood as the gradual process of entering a new cultural and social system, including learning the language, internalising institutional rules, and acquiring intercultural competencies (Chasiotis *et al.*, 2016). These two processes are interconnected and mutually dependent – a lack of emotional adaptation may hinder the acculturation process, while cultural and linguistic barriers may delay integration within the peer group.

As Trąbka (2016) observes, the adaptation of migrant children unfolds in several phases, in which the emotional tensions associated with the loss of their previous environment gradually give way to orientation in the new reality and attempts to build relationships. A fundamental condition for entering the proper adaptive phase is a sense of acceptance and safety, as well as recognition of and adequate support for the child's needs. Adaptation difficulties rarely result from cognitive deficits; more often, they stem from emotional overload and a low sense of control over one's situation. In this perspective, acculturation requires time, systemic support, and relationships that enable the building of new resources, while the school can become a space that compensates for previous losses and deficits (Trąbka, 2016).

Towards a School Open to Diversity

A Polish school, confronted with an incoming wave of students from Ukraine, is in a situation that requires not only organisational flexibility, but above all, conscious management of cultural diversity. In view of recent years' experiences, the need to shift from *ad hoc* assimilation-oriented actions toward a systemic model of integration is becoming increasingly clear. The school environment by itself—the student population, teaching staff, organisation of the educational space, and relations with

the local community—is a central resource that can serve as the basis for this process (Tędziągolska *et al.*, 2024). Schools, as social communities, have the potential to build relationships based on trust, acceptance, and cooperation. Peer groups, although they can at times be spaces of exclusion, may also act as a natural buffer of emotional and adaptive support. School practice shows that migrant students adapt more quickly in environments where inclusive mechanisms are present, such as mentoring programs, shared artistic and social activities, or spaces where they can freely be themselves. The normalisation of the presence of Ukrainian students is, in itself, a value that shifts the school's perspective – it ceases to be an institution reacting to extraordinary circumstances and becomes a space of everyday coexistence (Tędziągolska *et al.*, 2024).

However, the importance of the teaching staff as a critical resource cannot be overstated. The question of whether the integration process will be respectful of diversity and maintain the well-being of all participants in the educational process depends on the competence, attitude, and readiness of teachers. A shortage of substantive preparation for working in multicultural classrooms and with children who have experienced migration-related trauma remains evident. Meanwhile, teachers, as classroom leaders, should not only implement the curriculum but also create conditions for intercultural dialogue and build bridges between students from different backgrounds. In this context, the school can become a resource not only educational, but also social and emotional – provided that it consciously harnesses its potential. Access to specialists, the organisation of spaces that support relationships (*e.g.*, relaxation zones or areas for conversation), and openness to community-based activities, all play a crucial role.

Practice shows that grassroots school and community initiatives are an important element of effective integration of migrant children, ranging from educational trips, intercultural workshops and artistic events, to activities within interest-based clubs with a culturally open profile. These initiatives create spaces for shared experiences, mutual understanding, and the development of social competencies. Equally important are relationships with parents—both Ukrainian and Polish—based on openness, regular communication, and shared participation in school life. Involving migrant families in educational processes, explaining the functioning of the institution, and providing support in their native language fosters trust and strengthens the sense of security among children, who often experience uncertainty and stress (Popławska & Gać, 2021).

Increasingly, schools support this process through the presence of intercultural assistants – individuals who are familiar with the educational realities of both cultures and who serve not only as translators of language but also of social norms, values, and expectations. Their role is to mediate between students and teachers and to support communication between the school and the family. The presence of an assistant positively affects children's sense of security, improves the classroom climate, and enables better responses to conflict situations arising from cultural differences (Potoniec, 2020).

Schools that actively engage in the integration process increasingly move beyond assimilation-based approaches, treating diversity as an educational and social asset. Initiatives such as peer mentoring programs, multicultural festivals, or family workshops create spaces for building community and social capital. Collaboration with parents—not only migrant but also local (native) ones—helps create a coherent school community based on mutual respect and openness (Popławska & Gać, 2021).

This does not mean, however, that all needs are being met. Challenges persist, including staff shortages, teacher overload, and limited access to specialised training. Nevertheless, a plain direction of change is visible – the school is increasingly perceived as a place for building social dialogue and a space for the coexistence of different cultures and experiences, rather than merely an institution implementing the national curriculum.

Such a shift in thinking requires strengthening cooperation with the local environment – psychological and pedagogical counselling centres, cultural centres, libraries, community centres, and non-governmental organisations. This support network makes it possible to conduct integration activities, artistic projects, or language and social workshops that benefit not only students but also their families and teachers. The school ceases to function in isolation and instead becomes an entity actively co-creating the local community.

In many Polish cities, this cooperation takes concrete forms. For example, in Wrocław, the *Fundacja Ukraina* [Ukraine Foundation] and the *Stowarzyszenie Nomada* [Nomada Association] implement projects supporting students with migration experience – from language courses and legal assistance to workshops promoting intercultural dialogue (Stowarzyszenie Nomada, 2024; Fundacja Ukraina, 2024). Although such initiatives are more common in large cities, it is inspiring for smaller communities, which are increasingly challenged by the ethnic and cultural diversity of their students. Many initiatives are also made possible by European Union funds, such as the European Social Fund, which enable schools to introduce compensatory programs, improve teacher competencies, and engage families in school life (European Social Fund, 2022). As a result, the school gains the potential not only to support integration but also to create lasting social bonds in which diversity is treated as a resource for the development of the entire community.

***Strong in Diversity* – an Original Educational Project for Inclusion and Cooperation**

The term *project* derives from the Italian *progetti*, referring to practical educational exercises in which learning was combined with action. This method was developed in the 16th century, initially in the teaching of architecture, and in later centuries in France

and the United States. Its modern form was shaped by the ideas of Dewey's progressive education, emphasising the development of students' independence, critical thinking, creativity, and learning through experience (Torończak, 2007). Contemporary approaches to educational projects assume flexibility, the connection of content with students' real-life problems, task-based work, cooperation, and responsibility. Projects support the development of social, communication, and emotional competencies, as well as the sense of agency – a factor particularly important in culturally diverse environments.

It was within this tradition that the original educational project *Strong in Diversity* was developed as a coherent, multi-stage pedagogical intervention aimed at supporting the integration of Polish and Ukrainian students. The project was created in response to the need to build a school environment conducive to inclusion, cooperation, and mutual understanding, as well as its implementation forming part of the diploma practicum of a pedagogy student. Initiatives of this kind—situated at the intersection of theory, practice, and direct observation of school life—serve as important complements to school activities and make it possible to introduce innovative forms of work with multicultural groups.

Before the implementation of the activities, the project was preceded by extensive preparatory work, including diagnostic, organisational, and evaluation procedures. In the preliminary stage, an analysis of classroom functioning was carried out using informal observations in everyday school situations and semi-structured interviews with homeroom teachers. These procedures made it possible to capture the overall nature of peer relationships, the dynamics of students' coexistence, and the degree of openness of the class to integration activities, paying particular attention to the multicultural context.

The diagnostic activities were exclusively qualitative and focused on interpreting students' behaviours in natural school conditions. Spontaneous observations made it possible to capture how students initiated contact, how cooperation unfolded, and the spontaneous forms of communication that appeared during daily activities. The analysis of student behaviour was guided by a set of main areas related to the topics of the planned workshops, including: the dynamics of peer relationships, the quality of communication in task situations, readiness to express emotions, spontaneous forms of cooperation, and conditions conducive to mutual acquaintance and integration. The selection of these areas stemmed from the assumption that effective project activities must be based on a reliable understanding of how students function as a multicultural group and how they cope in situations requiring cooperation.

The observations were supplemented with conversations with homeroom teachers, which made it possible to capture a broader context of classroom functioning – especially in terms of previous integration activities and the specific nature of student cooperation in various school situations. These conversations were guided by issues

such as fluency in carrying out group tasks, signals indicating students' readiness to form relationships, naturally emerging forms of cooperation, and elements of the classroom environment that supported a sense of safety and openness. These analytical directions made it possible to view the class as a functioning entity in which relationships, communication, and cooperation mutually influence one another.

The collected material made it possible to determine the overall social climate of the class and identify the areas that required strengthening before the start of the main project activities. It thus constituted an important preparation for the implementation of the *Strong in Diversity* project, which was carried out in April 2025 in one of the primary schools in Wrocław.

The project involved fourth-grade students forming a multicultural Polish-Ukrainian group, diverse in terms of their previous educational experiences and proficiency in the Polish language. This diversity was treated as a resource which, when properly used, could support the integration process. For this reason, the activities were planned in such a way that various forms of engagement would foster cooperation and mutual understanding. Workshop, linguistic, artistic, and project-based methods were used, enabling students to discover their strengths, exchange experiences, and engage in shared tasks. Polish students included both those with previous intercultural experiences and those for whom this was their first opportunity to collaborate in a culturally diverse group. The organisation of the project required cooperation with teachers and homeroom teachers, who assisted in selecting participants and provided information on the nature of the group. Parents were informed about the main assumptions of the activities.

The *Strong in Diversity* educational project was conceived as a space in which pupils could gradually discover one another while learning how to function within a diverse group. The aim was not merely to complete specific tasks, but to create conditions in which knowledge, emotions, and social experiences intersect and mutually reinforce one another. The workshop programme was developed around four key challenges identified in the diagnostic phase: the need for a better understanding of cultural differences, the ability to work collaboratively, communication across languages, and the development of social competences.

The sessions were arranged as a developmental pathway, with each meeting serving a distinct purpose. The first allowed pupils to establish contact and feel more at ease within the group; the next opened up opportunities for shared activity and experimentation with language; and the final sessions led into conversations about relationships, responsibility, and caring for the group's atmosphere. In this way, the four modules did not form a random set of activities but a carefully structured whole, supporting the natural process of integration.

The first workshop, "Cultural bridge – Discovering our traditions," was designed as an introductory activity aimed at building a positive first contact between students,

especially those who had not previously worked closely together. The workshop began with a short integration activity during which students shared associations connected with the words “home,” “holiday,” “family,” and “tradition.” This made it possible to highlight both similarities in experiences and symbolic or linguistic differences. Students then worked in culturally mixed groups to analyse selected customs from Poland, and from Ukraine. Each group received a set of visual materials, cards describing customs, fragments of family stories, and symbolic objects (*e.g.*, a decorated Easter egg, embroidery elements, a Christmas wafer, and paper cutouts). The task was to create a poster presenting selected traditions and to prepare a short scene illustrating one of the customs. The use of drama helped overcome language barriers, as gesture, movement, and symbol often replaced spoken words. The workshop concluded with a reflection round in which students emphasised what surprised them, what was new, and what they recognised from their previous family experiences. A seemingly simple activity thus became a space for deeper cultural understanding and a safe space for discussing where we come from and what meanings we assign to our own culture.

The second workshop, “The power of cooperation – Building together,” focused on developing cooperation skills and strengthening the sense of agency in culturally mixed teams. In the introductory part, students analysed short examples of situations in which cooperation is essential (*e.g.*, preparing a school event, a team game, solving a problem). They then drew roles representing different teamwork styles: organiser, idea generator, observer, and communication lead. This approach was intended to demonstrate that effective cooperation requires diverse skills and is not limited to the dominance of a single person. The main part of the workshop consisted of a project task to create a model of a “city of the future.” Students had to plan the layout and functions of public-use buildings and then create a spatial prototype using artistic and recycled materials. This activity required negotiation, task allocation, and consideration of all participants’ input. An important component was a game based on escape room principles, in which students had to solve a series of puzzles together to obtain clues needed to complete the city project. The exercise demonstrated that no team can succeed without cooperation, attentiveness, and mutual communication. The workshop strengthened the sense of responsibility for the group’s outcomes and encouraged students to recognise the range of talents and potential that emerges from cooperation across cultural divides.

The third workshop, “Language as a bridge – Creating a shared dictionary,” focused on strengthening communication competencies and reducing language-related uncertainty, which can hinder Ukrainian students’ participation in classroom life. The workshop began with integration games using words belonging to the “language of closeness,” such as friendship, help, support, play, courage, and cooperation. Students searched for equivalents in both languages and attempted to illustrate them through

gestures, which supported those with lower language proficiency. In the main part of the workshop, students worked in interlinguistic pairs to create cards for a class picture dictionary. Each card included a student-created illustration, Polish and Ukrainian word entries, and a short sentence showing the word in context. These cards were then used in movement and language games such as “live memory,” “hidden word,” and “association bridge.” As a result, the dictionary became not only a teaching material but also a tool for building bonds and a space for shared participation. The workshop demonstrated that communication can take the form of dialogue, shared action, and creative meaning-making, which strengthened students’ sense of linguistic safety and reduced barriers.

The original educational project *Strong in Diversity* follows the assumption that project-based learning enables students to experience content both cognitively and emotionally/socially, while also providing a space where integration happens naturally. Each workshop was designed to address one of the essential areas identified in the diagnosis: cultural understanding, cooperation, interlinguistic communication, and the development of social competencies. As a result, the four meetings formed a complementary structure that led students from mutual acquaintance, through cooperation and language development, to reflection on relationships and responsibility for the group climate. Individual workshops were planned so that each subsequent stage built on the experiences of the previous one, gradually strengthening participants’ sense of safety and openness. This allowed students to move from activities of a cognitive and symbolic nature to tasks requiring real cooperation and attentiveness to others’ needs. The diversity of methods—from artistic and drama activities to elements of project-based and language work—made it possible to engage different learning styles, supporting the inclusion of both confident children and those less so. The entire cycle created a coherent developmental path in which cultural integration was not a one-off activity but a long-term process enabling the gradual building of relationships, trust, and community.

Conclusion and Practical Recommendations

The implementation of the *Strong in Diversity* project showed that diverse, carefully designed activities—encompassing work on cultural identity, cooperation, communication, and the development of social attitudes—can genuinely support the process of student integration in multicultural settings. Each module brought a different educational dimension, and their combined structure made it possible to gradually strengthen various aspects of group functioning: from opening space for conversations about oneself and one’s experiences, through building team-based ways of acting, to developing communication competencies, empathy, and responsibility for the so-

cial climate of the class. As a result, the impact of the project was multidimensional, and individual activities complemented and reinforced one another.

During the sessions, a number of characteristic phenomena were observed, confirming that the planned activities fostered integration. Students gradually increased the number of spontaneous interactions, were more willing to initiate contact, more frequently invited peers to engage in joint actions, and more effectively worked out compromises. In the initial tasks, greater caution and a tendency to work in familiar subgroups were visible; over time, however, greater openness emerged, as well as ease of movement between teams and readiness to make decisions together. Artistic, construction-based, linguistic, and social elements created conditions for observing how students modified their communication strategies, how they learned to listen and respond to the needs of others, and how the level of mutual trust gradually increased. This growth was particularly visible in tasks requiring negotiation, where, by the end of the project, there were noticeably more substantive discussions and fewer instances of resignation, withdrawal, or rivalry.

Importantly, the conclusions formulated do not have an intuitive character – they result from the analysis of material collected during the activities. Monitoring included observation of behaviours, records of ways of working in groups, notes on the communication used by students in reflective tasks, and analysis of the dynamics of interactions in recurring types of activities. Such an approach made it possible to identify recurring patterns—rather than only incidental behaviours—and to indicate those elements of educational activities that clearly supported integration. The most strongly integrating proved to be activities requiring co-creation (*e.g.*, designing shared objects), language tasks that engaged all students equally, as well as situations in which children could draw on their own experiences and family histories. In these areas, it was easiest to observe an increase in courage in communication and readiness to engage in relationships.

The analysis of the course of the sessions also makes it possible to formulate practical recommendations for organising similar activities in the future. It is advisable to expand the pool of visual and linguistic resources supporting students who differ in their communicative proficiency, and to introduce a structure of roles in group work, which promotes more democratic participation and counteracts the dominance of students who are stronger communicatively. Particularly valuable was the inclusion of reflective elements after each activity, both in the form of conversation and short anonymous written statements, which made it possible to capture the perspectives of more reticent students. From a community cooperation perspective, it proved useful to symbolically involve families, *e.g.*, by obtaining cultural or visual content that enriched the narrative and identification dimension of the classes.

Although the *Strong in Diversity* educational project was not designed as a separate scientific study, its implementation was accompanied by a systematic ex-

amination of how students functioned in integration tasks, how they communicated in situations requiring cooperation, and how their engagement changed at subsequent stages of the activities. The facilitator collected material in the form of observations of behaviours, records of statements made during workshop work, and notes on how students organised themselves in tasks. Thanks to this, the conclusions are not based on intuition but on the analysis of specific interactions, emotional reactions, and strategies of action that emerged during the implementation of the sessions. The collected material is contributory in nature – it makes it possible to capture relationships between the type of activity and the dynamics of relations in the group. It was observed that tasks requiring co-creation and negotiation of solutions fostered the breaking down of barriers, whereas activities based on personal expression revealed differences in readiness to speak up. Such findings make it possible to identify those elements of practice that clearly strengthen integration, as well as those that may require additional support when planning further activities. It is also worth emphasising that the data gathered during the project constitutes a valuable starting point for further in-depth analyses. It may inspire the development of research tools better suited to diagnosing integration processes in multicultural groups and to refining methods for monitoring changes occurring in peer relationships. In this sense, the contributory nature of the material allows the project to be treated not only as a practical educational intervention but also as a source of knowledge that can be expanded in subsequent stages of research and teaching practice.

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