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Handbook

Development

A Handbook for Asylum Seekers
and Refugees in Framework of
Active Participation

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1. Introduction

1.1 About the RefuLearn project

RefuLearn – Learning for a Brighter Future in a New Homeland is an Erasmus+ Small-scale Partnership in Adult Education that **aims to strengthen the social inclusion and active participation of asylum seekers and refugees through adult education, practical guidance, and innovative digital learning resources**. The project responds to the growing need to support both refugees and the educators who work with them by providing accessible educational materials and evidence-based recommendations.

The project is based on the understanding that successful integration requires more than access to basic services. Refugees and asylum seekers often face barriers related to language, limited knowledge of their rights, unfamiliarity with public institutions, and social exclusion. At the same time, adult educators and organisations frequently need additional knowledge, tools, and methodologies to better understand learners' needs and create inclusive educational environments.

To address these challenges, RefuLearn combines research, international cooperation, and practical educational resources. Through interviews, observations, and the exchange of good practices across partner countries, the project identifies effective approaches to refugee integration and transforms them into practical learning materials. Alongside this Handbook, the project also develops an open-access Moodle learning platform offering interactive courses, videos, and digital resources for educators and refugees.

1.2 Purpose of the Handbook

The RefuLearn Handbook has been developed to translate the findings of the project's international case studies into practical guidance that can be easily applied in everyday educational practice. **It brings together the experiences of refugees, asylum seekers, adult educators, and organisations from Poland, Greece, and Türkiye**, highlighting successful approaches that support inclusion and active participation.

Rather than presenting research results alone, **the Handbook provides practical recommendations, examples of good practice, teaching approaches, and guidance that adult educators, NGOs, and other stakeholders can adapt to their own local contexts**. It aims to strengthen educators' competences while promoting inclusive, learner-centred approaches that respond to the diverse needs of asylum seekers and refugees.

1.3 Target groups of the Handbook

This Handbook is intended for a wide range of **professionals and organisations involved in the education, support, and integration of asylum seekers and refugees**. Its primary target groups include adult educators and trainers who work directly with refugee learners, as well as adult education providers and training centres responsible for designing and delivering educational programmes.

The Handbook is also addressed to **NGOs and civil society organisations** that provide educational, social, legal, or integration support. Social workers and community facilitators may use it to better understand refugee needs and strengthen cooperation between learners, institutions, and local communities.

Policymakers and public authorities responsible for integration and adult learning can use the Handbook to identify practical challenges, effective approaches, and recommendations that may support the development of more inclusive policies and services. It may also be useful for researchers and other stakeholders working in the fields of migration, adult education, social inclusion, and active participation.

The Handbook is designed to support both experienced practitioners and organisations that are beginning to work with refugee communities. It provides practical knowledge, examples, and transferable solutions based on international experience.

1.4 How to use this Handbook

This Handbook **is designed to serve both as a reference document and as a practical guide for planning, delivering, and improving educational and integration activities for asylum seekers and refugees.** It helps readers better understand the needs, challenges, and lived experiences of refugee learners, while offering practical insights into how these can be addressed through adult education.

Readers can use the Handbook to compare national approaches and integration contexts across the partner countries, identify examples of successful practices, and adapt these solutions to their own organisations and local settings. It also provides practical recommendations and teaching methods that can be applied in adult education programmes, training activities, and broader integration initiatives. Furthermore, the Handbook encourages cooperation between educators, NGOs, policymakers, public authorities, and other stakeholders working to promote social inclusion and active participation.

The Handbook is intended to complement the RefuLearn Moodle learning platform, allowing users to combine practical guidance with digital learning resources, interactive modules, and educational materials. Together, these two project outputs provide comprehensive support for organisations and professionals working with asylum seekers and refugees, contributing to a more inclusive, participatory, and learner-centred approach to education and integration.

2. Methodological background

This Handbook has been developed using a collaborative and evidence-based approach within the Erasmus+ RefuLearn – Learning for a Brighter Future in a New Homeland project. Its content is based on the experiences and knowledge gathered by project partners during the implementation of research and case study activities carried out in the participating countries.

The development process combined the review of relevant literature, policies and existing practices with qualitative data collection involving key stakeholders. The information gathered was analysed to identify common challenges, effective approaches and practical solutions related to the social inclusion and active participation of asylum seekers and refugees through adult education.

Rather than presenting academic research or detailed statistical data, **the Handbook translates the findings into practical guidance.** It brings together good practices, practical recommendations and examples that can support adult educators, organisations and other professionals working with asylum seekers and refugees. The aim is to provide a user-friendly resource that can be adapted to different educational settings and national contexts while promoting inclusive and learner-centred approaches.

2.1 Sources used for the Handbook

This Handbook content is **based on research and case study activities conducted jointly by project partners in Poland, Türkiye and Greece**. The research process combined desk research with qualitative fieldwork, enabling the partnership to identify both common and country-specific challenges related to the social inclusion and active participation of asylum seekers and refugees.

Each partner organisation carried out national case studies using a common research methodology to ensure the comparability of findings across the three countries. The research included a review of relevant literature, policies and existing educational practices, as well as semi-structured interviews, observations and analyses of examples of good practice. This approach allowed the partnership to gather practical knowledge on the educational, social and institutional needs of asylum seekers and refugees, together with the experiences of professionals working directly with these target groups.

The collected evidence provided the foundation for identifying effective educational approaches and practical solutions that can be transferred and adapted to different national contexts.

2.2 Target groups involved in data collection

The research process actively involved three main target groups representing different perspectives on refugee inclusion and adult education:

- **Asylum seekers and refugees**, who shared their personal experiences regarding access to education, public services, social participation, rights, integration challenges and everyday life in their host countries.
- **Adult educators and trainers**, who work directly with asylum seekers and refugees in formal and non-formal educational settings and provided insights into educational needs, teaching challenges and successful support strategies.
- **Representatives of adult education organisations and NGOs**, who contributed institutional perspectives on programme implementation, organisational capacity, cooperation with public institutions and examples of effective practices supporting refugee integration.

In each partner country, participants were engaged through interviews, observations and discussions using a common research framework. This participatory approach ensured that the Handbook reflects the voices and experiences of both beneficiaries and professionals while taking into account differences in national contexts.

2.3 From findings to practical guidance

The purpose of this Handbook is not to present detailed research results or statistical analyses. Instead, it translates the knowledge gained during the case study process into practical guidance for adult educators, organisations and other stakeholders working with asylum seekers and refugees.

The recommendations presented throughout the Handbook are based on the analysis of interviews, observations, policy reviews and examples of successful practices identified in Poland, Türkiye and

Greece. Particular attention has been given to approaches that promote active participation, social inclusion, intercultural understanding and equal access to adult education.

Rather than focusing on academic research findings, the Handbook provides practical recommendations, examples of good practice and actionable guidance that can be adapted by educators, trainers, NGOs and adult education providers in different European contexts. In this way, it aims to support more inclusive educational environments and strengthen the capacity of organisations working with asylum seekers and refugees.

3. Asylum Regimes in Partner Countries

3.1 Poland

3.1.1 General national context

Since 2022, **Poland has become one of the main destination countries for people fleeing armed conflicts, particularly following the Russian invasion of Ukraine.** Alongside Ukrainian nationals benefiting from temporary protection, Poland also hosts asylum seekers and refugees from countries such as Belarus, Afghanistan, Syria, Iraq, and several African states (European Commission, 2024; UNHCR, 2024).

The Polish integration system combines national legislation with European Union regulations and provides access to basic services such as education, healthcare, social assistance, and legal protection. However, access to these services often depends on an individual's legal status (Office for Foreigners, 2024).

Within the RefuLearn project, interviews conducted with asylum seekers, refugees, and adult educators confirmed that many newcomers experience difficulties understanding the Polish administrative system, available support services, and their rights and responsibilities. Adult educators also reported that they often need additional knowledge and practical tools to effectively support refugee learners and facilitate their active participation in society (RefuLearn Consortium, 2025).

Although Poland has developed numerous support initiatives, successful integration still depends largely on cooperation between public institutions, educational organisations, NGOs, employers, and local communities (UNHCR, 2024).

3.1.2 Basic legal rights and responsibilities

Asylum seekers in Poland have the right to apply for international protection and remain in the country while their application is examined. During this period, they are entitled to accommodation (when provided by reception centres), basic healthcare, social assistance within the reception system, education for children, and legal assistance related to the asylum procedure (Office for Foreigners, 2024).

Individuals granted refugee status or subsidiary protection receive broader rights, including legal residence, access to employment without additional work permits, public healthcare, education, vocational training, social welfare, and integration programmes offered by local authorities (Act of 13 June 2003; Office for Foreigners, 2024).

At the same time, asylum seekers and refugees are expected to respect Polish laws and regulations, cooperate with administrative authorities during legal procedures, participate in required administrative processes, and comply with the rules governing public institutions. Active participation in language courses, education, employment, and community activities greatly facilitates successful integration (European Commission, 2024).

Understanding both rights and responsibilities helps refugees become active members of society rather than passive recipients of assistance.

3.1.3 Access to services

Education and Adult Learning

Adult education plays an important role in supporting the integration of asylum seekers and refugees into Polish society. **Adults who have been granted refugee status, subsidiary protection, or temporary protection can participate in a wide range of educational opportunities.** These include free Polish language courses, vocational education, continuing education programmes, professional training, and skills development courses organised by public institutions, universities, labour offices, NGOs, and adult education providers (Office for Foreigners, 2024).

Many organisations also offer non-formal education activities focusing on digital skills, financial literacy, civic participation, entrepreneurship, and intercultural communication. These programmes help refugees increase their employability, better understand Polish society, and actively participate in community life. Adult educators should be aware that many refugee learners may have interrupted educational pathways or difficulties proving their previous qualifications, requiring flexible and learner-centred approaches.

Healthcare

People who have been granted international protection or temporary protection **generally have access to the public healthcare system under conditions similar to Polish citizens.** Asylum seekers living in reception centres receive healthcare services financed by the Office for Foreigners, including primary medical care and access to specialist treatment when necessary (Office for Foreigners, 2024).

Mental health support has become increasingly important due to the traumatic experiences many refugees have faced before, during, and after displacement. Exposure to war, violence, forced migration, family separation, and uncertainty may significantly affect learners' wellbeing and their ability to participate in education. Educators and support organisations should therefore recognise possible signs of psychological distress and cooperate with specialised healthcare professionals whenever appropriate (UNHCR, 2024).

Employment Support

People granted refugee status or subsidiary protection have the right to work in Poland without obtaining an additional work permit. District Labour Offices provide various forms of employment support, including job placement services, vocational counselling, professional training, career guidance, assistance with CV preparation, and information about labour market opportunities (Ministry of Family, Labour and Social Policy, 2024).

Many NGOs complement these services by organising employability workshops, mentoring programmes, entrepreneurship training, and support for recognising foreign qualifications and professional experience. Nevertheless, refugees often face challenges such as language barriers, difficulties in validating educational certificates, limited professional networks, and unfamiliarity with Polish recruitment procedures. Adult education programmes can therefore play an important role in preparing refugees for successful labour market integration.

Social Services

Social assistance available to refugees **may include financial support, temporary accommodation, housing assistance, family support services, psychological counselling, childcare assistance, and integration programmes coordinated by Municipal Family Support Centres (MOPS) and County Family Support Centres (PCPR).** Individuals granted refugee status or subsidiary protection may also participate in Individual Integration Programmes (IPI), which combine financial assistance with personalised social and professional support (Ministry of Family, Labour and Social Policy, 2024).

Social workers often cooperate closely with educators, NGOs, and local authorities to ensure that refugees receive coordinated support tailored to their individual circumstances. This multi-agency approach helps address not only immediate needs but also longer-term social inclusion and independence.

Language Learning

Learning Polish is one of the most important factors determining successful integration and active participation in society. Good language skills improve access to education, employment, healthcare, public administration, and everyday communication. They also increase confidence and reduce the risk of social isolation (UNHCR Poland, 2024).

Free or subsidised Polish language courses are widely available through NGOs, universities, municipalities, libraries, volunteer organisations, and adult education centres. Many programmes combine language learning with practical topics such as everyday communication, workplace vocabulary, civic education, and understanding public institutions. Educators should encourage learners to practise the language outside the classroom by participating in local events, volunteering, or community activities.

Legal and Administrative Support

Understanding legal procedures is often one of the greatest challenges faced by newly arrived asylum seekers and refugees. **Legal assistance is available through the Office for Foreigners, specialised legal aid organisations, refugee support NGOs, university legal clinics, and selected local authorities** (Office for Foreigners, 2024).

Support may include information about asylum procedures, residence permits, family reunification, employment rights, access to education, healthcare, social benefits, and the recognition of foreign qualifications. Because administrative procedures may appear complex and unfamiliar, educators and organisations should be prepared to direct learners to appropriate legal services whenever specialised advice is required.

Local Community Support

Local communities play a crucial role in helping refugees build social networks and become active members of society. **Across Poland, municipalities cooperate with NGOs, cultural institutions, libraries, schools, universities, churches, volunteer groups, and local associations to organise integration activities such as cultural events, language cafés, mentoring programmes, sports activities, family events, and volunteering opportunities** (European Commission, 2024).

Participation in community life allows refugees to develop friendships, improve language skills, become familiar with local customs, and strengthen their sense of belonging. Adult educators can further support this process by encouraging learners to engage in community initiatives, civic activities, and lifelong learning opportunities, helping them move from being recipients of support to becoming active contributors within their local communities.

3.1.4 Main challenges identified

The RefuLearn case study and interviews conducted during the project highlighted several barriers affecting asylum seekers and refugees in Poland. **Many participants reported insufficient knowledge about their legal rights, available institutions, and administrative procedures. Difficulties in understanding official documents and completing formalities often delayed access to education, healthcare, and employment.**

Language barriers remain one of the most significant obstacles. Limited Polish language skills reduce access to information, public services, employment opportunities, and social participation (UNHCR, 2024). Many respondents also described feelings of social isolation and uncertainty about their future.

Adult educators participating in the project emphasised that they often require **additional training to better understand refugee experiences, intercultural communication, trauma-informed approaches, and methods for supporting active participation.** They also stressed the importance of exchanging good practices and practical teaching resources, which became one of the main objectives of the RefuLearn project.

3.1.5 Practical notes for educators and organisations

Educators and organisations supporting asylum seekers and refugees in Poland should remember that **integration is a long-term process requiring patience, flexibility, and cooperation between multiple institutions** (UNHCR, 2024).

Whenever possible, **information should be provided in simple language and supported with visual materials or translations.** Educators should never assume that participants understand how Polish institutions operate or are familiar with administrative procedures (Office for Foreigners, 2024).

Building trust is essential. Many refugees have experienced trauma, displacement, or interrupted education. **Creating a safe and respectful learning environment** encourages participation and improves learning outcomes (UNHCR, 2024).

Adult educators should also cooperate closely with local NGOs, social workers, psychologists, labour offices, municipalities, and legal advisors. Referring participants to specialised services is often as important as providing educational support.

Finally, **educators should promote active participation rather than dependency**. Encouraging learners to participate in community activities, volunteering, language learning, vocational training, and civic initiatives helps strengthen both individual confidence and social inclusion. This approach reflects the core objectives of the RefuLearn project, which aims to empower asylum seekers and refugees through education, participation, and access to practical learning resources.

3.2 Türkiye

3.2.1 General national context

Türkiye hosts one of the largest refugee populations in the world and has been a major destination and transit country for people fleeing conflict, persecution, and instability. The majority of refugees and asylum seekers in Türkiye originate from Syria, while significant numbers also come from Afghanistan, Iraq, Iran, and other countries (UNHCR, 2024; Presidency of Migration Management, 2024).

Türkiye has adopted a policy of temporary protection for refugees from Syria, while asylum seekers from other countries are processed under international protection procedures within the framework of the 1951 Refugee Convention's geographical limitation, most commonly receiving conditional refugee status while awaiting resettlement to a third country. Migrants and refugees are concentrated in the large cities in order to access the services they need such as education, jobs, healthcare, and support services.

According to the results from the RefuLearn project, figuring out administrative procedures, finding trustworthy information, and dealing with public institutions are major challenges among many asylum seekers and refugees. Educators and NGO representatives ranked learning the language and having knowledge and community support as priorities for helping people integrate and become active participants.

Although many public and civil society initiatives that support refugees exist, the long-term inclusion of refugees mostly depends on collaboration between municipal and regional authorities, educational institutions, NGOs, local employers, and local communities. Adult education provides language training, strengthens the chances for finding employment, makes refugees aware of their rights, and encourages them to commit to active participation in social life.

3.2.2 Basic legal rights and responsibilities

Individuals under temporary protection and international protection in **Türkiye have access to a range of rights designed to support their basic needs and integration into society**. As a result of their legal status, they can access education, healthcare, social services, and the labor market, in line with the national regulations (Law on Foreigners and International Protection No. 6458; Temporary Protection Regulation, 2014).

Children are entitled to education in public schools. Rights holders (in this case adult temporary protection holders) are entitled to access vocational trainings, and adult education courses. Rights holders can also have access to healthcare services through the public healthcare system.

Refugees and asylum seekers are required to abide by Turkish laws and regulations, sustain their registration status, convey the exact information to the authorities, and meet the administrative obligations due to their legal status. Observing the laws, attending offered courses, and participating in the local community are substantial means of ensuring successful integration.

Grasping the rights and obligations fosters societal participation, which in turn, increases the likelihood for the individual to seize the available opportunities.

3.2.3 Access to services

Education and Adult Learning

Adult education is crucial for the social inclusion and self-reliance of refugees and asylum seekers in Turkey. **Adults with temporary or international protection status can benefit from a number of educational opportunities offered by Public Education Centres (Halk Eğitim Merkezleri), municipalities, universities, NGOs and international organizations** (Ministry of National Education, 2024).

The opportunities on offer include Turkish language courses, literacy programmes, vocational training, entrepreneurship education, digital skills development, professional certification courses and lifelong learning activities. Many organisations also offer non-formal learning opportunities on civic participation, financial literacy, intercultural communication and social cohesion. These programmes help participants to improve their employability, to better understand Turkish society and to become more active members of their local communities.

Adult educators need to be aware that refugee learners may have experienced interrupted education, limited access to previous learning opportunities and difficulties in documenting their qualifications. Therefore, flexible, learner-centered and inclusive educational approaches are essential (UNICEF Türkiye, 2024).

Healthcare

Registered refugees and asylum seekers in Türkiye are generally entitled to public healthcare services within the national healthcare system, depending on their registration status and the relevant regulations (Presidency of Migration Management, 2024). These services usually cover general health care, emergency care, maternal and child care, immunisation and referral to specialist services.

Migrant Health Centres in several provinces offer additional support with multilingual staff and culturally sensitive health care services. These centres are helping to overcome language barriers and enhance access to healthcare for refugees.

Many refugees experienced trauma before and during displacement, so mental health support is becoming more and more important. Experiences of war, persecution, forced migration, separation from family and long periods of uncertainty can affect wellbeing and participation in education and community life. Educators and support organisations should therefore recognise potential signs of psychological distress and cooperate with specialised healthcare professionals whenever appropriate (WHO Türkiye, 2024; UNHCR Türkiye, 2024).

Employment Support

Access to employment is a key factor in long-term integration and independence. **Refugees and beneficiaries of temporary or international protection may access the labour market under**

specific legal conditions, including work permit procedures where national legislation requires it (Law on Foreigners and International Protection No. 6458; Ministry of Labour and Social Security, 2024).

Employment support is provided by the Turkish Employment Agency (İŞKUR), municipalities, NGOs, vocational training institutions and international organisations. Services may include career counselling, vocational training, skills development programmes, job matching, entrepreneurship support, CV preparation workshops and information on labour market opportunities.

However, many refugees still face challenges such as language barriers, limited professional networks, difficulties in recognising foreign qualifications and unfamiliarity with recruitment procedures. Adult education and vocational training programmes can therefore play a key role in enhancing employability and enabling labour market integration (ILO Türkiye, 2024).

Social Services

Refugees and asylum seekers can receive a wide range of social support services from public institutions, municipalities, NGOs and international organisations. Such services may cover financial assistance, psychosocial support, family counselling, child protection services, social work support, housing-related guidance, and community-based integration programmes (Directorate General of Social Assistance, 2024).

Local authorities are taking on an increasing share of the provision of local support services, such as social assistance programmes, information services, cultural activities and community engagement activities. Social workers often work with teachers, health workers, NGOs and local authorities to provide co-ordinated support to meet the needs of individuals and families.

This multi-stakeholder approach addresses both immediate humanitarian needs and longer term social inclusion objectives.

Language Learning

One of the most important factors for successful integration and active participation in society is learning Turkish. Language proficiency improves access to education, employment, healthcare, public services, and everyday communication while reducing the risk of social isolation (UNHCR Türkiye, 2024).

Turkish language courses are available at public education centres, universities, municipalities, community centres, NGOs and international organisations. Many programmes combine language with practical information on everyday life, communication at work, participation in the community and access to public services.

Educators should motivate learners to practise Turkish outside the classroom through volunteer work, community activities, cultural events and interaction with local residents. Practical language use in real-life situations often accelerates both learning and social integration.

Legal and Administrative Support

One of the most difficult aspects of settling in a new country can be understanding legal procedures and administrative requirements. In Türkiye, **legal and administrative support is available through the Presidency of Migration Management, provincial migration offices, bar associations, specialised NGOs, legal aid providers and international organisations** (Presidency of Migration Management, 2024).

Support can also encompass information on registration procedures, residence issues, temporary protection rules, international protection procedures, family reunification, access to public services, employment rights, education opportunities and social benefits.

Administrative processes can be complex and alien to learners and educators and organisations should be prepared to signpost learners to specialist legal support services where professional advice is needed.

Local Community Support

Local communities are crucial in social inclusion and help refugees to make meaningful social contacts. All over Türkiye, **municipalities, NGOs, cultural centres, libraries, youth centres, universities, volunteer groups and community organisations are organising activities to facilitate interaction between refugees and host communities.**

These include cultural events, language exchange programmes, community workshops, sports activities, mentoring initiatives, youth projects, volunteering opportunities and social cohesion programmes. Such activities help refugees to build social networks, improve language skills, gain confidence and develop a stronger sense of belonging (IOM Türkiye, 2024).

Adult educators can also support this process further by encouraging local initiatives, lifelong learning opportunities, volunteering activities and civic engagement projects. The active engagement of refugees in community life gives them the way from recipients of support to active contributors in their local communities.

3.2.4 Main challenges identified

The RefuLearn case study and stakeholder interviews offered insight into the challenges faced by refugees and asylum seekers in Türkiye. Most stakeholders **faced challenges when trying to understand the administrative processes, legal frameworks, and available support.** During the early settlement stages, the availability and access to timely, reliable information was a concern.

Accessing services including education, employment, and healthcare was complicated due to language barriers. Limited ability to speak Turkish may create social isolation and limit the possibility to be active in community participation.

Stakeholders also presented **challenges related to the economy, employment and housing stability.** Some stakeholders presented challenges related to the formal recognition of previous professional experiences and qualifications.

Adult educators participating in the project stated that they require professional development opportunities to gain enhanced skills in workplace-based intercultural communication, designing trauma-informed approaches to education and more community-based educational approaches. They also stated that the educational system and support service system require practical tools and enhanced collaborative frameworks.

3.2.5 Practical notes for educators and organisations

Educators and organisations working with refugees and asylum seekers in Türkiye **should be aware that integration is a process that takes time and requires patience, flexibility and long-term support.**

Information should be presented in clear, accessible language and, where possible, supported by multilingual materials, visual resources and practical examples. Turkish institutions, legal procedures and administrative systems cannot be taken for granted as already known to learners by educators.

It's important to build trust. Many refugee learners have experienced displacement, uncertainty and interrupted pathways through education. Safe, respectful and inclusive learning environments can do a lot to improve participation and learning outcomes.

Close cooperation with municipalities, social workers, psychologists, legal advisors, employment services and community organisations enables learners to access specialised support.

Finally, teachers should promote active participation, self-confidence and independence. The RefuLearn project aims to contribute to the strengthening of individual resilience and social inclusion through the encouragement of learners' participation in language learning, vocational training, volunteering, community activities and lifelong learning opportunities.

3.3 Greece

3.3.1 General national context

Greece has a significant role in the European asylum and migration context because of its geographical position at the south-eastern external border of the European Union. Over the last decade, the country has received people seeking international protection through both land and sea routes, particularly through the Aegean islands and the country's north-eastern and southern borders. As a result, Greece functions both as a country of first arrival and, for many recognised refugees, as a country in which longer-term integration and participation need to be supported.

According to UNHCR's current country information, **Greece hosts approximately 74,000 refugees and 32,000 asylum seekers. The refugee and asylum-seeking population is diverse and includes people from countries such as Ukraine, Afghanistan, Syria, the State of Palestine and Iraq, among others.** This diversity is reflected in different languages, educational backgrounds, professional experiences, family situations and support needs.

The national asylum and reception system is primarily administered by the Hellenic Ministry of Migration and Asylum, including the Asylum Service and the Reception and Identification Service. Official statistics are published regularly and cover arrivals, asylum applications, reception, international protection and other aspects of migration management. In addition to national authorities, municipalities, international organisations, NGOs and civil-society organisations have an important role in providing information, education, social support and integration services.

For refugees who remain in Greece, integration is a gradual process involving legal, economic, educational, social and cultural dimensions. Access to Greek-language learning, employment, healthcare, appropriate housing, education, digital services and reliable information is important for achieving greater independence. At the same time, participation in the local community and the

development of social relationships are essential for creating a sense of belonging. UNHCR describes local integration as a complex process requiring cooperation between refugees themselves, government authorities, municipalities, civil society and the private sector.

The findings of the RefuLearn project are consistent with this wider context. In Greece, learning the Greek language emerged as a major educational and integration need, closely linked with confidence, everyday communication, employment and participation in society. At the same time, refugee and asylum-seeking adults may face interconnected barriers including administrative uncertainty, unstable employment, transport difficulties, psychosocial stress, discrimination and difficulties making effective use of previous education or professional experience. These circumstances can also affect regular participation in adult education.

The refugee population is highly heterogeneous. Some learners have university degrees, professional qualifications and extensive work experience, while others may have experienced interrupted schooling or have limited literacy. Learners also differ significantly in their knowledge of Greek, digital competence, family responsibilities and previous experience of formal education. Adult education and integration programmes therefore need to avoid a one-size-fits-all approach and instead provide flexible, differentiated and learner-centred pathways.

Education is particularly important in this context because it can connect several dimensions of integration. Greek-language learning can support access to employment and public services; vocational education can help refugees develop or reactivate professional skills; digital learning can strengthen access to information and online services; and community-based learning can reduce isolation and encourage participation. Adult education can therefore function not simply as a learning opportunity, but as an important bridge between refugees and the institutions, services and communities around them.

Overall, the situation in Greece demonstrates that successful integration requires more than access to international protection. Refugees and asylum seekers also need practical opportunities to develop language and vocational skills, understand institutions, access services, establish social networks and participate actively in their communities. Coordinated cooperation between public institutions, adult education providers, municipalities, NGOs, employers and local communities is therefore essential for supporting sustainable inclusion and enabling refugees to rebuild their lives with greater independence and confidence.

3.3.2 Basic legal rights and responsibilities

Asylum seekers and beneficiaries of international protection in Greece have a number of rights and responsibilities that are important for their everyday life, integration and active participation in society. Understanding these rights helps people access education, employment, healthcare and other services, while understanding their responsibilities helps them maintain their legal status and communicate effectively with public authorities.

Rights of Asylum Seekers

People who have formally applied for international protection have the right to remain legally in Greece while their application is being examined. Once an application is fully registered, the applicant receives an International Protection Applicant Card. This document confirms the person's status and allows legal stay in Greece while the asylum procedure is ongoing. Movement may be subject to geographical restrictions if these are stated on the card.

<https://migration.gov.gr/en/gas/diadikasia-asyloy/meta-tin-aitisi/>

Asylum seekers have the right to receive information about their application, the different stages of the procedure, relevant deadlines, decisions and appeal rights in a language they understand. Free interpretation is provided during important stages of the asylum procedure, including the personal interview. They also have the right to contact UNHCR and organisations providing legal, medical or psychological support.

Access to healthcare is another important right. Registered applicants can receive a Temporary Insurance and Healthcare Number for Foreigners (PAAYPA), which enables access to medical and hospital care according to the applicable rules. Applicants may also be entitled to reception support, including accommodation and other basic assistance, depending on their circumstances and eligibility.

Children who are asylum seekers have access to public education, while adult applicants have access to secondary education. Education and language learning can play an important role in helping families become more independent and participate in Greek society.

Access to employment is also possible. Under the current official rules, applicants for international protection have the right to work **60 days after lodging their application**, provided that they hold a valid International Protection Applicant Card and meet the relevant administrative requirements. People who work are also required to comply with Greek employment and taxation rules.

Rights after International Protection is Granted

People who are recognised as refugees or beneficiaries of subsidiary protection have more stable residence rights. Recognised refugees receive a renewable residence permit valid for three years, while beneficiaries of subsidiary protection receive a permit initially valid for one year and subsequently renewable for two-year periods.

Beneficiaries of international protection have full access to the labour market and may also work as self-employed persons, subject to the requirements applying to the relevant profession. They have access to public education and vocational training and may access healthcare and social welfare benefits when they meet the conditions established by law. ([UNHCR help.unhcr.org](https://help.unhcr.org))

Recognised refugees may also have the right to apply for family reunification under specific conditions. In the longer term, beneficiaries of international protection may be able to apply for long-term residence or Greek citizenship if they meet the legal residence and other requirements established by Greek law.

These rights are important for integration because they enable refugees to continue their education, develop professional skills, work, support their families and participate more independently in social and economic life.

Main Responsibilities

Rights are accompanied by responsibilities. Asylum seekers must cooperate with the Greek authorities during the examination of their application. They need to attend scheduled interviews and appointments, provide the information and documents required for their case and respect the deadlines communicated by the competent authorities.

Applicants should always keep their International Protection Applicant Card valid and renew it within the required period. They must also inform the Asylum Service immediately if their address, telephone number, email or other important contact information changes. This is particularly important because

official decisions, appointments and other information may be sent using the most recently declared contact details. Asylum applicants are generally required to remain in Greece while their application is being examined and cannot travel freely to another country simply because they hold an applicant card. They must also follow the rules of reception facilities if they live in one.

Beneficiaries of international protection also have administrative responsibilities. They should keep their residence documents valid, report important changes such as a change of address or civil status and report the loss or theft of residence or travel documents. Residence permits must be renewed within the required deadlines.

Parents and guardians also have responsibilities concerning the education of their children. Beneficiaries of international protection are required to enrol minor children of compulsory school age in public or private education in Greece.

All asylum seekers and refugees are required to respect Greek laws and regulations. People who are employed must comply with the applicable employment, social insurance and taxation requirements. Respecting legal procedures and maintaining valid documentation are important because access to employment, healthcare, social services and other opportunities often depends on correct and up-to-date administrative records.

Rights, Responsibilities and Active Participation

Knowing one's rights and responsibilities is an important part of becoming independent in a new country. Refugees and asylum seekers who understand how institutions work are better able to access education, employment, healthcare and social services, make informed decisions and participate actively in community life.

However, legal and administrative information can be complex, particularly for people who have limited Greek-language skills or are unfamiliar with the national system. Adult educators and organisations can help by providing basic information in clear and accessible language and directing learners towards reliable official sources.

Educators should not be expected to provide specialised legal advice. When individual cases involve asylum decisions, appeals, residence documents, family reunification or other complex legal matters, learners should be referred to qualified legal professionals, the competent public authority or specialised organisations.

Overall, supporting refugees and asylum seekers to understand both their rights and their responsibilities can strengthen independence, confidence and active participation. It helps individuals move beyond simply accessing assistance and enables them to make informed use of education, employment, public services and opportunities for participation in Greek society.

3.3.3 Access to services

Education and adult learning

Adult education can support refugees and asylum seekers in developing Greek-language competence, vocational skills, digital competence and knowledge needed for everyday life. Learning opportunities are provided through different public, municipal and non-governmental structures.

Migrant Integration Centres (M.I.C./KEM), which operate as branches of municipal Community Centres, are an important local resource. They provide information and counselling related to social integration and can refer individuals to other competent services and organisations. Their activities may include Greek-language, history and culture courses as well as actions supporting access to employment and social participation.

Adult education should take into account the very different starting points of refugee learners. Practical and experiential methods, such as real-life scenarios, projects, role plays, visual materials and task-based learning, are especially valuable. The Greek RefuLearn findings support differentiated and trust-based education and highlight the need to recognise partial achievement and interrupted learning pathways.

Healthcare

Healthcare is a fundamental service for both asylum seekers and recognised refugees. Current UNHCR Greece information states that **refugees and asylum seekers have access to public healthcare, while asylum applicants are issued a Temporary Insurance and Healthcare Number for Foreigners as part of the relevant registration process.**

Healthcare needs may include physical healthcare as well as mental-health and psychosocial support. UNHCR's service information identifies organisations providing medical care, social counselling and psychological support in addition to other specialised services.

This is particularly relevant to adult education. The Greek project findings underline the impact of psychosocial stress on participation and learning. Educators should therefore recognise that concentration difficulties, inconsistent attendance or reduced confidence may sometimes be connected to stressful life circumstances. Educators should provide a supportive learning environment but refer individuals to qualified healthcare or mental-health professionals when specialised assistance is required.

Employment support

Employment is closely connected with economic independence, language development and social participation. As noted above, asylum seekers may access employment after the applicable waiting period following the lodging of their asylum application, while beneficiaries of international protection have access to the labour market under the conditions established by Greek law.

Employment support can include job counselling, job-readiness activities, vocational training, information about employment opportunities and guidance related to professional development. Migrant Integration Centres include activities aimed at facilitating access to the labour market, while integration initiatives have also provided individual counselling, professional certification guidance and networking with employers.

Social services

Municipal Community Centres and Migrant Integration Centres can act as important points of information, counselling and referral for third-country nationals and beneficiaries of international protection. They connect users with social services and other competent organisations and can support access to integration-related programmes.

Recognised refugees who meet the relevant conditions may also be eligible for social welfare schemes available through the Greek system. UNHCR Greece advises recognised refugees seeking information about welfare support to contact the Community Centre or Migrant Integration Centre of the municipality where they reside.

NGOs and other civil-society organisations complement public provision by offering services such as social counselling, psychological support, legal assistance, material support and educational guidance. The availability of individual services can vary by location and over time, so referrals should be based on current local information.

Language learning

Greek-language learning is one of the most important pathways towards independence, integration and active participation in Greek society. It supports communication with public authorities, healthcare providers, employers, educators and local residents, while also increasing confidence in everyday life. The Greek RefuLearn national findings confirm that knowledge of Greek is a key factor affecting access to education, employment, services and wider social participation.

Municipalities play an important role in supporting language learning and integration at local level. Migrant Integration Centres (M.I.C./KEM) operate as branches of municipal Community Centres and may provide Greek-language courses together with elements of Greek history and culture for migrants, asylum seekers and beneficiaries of international protection. Some KEM also provide digital-skills activities and individual employment counselling, linking language learning with broader integration and employability needs.

In addition, **Lifelong Learning Centres may operate at municipal level and provide non-formal adult education opportunities, including Greek-language learning for migrants.** These local structures are particularly valuable because they bring educational opportunities closer to where refugees and migrants live and can connect language learning with other forms of adult education, community participation and lifelong learning.

Language support is also particularly important for refugee and migrant children attending the Greek public school system. **In primary and secondary education, Reception Classes within Educational Priority Zones (ZEP) provide targeted support for pupils who have insufficient knowledge of Greek.** Their purpose is to facilitate the learning of Greek as a second language, support pupils' participation in the mainstream curriculum and contribute to their smoother educational and social integration. The Institute of Educational Policy provides dedicated curricula for teaching Greek in Reception Classes ZEP in both primary and secondary education. These school-based measures are especially important for refugee families because children's successful participation in education can support not only their own linguistic and social integration but also the wider inclusion of the family. Schools can become important points of connection between refugee families, educators, public institutions and local communities.

Overall, Greek-language learning should not be treated simply as an academic subject. Through municipal programmes, Migrant Integration Centres, Lifelong Learning Centres and the Reception Classes ZEP within schools, language education can become a practical instrument for educational inclusion, independence, confidence, employment and active participation in Greek society.

Legal or administrative support

The Greek Asylum Service is the competent national authority for asylum procedures. Applicants need reliable information about their application, documentation, appointments, rights and responsibilities.

The Ministry of Migration and Asylum also operates an Integration Help Desk that provides information concerning integration programmes, Migrant Integration Centres and the rights and obligations of beneficiaries of international protection. Legal-aid and specialised support organisations can provide additional assistance when individuals face complex legal or administrative questions.

Educators should help learners identify reliable sources of information and understand basic administrative steps, but they should maintain clear professional boundaries. Legal interpretation, asylum appeals and other specialised matters should be referred to qualified legal services. This corresponds closely to the Greek RefuLearn findings, which emphasise safeguarding, referral mechanisms, intercultural mediation and professional boundaries.

Local community support

Community participation is essential for developing social relationships, practising Greek and creating a sense of belonging. Migrant Integration Centres are specifically intended to support social integration and social networking, collaborate with migrant and refugee associations and other organisations, and promote intercultural activities and access to local opportunities.

Municipalities, NGOs, community organisations, cultural groups, volunteer initiatives and education providers can further support participation through language activities, cultural events, mentoring, volunteering, community projects and other opportunities for interaction.

For adult educators, connecting classroom learning with local community experiences can be particularly valuable. It allows learners to practise communication in real situations, develop social networks and gradually become more confident in participating independently in Greek society.

3.3.4 Main challenges identified

The Greek findings within the RefuLearn project identify several interconnected barriers to education, access to services and active social participation. **Language remains one of the most important challenges.** Limited Greek-language competence can affect employment, communication with public institutions, healthcare access and everyday interaction, while also reducing confidence and increasing the risk of social isolation. Greek-language learning was therefore identified as a central educational entry point and a key element of participation.

Administrative and documentation requirements represent another important challenge. Accessing services often involves understanding unfamiliar procedures, maintaining documentation and

interacting with several different institutions. Even where formal rights exist, navigating the relevant pathway can be difficult without clear information, language support or guidance.

The Greek findings also place particular emphasis on psychosocial stress, transport difficulties, discrimination and unstable employment. These issues can directly affect participation in education. Learners may miss lessons because of work obligations, distance or transport difficulties, administrative appointments, housing or financial pressure, health concerns or emotional stress. Irregular attendance should therefore not automatically be interpreted as a lack of motivation.

Another challenge concerns the recognition and effective use of previous education and professional experience. **Refugees may have qualifications and skills acquired before displacement but experience difficulty connecting these competences with appropriate vocational or employment opportunities in Greece.** The project findings therefore emphasise stronger links between Greek-language education, vocational pathways, employment and recognition of prior learning.

Digital access also creates both opportunities and difficulties. Smartphones and online resources can make learning and information more accessible, but smartphone ownership does not necessarily mean that learners can independently navigate online forms, document submission, public e-services or learning platforms. The RefuLearn findings therefore recommend practical digital-skills support together with mobile-friendly, simple and accessible digital resources.

Finally, **social participation can be affected by isolation**, limited contact with local residents and experiences of discrimination. Successful integration therefore requires not only access to formal services but also opportunities to develop relationships, participate in community activities and feel respected and accepted within the wider society.

3.3.5 Practical notes for educators and organisations

Educators and organisations working with asylum seekers and refugees in Greece **should remember that integration is a gradual process and that learners' educational participation is closely connected with their wider living conditions.** Employment, accommodation, administrative procedures, family responsibilities, transport, health and psychosocial wellbeing may all influence learning.

Information should be presented in clear and accessible language and, when possible, supported by visual, multilingual or translated resources. Educators should not assume that learners understand the Greek administrative system or know which institutions are responsible for different services. Learning should be practical and closely connected to everyday life. Greek-language education can include communication with employers and healthcare providers, understanding basic documents, completing forms, using transport and dealing with public authorities. Experiential, project-based and scenario-based activities can make learning more relevant and increase learners' confidence. The Greek findings particularly support practical, differentiated and trust-based educational approaches. Educators should also recognise and build on learners' previous knowledge, qualifications and professional experience. When appropriate, learners should be directed towards vocational training, employment counselling and pathways for recognition of prior learning rather than being treated as if they are beginning their education from zero.

A safe, respectful and inclusive learning environment is essential. Educators should be sensitive to psychosocial stress and experiences of discrimination without assuming the role of a psychologist, lawyer or social worker. Clear professional boundaries and established referral pathways to qualified legal, psychological, social, healthcare and employment services are particularly important. Access to interpreters and cultural mediators can further improve communication and support. Teaching arrangements should also be flexible. Learners may need to interrupt or temporarily reduce their participation because of employment, family responsibilities, legal procedures or other circumstances. Opportunities to catch up, return to learning and have partial achievement recognised can reduce unnecessary exclusion.

Finally, educators and organisations should promote active participation rather than dependency. Learners should be encouraged to use their existing skills, express their views, participate in decision-making within educational activities, engage in volunteering and community initiatives and develop connections with local residents. Cooperation between adult education organisations, municipalities, Migrant Integration Centres, NGOs, employment services, social workers, psychologists, legal advisors and community organisations can create stronger and more sustainable pathways towards independence and social inclusion.

Overall, the Greek context demonstrates that adult education is most effective when it is connected with language learning, employment, digital skills, access to services and meaningful participation in community life. Education can therefore act not only as a learning opportunity but also as a bridge between refugees and the institutions, networks and communities that support their long-term integration in Greece.

4. Needs of Asylum Seekers & Refugees

4.1 Arrival and first adaptation needs

Adapting to a new country is a complex and multidimensional process for asylum seekers and refugees. It involves much more than finding accommodation or learning a new language. **People arriving in a new country often have to understand an unfamiliar legal and administrative system, access healthcare and education, look for employment, manage everyday responsibilities and gradually establish social relationships in their new communities.** At the same time, they may experience uncertainty, stress, isolation and difficulties communicating in the language of the host country. The findings of the RefuLearn Case Study Report, based on interviews conducted in Poland, Türkiye and Greece, demonstrate that these different needs are closely interconnected.

Information needs during the first stages of adaptation

One of the most **important needs concerns access to clear, reliable and understandable information.** During the first days and weeks after arrival, asylum seekers and refugees need to make decisions about many practical matters, often without knowing how the national system works. Immediate concerns can include safety, accommodation, legal status, income, healthcare, school enrolment for children, employment and communication with public institutions. The findings from Poland, for example, show that people who had relatives, friends or other trusted contacts were generally

better able to manage initial procedures, while those without such networks experienced greater uncertainty and isolation.

Information should therefore be provided as early as possible and should focus on practical questions. Refugees need to understand their legal status, rights and obligations, which documents they require, where they should register, how they can access healthcare and social services, how to enrol children in school, and where they can obtain employment or housing assistance. The RefuLearn findings specifically recommend clear first-arrival and first-weeks orientation covering legal status, documents, housing, employment, healthcare, education, public services and trusted sources of support.

Providing information is not sufficient if it is difficult to understand or use. Information may be available through public institutions, official websites, NGOs, schools, social media, friends and other refugees, but having many different sources can itself become a problem. Information can be outdated, inconsistent, too formal or available only in the language of the host country. Refugees therefore need **centralised, multilingual and plain-language information**, accompanied by practical examples, short checklists and step-by-step explanations. They also need to know where information comes from and whether it can be trusted.

This is particularly important in legal and administrative matters. Informal advice from friends, relatives or other refugees can be valuable for everyday orientation, but it should not replace professional advice concerning legal procedures, employment contracts, public institutions or asylum-related matters. Clear referral routes to qualified specialists are therefore an important part of effective information provision.

Practical orientation and language support

Asylum seekers and refugees also need practical orientation that helps them understand how everyday life works in the host country. **This includes learning how to communicate with public offices, use public transport, make medical appointments, communicate with schools, search for employment, understand contracts, find accommodation and deal with common everyday situations.** The RefuLearn report therefore supports the use of real-life and task-based orientation rather than relying mainly on theoretical information.

Host-country language learning is a central part of this process. Across Poland, Türkiye and Greece, language proficiency was identified as a major factor influencing access to information, employment, education, healthcare, public services and social participation. Language learning should therefore not be treated only as an educational objective. It is a practical tool that allows people to become more independent, communicate directly with institutions and employers, understand documents, support their children and participate more confidently in their communities.

Language and orientation activities are particularly useful when they are linked with authentic situations. Examples include completing forms, reading official documents, understanding job advertisements, preparing a CV, practising workplace conversations, communicating during a medical appointment or asking for information in a public office. Such an approach simultaneously develops language skills, practical knowledge and confidence.

Human and individualised support

Another important conclusion is that information and digital resources cannot replace human support. Refugees and asylum seekers form a highly diverse group. They differ in age, educational background, literacy, professional experience, language proficiency, digital skills, family responsibilities and length of stay in the host country. Their previous and current circumstances can also be very different. Consequently, a standardised approach cannot adequately respond to everyone's needs.

The findings from Greece particularly emphasise the importance of an **individualised first-needs assessment**. Early orientation should identify the specific situation of each person and connect them with relevant information and services concerning legal status, housing, employment, family needs, benefits, education and other forms of assistance.

Trusted professionals and organisations can play an important role in this process. Adult educators, social workers, cultural mediators, caseworkers, legal advisers, psychologists, employment counsellors, NGOs and community organisations can help newcomers understand information, identify appropriate services and solve practical problems. The report therefore highlights the importance of coordinated referral systems connecting education providers with municipalities, schools, employment services, healthcare, social services, legal support and other specialised organisations.

Psychological and social support should also be recognised as part of adaptation. Refugees may experience stress, uncertainty, loneliness or social isolation, while unstable housing, legal insecurity, employment difficulties and family responsibilities can create additional pressure. Support systems should therefore consider not only administrative and educational needs but also emotional security and psychosocial wellbeing.

Digital information combined with personal guidance

Digital resources can make information and learning more accessible, particularly for people who work, have childcare responsibilities, live far from service providers or need to return to information several times. Smartphones, translation applications, messaging services, online learning resources and official websites are already widely used by refugees. However, digital access is not equal. Some people have limited digital skills, unstable internet connections, shared devices or limited access to computers.

For this reason, digital information should be **mobile-friendly, multilingual, visually clear and easy to navigate**. Materials should be relatively short and, where possible, downloadable, printable or available offline. The RefuLearn findings nevertheless clearly favour a blended approach: digital tools should complement rather than replace educators, specialists and face-to-face guidance.

Support for independence and social participation

Ultimately, the purpose of information, orientation and support should be to help asylum seekers and refugees gradually become more independent. Effective adaptation means being able to access services, communicate with institutions, find educational and employment opportunities and make informed decisions without continuous dependence on other people.

Social networks and community participation can significantly support this process. Peer mentoring is particularly valuable because refugees who have already gained experience in the host country can help newcomers understand everyday procedures and reduce feelings of isolation. Community activities, volunteering, schools, workplaces and local organisations can similarly create opportunities for

interaction with the local population and contribute to confidence and a sense of belonging. The report identifies peer and community support, practical orientation and cooperation with local institutions as transferable elements of successful integration approaches.

Overall, asylum seekers and refugees need an **integrated support system rather than isolated forms of assistance**. Clear multilingual information, practical first-arrival orientation, host-country language learning, professional guidance, psychological and social support, accessible digital resources and opportunities for community participation should reinforce one another. Support should also remain flexible because adaptation is not a linear process and people's needs change over time.

The RefuLearn findings therefore suggest that effective support should be practical, accessible, flexible and closely connected to real-life integration needs. Information should explain not only *what* rights and services exist, but also *how* to access them, *what steps* need to be taken and *where* reliable help can be obtained. Combining such information with human guidance, language learning, practical orientation and coordinated referral can help refugees and asylum seekers develop greater independence, confidence and active participation in their new communities.

4.2 Access to information and rights

One of the biggest structural barriers preventing refugees and asylum seekers from building an independent life, participating in society, and feeling safe in their new host country is the lack of information about basic rights, responsibilities, institutions, and official procedures. The national findings from Poland, Greece, and Türkiye show that refugees experience intense practical pressure, deep anxiety, and insecurity during their initial arrival period, and that this is directly linked to uncertainty about legal processes and rights.

Below, refugees' core needs regarding understanding basic rights, responsibilities, institutions, and procedures are detailed in light of the common and country-specific findings of the national studies:

1. Needs Related to Understanding Basic Rights and Responsibilities

Studies conducted in all three countries show that refugees generally have only "partial" or "insufficient" knowledge about their legal rights and obligations.

The "Conceptual Knowledge" vs. "Practical Uncertainty" Contradiction in Poland: Many participants are familiar with basic legal terms such as PESEL (identification number), temporary protection, asylum, work permits, or school access. However, they do not fully understand what these rights mean in practice, what concrete steps they need to take to exercise them, or what awaits them at the next stage. Uncertainty about how long official procedures will take creates a deep sense of insecurity among refugees.

Complete Lack of Information and Early-Stage Confusion in Greece: All refugees who participated in the research stated that they had no information, or extremely limited information, about their legal status and rights upon arrival in the country. While participants noted that official support mechanisms such as the HELIOS+ programme helped guide them on some issues, they emphasized that they still could not fully grasp many procedures due to the complexity of the legal framework.

Perceptions of Equality and Status in Türkiye: While some refugees in Türkiye state that they understand their legal rights and status well, others report knowing their rights only "a little," or say that they do not feel they are on the same legal and social level as local citizens.

In addition to formal rights, refugees also need to learn the responsibilities, social norms, and everyday life rules of the host country. Türkiye's Social Cohesion and Life Education (SUYE) programme has been a successful example in meeting this need — rather than teaching language alone, it provides refugees with direct information on topics such as the legal framework, neighbourhood relations, and everyday life rules.

2. Managing Institutions and Bureaucratic Procedures

Managing relationships with official institutions is a critical threshold for refugees in gaining day-to-day independence. However, refugees face the following core obstacles in bureaucratic procedures:

Language and Communication Barriers: Institution staff not speaking foreign languages, and official documents and application forms being available only in the host country's language, leave refugees entirely dependent on the help of others or translators. In Greece, the inability to use official public websites (gov.gr) due to the language barrier, and in Poland, information overload combined with language insufficiency, disrupt bureaucratic processes.

Recognition of Diplomas and Professional Qualifications: The slowness and bureaucratic difficulties in recognising diploma equivalencies and professional certificates in Türkiye, Poland, and Greece cause highly educated refugees (doctors, teachers, etc.) to end up working in unskilled jobs or turning to informal employment.

Complex Digital Infrastructures and E-Government: Rights-claiming and procedure-tracking processes are now largely digitalized. However, refugees' limited access to computers, their predominant reliance on smartphones, low levels of digital literacy, password/account-recovery problems, and complicated online forms bring official processes to a standstill.

3. Information Sources: The Contradiction Between Institutional Trust and Informal Information

Refugees are often caught between official channels and their own social circles when accessing information.

The Need for Institutional Trust: In Türkiye, the Presidency of Migration Management and official government websites are regarded by refugees as the most trustworthy sources of information. Similarly, the HELIOS+ programme in Greece, and municipal offices and official institutions in Poland, are preferred as priority sources for legal verification.

Informal Information Sources and Risks: Because official institutions are often slow-moving or fail to offer language support, refugees turn to friends, compatriots, peers, or social media groups for quick access to information. While this makes things easier for refugees, it also leads to the spread of outdated, inconsistent, inaccurate, or overly formally worded information, exposing refugees to risks such as fraud or unsafe housing/work conditions. The Polish findings in particular emphasize that informal peer advice is clearly insufficient when it comes to employment contracts, rental agreements, asylum procedures, and dealings with public institutions, and that professional/legal support is essential in these cases.

4. Solutions Needed to Facilitate Access to Information and Rights

According to the assessments of educators, organisations, and refugees in the national reports, the following practical steps are urgently needed to make basic rights and procedures understandable:

First-Step Roadmaps and Checklists: Refugees need practical, simple, step-by-step guides prepared in their own languages that show what to do upon arrival in the country and which documents to prepare.

Multimedia and Mobile-Friendly Digital Platforms: It is requested that learning and information portals to be established, such as Moodle, avoid complex blocks of text and instead be compatible with smartphones, function on low bandwidth, include audio and short video explanations, and support refugees' native languages such as Arabic, Farsi, and Ukrainian.

A Hybrid Approach (Digital Infrastructure + Human Support): Digital solutions should never replace human contact. Online information must always be supported by cultural mediators, social workers, peer mentors, and specialist telephone support lines. It has been demonstrated that peer-mentoring models accelerate refugees' adaptation to the system by around 50%.

Integrated Integration Policies: Rather than short-term emergency-aid projects, "one-stop shop" models or coordinated joint referral mechanisms should be implemented that bring together language education, rights information, vocational guidance, diploma equivalency, childcare (nursery) support, and transportation assistance.

4.3 Education and learning needs

The national research findings from Poland, Greece, and Türkiye provide a comprehensive picture of the barriers and urgent needs faced by refugees and asylum seekers in the areas of adult education, language learning, recognition of prior education, access to courses, and learning motivation. While adult education is regarded as one of the most critical tools for helping refugees gain independence in their new lives, participation in education is significantly disrupted by practical, structural, and pedagogical barriers.

For refugees participating in the research, learning the language of the host country is a key factor in achieving social acceptance, everyday independence, and the ability to manage bureaucratic procedures independently. However, refugees and educators identified several significant barriers to language acquisition:

- **Wide Differences in Language Levels within Classes (Polarised Classes):** Educators in Türkiye, Greece, and Poland reported that refugee learners in the same classroom often have highly heterogeneous educational and language backgrounds. Individuals with no formal schooling or limited literacy may attend the same classes as university graduates, including doctors and teachers. This makes one-size-fits-all teaching approaches ineffective and creates significant classroom management challenges.
- **Pedagogical and Linguistic Challenges:** Differences in alphabets and writing systems can create major barriers during the literacy acquisition process. Refugees also identify complex grammatical structures, pronunciation difficulties, poorly structured or insufficiently sequenced learning materials, and limited opportunities to practise with native speakers in everyday life as significant obstacles.

- **Lack of Time and Daily Responsibilities:** The multiple responsibilities of adult refugees—including household duties, working hours, childcare, and the challenges of adapting to a new environment—make it difficult to allocate sufficient time to language learning. Fatigue and lack of time directly affect the quality and continuity of learning.

Needs: Language education should focus less on theoretical models and more on practical and visual methods involving authentic documents, role-play activities (e.g. making a doctor's appointment or attending a job interview), and everyday-life scenarios. In addition, **diagnostic placement assessments** should be conducted before courses begin, followed by flexible, modular programmes differentiated according to learners' levels.

The inability of highly educated refugees to transfer their existing qualifications and professional experience to the host country represents one of the major structural bottlenecks in the integration process.

- **Informal Employment and Loss of Qualifications:** Findings from Türkiye, Poland, and Greece indicate that the non-recognition of refugees' educational qualifications and professional skills may push them into low-skilled, insecure, and informal employment. Delays in updating identification documents and cumbersome administrative procedures can further complicate this process.
- **Lack of Institutional Bridging Mechanisms:** Educators emphasised the absence of a coherent and continuous pathway connecting language education, validation of prior skills, vocational education, and apprenticeship opportunities.

Needs: To bring refugees' professional skills into the economy more quickly and reduce informal employment, **fast, accessible, and user-friendly qualification and credential recognition systems** should be established.

Refugees face barriers to both enrolling in adult education programmes and attending them regularly. Many of these barriers arise from circumstances outside the classroom.

- **Care Responsibilities and Working Conditions:** For refugee women in particular, childcare responsibilities can make participation in courses extremely difficult or even impossible. For men and working adults, shift work and irregular employment schedules frequently conflict with course timetables.
- **Transportation and Infrastructure Barriers:** The distance to course centres, transportation costs, and limited educational opportunities outside major urban areas restrict access. In addition, limited access to computers and the internet prevents refugees from fully benefiting from digital learning opportunities.

Needs: To increase participation, courses should provide **childcare support, transportation subsidies, and flexible schedules** whenever possible. Organising courses at neighbourhood level can also significantly improve accessibility and participation.

Refugees generally demonstrate high levels of motivation to learn; however, sustaining this motivation is closely linked to their external living conditions.

- **Conflict between Immediate Survival Needs and Learning:** Educators reported that refugees do not necessarily lack motivation. Rather, there is often a deep conflict between “**urgent**

survival needs (housing, finding employment, paying bills)” and long-term learning goals.

A person experiencing housing insecurity or uncertainty about their legal status may find it extremely difficult to concentrate on learning.

- **Psychological Trauma and Stress:** Psychological trauma and chronic stress resulting from war, displacement, and loss can directly affect refugees' learning motivation, concentration, memory, and self-confidence.

Needs: To maintain motivation, language education should be directly linked to employment opportunities, for example through a **Dual Education Model** combining language education in the morning with workplace-based learning or practical training in the afternoon. In addition, psychosocial support mechanisms for educators and trauma-informed pedagogical approaches for refugee learners should be introduced to address stress and prevent educator burnout.

For refugees who are unable to attend face-to-face classes regularly, digital tools can provide a flexible alternative.

- Refugees often have access primarily to **smartphones** rather than computers. Mobile data costs and unreliable internet connections can make online learning difficult.
- **Solution:** Digital learning platforms such as Moodle should be designed to be **mobile-friendly, low-bandwidth, downloadable, and suitable for offline use**. Content should be provided through short videos, audio materials, and simple practical guides, with language support available in learners' native languages where appropriate.

However, digitalisation should never replace face-to-face communication and human support. Successful approaches such as **peer mentoring** can help refugees adapt to education and integration processes more effectively, with the potential to significantly shorten the orientation process.

4.4 Social inclusion and active participation needs

The findings from the RefuLearn case studies in Poland, Türkiye and Greece show that social inclusion is a multidimensional process that goes beyond access to education, employment or public services. Refugees and asylum seekers also need opportunities to establish meaningful social relationships, participate in local community life, develop a sense of belonging and gradually take an active role in the society in which they live. Successful integration therefore requires not only practical support but also social connections, confidence, opportunities for participation and environments in which refugees feel respected, recognised and able to contribute.

One of the most important needs identified across the partner countries is the ability to communicate in the language of the host country. Language proficiency is closely connected with participation in almost every aspect of everyday life. It enables refugees to communicate with neighbours, educators, employers and public institutions, participate in community activities and develop relationships outside their immediate family or linguistic community. Limited language skills can increase dependence on others, reduce confidence and contribute to social isolation. In Greece, Greek was identified as an important entry point to education, confidence and participation, while similar links between language competence, independence and social inclusion were identified in Poland and Türkiye. Language learning should therefore be understood not simply as an educational objective but as an important pathway towards wider social participation.

Refugees and asylum seekers also need greater opportunities for meaningful interaction with members of local communities. Participation in cultural events, language cafés, sports activities, community workshops, volunteering, mentoring initiatives and other informal activities can help individuals establish social networks and become familiar with local customs and everyday life. Such activities create opportunities to practise the host-country language in real situations, develop friendships and reduce the distance between refugees and host communities. They can also promote mutual understanding by allowing local residents and refugees to meet as equal participants rather than exclusively through relationships based on assistance or service provision.

Building social networks is particularly important for individuals who have lost family, professional and community connections as a result of displacement. Newly arrived refugees may initially depend heavily on relatives, friends or members of their own linguistic community for information and practical assistance. These networks can provide essential support, but integration also requires opportunities to develop broader relationships with local residents, educational organisations, employers and community groups. Mentoring and peer-support initiatives can be especially valuable because refugees who are already familiar with the host society can support newcomers with practical information, orientation and encouragement.

Another important need is the development of confidence and a sense of personal agency. Refugees and asylum seekers should not be viewed only as recipients of humanitarian, educational or social support. Many bring valuable professional experience, practical skills, cultural knowledge and personal strengths that can contribute to their new communities. Educational and integration initiatives should therefore provide opportunities for participants to express their views, share experiences, contribute ideas and participate in decisions concerning activities that affect them. Recognising refugees as active contributors can strengthen self-confidence and help create a stronger sense of ownership and belonging.

Participation in volunteering and community initiatives can be particularly valuable in this respect. Volunteering allows refugees to use their skills, establish relationships, practise the local language and contribute visibly to the community. It can also provide informal learning experiences and help participants become familiar with local organisations and institutions. Community participation should therefore be encouraged as part of the broader integration process rather than treated as an optional activity separate from education.

The RefuLearn findings also indicate that active participation can be limited by practical and structural barriers. Employment insecurity, housing difficulties, transport problems, family responsibilities, administrative uncertainty and financial pressures may reduce the time and opportunities available for participation. In Greece, psychosocial stress, transport difficulties, discrimination and unstable employment were particularly emphasised. In Poland, work schedules, childcare, housing insecurity and unequal access to services can affect participation, while findings from Türkiye also highlight the influence of employment, housing and everyday responsibilities. Limited involvement in community or educational activities should therefore not automatically be interpreted as a lack of motivation.

Psychosocial wellbeing is another important element of social inclusion. Experiences of displacement, uncertainty, separation from family members and difficulties adapting to a new environment may influence confidence and willingness to participate socially. Some refugees may need time to develop trust before becoming actively involved in group or community activities. Educational organisations should therefore create safe, respectful and inclusive environments in which learners can participate at their own pace and communicate without fear of judgement. Where specialised psychological or social support is necessary, clear referral mechanisms should be available.

Overcoming discrimination and exclusion is especially important for long-term integration. Experiences or fears of discrimination may discourage refugees from participating in education, employment or community activities. The Greek findings particularly highlight discrimination as a factor affecting social participation. Organisations and local institutions should therefore promote intercultural understanding and actively create environments in which diversity is respected. Activities that bring refugees and local residents together around shared goals can help challenge stereotypes and build more positive relationships.

Active participation also requires access to information about how community and civic life function. Refugees may not know about local associations, libraries, cultural organisations, volunteering opportunities, community centres or other ways of becoming involved. They may also have limited knowledge of how local institutions operate or how they can express their views and participate in decisions affecting their communities. Adult education can help address this need by integrating civic orientation and practical information into learning activities and by connecting learners directly with local organisations and community initiatives.

Adult educators can play an important role as facilitators of these connections. Their role can extend beyond classroom teaching by encouraging learners to participate in community activities, introducing them to local resources and creating opportunities for peer and collaborative learning. However, educators should not be expected to respond independently to every social, legal or psychological need. Cooperation with municipalities, NGOs, social workers, employment services, cultural mediators and specialised professionals is essential for creating coordinated pathways towards inclusion.

Overall, the RefuLearn findings suggest that social inclusion is most sustainable when refugees and asylum seekers have opportunities not only to receive support but also to participate, make choices and contribute to their communities. Language learning, social relationships, peer support, volunteering, community engagement, intercultural activities and access to reliable information can all strengthen confidence and belonging. At the same time, practical barriers, discrimination and psychosocial pressures need to be recognised and addressed.

Adult education can provide an important bridge between individual learning and wider community participation. By creating safe and inclusive learning environments, connecting education with everyday life and encouraging learners to use their existing knowledge and skills, educators and organisations can support refugees in moving gradually from adaptation towards active participation. The long-term objective should be to create conditions in which refugees and asylum seekers are recognised not only as beneficiaries of services, but as learners, neighbours, workers, volunteers and active contributors to the social and civic life of their host communities.

4.5 Digital learning needs

Digital learning can play an important role in improving access to education for refugees and asylum seekers, particularly for adults whose participation in face-to-face courses may be affected by employment, childcare responsibilities, transport difficulties, housing instability, administrative obligations or other everyday pressures. The RefuLearn findings from Poland, Türkiye and Greece show that smartphones and online resources are already widely used by refugee learners. However, access to technology alone does not guarantee effective digital participation. Learners need accessible devices, appropriate learning formats, practical digital skills and continued human support in order to benefit fully from digital education.

One of the most important needs concerns access to appropriate devices and reliable internet connectivity. Many refugee learners primarily use smartphones rather than laptops or desktop computers. Smartphones are valuable because they are portable, familiar and can provide immediate access to information, communication and learning resources. Nevertheless, completing longer exercises, reading complex documents, navigating public-service websites or uploading files can be difficult on a small screen. Some learners may also have limited mobile data, unstable internet connections or no regular access to a computer. Digital learning programmes should therefore avoid assuming that all learners have the same technological resources.

For this reason, educational materials should be designed according to a mobile-first approach. Learning platforms and resources should function effectively on smartphones and should not require high-speed internet or sophisticated equipment. Short learning units, simple menus, clearly labelled buttons, visual instructions and easily downloadable materials can make digital education more accessible. Large files and complex page structures should be avoided where possible. Learners should also be able to access essential resources in alternative formats when internet connectivity is limited.

The findings from Türkiye particularly emphasise learning that can be accessed “anytime, anywhere”, while the findings from Poland highlight the value of practical blended learning and Moodle content. In Greece, the findings support a blended, human-supported model and emphasise the importance of maintaining offline and printable alternatives. Together, these findings suggest that flexibility should be a central principle when designing digital education for refugees and asylum seekers.

Another important need is support in using the Moodle learning platform. The RefuLearn Moodle platform is intended to complement the Handbook by providing interactive courses, videos, exercises and other digital learning resources for refugees and educators. However, learners may have very different levels of previous experience with online learning environments. Some participants may already be familiar with digital platforms, while others may never have used Moodle or another Learning Management System.

Learners may therefore need a simple introductory orientation before beginning independent online study. This can include support with logging in, remembering passwords, finding learning modules, opening videos and documents, completing quizzes, uploading activities and monitoring their progress. Instructions should be clear, visual and available in simple language. Screenshots, icons, short demonstration videos and step-by-step explanations can be particularly useful.

Moodle content should also be organised in a predictable and consistent way. Learners should not have to navigate through numerous pages before finding the information they need. Modules should be short, clearly structured and related to practical learning objectives. This is especially important for learners who may use the platform between work shifts, during travel or when family responsibilities allow only short periods of study.

The RefuLearn findings also indicate that preferred learning formats should be practical, visual and interactive. Long blocks of text or highly theoretical materials may create additional barriers for learners with limited host-country language proficiency, lower literacy levels or interrupted educational experiences. Short videos, photographs, illustrations, audio explanations, simple quizzes, practical exercises and step-by-step guides may be more accessible.

Digital content should also reflect situations that refugees and asylum seekers encounter in everyday life. For example, learning activities may address how to communicate with an employer, search for a

job, make a healthcare appointment, understand basic administrative information, use public services, communicate with schools or navigate transportation. When digital learning responds directly to real-life needs, learners can see its practical value and may be more motivated to continue participating.

Multilingual and accessible content is another important need. Limited proficiency in the host-country language may make it difficult for learners to understand instructions or navigate digital platforms independently. Where possible, essential instructions should therefore be available in more than one language or supported through visual explanations, subtitles, audio and icons. Simple language should be used even when materials are designed for host-country language learning.

At the same time, digital learning can itself support language development. Short videos with subtitles, audio activities, visual vocabulary exercises and interactive scenarios can allow learners to practise repeatedly and at their own pace. Learners should be able to return to content as often as needed without the pressure of keeping up with the pace of a classroom group.

An additional challenge concerns digital literacy. The ability to use WhatsApp, social media or basic smartphone functions should not be interpreted as evidence that a learner has all the digital skills needed for education, employment or public administration. Refugees and asylum seekers may still require practical support with creating and using email accounts, managing passwords, downloading and uploading documents, completing online forms, attaching files, using search engines effectively and navigating government or employment websites.

Digital literacy should therefore be integrated into adult education in practical ways. For example, learners can practise sending a CV by email, completing a sample online application, finding reliable information about public services or saving a document securely on their device. Such activities can develop digital competence while simultaneously supporting language learning, employment preparation and independence.

Online safety and privacy should also form part of digital-literacy support. Learners may need guidance on creating secure passwords, recognising suspicious messages, protecting personal information and deciding whether an online source is reliable. This is particularly relevant when people are searching online for information about employment, accommodation, legal procedures or public services. Digital competence should therefore include not only technical skills but also the ability to navigate online environments safely and critically.

Despite the opportunities offered by technology, the RefuLearn findings clearly suggest that digital learning should complement rather than replace human interaction. Refugee learners may need opportunities to ask questions, clarify difficult information, receive encouragement and discuss problems with educators or other professionals. Exclusively online learning may increase isolation or disadvantage learners who have limited digital confidence.

A blended model is therefore particularly appropriate. Learners can use Moodle and other digital resources independently while also participating in face-to-face sessions, group activities, tutorials or individual support. Educators can introduce digital materials during classroom sessions and gradually help learners become more independent in using them. Human support is especially important at the beginning of a programme and whenever content involves difficult administrative, legal or employment-related information.

Digital learning should also accommodate interrupted and non-linear learning pathways. Refugees and asylum seekers may temporarily stop participating because of work, family responsibilities, relocation, health concerns or administrative obligations. Digital platforms can help learners maintain continuity by allowing them to return to previous materials and continue from where they stopped. Self-paced learning is therefore particularly valuable for this target group.

However, online learning should not become another source of exclusion. Where learners cannot access digital materials, organisations should provide alternatives such as printable worksheets, downloadable documents, offline resources or face-to-face explanations. Providing the same information through several formats can make learning more inclusive and respond to differences in literacy, language competence, learning preferences and technological access.

Overall, the RefuLearn findings suggest that effective digital learning for asylum seekers and refugees should be simple, flexible, multilingual, mobile-friendly and supported by educators. Learners need not only access to smartphones and digital platforms but also practical support to develop the skills required to use these tools independently and safely. The preferred model is therefore not exclusively digital education, but blended learning in which technology increases flexibility while human interaction maintains motivation, understanding and social connection.

The RefuLearn Moodle platform can support this approach by providing accessible self-paced modules, practical exercises, videos and educational materials that learners can revisit according to their individual needs. When combined with face-to-face guidance, practical digital-literacy training and offline alternatives, digital learning can reduce barriers to education and strengthen refugees' ability to access information, services, employment opportunities and wider community life. In this way, digital competence becomes not only an educational skill but also an important element of independence, participation and long-term social inclusion.

4.6 Cross-country comparison

The national findings from Poland, Türkiye and Greece reveal a strong degree of convergence in the experiences and educational needs of refugees and asylum seekers, while also highlighting several country-specific differences. Across all three countries, **host-country language learning emerges as the most important factor supporting independence, employment and social inclusion**. In Poland, knowledge of Polish was closely connected with access to employment, healthcare, schools, public services and everyday participation. Similarly, in Türkiye, Turkish language proficiency was described as a fundamental catalyst for integration and access to employment, while in Greece, Greek was identified as the main educational entry point and a key to confidence and participation. A second major similarity concerns **the close relationship between education and wider settlement challenges**. In all three countries, learning is affected by factors extending beyond the classroom, including housing, employment insecurity, legal and administrative uncertainty, childcare, financial pressure, stress and limited time. Poland particularly highlights work shifts, childcare, health concerns and housing insecurity, while Greece places stronger emphasis on psychosocial stress, transport, discrimination and unstable employment. In Türkiye, intense anxiety during the initial settlement period, difficulties with bureaucracy, housing and employment, and limited time due to everyday responsibilities were especially prominent.

The three countries also show considerable similarity in their understanding of the **role of adult educators**. Educators are not seen simply as language teachers, but increasingly as mentors, integration guides, mediators and referral points. They work with highly heterogeneous groups and must adapt teaching to different language levels, educational backgrounds, literacy skills and personal circumstances. Consequently, practical, visual, experiential and task-based approaches are strongly supported in all three contexts. Poland reports the use of real documents, role plays and everyday-life scenarios; Türkiye particularly emphasises hands-on activities, visual learning, peer learning and individualised support; and Greece highlights experiential, project- and scenario-based learning. **Digital learning is another common area**, with smartphones and online resources already playing an important role. However, all three studies caution against relying exclusively on digital education. Learners need simple, multilingual and mobile-friendly resources, but also opportunities for direct contact with educators and specialists. Poland stresses the importance of blended learning and practical Moodle content; Türkiye places particularly strong emphasis on mobile-first learning that can be accessed “anytime, anywhere”; while Greece explicitly recommends a blended, human-supported model, including offline and printable alternatives.

Despite these similarities, **the national contexts differ in emphasis**. Poland’s findings place considerable attention on fragmented services, unequal provision outside larger cities, qualification recognition, childcare and transport, and the need to move from emergency assistance towards stable, long-term integration pathways. Türkiye stands out for the strong role of family and friends in supporting initial settlement and for the positive assessment of the local environment in the Eskişehir/Odunpazarı context, where respondents reported a strong sense of belonging and generally no discrimination. The Turkish findings also highlight the particularly wide gap between highly educated professionals and learners with little or no formal education, as well as shortages of equipment and vocational learning resources. Greece, in contrast, places stronger emphasis on discrimination, psychosocial needs, cultural mediation and the need to connect language education with vocational pathways, recognition of prior learning and employment.

Overall, the comparison suggests that while **the specific migration, institutional and local contexts differ, the core educational response should be broadly shared**: practical and flexible language education, multilingual and accessible information, differentiated teaching, strong links between learning and employment, blended digital solutions, and continued human support. At the same time, implementation should remain locally adapted, particularly regarding legal information, available services, qualification recognition, community participation and the specific barriers experienced by refugees in each country.

5. Refugees in Adult Education & Good Practices

5.1 Good Practices in Poland

Good Practice 1

Title of the practice

Practical Polish Language and Employment Integration Pathway

Target group

Adult refugees and asylum seekers seeking employment and greater independence in everyday life.

Short description

This practice combined Polish language learning with employment preparation, civic orientation and practical daily-life skills. Language lessons were organised around real-life situations rather than traditional grammar exercises. Participants learned how to read job advertisements, prepare CVs, attend job interviews, communicate with employers, understand employment contracts, make medical appointments, use public offices and communicate with schools. The programme also included information about workers' rights, public services and everyday administrative procedures. Flexible schedules and a supportive learning environment enabled participants with work or family responsibilities to attend.

Why it worked well

The programme focused on practical needs that participants encountered every day. Learning was immediately applicable, increasing motivation and confidence. The use of authentic documents, real-life scenarios and peer support helped learners become independent more quickly while simultaneously improving their language skills.

Link with active participation

The practice strengthened participants' ability to access employment, communicate with institutions, understand their rights and actively participate in local community life. Greater language confidence encouraged refugees to use public services independently and engage more fully in society.

Transfer potential

The model can be easily adapted by organisations in other countries. Only local legal information, public service procedures, employment regulations and authentic documents need to be adjusted. Cooperation with local employers, employment offices and legal advisors would further strengthen implementation.

Practical tips for educators or organisations

- Use authentic documents instead of artificial classroom materials.
- Combine language learning with practical daily-life situations.
- Invite local employers or career advisors to selected sessions.
- Keep course schedules flexible to accommodate working participants.

Good Practice 2

Title of the practice

Community Conversation Clubs and Local Orientation Activities

Target group

Newly arrived refugees, asylum seekers and local community volunteers.

Short description

Community conversation clubs created informal spaces where refugees could practise Polish in a safe and supportive environment. Meetings combined language practice with local orientation activities such

as guided walks, visits to public institutions, libraries, cultural centres and neighbourhood events. Volunteers, educators and local residents participated alongside refugees, encouraging natural communication and cultural exchange. Participants were also introduced to local services and community organisations.

Why it worked well

Participants reported that learning outside the classroom reduced anxiety and increased confidence when communicating with native speakers. Informal interactions helped overcome social isolation while creating meaningful relationships between refugees and local residents.

Link with active participation

The practice promoted social inclusion by helping refugees build local networks, understand community life and participate in cultural and civic activities. Participants gradually became more confident using public services and engaging with local communities.

Transfer potential

The approach requires limited financial resources and can be organised by NGOs, municipalities, libraries, adult education centres or volunteer organisations. It can easily be adapted to different national and local contexts.

Practical tips for educators or organisations

- Organise meetings in real community settings rather than classrooms.
- Involve local volunteers and former refugee participants.
- Include practical orientation activities during each session.
- Encourage informal conversations instead of formal language lessons only.

Good Practice 3

Title of the practice

Flexible Blended Learning for Adult Refugees

Target group

Adult refugees and asylum seekers balancing work, childcare and education.

Short description

This practice combined face-to-face classes with mobile-friendly online learning resources. Learners could continue studying between classes using short instructional videos, printable guides, quizzes, translation tools and practical exercises available on digital platforms. Materials focused on everyday topics such as healthcare, employment, legal rights, communication with schools and public administration. Educators also maintained contact with learners through simple communication tools, allowing participants to ask questions and receive additional support.

Why it worked well

Many refugees experienced irregular attendance because of employment, childcare responsibilities or transport difficulties. Blended learning allowed participants to continue learning at their own pace and

revisit difficult topics whenever necessary. Mobile access increased flexibility and reduced learning interruptions.

Link with active participation

Improved digital and language skills enabled participants to access online public services, search for employment, communicate with institutions and participate more independently in everyday social and administrative life.

Transfer potential

The model can be introduced by adult education centres, NGOs and municipalities using existing digital learning platforms such as Moodle. Success depends on developing simple, multilingual and mobile-friendly learning materials that reflect local systems and services.

Practical tips for educators or organisations

- Design learning materials primarily for smartphone users.
- Keep videos and learning modules short and task-oriented.
- Combine online learning with regular face-to-face support.
- Provide downloadable materials that learners can access offline.

5.2 Good Practices in Türkiye

Good practice 1

Title of the practice

Social Cohesion and Life Education (SUYE) Program

Target group

Adult refugees and asylum seekers under temporary protection, particularly newly arrived individuals requiring orientation and social integration support.

Short description

Social Cohesion and Life Education (SUYE) Program is a nationwide program implemented in Turkey to support the integration of refugees into local communities. The program offers not only Turkish language lessons, but also practical information on the Turkish legal framework, cultural values, neighborhood relations, social norms, public institutions and everyday life. Participants learn how to access public services, how to communicate with local authorities, how to understand their rights and duties and how to deal with administrative procedures. At local level, courses are organised by community centres, municipalities, public education centres and partner organisations. Upon successful completion participants will receive an official certificate, which can be used as support when dealing with public institutions and residence processes.

Why it worked well

The programme addressed practical challenges that refugees encounter during their daily lives. Its neighbourhood-based structure and flexible scheduling increased accessibility for participants with work obligations, childcare responsibilities, or transportation difficulties. By focusing on real-life integration needs rather than language acquisition alone, the programme increased participation, strengthened self-

confidence, and promoted social cohesion. The certification element also provided participants with a tangible recognition of their learning achievements.

Link with active participation

The programme enhanced the knowledge of participants on local institutions, community life, rights and responsibilities. Improved knowledge of social norms and of public services enabled refugees to interact more autonomously with institutions, to participate in community activities and to take a more active role in social and civic life. The programme has also helped to foster stronger relations between refugee and host communities.

Transfer potential

The model can be successfully adapted by organisations in other countries. One particularly transferable element is the use of peer mentors—experienced refugees who support newly arrived participants during their orientation process. Another innovative component is the dual education approach, combining language learning with workplace-based learning opportunities or internships. The use of low-cost digital communication tools such as WhatsApp study groups and voice-based assignments can further increase accessibility for learners with limited literacy or digital skills.

Practical tips for educators or organisations

- Focus on practical integration topics, not just language learning.
- Engage peer mentors who have successfully completed the integration process.
- Use community based venues that are convenient for participants.
- Use basic digital tools, like texting apps, to provide continuous support.
- Wherever possible, integrate classroom learning with exposure to the workplace.

Good practice 2

Title of the practice

SADA Women's Empowerment, Production, and Management Cooperative (*SADA Kadın Girişim Üretim ve İşletme Kooperatifi*).

Target group

A diverse group of approximately **50 women**, including local Turkish citizens and Syrian and Afghan refugees living in Gaziantep

Short description

This innovative cooperative model was developed entirely from the ideas and voices of the women themselves through a project supported by Gaziantep Metropolitan Municipality, ILO and UN Women. The group was formally established in 2019, but before that it had a two-year preparatory period focused on conflict prevention, trust-building and social cohesion through various workshops. The cooperative is not run on a traditional top down management structure but the women run their own workshops specializing in textiles and shoe-making (*sayacılık*). They oversee the whole business cycle from production to marketing and sales, allowing them to build a sustainable income of their own.

Why it worked well

The most important thing is the democratic, non-hierarchical structure, where all members play an equal part in the decision-making process. The absence of “boss” was a strong motivator for refugee women as it gave them the chance to express themselves and to take ownership of their professional lives. And the name “SADA” was chosen collectively as it means “voice of women” in Turkish, Arabic and Dari and thus provides a common identity and mission.

Link with active participation

The practice goes beyond humanitarian aid and advances economic agency and social inclusion. Working together, women from different backgrounds have successfully overcome their prejudices towards each other and established strong networks of solidarity. The cooperative provides a vehicle for women to transition from being “passive aid recipients” to active contributors to the local economy and decision-makers in their community.

Transfer potential

The model works very well, but in order to be successful it needs long-term partnerships with institutions such as municipalities and international bodies such as the ILO or UN Women, and it needs sustainable funding. There is a noted risk that the long-term impact may be jeopardised should external project support be withdrawn prematurely before the cooperative has been fully integrated into the local market.

Practical tips for educators or organisations

- Dedicate significant time (e.g., 1–2 years) to social cohesion and trust-building activities before launching the formal business or production phase.
- Offer practical support such as childcare (nurseries) and transport assistance, which are vital for women with heavy household responsibilities to participate on a regular basis.
- Design decision-making processes through councils where all members have an equal voice, avoiding traditional hierarchical structures that may stifle refugee participation.
- Integrate Turkish language training and digital literacy directly into the vocational production schedule to enhance both social and economic integration simultaneously.

Good practice 3

Title of the practice

EMBARK Project (Reverse Mentoring)

Target group

Refugee youth and senior executives in the private sector.

Short description

An innovative leadership programme in which refugee young people act as mentors to adult business executives. Young participants are paired with senior executives and meet over a three-month period according to jointly defined objectives.

Why it worked well

The programme was successful because it directly challenged prejudices within the business world and positioned refugees not as a “burden on the economy” but as individuals with potential, knowledge, and leadership capacity.

Link with active participation

The programme increases the self-confidence of young refugees, supports their career planning, and positions them as active contributors and subjects of decision-making processes, rather than passive recipients of support.

Transfer potential

The model can be transferred to different sectors through strong partnerships between universities, NGOs, and private-sector companies.

Practical tips for educators or organisations

- Position young refugees not only as beneficiaries of support, but as experts who can contribute knowledge and perspectives.
- Provide awareness-raising training for participating executives on refugee rights, inclusion, and prejudice before the mentoring programme begins.

5.3 Good Practices in Greece

Good practice 1:

Title of the practice

Experiential Greek Language Learning for Everyday Life and Social Participation

Target group

Adult refugees and asylum seekers with different levels of Greek language proficiency, educational backgrounds and literacy skills, particularly learners who need greater confidence in everyday communication and participation in Greek society.

Short description

This practice connects Greek language learning directly with situations that refugees and asylum seekers encounter in their everyday lives. Rather than focusing mainly on grammar or textbook-based exercises, learning is organised around practical scenarios, projects and real-life tasks. Participants practise communication that may be needed when visiting a public service, speaking with a doctor, using public transport, looking for accommodation, communicating with an employer, attending a job interview or interacting with members of the local community. The Greek findings support experiential, project-based and scenario-based learning as particularly appropriate for refugee learners. Activities can include role plays, simulations, practical problem-solving tasks, group projects, visual materials and the use of authentic or adapted everyday documents. Learners are encouraged to participate actively rather than simply receive information.

The approach is differentiated according to learners’ language proficiency, literacy, educational background and personal circumstances. More complex activities can be divided into smaller steps,

while visual materials, repetition and peer collaboration can support participants who have lower literacy levels or limited previous experience of formal education.

The learning environment is also designed to be respectful and trust-based. Learners are encouraged to ask questions, make mistakes without fear of judgement and share relevant experiences from their own lives. This is particularly important because psychosocial stress, uncertainty and experiences of discrimination may affect confidence and willingness to participate.

Why it worked well

The approach works well because language learning has an immediate practical value for participants. Learners can understand why they are learning particular vocabulary or communication skills and can apply them outside the classroom. This strengthens motivation and helps participants develop greater confidence in communicating independently.

Experiential methods are also suitable for heterogeneous groups because the same real-life situation can be adapted to different language levels. Visual, collaborative and practical tasks provide additional ways of participating for learners who may find traditional written exercises difficult.

The trust-based environment is another important success factor. When learners feel safe to communicate and make mistakes, they are more likely to participate actively and gradually develop confidence in using Greek outside the classroom.

Link with active participation

Improved communication skills can strengthen refugees' ability to interact independently with institutions, employers, education providers and members of the local community. Language learning therefore becomes a pathway towards participation rather than an isolated educational objective. By practising real-life situations, participants become better prepared to access services, seek employment, communicate their needs and engage in community life. Group and project activities can also create social connections between learners, helping to reduce isolation and strengthen a sense of belonging.

Transfer potential

This practice has strong transfer potential because experiential and scenario-based learning can be adapted to different national and local contexts. Adult education organisations in other countries can use the same approach by changing the language, institutions, administrative procedures and everyday situations included in the learning materials. The model does not necessarily require expensive equipment. It mainly requires educators who can identify learners' practical communication needs and transform them into realistic educational activities.

Practical tips for educators or organisations

- Use everyday situations that learners genuinely encounter in the host country.
- Incorporate role plays, scenarios, visual materials and practical group tasks.

- Adapt the same activity to different language and literacy levels.
- Create a safe environment in which learners can ask questions and make mistakes without judgement.
- Connect classroom learning with opportunities to use the host-country language in real community settings.

Good practice 2:

Title of the practice

Integrated Language, Vocational Guidance and Recognition of Prior Learning Pathway

Target group

Adult refugees and asylum seekers seeking employment, vocational development or opportunities to make use of qualifications, professional experience and skills acquired before displacement.

Short description

This practice connects Greek language education with vocational orientation, employability skills and recognition of previous education and professional experience. The Greek findings indicate that language proficiency, employment and social inclusion are strongly interconnected and that refugees may face difficulties related to unstable employment, recognition of prior learning and access to appropriate vocational pathways.

Instead of treating language learning and employment support as separate processes, this model integrates them into a coordinated educational pathway. Greek language activities can focus on job advertisements, workplace communication, vocational terminology, CV preparation, interview practice and communication with employers. At the same time, learners are supported in identifying their existing qualifications, professional experience, practical skills and future learning objectives.

Where appropriate, adult educators can provide information or referrals concerning vocational education, qualification recognition, employment services and specialised organisations. Educators are not expected to provide legal or professional advice outside their area of competence. Instead, a clear referral system allows learners to access employment counsellors, public services, NGOs or other specialists when needed.

The model also recognises that refugee learners may follow non-linear educational pathways. Employment, family responsibilities, transport difficulties, legal procedures or psychosocial pressures can interrupt participation. Flexible schedules, opportunities to re-enter programmes, recognition of partial achievement and continuous rather than exclusively final assessment can help prevent learners from losing progress.

Why it worked well

The approach responds directly to one of the strongest motivations for adult learning: achieving greater independence and improving access to employment. Refugees can see a clear connection between learning Greek, developing vocational skills and improving their future opportunities. It also values the knowledge and experience refugees already possess. Participants are not approached as people starting

from zero, but as adults who may bring professional skills, qualifications, work experience and practical knowledge from their countries of origin. Recognising these strengths can improve motivation, dignity and self-confidence.

The combination of education and referral mechanisms is another important success factor. Refugees may face complex issues related to employment, documentation or qualification recognition that cannot be solved by the educator alone. Cooperation between educators and specialised services therefore provides more comprehensive support.

Link with active participation

Employment and vocational development can significantly strengthen independence, social contact and participation in society. By improving both language and employability skills, participants are better prepared to communicate in workplaces, search for jobs and interact with employers and institutions.

Recognition of existing skills can also allow refugees to contribute their professional experience to the host society rather than being restricted to opportunities below their previous level of qualification. This supports a shift from seeing refugees primarily as beneficiaries of support towards recognising them as active participants with knowledge and skills that can contribute to the local economy and community.

Transfer potential

The model can be transferred to other partner countries because the connection between language learning, vocational development and employment is relevant across different national contexts. Implementation would require adaptation to national procedures concerning qualification recognition, vocational education and employment support. Strong cooperation between adult education providers, NGOs, employment services, vocational training institutions and other relevant actors would enhance the effectiveness of the model.

Practical tips for educators or organisations

- Ask learners about previous education, employment experience and practical skills.
- Integrate workplace vocabulary, CV preparation and interview simulations into language courses.
- Provide clear information on available vocational and employment pathways.
- Establish referral mechanisms for qualification recognition, legal issues and specialised employment support.
- Allow flexible participation and recognise partial progress when learners' education is interrupted.

Good practice 3:

Title of the practice

Blended and Human-Supported Learning with Intercultural and Psychosocial Guidance

Target group

Adult refugees and asylum seekers who need flexible access to education because of employment, transport, family responsibilities, psychosocial stress or other barriers, including learners with different levels of digital literacy.

Short description

This practice combines face-to-face education with simple and accessible digital learning resources while maintaining regular human support. The Greek findings specifically support a blended and human-supported approach rather than an exclusively online model. Digital education is used to increase flexibility, but it does not replace interaction with educators, cultural mediators or other support professionals.

Learners can use mobile-friendly resources such as short videos, visual guides, practical exercises, quizzes and downloadable materials between face-to-face sessions. Where internet access is limited, printable and offline alternatives can be provided. The approach recognises that having a smartphone does not automatically mean that a learner has advanced digital skills. Participants may therefore receive practical support with basic tasks such as using email, managing passwords, accessing learning platforms, completing online forms, uploading documents and safely navigating online information. Human contact remains a central component of the practice. Regular interaction with educators gives learners opportunities to ask questions, clarify difficult information and maintain motivation. Where needed, cultural mediators or interpreters can facilitate communication and reduce misunderstandings.

The approach also incorporates awareness of learners' psychosocial circumstances. The Greek findings highlight stress, discrimination and other pressures that may influence educational participation. Educators therefore create supportive and respectful learning environments while maintaining professional boundaries. When learners require psychological, legal, social or employment assistance, educators use established referral pathways rather than attempting to address specialised needs themselves.

Why it worked well

The blended model provides flexibility without leaving learners unsupported. Refugees who cannot attend every face-to-face session can continue learning independently and revisit materials when they have time. At the same time, regular contact with educators reduces the risk that learners become isolated or abandon learning because of technical or educational difficulties.

Providing materials in different formats also responds to diverse needs and learning preferences. Mobile-friendly, visual, downloadable and printable resources can improve accessibility for participants with limited connectivity or different levels of digital competence. The human-supported component is especially important for learners dealing with complex information or psychosocial pressures. Trust and direct communication can help sustain participation and allow difficulties to be identified at an early stage.

Link with active participation

Digital competence increasingly affects people's ability to participate independently in everyday life. Refugees may need digital skills to access information, communicate with institutions, search for employment, use educational services and complete administrative procedures. By combining digital

learning with practical guidance, this practice helps learners become more independent in accessing opportunities and services. At the same time, face-to-face interaction, intercultural support and referral mechanisms help maintain social connections and ensure that digital education does not contribute to further isolation. The model therefore supports both educational participation and broader social inclusion, helping learners use digital tools confidently while remaining connected to educators and the wider support network.

Transfer potential

The practice can be easily adapted by adult education organisations, NGOs and community organisations in other countries. Existing learning platforms such as Moodle can be used to host short, practical and mobile-friendly materials, while face-to-face sessions can provide the necessary human support.

Transfer requires attention to accessibility. Digital materials should be simple to navigate, suitable for smartphones and available in low-bandwidth or offline formats whenever possible. Organisations should also ensure that learners know where to obtain support when they experience technical, educational, psychosocial or administrative difficulties.

Practical tips for educators or organisations

- Use digital learning to complement, rather than replace, face-to-face education.
- Design materials primarily for smartphone access and keep digital activities simple and practical.
- Provide downloadable, offline and printable alternatives where possible.
- Do not assume that smartphone use automatically means strong digital literacy.
- Offer introductory support for Moodle or other learning platforms.
- Maintain clear referral pathways to cultural mediators, psychologists, social services, legal advisors and employment specialists when required.

5.4 Comparison of good practices

The national reports from Poland, Türkiye and Greece each identify a good practice that combines adult education with broader integration support. Although the practices differ in their organisation and national context, they share a common emphasis on practical learning, flexibility, real-life relevance and strong links between language education and wider integration needs. Rather than treating language learning as an isolated educational activity, all three approaches connect it with employment, access to services, rights, everyday communication, social participation and learner autonomy.

The Polish practice, referred to as the **Practical Polish Language and Employment Integration Pathway**, combines Polish-language learning with employment preparation, information about rights and everyday-life orientation. Learning activities focus on situations that refugees are likely to encounter in practice, such as reading job advertisements, preparing CVs, practising job interviews, understanding employment contracts, communicating in the workplace, contacting schools, arranging medical appointments and interacting with public offices. Flexible timing and a supportive group atmosphere are also important elements. The practice is considered effective because learning has immediate practical

value and is based on authentic documents and realistic scenarios. It connects language acquisition directly with employment, public services and everyday independence, while flexible participation and peer exchange support learners' engagement. To transfer this practice to other contexts, documents, rights information and labour-market examples would need to be adapted to the local situation. Cooperation with employers or career advisers, flexible scheduling and materials suitable for different language levels would also be important.

In Türkiye, the **Social Cohesion and Life Education (SUYE) Programme** is presented as a nationwide initiative that goes beyond language instruction by providing refugees with practical knowledge about the host country's legal framework, cultural values, neighbourhood relations and rules of everyday life. Courses are organised locally and offered with flexible schedules, which improves accessibility for people facing work, family or transport constraints. The practice also highlights peer mentoring, a Dual Education Model that combines language learning with workplace-based experience, and the use of WhatsApp study groups or voice-based assignments. Its main strength lies in its close connection with real-life orientation and everyday integration needs. Local delivery and flexible participation reduce practical barriers, while peer mentors can help newcomers navigate unfamiliar systems and build confidence. The combination of language learning with workplace experience is particularly promising for employability and long-term economic independence. Low-cost, smartphone-based communication methods can also help reach adults with limited literacy or limited access to technology.

The Greek practice, **Integrated Greek-Language Education with Counselling and Inclusion Support**, combines Greek-language education with counselling and wider inclusion support. Language learning is directly connected with communication with public services, employment, social participation and everyday autonomy. Educational materials are adapted to situations that learners are likely to encounter in their daily lives. Flexible course organisation, continuous communication with learners, practical examples, intercultural sensitivity, trust and cooperation with other services are identified as central elements of the approach. The practice demonstrates the value of treating language education as part of an integrated support pathway rather than as a stand-alone course. Important success factors include trust between educators and learners, flexibility, practical and experiential learning, cooperation with relevant services and systematic monitoring of participation and progress. Elements that could be adapted to other contexts include small-group learning, peer guidance, multilingual materials, blended learning, learner feedback and cooperation with local institutions and community actors.

The three reports do not provide a sufficient basis for identifying one national practice as universally superior. Instead, their combined findings point to several recurring elements with strong transfer potential. These include practical language learning linked to everyday situations, employment and vocational orientation, accessible information on rights and services, flexible participation, peer support, experiential learning, cooperation with local institutions and a blended combination of digital and face-to-face support.

The strongest transfer potential therefore lies in combining these shared elements while adapting them to national and local conditions. Legal information, administrative procedures, employment systems, documents, public services and cultural references would need to be localised. At the same time, the underlying methodology can provide a common framework for RefuLearn activities across partner countries. This methodology should remain practical, flexible, learner-centred and closely connected to real-life integration needs.

Taken together, the three practices suggest that the most transferable model is not a single programme but an integrated approach to adult education and integration. Effective provision combines language learning with practical orientation, employment-related skills, access to rights and services, community participation and opportunities for learners to build confidence through authentic tasks.

Another common feature is the importance of flexibility and accessibility. Adult learners may face work, childcare, transport, literacy or digital barriers. For this reason, programmes can benefit from adaptable schedules, differentiated materials, mobile or blended learning options and opportunities to re-engage after interruptions. Peer mentoring and supportive group environments can further strengthen participation by reducing isolation and enabling newcomers to learn from people with relevant lived experience.

For RefuLearn, these findings support the development of resources that are locally adaptable while remaining methodologically consistent. Partners should be able to incorporate their own legal information, documents, public services and labour-market examples while maintaining shared principles such as practical learning, real-life scenarios, learner participation, flexible delivery and strong links between education and wider integration support.

6. Recommendations for Educators & Administrators

6.1 Recommendations for adult educators

The findings from Poland, Türkiye and Greece show that adult educators working with asylum seekers and refugees **need to go beyond traditional teaching approaches and respond to the diverse educational, social and practical needs of learners**. Across all three countries, language learning is identified as a central element of integration, but it is closely connected with employment, access to public services, healthcare, housing, legal procedures and participation in everyday life.

Adult educators **should begin by recognising that refugee and asylum-seeking learners have very different educational backgrounds**, language abilities, professional experiences and personal circumstances. The findings from Türkiye, for example, describe classrooms in which university-educated professionals may learn alongside adults with little or no formal education, while educators in Poland and Greece also identified mixed-level groups as a major challenge. For this reason, educators should assess learners' starting levels, previous experience, learning objectives and digital skills at the beginning of the learning process and adapt activities accordingly.

Teaching should be strongly connected to learners' everyday needs. Instead of treating language education as a separate subject, educators should use practical situations that learners are likely to encounter in their daily lives. Activities can focus on communicating with employers, completing forms, making medical appointments, communicating with schools, understanding job advertisements, dealing with public authorities or navigating housing and transport situations. The Polish findings particularly support the use of real documents, role plays, workplace dialogues, healthcare conversations and public-office scenarios because these methods allow learners to practise language in realistic contexts.

Educators should also use differentiated teaching methods because learners within the same group may have very different levels of literacy, language proficiency and confidence. Activities can be adapted by providing different levels of difficulty, using visual materials, dividing more complex tasks into smaller steps and allowing learners to work individually, in pairs or in groups. Repetition and catch-

up materials are particularly important for learners who cannot attend every session. The findings from the three countries indicate that irregular attendance is frequently connected with work, childcare, housing difficulties, stress and other responsibilities and should therefore not automatically be interpreted as a lack of motivation.

Creating a safe and trusting learning environment is equally important. Educators should encourage learners to ask questions, make mistakes and share their experiences without fear of judgement. Trust can be strengthened through respectful communication, collaborative activities, peer learning and opportunities for learners to contribute their own experiences and perspectives. The findings from Greece emphasise that effective education should be differentiated, practical and trust-based, while the Turkish findings show that peer support can help newcomers build confidence, reduce isolation and access information and services.

Digital tools should be used to increase flexibility, particularly for learners who have work, childcare or transport responsibilities. However, the findings from Poland, Türkiye and Greece consistently indicate that digital learning should complement rather than replace face-to-face interaction. Educators should therefore use simple, mobile-friendly and multilingual resources, including short videos, visual materials, downloadable exercises, quizzes and practical guides. Since many learners rely primarily on smartphones, learning platforms should be designed for mobile use and, where possible, provide low-bandwidth and offline options.

Educators should also remember that using a smartphone does not necessarily mean that a learner has sufficient digital skills to complete official online procedures independently. Digital competence should therefore be explicitly supported through practical activities involving email, passwords, online forms, document management, privacy and online safety. This can be integrated into language or vocational learning rather than delivered as a completely separate subject.

Another important recommendation is to **connect language education with employment and vocational development.** Refugees and asylum seekers frequently associate language proficiency with their ability to find and maintain employment and communicate effectively in the workplace. Educators can therefore incorporate job advertisements, CV preparation, interview simulations, workplace vocabulary and communication scenarios into their teaching. Where learners have previous professional qualifications or experience, educators should also help them identify relevant pathways towards qualification recognition and further vocational development. The Greek findings particularly emphasise the need to connect language learning with recognition of prior learning, vocational training and employment.

At the same time, **educators should recognise the limits of their professional role.** The national findings show that educators are often approached about problems related to housing, employment, legal procedures, family responsibilities or emotional wellbeing. Rather than attempting to solve problems outside their professional competence, educators should know where learners can access appropriate legal, psychological, social or employment support. Clear referral pathways, cooperation with specialist organisations and access to cultural mediators or interpreters can significantly strengthen the support available to learners.

Intercultural and trauma-aware approaches should also form part of educators' professional development. Learners may experience stress, uncertainty and emotional difficulties that influence their concentration, confidence and participation. Educators should therefore be able to recognise when additional support may be needed, while maintaining appropriate professional boundaries and referring learners to qualified specialists when necessary. The Turkish findings call for inclusive and trauma-

informed methods, while the Greek findings emphasise intercultural practice, safeguarding, referral mechanisms and professional boundaries.

Peer and community-based learning can provide an additional source of support. Educators can encourage learners to work together, practise language with peers, participate in mentoring activities and engage with local community initiatives. Such activities can support language development while also strengthening confidence, social connections and a sense of belonging. The Turkish findings demonstrate that peer mentoring can help newcomers orient themselves more quickly and gain access to information and services.

Finally, assessment should take into account the often non-linear nature of refugee learners' educational pathways. Learners may need to interrupt their studies because of work, family responsibilities, legal issues or other circumstances and may therefore require opportunities to return to learning without losing previous progress. Educators should use practical and continuous forms of assessment, such as role plays, short tasks, portfolios, self-assessment and demonstrations of practical skills. The Greek findings specifically recommend flexible progress monitoring and approaches that recognise partial achievement and interrupted learning.

Overall, the findings from Poland, Türkiye and Greece suggest that adult educators should move towards a **flexible, practical and learner-centred model of education** in which language learning is connected with everyday life, employment, digital skills and social inclusion. Educators need appropriate training, adaptable materials, referral mechanisms and institutional support to respond effectively to heterogeneous groups. At the same time, learning programmes should provide flexible participation, accessible digital resources and opportunities for learners to build confidence, use their existing skills and actively contribute to their communities.

6.2 Recommendations for adult education organisations

When considering the goals and challenges of refugee integration, adult education organizations are uniquely poised to take on a greater role. **With the transformation from temporary, short-term, emergency-based initiatives to more long-term and sustainable programs, adult education organizations should seek to retain their skills and staff by developing sustainable partnerships with local and international stakeholders as well as by advocating for stabilized funding for adult education at the state level to avoid disruptions in education. In addition, the multiple, basic needs of refugees, particularly the need for housing and legal protection along with the need for education and psychosocial support, necessitate that education centers assume a “one-stop shop” approach.** Education centers should maintain partnerships with other organizations to enable refugees to access educational services along with legal aid, psychosocial services, health care, and childcare, among other services.

In addition, **a shift in the curriculum and administration of refugee educational programs is necessary for the integrated, multisectorial approach.** Because classrooms may include individuals with no formal education and individuals who hold further education degrees, teaching and learning techniques cannot afford to be one-size-fits-all. Pre-course assessments should be used to determine a person's skill level to help place them in groups with a similarly skilled level. Teaching materials should be differentiated. To encourage engagement and address common disengagement causes such as lack of childcare, materials should be designed in self-paced, short sessions.

Evening and weekend lessons should be designed with a flexible schedule for working women and men who are caregivers. **Transportation and childcare subsidies should be offered at the sites.** The

curriculum should move away from ESL (English as a Second Language) and focus more on project-based tasks involving everyday situations or events like reading a work contract, writing a resume, scheduling a doctor's appointment, writing complaints and petitions to government offices, participating in teacher-parent association (TPA) gatherings, and using public transport.

Going beyond classroom teaching and incorporating **more peer-to-peer and innovative teaching methods greatly enhances the adaptive process**. Using the 'Peer Mentoring' strategy is promising. Organizations should hire experienced alumni who are "peer mentors". Newly arrived persons need support to navigate information sessions and overcome the first week of encountering a new country's cumbersome procedures. Also, since the combination of learning a new language through classroom teaching and practicing that new language within the workplace sustains and enhances the learning process, organizations should make agreements with local businesses and Chambers of Commerce to adopt a 'dual education' model, with classroom teaching of a new language in the morning and practice in a workplace in the afternoon.

Digital transformation and infrastructure management are also essential aspects of education. Since most refugees only have access to the internet via limited data plans on their mobile phones, online educational resources should be designed to prioritize mobile use and low bandwidth, as well as allowing files to be downloaded for later use. It is also important to note that having an online platform is not enough. More resources should also be added to help refugees become better equipped when it comes to cyber security and digital literacy. This may include helping refugees learn to handle e-forms, e-government interfaces and services, and avoiding scam practices online. These digital resources should be complementary to traditional practices and should not replace the importance of face-to-face interaction.

Lastly, **the management and support of accompanying staff must be a priority for administrators**. As mentioned earlier, it is often the case that curriculum staff are not just curriculum staff. They also provide care and support to these refugees who have experienced much tragedy, and in this case, provide social work. In this case, to avoid the educator burnout, managers can provide professional supervision on reflective practice. It will be helpful for the managers to hire social workers and psychologists within the organization. This in effect will allow the trauma care staff to be clearly distinct from the educator staff. Regular training for educators in trauma care, cultural mediation, and classroom management will complement these institutional supports.

6.3 Recommendations for NGOs and local stakeholders

Results of Poland, Türkiye, and Greece show that the synchronization of NGOs, local participants, and educational institutions facilitates integration. The main local participant strategies when working in partnership with educational institutions are as follows:

Holistic Referral Networks and Cultural Mediation

Establishing One-Stop Shops: The language learning of refugees needs to be considered in the context of their housing, their legal status, childcare, and their health. Refugees must be offered an integrated mechanism that provides holistic solutions to their basic needs. Joint referral systems among NGOs, municipalities, and educational institutions must be established.

Building Language Bridges: Classroom heterogeneity and language barriers of bureaucratic processes must be addressed by deployment of cultural mediators in NGOs working in the field with educational institutions through a shared-use model.

Peer Mentoring Systems

Accelerating Adaptation: Models where experienced refugees guide new arrivals through orientation processes have been shown to accelerate the adaptation process by 50%.

Mainstreaming the Models: NGOs, in collaboration with educational institutions, should develop structured mentoring programs that pair successful alumni with newly arrived learners.

Vocational and Linguistic "Dual Education" Synergy

Integrating Education and Employment: It is critical to combine language learning with practical employment opportunities rather than confining it solely to the classroom environment.

Multi-Stakeholder Partnerships: Local employers, chambers of commerce, NGOs, and educational institutions should come together to design synergistic models where learners receive half-day language education and gain half-day on-the-job experience or internships.

Empowering Educators

Managing the Psychosocial Burden: It is essential to alleviate the heavy psychological and social guidance burden inadvertently assumed by teachers who frequently encounter refugees' traumas in the classroom.

Trauma-Informed Supervision: NGOs should mobilize expert psychologists and social workers to provide educational staff with regular trauma-informed supervision support, thereby preventing educator burnout.

6.4 Recommendations for policymakers and public institutions

The findings from Poland, Türkiye and Greece demonstrate that the successful inclusion of asylum seekers and refugees requires more than individual educational programmes or isolated support services. Many of the difficulties identified through the RefuLearn case studies are systemic and affect several areas of life simultaneously. Language barriers, administrative complexity, difficulties accessing reliable information, employment and housing insecurity, recognition of previous qualifications, digital exclusion and limited opportunities for social participation can reinforce one another. Policymakers and public institutions should therefore adopt coordinated, long-term and inclusive approaches that connect adult education with wider integration policies and services.

Improve access to clear, reliable and multilingual information

One of the strongest common findings across the three partner countries is the need for accessible and trustworthy information. Refugees and asylum seekers may find it difficult to understand their rights and responsibilities, identify the institutions responsible for particular services or follow unfamiliar administrative procedures. In Poland, respondents highlighted difficulties understanding institutions, documentation and available support. In Türkiye, access to timely and reliable information was particularly important during the initial settlement period, while bureaucratic procedures were identified as a significant source of difficulty. Similar needs for clear orientation and administrative guidance are also reflected in the Greek findings.

Public institutions should therefore ensure that essential information about education, healthcare, employment, social services, legal procedures and integration opportunities is communicated in clear and simple language. Wherever possible, information should be multilingual and supported by visual explanations and accessible digital formats. It should also be regularly updated so that educators, NGOs and refugees themselves can rely on consistent information rather than informal or potentially inaccurate sources.

Strengthen coordination and referral pathways between services

The findings indicate that refugees frequently need support from several institutions at the same time. Education may be affected by housing insecurity, employment, childcare, health needs or legal procedures, yet these areas are often handled by different organisations. Fragmentation can make access particularly difficult for individuals who are unfamiliar with the host country's institutional system.

Poland's findings place particular emphasis on fragmented provision and unequal access to services, especially outside larger urban areas. Across all three countries, educators are increasingly functioning as mentors, integration guides and referral points because learners approach them with problems extending beyond education.

Policymakers should promote stronger coordination between adult education institutions, municipalities, employment services, social services, healthcare providers, migration authorities, legal-support organisations and NGOs. Clear referral pathways should be established so that professionals know where to direct learners when needs fall outside their own competence. Local and regional networks can also help identify gaps in provision and reduce duplication of services.

Guarantee sustainable access to host-country language learning

Language learning is the clearest common priority identified across Poland, Türkiye and Greece. Knowledge of the host-country language is closely connected with employment, healthcare, education, public services, everyday communication, independence and social participation. Polish was identified as essential for navigating institutions and everyday life, Turkish as a fundamental factor supporting integration and employment, and Greek as a key educational entry point linked with confidence and participation.

Language provision should therefore be treated as a central component of integration policy and should remain accessible beyond the first stages of arrival. Courses should be flexible enough to accommodate adults who work, care for children or face other responsibilities. Language learning should also be connected with practical everyday needs, employment, digital skills, civic orientation and community participation rather than being delivered only as an academic subject.

Recognise diverse educational backgrounds and prior learning

Refugees and asylum seekers are not a homogeneous group. The findings show substantial differences in educational background, literacy, professional experience, language proficiency and digital skills. Türkiye particularly highlights the wide gap between highly educated professionals and adults with little or no previous formal education, while heterogeneous groups are also a significant feature of adult education in Poland and Greece.

Policies should therefore avoid one-size-fits-all approaches. Adult education programmes should allow different entry levels, flexible learning pathways and differentiated forms of support. Public institutions should also improve pathways for recognising previous qualifications, professional experience and prior learning. Difficulties in using qualifications obtained before displacement may result in refugees working below their skill level or being unable to continue previous professional careers.

Where formal recognition is difficult, public institutions should provide clear information about assessment procedures, bridging opportunities, vocational programmes and alternative pathways through which learners can demonstrate their knowledge and competences. The Greek findings particularly emphasise the need to link language learning, vocational education, recognition of prior learning and employment, while qualification recognition also emerges as a challenge in Poland and Türkiye.

Reduce practical barriers to participation

The RefuLearn findings demonstrate that participation in adult education is affected by conditions outside the classroom. Policymakers should recognise that irregular attendance does not necessarily indicate limited motivation.

In Poland, work shifts, childcare responsibilities, health concerns, housing insecurity and transport can interfere with participation. In Türkiye, housing, employment, bureaucracy, anxiety during the settlement period and limited time due to everyday responsibilities were particularly important. In Greece, psychosocial stress, transport difficulties, discrimination and unstable employment were prominent barriers.

Publicly supported programmes should therefore provide greater flexibility. This can include adaptable schedules, opportunities to return to learning after interruptions, accessible local provision and blended learning options. Where relevant and feasible, supportive measures related to childcare and transport can also make participation more realistic for adult learners. Policies should recognise partial achievement and avoid requiring learners to begin again from the start when unavoidable circumstances interrupt their education.

Strengthen links between education and employment

Employment is closely associated with independence and long-term integration across all three national contexts. However, language barriers, limited professional networks, unfamiliar recruitment processes and difficulties recognising qualifications can restrict access to suitable employment.

Policymakers should strengthen cooperation between adult education providers, vocational training institutions and employment services. Language programmes can be linked with workplace communication, vocational vocabulary, CV preparation, interview skills and practical knowledge of the

labour market. Refugees with existing professional skills should also receive guidance on how these skills can be recognised, updated or adapted to the host-country context.

Such approaches can help move integration policy beyond short-term assistance and towards sustainable pathways to independence.

Promote digital inclusion without replacing human support

Digital tools can improve access to learning, information and services, particularly for adults who face difficulties attending regular classes. The three national studies nevertheless caution against relying exclusively on online provision.

Many learners use smartphones, but smartphone ownership does not automatically mean that they possess the digital literacy required to navigate learning platforms, online public services, employment websites, email or electronic administrative procedures. Poland highlights the usefulness of blended learning and practical Moodle content; Türkiye emphasises mobile-first access that allows learning “anytime, anywhere”; and Greece supports a blended, human-supported model with offline and printable alternatives.

Public institutions should therefore invest in accessible and mobile-friendly digital resources while maintaining face-to-face support. Digital literacy should be incorporated into adult learning and integration programmes, and alternatives should remain available for learners who have limited connectivity, devices or digital confidence.

Recognise psychosocial needs and strengthen referral systems

Psychosocial stress can significantly affect participation in education and social life. The Greek findings place particular emphasis on stress and its interaction with unstable employment, discrimination and other difficulties, while the wider findings from the partner countries also demonstrate the importance of safe and supportive learning environments.

Education providers should not be expected to replace psychologists or specialised social services. Policymakers should instead ensure that clear referral pathways exist between adult education organisations and qualified psychological, healthcare and social-support services. Professional development for educators should include basic awareness of trauma-informed and intercultural approaches, together with guidance on safeguarding and professional boundaries.

Address discrimination and promote intercultural inclusion

Integration depends not only on refugees adapting to new systems but also on the ability of host communities and institutions to create inclusive environments. Experiences of discrimination can weaken trust, limit social participation and reduce confidence. This issue is particularly visible in the Greek findings, although promoting intercultural understanding is relevant across all partner countries.

Public institutions should support initiatives that encourage positive interaction between refugee and host communities. Community projects, cultural activities, language exchanges, mentoring and volunteering can help build relationships and reduce social isolation. Training in intercultural communication can also support public-sector professionals and front-line staff who regularly interact with culturally and linguistically diverse groups.

Support educators and front-line professionals

The findings from Poland, Türkiye and Greece demonstrate that adult educators increasingly perform roles extending beyond traditional teaching. Learners may approach them with questions related to public institutions, employment, legal procedures, housing or wellbeing. Educators consequently need appropriate institutional support rather than being expected to respond independently to all these needs.

Public authorities should promote professional development in intercultural communication, differentiated learning, practical language teaching, trauma-aware approaches, digital education and referral procedures. Educators should also have access to reliable, regularly updated information concerning local services and specialised organisations.

Supporting educators strengthens not only teaching quality but also the wider integration system because educators frequently serve as trusted points of contact between refugees and institutions.

Create meaningful opportunities for active participation

A central message of the RefuLearn findings is that refugees and asylum seekers should not be viewed only as recipients of services. Long-term inclusion involves opportunities to contribute, participate and make decisions.

Policymakers and public institutions should encourage the participation of refugees in community initiatives, volunteering, adult education, mentoring, cultural activities and other forms of local engagement. Refugees should also be given opportunities to express their views on programmes and services designed for them. Their experiences can provide valuable information about practical barriers that may not be visible from an institutional perspective.

Peer mentoring can be particularly effective. Refugees who are already familiar with the host country can help newcomers understand services, learning opportunities and community life while strengthening social networks and confidence. The Turkish findings particularly highlight the potential value of peer support, while community participation and social connection are recurring themes across the three countries.

Move from short-term assistance towards sustainable integration pathways

The country findings suggest that successful integration requires continuity. Poland particularly highlights the need to move from emergency assistance towards stable long-term integration pathways, but the principle is relevant across all three partner countries.

Immediate support during arrival remains important, but refugees also need continued access to language learning, vocational development, digital skills, reliable information, community networks and opportunities for employment and social participation. Policies should therefore avoid depending exclusively on temporary or isolated interventions and should instead strengthen structures capable of supporting progression towards independence over time.

Promote cross-sector and local cooperation

Finally, policymakers should recognise that no single institution can respond effectively to all the educational, social and practical needs identified through RefuLearn. Sustainable inclusion requires

cooperation between national authorities, municipalities, adult education providers, NGOs, employment services, healthcare and social services, employers and local communities.

National policies should provide a clear framework, while implementation should remain sensitive to local realities. This is particularly important because the availability of services and opportunities may differ significantly between larger cities and smaller communities.

Overall, the findings from Poland, Türkiye and Greece point towards an integration model that is coordinated, flexible and centred on real-life needs. Policymakers and public institutions can strengthen social inclusion by reducing administrative and practical barriers, ensuring access to language and adult education, recognising existing skills, supporting digital inclusion, improving cooperation between services and creating meaningful opportunities for refugees to participate in community life.

The long-term objective should be not only to ensure that asylum seekers and refugees can access services, but also to enable them to develop the knowledge, confidence, skills and social connections required to become increasingly independent and active members of their host communities.

6.5 Practical checklist for educators and organisations

This checklist provides a practical tool for adult educators, training providers, NGOs and other organisations working with asylum seekers and refugees. It reflects the main findings from Poland, Türkiye and Greece and can be used before, during and after educational or integration activities.

The checklist should not be understood as a rigid procedure. Refugee and asylum-seeking learners have diverse educational backgrounds, language levels, professional experience, digital skills and personal circumstances. The aim is therefore to help educators and organisations create flexible, inclusive and practical learning environments while maintaining effective links with specialised services and local communities.

Before Working with Learners

Identify learners' starting points. Gather basic information about language proficiency, literacy, previous education, professional experience, learning needs and digital skills

- ✓ **Avoid assuming that all refugee learners have similar needs.** Groups may include highly educated professionals as well as adults with limited or interrupted formal education.
- ✓ **Recognise previous skills and experience.** Ask learners about qualifications, employment history, practical skills and knowledge gained before displacement.
- ✓ **Identify possible barriers to participation.** Consider employment schedules, childcare, transport, housing difficulties, financial pressure, health concerns, administrative appointments and family responsibilities.
- ✓ **Plan flexible participation arrangements.** Where possible, allow learners to catch up after absences, return after interruptions and continue learning without losing previous progress.
- ✓ **Prepare clear and accessible information.** Use simple language and, where appropriate, multilingual materials, visual explanations and practical examples.

- ✓ **Prepare practical learning content.** Connect activities with situations that learners may encounter in everyday life, such as visiting public services, communicating with healthcare providers, searching for employment or using public transport.
- ✓ **Plan for different language and literacy levels.** Prepare activities that can be simplified, extended or supported through visual materials and additional explanations.
- ✓ **Check access to digital tools.** Identify whether participants primarily use smartphones, whether they have reliable internet access and whether they can use learning platforms independently.
- ✓ **Do not equate smartphone use with digital literacy.** Learners may use messaging or social media confidently but still need help with email, online forms, document uploads, passwords or public e-services.
- ✓ **Prepare digital alternatives.** Where possible, ensure that online resources are mobile-friendly and provide downloadable, offline or printable alternatives.
- ✓ **Establish referral pathways.** Identify reliable legal, psychological, social, healthcare and employment services before specialised needs arise.
- ✓ **Clarify professional boundaries.** Educators should understand what support they can provide themselves and when a learner should be referred to a qualified professional.
- ✓ **Build partnerships with local services.** Maintain contact with NGOs, municipalities, employment services, social workers, cultural mediators, healthcare providers and community organisations.
- ✓ **Prepare a safe and respectful learning environment.** Ensure that dignity, confidentiality, intercultural respect and non-discrimination are clearly supported.

During the Learning or Integration Activity

- ✓ **Use practical and learner-centred teaching.** Connect language and other learning activities with learners' real-life goals and needs.
- ✓ **Use experiential methods.** Include role plays, real-life scenarios, authentic documents, visual materials, group tasks, projects and practical problem-solving.
- ✓ **Differentiate activities.** Adapt tasks to different levels of language proficiency, literacy, education and confidence.
- ✓ **Break complex tasks into smaller steps.** This can support learners with lower literacy, limited formal education or less confidence in the host-country language.
- ✓ **Use repetition and catch-up materials.** Learners who miss sessions because of work, childcare, transport or other responsibilities should have realistic opportunities to continue.
- ✓ **Do not interpret irregular attendance automatically as lack of motivation.** Consider the wider circumstances affecting participation.
- ✓ **Create a trust-based environment.** Encourage learners to ask questions, express uncertainty and make mistakes without fear of judgement.
- ✓ **Promote active rather than passive participation.** Include discussion, collaborative activities, decision-making, peer learning and opportunities for learners to contribute their own experiences.
- ✓ **Connect language learning with everyday independence.** Practise communication needed for healthcare, employment, public administration, education, housing, transport and community life.

- ✓ **Link education with employment where appropriate.** Include workplace vocabulary, job advertisements, CV preparation, interview practice and communication with employers.
- ✓ **Value learners' previous professional experience.** Avoid treating refugees as if they are starting from zero and support pathways towards vocational training or recognition of prior learning where relevant.
- ✓ **Encourage peer support.** More experienced learners or refugees who are already familiar with the host country can help newcomers with orientation, information and confidence-building.
 - ✓ **Promote community-based learning.** Where possible, connect learners with local activities, cultural events, volunteering, language cafés, libraries or other community opportunities.
 - ✓ **Support social relationships and belonging.** Create activities that allow participants to interact, cooperate and develop connections with other learners and members of the host community.
 - ✓ **Use digital tools to increase flexibility.** Short videos, visual guides, quizzes and mobile-friendly resources can help learners continue studying between face-to-face sessions.
 - ✓ **Maintain human support alongside digital learning.** Online learning should complement rather than replace contact with educators and specialists.
 - ✓ **Provide basic digital-literacy support when needed.** Practise useful tasks such as creating an email account, managing passwords, completing forms, uploading documents or searching for reliable information.
 - ✓ **Be attentive to psychosocial stress.** Stress, uncertainty, discrimination, housing difficulties and employment insecurity can affect concentration, confidence and participation.
 - ✓ **Use trauma-aware and intercultural approaches.** Maintain a predictable, respectful and supportive environment without expecting learners to disclose personal experiences.
 - ✓ **Maintain professional boundaries.** Educators should not act as lawyers, psychologists or social workers when specialised intervention is required.
 - ✓ **Use established referrals when necessary.** Connect learners with appropriate specialists rather than attempting to solve complex legal, psychological, medical or employment issues alone.
 - ✓ **Use cultural mediators or interpreters when available and appropriate.** They can reduce misunderstandings and improve access to information.
 - ✓ **Ask learners for regular feedback.** Check whether the pace, format, materials and activities remain relevant and accessible.
 - ✓ **Respond to discrimination and exclusion.** Promote intercultural respect and ensure that discriminatory behaviour is not normalised within educational activities.

After the Activity or at the End of a Learning Period

- ✓ **Review progress in practical ways.** Use role plays, short tasks, portfolios, self-assessment or demonstrations of practical skills rather than relying only on formal examinations.
- ✓ **Recognise partial achievement.** Learners should receive recognition for progress already made even when their educational pathway is interrupted.

- ✓ **Support re-entry into learning.** Where possible, learners who stop because of work, family responsibilities, legal procedures or other circumstances should be able to return without unnecessarily starting again from the beginning.
- ✓ **Ask learners what worked well.** Include their views when evaluating teaching methods, schedules, digital resources and support arrangements.
- ✓ **Identify remaining barriers.** Review whether language, transport, childcare, employment, digital access, documentation or other factors prevented full participation.
- ✓ **Review whether learning addressed real-life needs.** Consider whether participants became more confident in communicating, accessing services, searching for employment, using digital tools or participating in community life.
- ✓ **Review referral outcomes.** Check whether learners who required specialised legal, psychological, social or employment support were successfully connected with appropriate services.
- ✓ **Provide information about next learning opportunities.** Signpost further language courses, vocational training, digital-learning resources, Moodle modules or other adult education opportunities.
- ✓ **Support progression towards employment where relevant.** Connect learners with vocational training, employment services or qualification-recognition pathways.
- ✓ **Encourage continued community participation.** Inform learners about volunteering, mentoring, cultural activities and other opportunities to remain socially active.
- ✓ **Use feedback to improve future programmes.** Adapt materials, timetables, support systems and teaching methods according to recurring needs identified by participants.
- ✓ **Share effective methods within the organisation.** Encourage staff to exchange practical teaching resources and experiences from working with refugee learners.
- ✓ **Identify staff-development needs.** Consider whether educators need further training in intercultural communication, differentiated teaching, digital education, trauma-aware practice, safeguarding or referral procedures.
- ✓ **Review cooperation with external organisations.** Strengthen links with municipalities, NGOs, employment services, social services and other stakeholders where gaps have been identified.
- ✓ **Evaluate progress beyond academic achievement.** Consider improvements in confidence, independence, social connections, digital competence, employment readiness and participation in community life.

Final Check

Before considering an activity complete, educators and organisations should ask:

- ✓ Did we respond to learners' actual needs rather than assumptions about refugees?
- ✓ Did we make learning practical, flexible and accessible?
- ✓ Did learners have opportunities to use and develop their existing knowledge and skills?
- ✓ Did we provide clear information and appropriate referrals when specialised help was required?
- ✓ Did digital learning increase accessibility without replacing necessary human support?
- ✓ Did we create opportunities for learners to develop confidence, relationships and a sense of belonging?

- ✓ Did we support learners not only to access services but also to become more independent and actively involved in their communities?

The central principle of this checklist is that effective adult education for asylum seekers and refugees should combine **learning, practical independence and active participation**. Educators and organisations can make a significant contribution by providing flexible and relevant learning opportunities, but successful inclusion also requires cooperation with public institutions, NGOs, employment services, specialised professionals and local communities.

Learners should ultimately be recognised not only as beneficiaries of support but also as adults with existing knowledge, experience and the capacity to contribute actively to their host communities.

7. Conclusion

The findings gathered during the RefuLearn project clearly demonstrate that adult education plays a fundamental role in supporting the successful inclusion of asylum seekers and refugees. Education is not limited to language learning or vocational training; it is a gateway to understanding rights and responsibilities, accessing public services, building social networks, increasing self-confidence and participating actively in community life. **When adult education responds to real-life needs and is delivered in an inclusive, learner-centred way, it becomes one of the most effective tools for promoting long-term integration and independence.**

The research carried out within the project identified several common barriers experienced by asylum seekers and refugees across different national contexts. **Limited language proficiency, insufficient knowledge of legal rights and administrative procedures, difficulties accessing reliable information, interrupted educational pathways, digital exclusion, social isolation and uncertainty about the future all affect refugees' ability to participate fully in education and society.** At the same time, **adult educators and organisations highlighted their own challenges, including working with learners from diverse educational backgrounds, responding to trauma-related needs, limited institutional resources and the need for practical teaching materials and stronger interinstitutional cooperation.** These findings show that successful integration requires coordinated action involving educators, public institutions, NGOs, employers and local communities rather than isolated interventions.

The examples of **good practice collected in Poland, Türkiye and Greece demonstrate that effective refugee education is practical, flexible and closely connected to everyday life.** Despite differences between national systems, successful initiatives share several common characteristics. They combine language learning with practical orientation, employment support, civic education and access to public services. They create safe learning environments, encourage peer support, promote cooperation with local communities and use digital tools to increase accessibility. Many successful initiatives also involve refugees themselves in shaping educational activities, recognising them not only as beneficiaries but also as active contributors whose experiences strengthen learning for others. These examples illustrate that relatively simple, learner-centred approaches can significantly improve educational outcomes and social inclusion when adapted to local needs.

A central message emerging from the project is the **importance of active participation**. Integration should not be understood solely as access to services but as a gradual process of becoming an active member of society. Learning the local language, participating in education, volunteering, building relationships with local communities, entering the labour market and understanding civic life all

contribute to a stronger sense of belonging and independence. Adult education can create opportunities for refugees to develop the knowledge, confidence and skills needed to make informed decisions, contribute to their communities and participate equally in social and economic life. Educators therefore play an important role not only as teachers but also as facilitators, mentors and connectors between learners and the wider support system.

This Handbook has been developed to transform research findings into practical guidance that can be applied by professionals working with asylum seekers and refugees. Rather than presenting theoretical discussions, it offers practical recommendations, examples of effective educational approaches, transferable good practices and concrete tips that educators, NGOs, adult education providers and public institutions can adapt to their own contexts. Policymakers may also use the Handbook to better understand the challenges experienced by refugees and practitioners, supporting the development of more inclusive adult education systems and integration policies based on real needs and evidence.

The Handbook should be used together with the RefuLearn Moodle learning platform, which complements the written guidance with interactive educational resources, self-paced learning modules, practical exercises and digital materials. The platform extends access to learning beyond the classroom and supports both refugees and educators by providing flexible, mobile-friendly resources that can be updated and expanded over time. Combining practical guidance with digital learning creates a comprehensive support system that responds to the diverse learning preferences and circumstances of adult refugee learners.

Finally, the value of the RefuLearn project extends beyond its formal duration. The recommendations, teaching approaches, good practices and digital resources developed through the project are designed to remain relevant and transferable long after the project has ended. Adult education providers, NGOs, municipalities, policymakers and community organisations can continue adapting these materials to changing migration contexts and local needs. By promoting cooperation, evidence-based practice and lifelong learning, the RefuLearn results contribute to building more inclusive educational systems and stronger communities where asylum seekers and refugees are supported not only to adapt to a new country, but also to participate actively, contribute their knowledge and skills, and build a brighter future.

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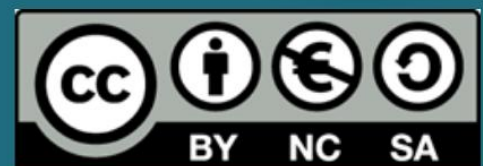
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