



**Social
Innovation
Initiative** ⊕

LANGUAGE LADDER

LEARNING AND NURTURING GROWTH USING ADAPTIVE GUIDANCE
AND EDUCATION FOR REFUGEE
YOUTH IN ESTONIA AND POLAND

WP2

Final Intervention Plan



ESTONIAN
REFUGEE
COUNCIL



DOBRA
FABRYKA



TALLINN UNIVERSITY

Final intervention plan

The final intervention model for the Language Ladder is a converged solution that emerged through comparative learning from two contrasting displacement ecosystems. Estonia provided insight into small-scale, relational, community-based integration pathways. Poland provided insight into large-scale, school-embedded integration realities where youth exist inside mass systems and require structured academic reinforcement to avoid educational exclusion.

Through WP2, both pilots demonstrated that integration and education are not competing objectives — they are interdependent reinforcement loops. Youth integrate better when they feel emotionally safe and socially accepted, and they learn better when they have integrated socially and can express identity without threat. The final intervention therefore places integration + educational reinforcement as a single ecosystem intervention — not parallel or sequential services.

The intervention is owned locally from inception, because the consortium partners are national organisations in Poland and Estonia. Local ownership is not a handover phase — it is the foundation. The consortium jointly holds the methodological standards, reflective learning loops, and blueprint logic; implementation is embedded within national social environments from the start, ensuring that the model is relevant, durable and context-responsive.

The deployment approach is intentionally **differentiated by country** context — because scale, host education system architecture, and youth density create fundamentally different “integration environments.” **The final model is therefore one model with two contextualised operational pathways**, which allows us to also generate comparative research in other WPs on how integrated educational support works in school-anchored vs community-anchored formats.

In Poland, the deployment is primarily school-based, as schools are the primary social architecture for adolescents, particularly under compulsory attendance law. Educational reinforcement sits at the centre of integration delivery, and psychosocial + identity-building activities are woven around school context — with community involvement especially around career exposure, employment pathways, and future orientation.

In Estonia, deployment is primarily community-based. This allows for more relational, flexible, interest-driven integration formats aligned with the smaller displaced youth population and their specific linguistic / identity segmentation. One school-based pilot node is planned to be used for comparability, while Tallinn University supports co-design of unique educational materials adapted to small-scale youth populations and mixed linguistic identity profiles.

The two-country comparison allows us to evaluate not only what works, but under which conditions it works — strengthening the scaling logic beyond pilots and beyond these two countries.

Local ownership is not a handover phase — it is the foundation.



Poland deployment approach

In Poland, the intervention will be primarily deployed inside the school environment to ensure that integration and educational reinforcement influence the youth's natural social architecture. The identified secondary school in Kraków provides an ideal test environment: out of 852 enrolled students, 347 are non-Polish nationals (majority Ukrainian). This offers both diversity and density necessary to test the innovation under real large-scale host population conditions, while still being a controlled pilot setting.

Educational reinforcement activities (Polish as subject, English, Math) will be integrated with psychosocial bonding activities and identity-building. Community actors will be included especially in the "building agency and future possibility pathways" component — including hybrid/online workshops — enabling participation of youth outside Kraków without diluting the core implementation structure.

Importantly, based on the quadruple helix design of the project, we will also work closely with educational service providers (language schools, tutoring providers and complementary educational actors) to extend the integrational and educational effect beyond school walls and strengthen long-term sustainability. This ensures that the model does not create a parallel system, but reinforces the existing educational ecosystem and amplifies it.

Activity	What youth experience	What we do	Internal operational logic
Educational support (Polish as subject, English, Math)	<i>I learn things that help me succeed at school and in my future.</i>	Catch-up modules designed around barriers identified in target school; peer-support based learning tasks.	Alignment with school teachers + curriculum mapping to avoid duplication and increase added value.
Psychosocial safety and identity building	<i>This is a space where I feel safe and I can be myself.</i>	Facilitated group trust activities, creative tasks, humour sharing, identity expression activities.	Trauma-informed facilitation protocols + positive reinforcement communication standards.
Building agency and future possibility pathways	<i>I start seeing opportunities I didn't think existed for me.</i>	Hybrid workshops, community exposure activities, future story-building exercises, role modelling exposure.	Partnerships with community actors + careful curation of inspirational content without performance pressure.

Estonia deployment approach

In Estonia, the intervention will be deployed nationally, with delivery primarily through community-based modules supported by one school-based node. This allows us to test how integration and educational reinforcement function in smaller-scale displacement environments where relational closeness, language diversity (including high proportion Russian-speaking Ukrainian youth), and community cultural familiarity play major roles.

Unlike Poland, Estonia does not require a school-anchored model to achieve visibility — the smaller population allows community networks to act as natural integration accelerators.

Tallinn University, as an active consortium partner, will co-design unique educational materials adapted to mixed linguistic identity realities and smaller youth populations. This ensures that academic components in Estonia are culturally and linguistically relevant, and based on anthropological user insights rather than textbook alignment.

This national community-based approach also allows us to test scaling logic outside of formal school channels. This comparative value is significant for other WPs and future replication outside both piloting countries, especially in contexts where school-based embedding is not structurally possible.

01

Initial engagement

Focus: safety + curiosity

Youth experience: *This feels different from school.*

Core activities: interest-based initial sessions, mutual interest mapping

02

Integration stage

Focus: belonging through shared experience

Youth experience: *These people understand me.*

Core activities: regular meetings, community outings, music/art based co-creation, humour resonance building

03

Educational reinforcement

Focus: expansion of confidence to learning

Youth experience: *I can learn this.*

Core activities: embedded academic reinforcement tasks based on developed by Tallinn University set of educational materials

04

Monitoring and iteration loop

Focus: live adaptive refinement

Youth experience: *They adjust the project because of us.*

Core activities: consortium reflective cycles, co-design micro-tests

Unified intervention logic

Through the dual-country pilot testing in WP2, we have arrived at a converged intervention model that is both locally grounded and globally adaptable. Estonia and Poland showed us different realities, different integration speeds, different system forces — yet both confirmed the same core truth: young people integrate and learn when they feel safe, valued, and able to exercise agency.

The final intervention is therefore not a compromise between two approaches — it is a synthesis, strengthened by divergence.

Poland demonstrated why educational reinforcement must be anchored inside the existing school system to ensure long-term effect.

Estonia demonstrated that community-based delivery can achieve deep relational integration and identity reconstruction even outside institutional walls.

Together, these learnings allow us to build a single model that can be deployed flexibly depending on national ecosystem conditions — anchored in school where scale requires structure, community first where scale allows relational depth.

The consortium partners, as national implementing organisations, hold this model from inception. There is no transfer phase needed and no dependency on external actors to “take ownership later”. The model is born local, governed local, designed local, and scaled local — while still benefiting from shared EU-level innovation learning exchange inside the consortium.

The next stage will not test whether the model works — WP2 already validated the conceptual validity. The next stage will test under which operational conditions it delivers the greatest integration effect.

The Language Ladder intervention is therefore ready for refinement, deployment, and evidence generation. WP2 moved us from hypothesis to clarity, upcoming WPs will move us from clarity to scalable practice.

