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Social  
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# LANGUAGE LADDER

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

## WP2

### Service Design Blueprint



ESTONIAN  
REFUGEE  
COUNCIL



DOBRA  
FABRYKA



TALLINN UNIVERSITY

# Service design blueprint

Education is the entry point and primary operating structure, and integration outcomes are enabled through education.

The youth are entering learning spaces because they need to bridge educational gaps – and while they do, they form belonging, identity reconstruction, and emotional stability.

Learning remains a central activity because it gives young people a shared universal purpose, not dependent on nationality or trauma context. **Integration is not a separate service – it is the social-emotional result of participating in meaningful, emotionally safe learning environments.**

Service layer	What the youth experience	What we do	Internal operational logic
Purpose	I am here because this will help me succeed at school and in life.	We frame the sessions around improvement in areas that open future opportunities	We identify where intervention is value additive rather than duplicative.
Emotional safety	I am not judged if I don't know something yet.	We normalise not-knowing. We build confidence before evaluation.	We involve school teachers in helping identify educational gaps. We train facilitators trauma-informed youth communication.
Peer belonging	We are in this together and we can help each other.	We integrate group problem solving instead of individual performance pressure.	We avoid comparative ranking that triggers inferiority.
Identity building	I can choose who I am here.	We give space for youth to show competence in their interests (music taste, gaming skills, art, sports, humour).	We incorporate interest mapping + align workshops structure so youth can chose and get opportunity to shine.

**Language development**

Language is a tool that helps me understand and express things better.

We teach language not as rules memorisation but through meaningful tasks and real-life use cases.

We take into account school teachers feedback and real experience to ensure transferability.

**Integration outcome**

I feel like I belong here because I can do things, not because I must fit a category.

Integration happens naturally through shared wins, shared humour, shared progress.

We measure success through belonging indicators + readiness to interact confidently with peers.

