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# Interventions aimed at promoting well-being and inclusion among international students attending Italian Universities

LESSON 1



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Perceptions of Inclusion, well-being and Identification  
with  
the European Union in Ukrainian university students ● ● ●



- For international students, adapting to new educational systems and different cultural environments can be a **source of stress and reduced well-being**.
- During this life experience, they may experience **loneliness and isolation** (Bilecen et al., 2023; Serrano-Sánchez et al., 2021).

# Interventions to promote well-being and inclusion

- Several interventions were implemented by Cipolletta et al. (2024) at the University of Padova (see also Tomaino et al., 2025). Two were based on group encounters among international students; the other was based on reading online material.
- Each intervention lasted 8 weeks: one encounter or one reading per week.
- **The most appreciated interventions by participants (international students) were those based on group encounters.**

# Results of the intervention



- During the intervention (8 weeks), the **sense of loneliness** increased in the control group, while it **decreased in the group-meeting conditions**. Similar findings were found for anxiety.
- However, **strategies based on encounters among international students**—where they discuss their problems—can **strengthen their mutual bonds but reduce connections and contact with local students** and the host community.
- It is important to **enhance these connections**, which foster well-being and integration.

# Thank you

Any Question?

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