

Survey: Provision of education solutions to support refugee Ukrainian pupils and students

15 countries and 9 organisations responded to the survey between 6 and 12 April 2022. The survey was provided in two different forms, one for countries and one for organisations.

1 Are Ukrainian refugees being accommodated in formal learning settings in your country (i.e. schools, universities, VET settings etc.)? If yes, then how is this being organised? (Countries)

Almost all countries who responded said they were accommodating Ukrainian students into formal learning settings and provided descriptions of how this was being managed. For most countries this has been an extension of the approaches adopted for refugee children in the past. This accommodation usually begins with some elements of language training. The range of the challenge varied from just 100 Ukrainian students reported in one country to more than 170 000 Ukrainian refugee children in another.

The ways in which refugees are incorporated into schools varied. This was usually done through integration into existing classes with some degree of specialist individual support, though some countries also offer other approaches to integration – in one case an offer of an initial preparatory year principally oriented around language learning and, in another, the provision of separate classes taught in Ukrainian.

The situation for the integration of university students was less clear than for school pupils, though some countries described approaches to recognising students' prior levels of knowledge in incorporating them into suitable courses. In some countries procedures were also in place for recognising the qualifications of Ukrainian teachers and lecturers to enable them to teach in the host country.

Learning outside formal institutions (and, in particular, language learning) was only specifically mentioned by a few countries.

Poland as one of the countries with large numbers of Ukrainian refugees, provided this detailed description of what they were doing:

We have enabled students who are Ukrainian citizens and arrived in Poland after February 24 2022 to take the eighth-grade exam, the matriculation exam and the vocational exam in the current school year. The Central Examination Board can introduce additional adaptations (e.g., translation into Ukrainian of some examination sheets, the possibility of using dictionaries during the exam) to the eighth-grade exam, matriculation exam and vocational exam for students and graduates who arrived in Poland from Ukraine after February 24, 2022. Directors of district examination boards, with the consent of the director of the Central Examination Boards, are allowed to appoint as members of the team of examiners checking the work of students taking the eighth-grade exam or the matriculation exam persons who are not registered as examiners by the given district examination board, on condition that the appointed persons take part in training for registered examiners checking examination work. This applies to persons with knowledge of the Ukrainian language who will be able to assist examiners checking examination papers of students who are Ukrainian citizens.

We have also facilitated the employment of Ukrainian citizens who have a good command of the Polish language (spoken and written) to the extent that enables them to assist a student who does not speak Polish. The employment of Ukrainian citizens in the position of a teacher's aide is possible without the requirement to possess a specific document certifying the knowledge of the Polish language.

Giving the number of new students from Ukraine we have decided that other public or non-public locations of teaching, upbringing and caring activities, including pre-school education, subordinated organizationally to schools, may be established with no procedures related to transformation of schools. Dynamically developing situation, in particular increased needs for taking care of children at pre-school age coming to Poland from Ukraine, makes it necessary to introduce this solution.

In 2022, in order to support local governments in the implementation of additional educational tasks related to the education and upbringing of children and students from Ukraine, the provision of the educational part of the general subvention may be increased by funds from the state budget. Support from the reserve of the educational part of the general subvention will also apply to tasks so far not financed from the educational subvention - subsidies for children in pre-school education at the age of 3-5 years and for transport to and from school for school children.

Special programs and initiatives in the field of higher education and science:

1. The program "Solidarity with Ukraine" - the National Agency for Academic Exchange:

- <https://nawa.gov.pl/nawa/aktualnosci/na-pomoc-srodowisku-akademickiemu-ukrainy-rusza-program-solidarni-z-ukraina>
- <https://www.gov.pl/web/edukacja-i-nauka/solidarni-z-ukraina--program-nawa-dla-studentow-i-naukowcow-z-ukrainy>

2. Possibility of participation of Ukrainian citizens in activities under the CEEPUS program (Central European Exchange Programme for University Studies):

<https://nawa.gov.pl/naukowcy/ceepus>

3. A special program of the National Science Center for Ukrainian scientists to continue research in Poland: <https://www.ncn.gov.pl/aktualnosci/2022-03-18-wsparcie-badaczy-z-Ukrainy>

4. Program of support for Ukraine of the Polish Academy of Sciences:

- <https://informacje.pan.pl/informacje/materialy-dla-prasy/3561-polska-akademia-nauk-zwieksza-pomoc-naukowcom-z-ukrainy>
- <https://informacje.pan.pl/informacje/materialy-dla-prasy/3534-pobyty-naukowcow-z-ukrainy-w-pan>

5. The Conference of Rectors of Academic Schools in Poland is organising psychological support, volunteering of Ukrainian students in Poland, dormitories.

2 Are learning organisations in your country (schools, universities, VET settings, lifelong learning providers etc.) using digital platforms and tools to support Ukrainian refugee learning? If yes, then please provide an example. (*Countries*)

The responses to this question showed considerable variation in provision. Some countries said that digital platforms and tools were not presently being used to support Ukrainian refugee learning, some commented that the digital support available to all their students was also being made available to the Ukrainian students, some indicated specific online support in relation to Ukrainian language, curriculum and text-books, and some reported that their countries were adapting and expanding their existing online support to include materials in Ukrainian, support for the Ukrainian

language and content for the Ukrainian students more widely, sometimes calling on the work of private companies as well as public educational institutions. The EU platforms eTwinning, School Education Gateway, and EURAXESS (ERA4Ukraine) were also being used.

The specific online materials that were mentioned are listed below.

Slovakia:

- Dedicated web portals, translations of existing tools or development of new tools
 - <https://ukrajina.minedu.sk/>
 - <https://www.statpedu.sk/sk/vzdelavanie/vzdelavanie-deti-cudzincov/>
 - <https://wocabee.app/ua/?lang=SK>

Norway:

- Multilingual interactive dictionary: <https://bildetema.oslomet.no/>
- Ukrainian dictionary with audio: <https://lexin.oslomet.no/>
- Teaching tools for kindergarten and schools available in Russian now being translated into Ukrainian <https://morsmål.no>
- Teaching materials to support teachers in teaching newly arrived students <https://skolekassa.no> now being expanded to include Russian and Ukrainian versions
- Distance learning platform supporting bilingual teaching <https://digilaer.no/nb/undervisningstilbud/naturfag-og-matematikk> now looking to use for Ukrainian students studying science

Czech Republic:

- A database of support from different providers, from private companies to lifelong learning providers: <https://www.edu.cz/ukrajina/dalsi-uzitecne-odkazy/#7-datab%C3%A1ze-dal%C5%A1%C3%AD-podpory>
- FAQ, practical information, information on new measures and forms of help in both Czech and Ukrainian languages: <https://www.edu.cz/ukrajina/>
- Methodological support for schools at <https://ukrajina.npi.cz/>
- On-line platforms for HEIs students and researchers which signpost the HEIs and research organizations websites, their programmes, scholarships, social assistance, jobs and accommodation offers:
 - <https://www.studyin.cz/ukraine/>
 - <https://www.researchin.cz>
 - <https://scienceforukraine.eu/>

Poland:

- Materials and links to free textbooks and educational materials for teaching Polish as a foreign language to children and young <https://zpe.gov.pl/a/oddzialy-przygotowawcze/D1EzffxI8>
- Open and free access to numerous and diverse educational materials via [Integrated Learning Platform \(zpe.gov.pl\)](https://zpe.gov.pl) run by the Ministry of Education and Science

Lithuania:

- Digital educational materials in Lithuanian and Ukrainian
 - <https://www.emokykla.lt/titulinis/pradzia/aktuali-informacija-mokytojams-del-karo-situacijos-ukrainoje/46046>
 - <https://www.nsa.smm.lt/2022/04/06/svietimo-portale-emokykla-lt-papildyti-mokymosi-saltiniai-mokiniu-is-ukrainos-ugdymui/>

Hungary:

- Textbooks for Ukrainian speakers learning Hungarian
 - https://www.tankonyvkatalogus.hu/pdf/OH-UKR-MNY38T_teljes.pdf
 - https://www.tankonyvkatalogus.hu/pdf/OH-UKR-MNY38M_teljes.pdf

Estonia:

- State provided portal for digital learning materials E-koolikott (<https://e-koolikott.ee/en>)
- References to Ukraine official digital study materials and digital learning platforms in <https://e-koolikott.ee/et/oppematerjal/31980-Ukrainakeelne-ope>
- Many Estonian EdTech's offer their solutions and services for free to Ukrainians and many of them are working to provide their services in Ukrainian language. <https://www.edtechestonia.org/ukraine>

Croatia:

- Loomen, CARNETs on-line learning platform for Croatian pupils/students, has been adapted to the Ukrainian language and is accessible to Ukrainian pupils/students.
- CARNET is also recording the number of new pupils/students arriving from Ukraine and is, in coordination with Ministry of Science and Education, in a process of providing every Ukrainian pupil/student with laptops.

3 Please describe the digital aspects of any support you are presently offering to Ukrainian refugee education (at any level – school/VT/HE/informal learning/lifelong learning/language learning). (*Organisations*)

Organisations reported on a range of international and online networks which they themselves or their members are using to support Ukrainian refugees, taking advantage of existing networks to address the new challenges and to connect with Ukrainian organisations. Some specific initiatives are described below.

Education without backpacks:

- Maintaining a 'database' with various digital learning resources in Ukrainian and in Russian which may be of help to all Ukrainian refugee students and children across Europe <https://obr.education/en/free-educational-resources-for-ukrainian-children/>

ETF:

- Online learning for students in VET sector: ETF will cooperate with MES Ukraine and available partners to identify and "localise" (translate into Ukrainian and adapt to the Ukrainian context) short VET courses and training modules for online learning on selected priority occupations agreed with MES, with focus on practical training. It includes materials simulations and guidelines, as well as other materials for online learning, to allow access for the VET students in Ukraine (and abroad, where applicable) to high quality education opportunities. The new online VET content is planned to be made available on the National E-learning platform for TVET, developed under the ILO's E-TVET project.
- A resource hub on education and work information for Ukrainians and EU countries is now operational on the ETF website Education and work information for Ukrainians and EU countries | ETF (europa.eu). It is for the recognition of qualifications, skills and study periods of Ukrainians fleeing the war in EU member states (including local authorities national/local, employment services and recognition bodies, employers, training providers, including schools, colleges, universities and adult learning providers and NGO's) in order to support continued education and training and employment.

- 4 Does your country/organisation have examples of previous inspiring good practice and lessons learned in accommodating pupils and students from refugee backgrounds that might be usefully shared with Member States with less experience? If yes, then please provide a brief description. (*Countries and Organisations*)

Most countries and organisations provided information on a range of existing work on supporting refugee education, discussing both practical implementations and wider policy issues, sometimes referring us to materials available on their Ministry of Education websites. Some of the more detailed responses are set out below.

Croatia:

Their advice based on experience of working with many refugees from Bosnia and Herzegovina and from Serbia is to integrate them immediately and fully, provide accommodation as much as possible, don't segregate them from other pupils - don't put them all in the same class. Also, they advise to not evaluate their learning outcomes from the start, but wait until they become integrated in the class, among other pupils/students.

Norway:

The Ministry of Education and Research has funded complementary study programmes in higher education for refugees from countries outside the European Economic Area (EEA) who are trained as teachers, nurses or engineers or have STEM education before arriving in Norway.

- <https://www.ntnu.edu/studies/aakmprealff>

Examples of academic welcome programs for refugees in higher education:

- <https://www.oslomet.no/en/about/academic-dugnad-refugees>
- <https://www.uio.no/english/about/collaboration/academic-dugnad/index.html>.
- <https://www.uio.no/english/about/news-and-events/ukraine/index.html>
- <https://www.nmbu.no/en/about-nmbu/academic-dugnad/node/26666>

OECD:

- https://read.oecd-ilibrary.org/education/refugee-education_a3251a00-en#page2

ETF:

As an example, the Italian start-up the Mygrants - <https://mygrants.it/> that provides microlearning and placement services as well as learn-to-earn opportunities for migrants/refugees.

SIRIUS Policy Network on Migrant Education:

1 Individualised support - SIRIUS Member Don Bosco shared this from their Spanish Member Pinardi Federation of Social Platforms of the Community of Madrid.

“At Pinardi we work with all the members of the family...For this reason, the first days from our homes, an individualized follow-up was carried out on all the families to continue offering our accompaniment and to inform how to do it in a different way, to know their particular situation and to be able to support, as we have been doing until now: psychological support, educational and directed leisure”.

Policy Implication - Mainstream and expand the application of Individualised Education Plans for migrant and newly arrived students

Many countries already employ an 'Individualised Education Plan' for students with special needs, such as learning needs or non-native language needs. These plans should include an element on communication between teachers and families/students during crises to ensure there is a regular check-in and support. The plans could also include a student or family-directed self-assessment of 'readiness for distance learning' including factors such as availability of a computer, tv, high-speed internet and a quiet desk area to work on.

2 Inspiring practice - Providing digital literacy lessons through phone calls

"some students and families have a low level of digital literacy and in some cases are unable to sign-up to the various services offered." This means that students and parents of young students that are helping their children connect to the internet and use novel platforms are struggling to continue the learning experience."

Policy Implication - Improve school provision of digital literacy education for students AND parents (particularly parents of young children)

Whether part of a pandemic/school shut-down response plan or not, schools need to ensure that all students and in particular families have the digital skills to get their children online and learning on the first day of school shut-down. Parents may need non-native instruction or guidance and any guides or materials should be translated into all languages that are present within the school community. These sessions should also undertake the administrative aspects of students and families signing up to any services that can facilitate the regular communication between parents and the school and will be used during school closures.

3 Inspiring practice- Use of social media to keep up motivation with adolescents

"motivational initiatives through social networks which [adolescents and youth] can access privately, such as Instagram [have been successful] at the María Auxiliadora Foundation."

Policy Implication- Ensure 'understanding social-media' is included in professional development for school social support workers and teachers.

Youth workers, school psychologists and educational social support personnel working with adolescents already have a strong understanding of the importance of peer and adult relationships in motivating adolescents. Moving this knowledge to the practical realm of how to use online social networks to positively impact motivation for adolescents will be critical in aiding these workers to continue their functions during times of digital learning. In-loco training and practice in regular school-time should occur.

4 Inspiring Practice - Activating peer networks for non-native speakers

The nature of on-line interaction can make it challenging for non-native speakers, particularly young children to get enough 'talk-time' and 'listen-time' with peers to continue the improvement of the native/medium of instruction language. Our member Terremondo worked to connect non-native peers with native-speaking peers to ensure that they have a higher opportunity to interact socially in the native language.

Policy Implication - Foster an on-line whole school community approach

Schools provide a rich socio-linguistic feeding ground for non-native students to integrate. Being cut off from this environment has adverse linguistic and educational impacts. Fostering a whole school online community approach within schools (peer relationships, mentoring) builds real relationships both on-line and in person that can become a necessary lifeline for students and families when schools close. The nature of on-line interaction can make it challenging for non-native speakers, particularly young children to get enough 'talk-time' and 'listen-time' with peers to continue the improvement of the native/medium of

instruction language. Our member Terremondo worked to connect non-native peers with native-speaking peers to ensure that they have a higher opportunity to interact socially in the native language.

5 Do you have any suggestions on how coordinated supports at EU level might help you better provide digital support for Ukrainian learners? (*Countries and Organisations*)

Countries were looking for more information on what should be done in terms of coordination with one another and with the Ukrainian authorities and argued for the development of a central pool of resources. Some of the specific challenges in which countries felt they needed help to address were: the tension between integrating students into the host country's educational system and the desire by students and parents for continuing links with the Ukrainian education system; final exams, and professional recognition for Ukrainian teachers so that they could work with/in schools in the host country.

Organisations suggested somewhat wider ranging organisational and policy initiatives. Some of the specific points raised are listed below.

Some specific points:

- Implementing common assessment, accreditation and certification standards on the basis of competence frameworks such as DigComp 2.2.
- Supporting non-formal education providers along-side formal education pathways, thus promoting accessibility, inclusion and training capacities across Europe, including for refugees.
- Have working groups with clear division of labour to provide support on different aspects and ensure the funders work with those who may have more substantive expertise.
- Making the same educational content available in various languages, so that refugee students may use and help themselves with both a version in their native language as well as with a version in the language of the host country. Funding for such platforms or educational content may be helpful.
- EC digital education initiatives prioritisation and coordination in connection with the ETF's emergency response actions, the EU4Skills team and the other partners, and with the Digital transformation of Education and Science sub-group at the MES of UA. Specifically, in relation to the ETF emergency package, coordination of gathering of VET resources for online learning from the members of the DELTA working group.
- EFEE believes that synergies should be found between policy fields and the promotion of a holistic, structured approach among all relevant DGs of the European Commission to address issues of inclusion and digital support for Ukrainian learners. Moreover, adequate funds should be made available to promote investment towards the provision of digital support. More information can be found in the joint ETUCE/EFEE statement on Opportunities and challenges of digitalization for the education sector:
https://educationemployers.eu/wp-content/uploads/2022/02/2.-2021-11-30-ETUCE-EFEE-Statement_eSpeed-FINAL.pdf