REGIONAL CONFERENCE

Inclusive **Education** and Continuous **Learning** for **All Children**

Inclusion of Ukrainian Refugee Children in Education in Europe

Prague   14-15 February 2024

DAY 1

Welcome & Housekeeping

MODERATOR   **Akihiro Fushimi**, UNICEF

➜ Translation (CZ-EN) and equipment

➜ Folder, QR codes, Wifi

➜ Video-recording, slides, conference report

➜ Name tags

➜ Coffee-tea breaks, reception, lunch

➜ Restrooms

➜ UNICEF support team

Opening remarks

Jiří Nantl

Deputy Minister of Education, Youth and Sports
Czechia

Opening remarks

Yulia Oleinik

Head, UNICEF Refugee Response Office
Czechia

zmocněnkyně vlády pro lidská práva

MINISTRY OF EDUCATION, YOUTH AND SPORTS

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REGIONAL CONFERENCE

Inclusive **Education** and Continuous **Learning** for **All Children**

Inclusion of Ukrainian Refugee Children in Education in Europe

Theme 1:

Setting the Scene & Young Voices

Inclusion of Displaced Children from Ukraine in Education – Data and Trends

Adrienn Nyírcsak

European Commission, Directorate-General for Education and Culture

EU support to Member States in the European Education Area framework

Peer learning

Policy guidance

Online platforms

Funding tools

Data analysis

Supporting the inclusion of displaced children from Ukraine in education

Considerations, key principles and practices for school year 2022-2023

Erasmus+

European School Education Platform

What do we know about the learning situation of displaced children in Member States?

EU countries are hosting more than **1.3 million** displaced children from Ukraine, out of which approximately **840 000** are of compulsory schooling age, and over **680 000** were enrolled in schools in the host country in 2022-2023.

How can we collect reliable data on enrolment in local schools at the different education levels, taking into account differences in compulsory education/schooling policies?

How can we improve data quality, comparability and timeliness?

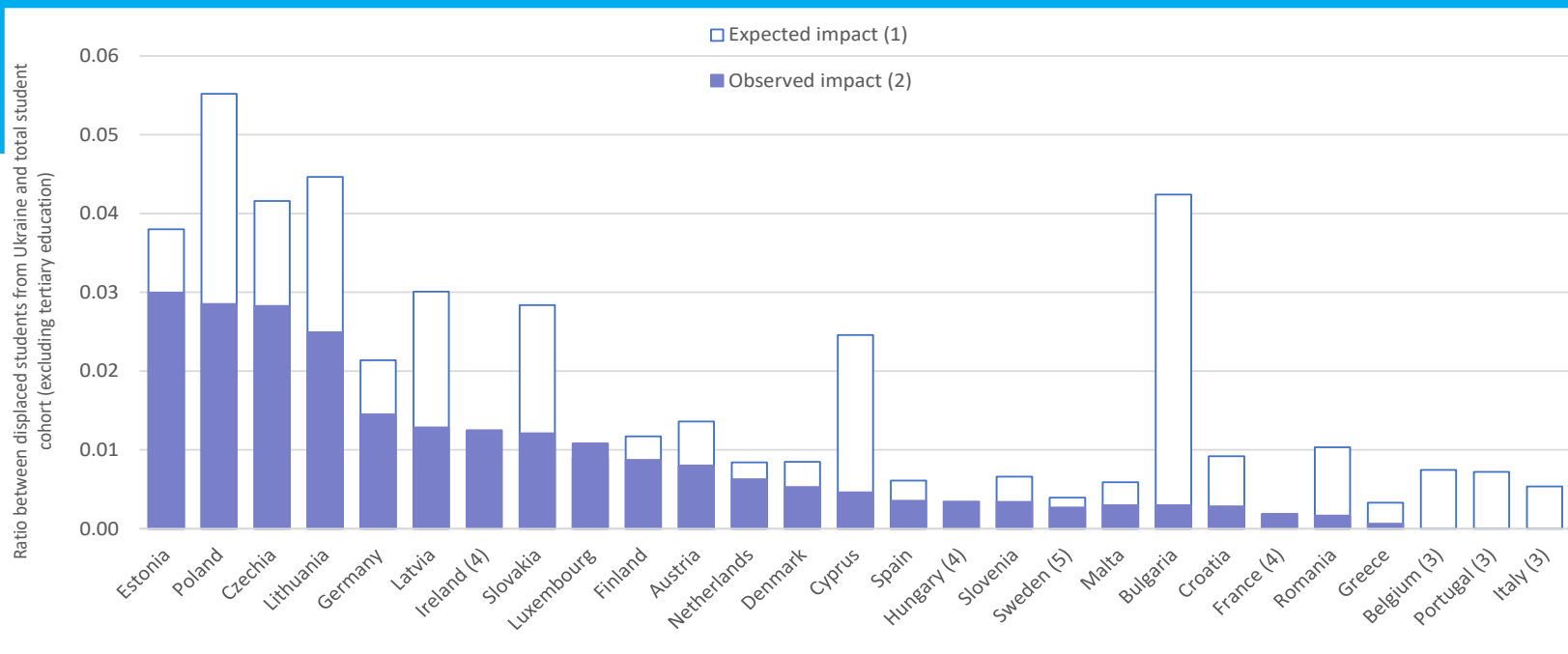How can we contribute to fostering the continuity of learning of Ukrainian children through data-related activites?

EU Data-related activities in 2022-24

June 2022: Commission Staff Working Document "Supporting the inclusion of displaced children from Ukraine in education: considerations, key principles and practices for the school year 2022-2023" (DG EAC)

July 2022: Eurydice reports on supporting refugee learners in schools and in higher education. (DG EAC)

September 2022: Country-specific information on support mesures collected and reported in the context of the 2022 Education and Training Monitor. (DG EAC)

October 2022: Czech Council Presidency data collection on education support to Ukraine: support to students and teachers, role of digital technologies, challenges, measures (capacity, compulsory education enforcement, language support, etc.) and enrolment figures

Eurostat work on Ukraine

Solidarity Platform and EU Migration Preparedness and Crisis Blueprint (DG HOME)

Enrolment of displaced children from Ukraine 2022-23

Chart legend:
- Expected impact (1)
- Observed impact (2)

Y-axis: Ratio between displaced students from Ukraine and total student cohort (excluding tertiary education)

Y-axis values: 0.00, 0.01, 0.02, 0.03, 0.04, 0.05, 0.06

X-axis categories: Estonia, Poland, Czechia, Lithuania, Germany, Latvia, Ireland (4), Slovakia, Luxembourg, Finland, Austria, Netherlands, Denmark, Cyprus, Spain, Hungary (4), Slovenia, Sweden (5), Malta, Bulgaria, Croatia, France (4), Romania, Greece, Belgium (3), Portugal (3), Italy (3)

Source: European Commission calculations based on available figures on children from Ukraine enrolled in school education in 2022-23 (European Commission, OECD and EU countries' education authorities), population under temporary protection (Eurostat) and enrolment data for the school year 2020-21 (Eurostat).

(1) ratio between the expected volume of displaced children from Ukraine enrolled and the total cohort of students in the hosting country (tertiary education excluded) under the assumption that the enrolment of displaced children from Ukraine was at the same level as the participation rate in education and training among the population under 18 years old in the host country.
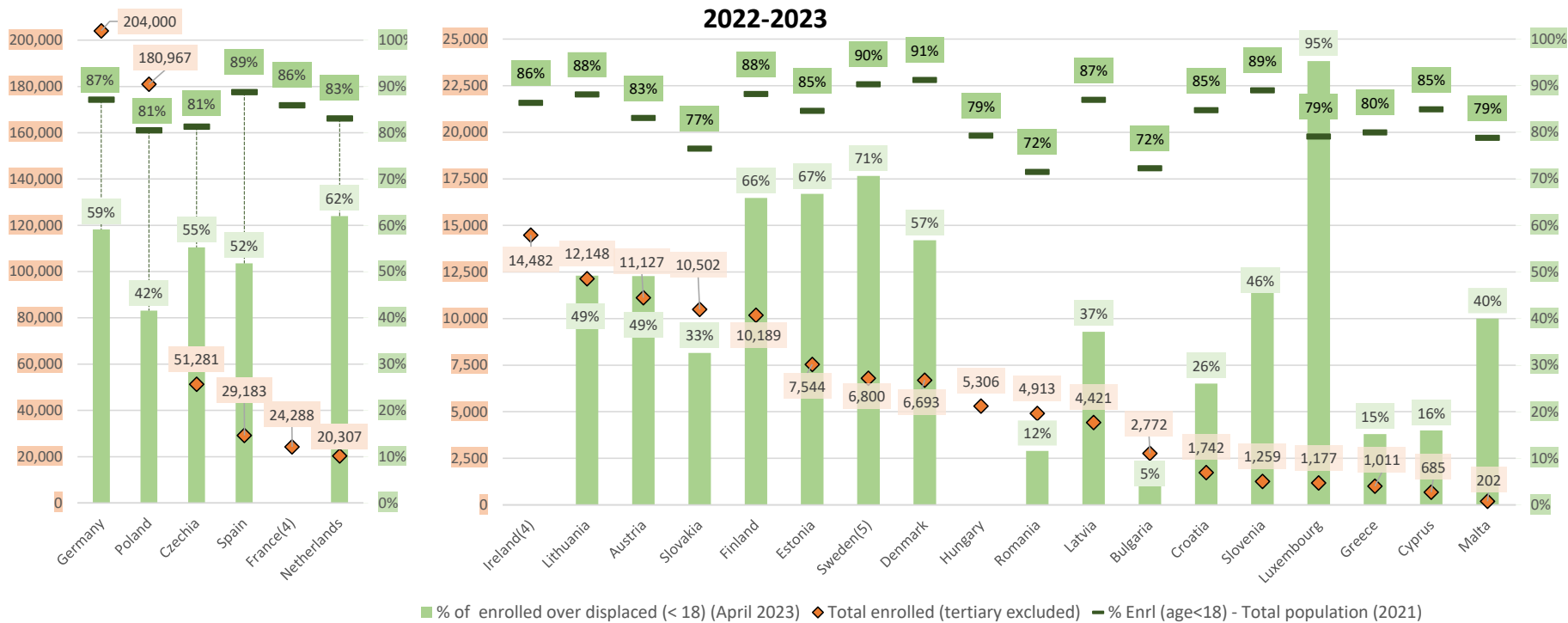
(2) ratio between the volume of displaced children from Ukraine actually enrolled in the education system of the host country and the total cohort of students in the host country (tertiary education excluded).

(3) information on the volume of displaced children from Ukraine enrolled in the host country not available.

(4) Information on the volume of displaced children from Ukraine not available.

(5) Information on the volume of displaced children from Ukraine enrolled estimated by the Swedish National Agency for Education as of September 2022.

Enrolment of displaced children from Ukraine 2022-23

Data collection 2023-2024

Objectives and data use:

- Contribute to the efforts of Ukrainian authorities and Member States to ensure the continuity of education for all learners during and after the war

- Support policy guidance and peer learning activities at the European level

- Contribute to inter-organisational knowledge building

- Pilot initiative jointly organised by the Spanish Presidency of the EU Council (High-Level Group on Education and Training) and the European Commission

- Comprehensive online survey: enrolment and policy and support measures, including a pre-compiled database based on available sources and previous data collections

- Respondents: national authorities (ministries) responsible for education

- Timeline: November 2023 – Feburary 2024

- Data analysis ongoing

- Results to be discussed in the High-Level Group and to be shared with international partners and the public in spring 2024

Data collection 2023-2024

Section 1 – Enrolment

Displaced population from Ukraine[1] enrolled and in the typical age range for each ISCED level.

Metadata: data collection reference period, frequency, reference date for ages, identification of displaced students and population, methodology and sources.
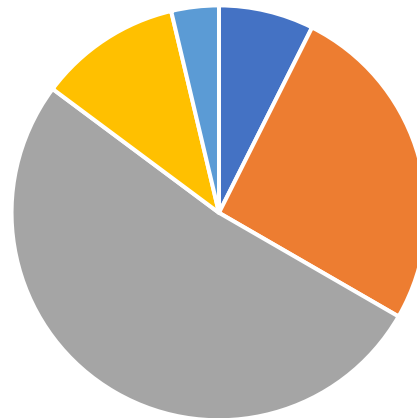
(1) Displaced population from Ukraine: Those who have been forced or obliged to flee or to leave their homes or places of habitual residence as a result of or in order to avoid the effects of the Russia's military aggression against Ukraine (Russia's war on Ukraine) since February 2022, and are actually residing in the hosting country, regardless their administrative status.

Section 2 – Policies and support measures

- Enrolment provisions

- Challenges

- Policy and support measures for inclusion (students, schools, families)

- Support measures for teachers

- Measures to facilitate the recognition of learning in the host country upon return

Policies concerning compulsory education/ school attendance in the EU

- ■ a) Enrolment is not compulsory and no particular provisions are in place to encourage attendance
- ■ b) Enrolment is not compulsory, but provisions are in place to encourage attendance
- ■ c) Enrolment is compulsory under the same conditions as other children
- ■ d) Enrolment is compulsory under different conditions from other children
- ■ e) Enrolment is not compulsory, but plans to introduce it

2023/2024 (source: official and public information, triangulation with preliminary survey results)

Challenges

- Based on already identified challenges by studies, situation reports and previous data collection rounds

- Disaggregation by education level (all except for adult learning)

- Limitations: Top-level perception of challenges

- Trends and evolution of challenges over time

Infrastructure

Language barriers

Well-being

Teacher shortages

Parallel schooling

Communication

Financial barriers

Policy and support measures

All Member States have support measures in place for refugee pupils

- **Integration/ reception classes**

- **Support in the language of schooling**

- **Information campaigns** targeting specifically UA pupils and families

- **Psycho-social support**

- **Support in the mother tongue**

Most countries have specific measures to **support teachers**, via training and teaching materials

THANK YOU!

Adrienn Nyircsak
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Inclusive Education and Learning – UNICEF perspective

Maida Pasic

Regional Education Advisor

UNICEF Europe and Central Asia Regional Office

INCLUSIVE EDUCATION
A definition

An education that includes all students,
and supports them to learn, whoever they are
and whatever their abilities or requirements.
An education that adapts school culture, policies
and practices to meet the diversity of students.

Challenges

1 **Children with disabilities** make one third of all OOSC

2 **Roma children** are less likely to engage in early learning, complete primary and secondary education, and develop foundational skills.

3 **Refugee and migrant children** face challenges in access and inclusion into host schools

4 **Children from low socio-economic backgrounds** lack support

5 **Segregated education** is still a reality

Barriers to inclusive education

→ Lack of data resulting in invisibility of marginalized children

→ Stigma and discrimination

→ Teachers resist inclusion, are not adequately prepared and supported

→ Linguistic and cultural barriers

→ Schools lacking resources & cross-sectoral support

→ Lack of links/collaboration between special schools and regular schools

→ Fragmented reforms

UNICEF contribution to IE reforms

School

whole-school approaches; schools as platform for delivery of community-based services

National

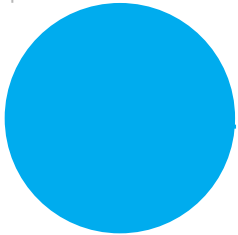legislation & policies; financing; data systems; teacher professional development
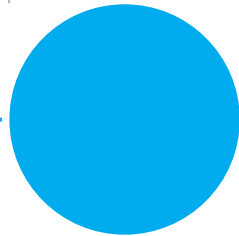
Community

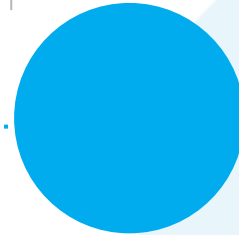social and behavioural change

Principles of the approach

Consideration of developmental stages

Including children early

Attention to transitions

Inclusive education: way forward

Policy and legislation
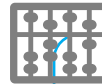
Transformation of specialist schools

Teacher Education

Accessibility and assistive technology

Whole School Approach

Improved data, monitoring and evaluation

THANK YOU!

Maida Pasic, Regional Education Adviser
UNICEF Europe and Central Asia
mpasic@unicef.org

Video message

Situations and Prospects of Education and Learning of the Ukrainian Children

Ihor Khvorostiany

General Director of the Directorate of School Education

Ministry of Education and Science

Ukraine

Challenges and Opportunities in Inclusion of Ukrainian Children in Education

Klára Šimáčková Laurenčíková

Human Rights Commissioner

Czechia

Basic Data

Number of Ukrainian refugees: 380,000

Number of children (0-18 years) :   97,000
➔ children (0-6 years):   22,000
➔ children (6-14 years):   53,000
➔ children (15-18 years):   22, 000

➔ Children in emergency accommodation: 12,000
➔ Children receiving humanitarian benefit: 38,000

➔ UAMSC   2,000

➔ Elementary education: 37,000
➔ Preschool education: 6,000
➔ Secondary education: 5,000

Lex Ukraine

- Initial Lex Ukraine (spring 2022) provided emergency help for all the refugees from Ukraine: temporary protection status, health insurance, housing, humanitarian benefit

- Following amendment (summer 2022) anchored compulsory school attendance and different types of benefits within educational system

- Current regulation (2023, 2024) is heading to support of refugees in independence and integration

- Next challenge is decision on future residence status of UA refugees

→ Magnifying glass: old problems became more visible. It is a chance to make significant changes.

Pillars of Effective Inclusion of Ukrainian Children in Education

1 **Socio-Economic Security of Families**

Accommodation, food, financial means

2 **Language Support for Children**

All levels, flexible

3 **Psychosocial Support of Children**

Available, welcoming

4 **Support of the Schools**

Assistance, positive climate promotion

Way forward

Support Families
➔ Support in moving families to standard housing through social work and assistance
➔ Support in safe and decent employment through assistance and awareness raising in co-operation with employers

Support Children
➔ Needs monitoring and assessment
➔ Language skills assessment
➔ Providing individual support and assistance
➔ Providing psychosocial support for children

Support Schools
➔ School assistance and supporting mobile teams
➔ Providing financial and expert support for schools with high number of refugee children
➔ Supporting schools in communication and co-operation with refugee families

Ukrainian refugees' presence in the Czech Republic focused magnifying glass to previous shortcomings in housing, social benefits and social services, employment, health care and other.

Effort to change will bring optimalization also for the whole system.

What works

→ Over 70% of Ukrainian children have been included in Czech schools

→ Language support has been granted for all children entering schools

→ Ukrainian teaching assistants have been supported

→ Number of Ukrainian classes is increasing

→ Targeted support for schools with high number of Ukrainian children is provided by mobile support teams

→ Psychosocial support for children has been opened

THANK YOU!

Mgr. Klára Šimáčková Laurenčíková
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Human Rights Commissioner
Government Office, Czech Republic

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Youth Voices – Hlasy mladých

Karolina Emanuelová, UNICEF

Valeria
Yakymova

Illia
Martsynkevych

Daniel
Kříž

Anastasiia
Aharkova

Youth Voices – Hlasy mladých
Questions from the audience to panelists – Otázky z publika panelistům

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Youth Voices – Hlasy mladých

MODERATOR **Karolina Emanuelová**, UNICEF

Valeria
Yakymova

Illia
Martsynkevych

Daniel
Kříž

Anastasiia
Aharkova

Youth Voices − Hlasy mladých

Daniel Kříž

Paní třídní učitelka mi doporučila zúčastnit se Buddy programu. A já jsem se do něj rád zapojil, protože jsem už znal Illiu a chtěl jsem to vyzkoušet.

Na společných schůzkách s paní asistentkou jsme se díky programu lépe seznámili a začali pracovat nad společným mini projektem. Jedná se o česko-ukrajinský slovník ekonomických pojmů.

Youth Voices − Hlasy mladých

Daniel Kříž

Kromě toho mi účast v programu dává možnost pravidelně se s Illiou bavit o důležitých věcech, jako se svým vrstevníkem. A v případě potřeby se na něj můžu obrátit, protože mu důvěřuji a vím, že mi rád poradí. Vždy mě bere jako sobě rovného, cítím přijetí a bezpečí.

Youth Voices − Hlasy mladých

Daniel Kříž

Přátelím se hlavně s Illiou. Abych byl upřímný, mám jen několik dobrých přátel a nezáleží na tom, z jaké země jsou. Ve třídě máme celkem 12 žáků z Ukrajiny, z nich je 9 dívek a 3 chlapci. S nimi také komunikuji, ale s Illiou se bavíme nejvíce, sedíme spolu v lavici a pracujeme na projektu. Ve třídě se cítím dobře, je v ní příjemná atmosféra.

Youth Voices – Hlasy mladých

Daniel Kříž

Podporuje mě paní třídní učitelka. Na začátku školního roku mě posadila do jedné lavice s Illiou a my jsme se díky tomu seznámili. Povzbudila mě také zúčastnit se s ním Buddy programu.

O velké přestávce také občas zajdu za speciální pedagožkou a jen tak si s ní povídám a sděluji jí své novinky.

Language Acquisition for Learning

MODERATOR

Andrea Naletto, UNICEF

Halka Smolová Závorová

Main guarantor of support for teachers working with foreign children/pupils

National Pedagogical Institute

Czechia

Kamila Dembińska

Language Program Director

SOK Foundation

Poland

Judith Hollenweger Haskell

Professor for Diversity and Education, Zürich

University of Teacher Education

Switzerland

DISCUSSANT

Oksana Demchenko

Ukrainian Teacher, Teaching Assistant in Primary School Prague 9

Language Acquisition for Learning

«A language is not just words. It's a culture,
a tradition, a unification of a community,
a whole history that creates what a community is.
It's all embodied in a language»

Noam Chomsky

Wellbeing and Safe, Welcoming Schools

MODERATOR

Tanja Rankovic, UNICEF

Elżbieta Neroj,
Director
Inclusive Education
Department, Ministry of
Education
Poland

Matej Sapak
Project Manager
Ministry of Education,
Research, Development
and Youth
Slovakia

Petr Winkler
Director
National Institute for
Mental Health
Czechia

DISCUSSANT

Ábel Lukács Kiss
Managing Director
Dorkas Ministries
Hungary

Closing of Day 1

Martina Běťáková

Deputy State Secretary
Ministry of Education Youth and Sports
Czechia

THANK YOU!

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