



## REGIONAL CONFERENCE

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

*Inclusion of Ukrainian Refugee Children in Education in Europe*

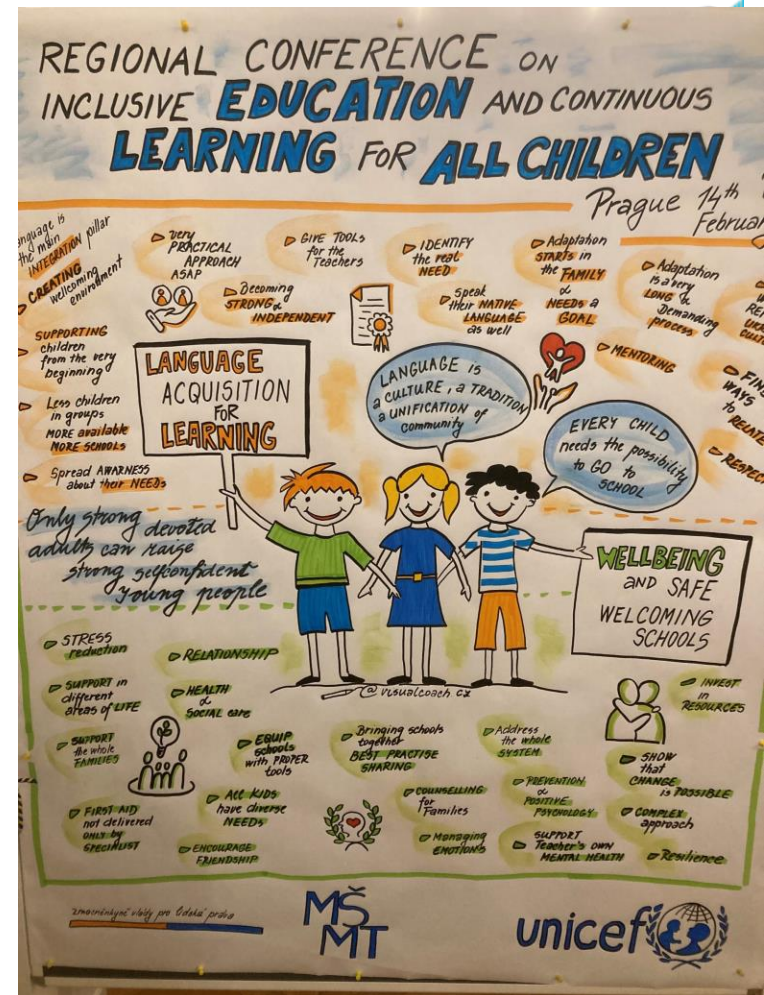
Prague

14-15 February 2024

DAY 2

# Recap of Day 1

- **Inclusive Education:** refugees/migrants/foreigners | most vulnerable | diverse groups → ALL children
- Critical importance of **language acquisition & MHPSS/wellbeing**
- **Whole school approach**, centrality of **teachers/TAs**, **schools and families** in the community contexts & **targeted support** measures (incl. peer-peer learning and exchanges)
- **Inter-sectoral** collaboration (e.g. mobile team, psychologists, social workers) (housing, employment, leisure activities etc.) + **Multi-level** synergy (national-municipality-community)
- **Evidence** generation and use (incl. research, documentation, feedback, capture 'voices' of children/youth/families)
- **Diversity as the norm** - multilingualism, interculturalism, heritage language/culture, MTB-MLE
- Need for **further sharing and exchange** across countries within Europe (EU, UNICEF etc.) (specific topics, online/F2F)





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## Theme 3:

# Continuous and Flexible Learning Pathways in Europe

# Continuous and Flexible Learning Pathways in Europe



Questions from the audience to presenters

**slido.com**  
**#4198410**



# Promoting inclusive education in the European Education Area (EEA)



**Ulrike Storost**

European Commission, Directorate-General for Education and Culture





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# Promoting inclusive education in the European Education Area (EEA)

Speaker

Ulrike Storost, European Commission



# Focus areas of collaboration



**Quality, equity, inclusion  
& gender equality**



**Higher education**



**Green and digital  
transitions**



**Lifelong learning &  
mobility**



**Teachers & trainers**



**Geopolitical dimension**

# How to measure progress?

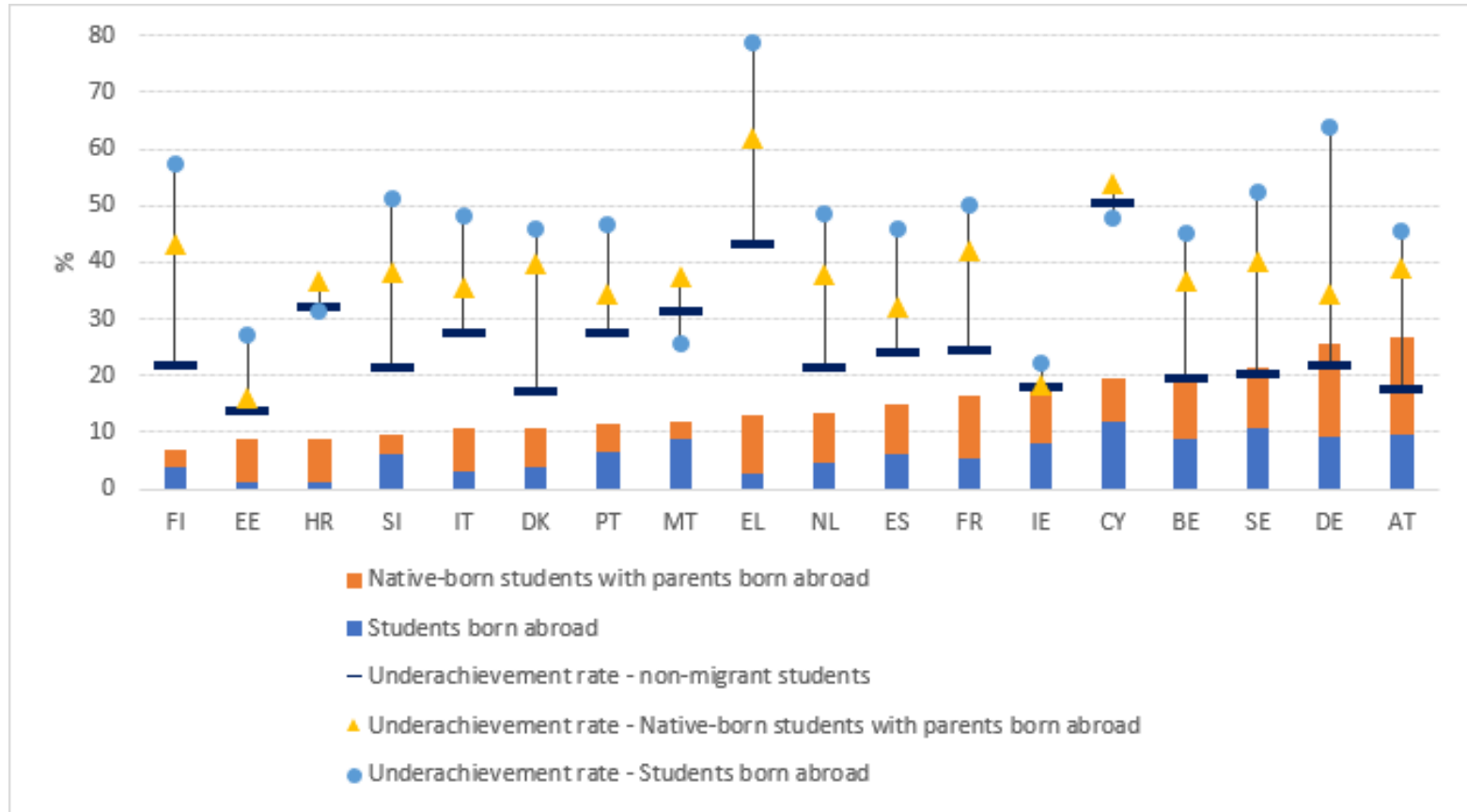


## 7 Strategic Framework EU-level targets, including:

- By 2030 at least 96% of children aged 3 and older in ECEC
- By 2030 less than 15% low-achieving 15-year-olds in reading, mathematics and science
- By 2030 less than 9% early leavers from education and training



# Share of students with a migrant background and underachievement in mathematics by migrant background (2022)



# EEA governance structure

- **Council**
  - Ministerial meetings
  - Education Committee
- **Open Method of Cooperation**
  - High Level Group on Education and Training
  - Directors-General formations,
  - Expert/Working groups



# The EEA strategic framework

## Working Groups 2021-2025

### Sector-focused Working Groups:

- Early childhood education and care
- Schools
- Higher education
- Vocational education and training and the green transition
- Adult learning: Opening up opportunities for all

### Issue-focused Working Groups:

- Digital education: Learning, teaching and assessment
- Equality and values in education and training



# Initiatives to achieve the EEA: Examples

Council Recommendation  
“Pathways to school success”



Expert Group on promoting  
supportive learning environments  
and well-being at school



# Factsheets available on EU Bookshop



## PATHWAYS TO SCHOOL SUCCESS



### WHAT IS PATHWAYS TO SCHOOL SUCCESS?

Pathways to School Success, a flagship initiative of the European Education Area, aims to boost the inclusive dimension of education by supporting EU Member States in reducing low achievement in basic skills and increasing secondary education attainment. It builds on the experience of the 2011 Council Recommendation on policies to reduce early school leaving. It also puts an emphasis on role of pupil's well-being for educational success. The Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) supports this action and sets EU-level targets for 2030: the share of low-achieving 15-year-olds in reading, mathematics and science should be less than 15% and the share of early leavers from education and training less than 9%. The proposal for a new Council Recommendation sets out a policy framework to work jointly towards these objectives.



**PATHWAYS TO SCHOOL SUCCESS: A NEW FRAMEWORK FOR ACTION**

**PATHWAYS TO SCHOOL SUCCESS**

**STAFF WORKING DOCUMENT ACCOMPANYING THE COMMISSION PROPOSAL FOR A COUNCIL RECOMMENDATION ON PATHWAYS TO SCHOOL SUCCESS**

## Social and emotional learning and academic achievement in Schools

The inclusion in 2018 of 'Personal, Social and Learning to Learn' as part of the eight key competences for lifelong learning has underlined social and emotional education as a key priority area in education. However, approaches across countries today are diverse and fragmented and one of the arguments against SEL is that it takes precious time away from academic learning in an already overcrowded curriculum. From this perspective, SEL may be seen as having little or no effect on the face of pressures to increase measurable educational outcomes and the demands of the labour market. It is not surprising that many teachers find it difficult to promote SEL and student wellbeing, either due to time constraints or the lack of support from both the school management and parents alike, who are often primarily focused on academic results.

Recent research, however, shows that this superficial dichotomy of mind vs heart, academic vs social and emotional learning, does not hold. It shows that academic learning and social and emotional learning are inextricably linked and that SEL supports academic learning and enhances academic achievement. This is also supported by research from neuroscience which shows that learning is a relational and emotional process and that classroom relationships and emotional processes impact on how children learn.

**Research evidence**

- Students exposed to SEL scored 11 points higher in academic achievement than did children who did not receive SEL. (Durlak et al. (2012))
- SEL has a positive effect on reading, mathematics and science. (Cohen et al. (2016))
- SEL is a strong predictor of school grades across student background, race and class, and is a strong predictor of college readiness. (Cohen et al. (2016))

## What can schools do about bullying?

It happens when a student hurts another on purpose. This can be physical or verbal and one student has more power than the other (1).

**Types of bullying**

- Physical**: hitting, kicking, pushing, shoving, pinching, scratching, pulling hair, etc.
- Verbal**: name-calling, teasing, insulting, threatening, etc.
- Indirect**: spreading rumors, excluding someone, etc.
- Psychological**: making someone feel bad, embarrassing, etc.

## Resilience in Schools

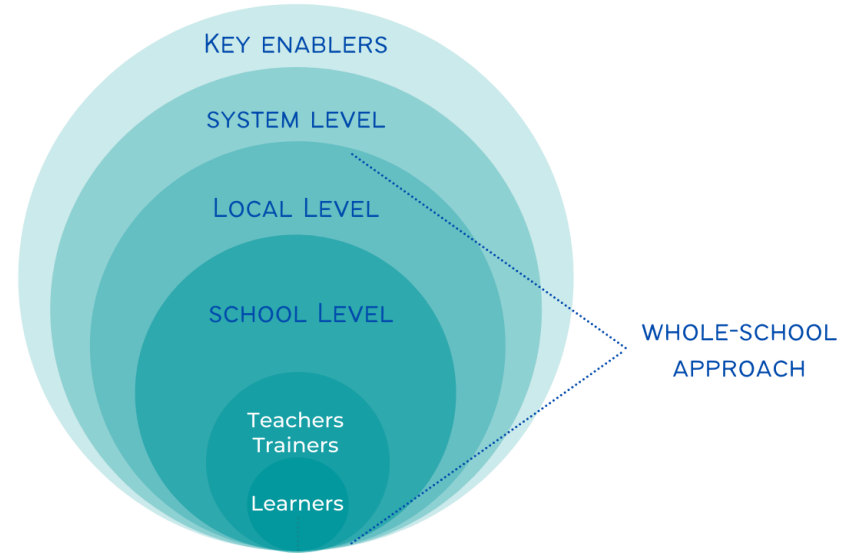
Resilience may be defined as a state of positive mental health. Resilience is "personal, cultural, and environmental resources, processes and practices that are used to cope with or successfully navigate through various forms of adversity that are within the range of the normal human experience. The word 'resilience' is derived from the Latin word 'resilire', which means 'to bounce back'.

**Protective Factors**

- Individual Factors**: positive self-concept, self-efficacy, optimism, problem-solving skills, etc.
- Family Factors**: family support, family cohesion, etc.
- School Factors**: teacher support, school climate, etc.
- Community Factors**: community support, etc.

# Pathways to school success

## Key principle: a systemic approach



- Benefiting from measures of different type and reach:
- Prevention, intervention, compensation
  - Universal, targeted, individualised

# European Toolkit for Schools

On the **European School Education Platform**

**Repository, webinars** and **videos** of good practices



**Promoting school success, inclusion and well-being at school**

The screenshot shows the top navigation bar of the European School Education Platform. It includes the European Commission logo and a language selector set to English. The main navigation menu contains links for Home, About, Insights, Professional Development, Recognition, Networking, and eTwinning. Below the navigation, the page title is "European School Education Platform" and the breadcrumb trail is "Home > About > European Toolkit for Schools". The main heading is "European Toolkit for Schools" with the subtitle "Promoting school success, inclusive education, and well-being at school". A large banner at the bottom features the "European Toolkit for Schools" logo, which consists of a blue cube with various educational icons (gears, lightbulb, speech bubble, graduation cap) on top, and the text "European Toolkit for Schools" in blue and orange.



Examples:

## EU-funded psycho-social support projects





## Thematic Fiche: Inclusion of young refugees and migrants through education

*ET 2020 Working Group on  
Promoting Common Values  
and Inclusive Education*

Education and  
training

[Inclusion of young refugees and migrants through education -  
Publications Office of the EU \(europa.eu\)](http://europa.eu)



## Compendium of Inspiring Practices

on Inclusive and Citizenship Education



Education  
and training

[Compendium of inspiring practices on inclusive and citizenship education -  
Publications Office of the EU \(europa.eu\)](http://europa.eu)



# Supporting the inclusion of displaced children from Ukraine in education

# Displaced children from Ukraine in the EU

- High diversity of situations across the EU
- The **Temporary Protection Directive** gives displaced children access to education in the EU under the same condition as nationals.
- The EU quickly mobilised all its tools in support of Member State education systems



# EU support to Member States in the European Education Area framework, for the education of displaced children



PEER  
LEARNING



POLICY  
GUIDANCE



ONLINE  
PLATFORMS



FUNDING  
TOOLS



DATA  
COLLECTION

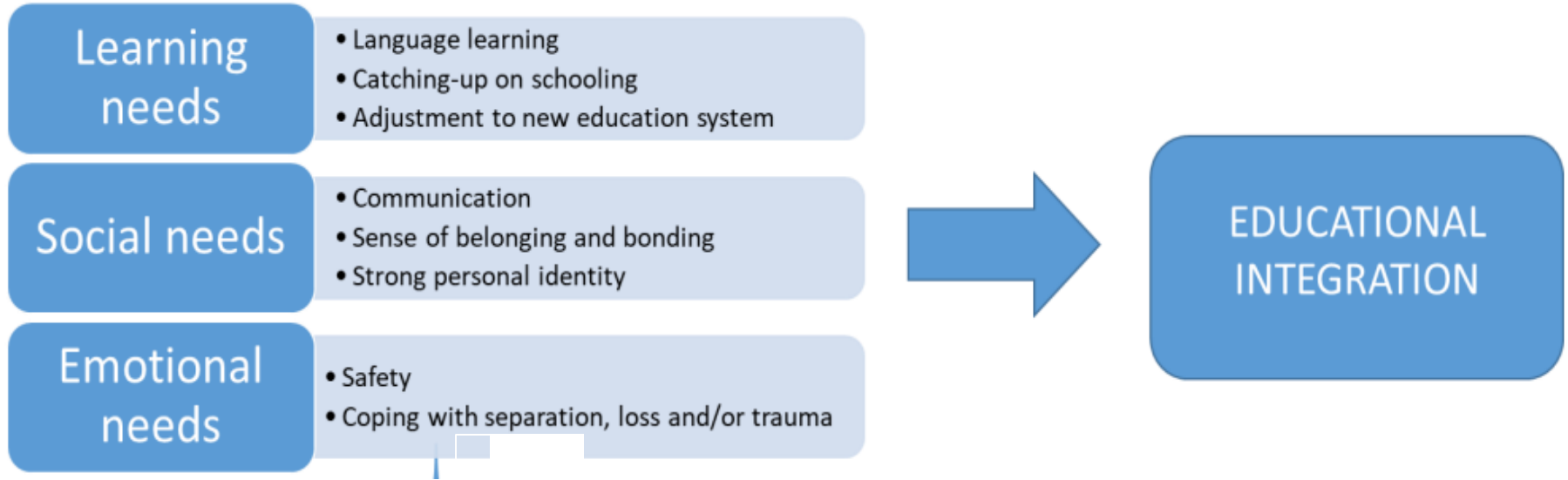




# Supporting the inclusion of displaced children from Ukraine in education

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

# Educational integration of refugee children





# The inclusion of displaced children from Ukraine in education entails...



1 - making sure all children have a place in host-country schools



2- preparing schools and teachers with additional staff, guidance and training



3- providing targeted activities for children: psycho-social and language support, non-formal learning activities

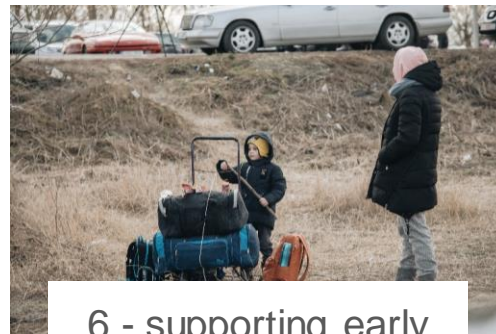
# The inclusion of displaced children from Ukraine in education entails...



4 - engaging with displaced families and helping children maintain the link with Ukraine



5 - taking long-term measures to promote inclusive education for all learners



6 - supporting early childhood education and care to support children's well-being

# Resources on EU (supported) online platforms



European School Education Platform



[school-education.ec.europa.eu/](https://school-education.ec.europa.eu/)



EPALE

[epale.ec.europa.eu](https://epale.ec.europa.eu)



[nushub.org](https://nushub.org)

# EU funding opportunities

## Erasmus+ examples:

- Flexible use of project funding for Ukrainian pupils, teachers and trainers
- Qualified staff may be sent temporarily to regions where refugees are accommodated
- Open [Call for Proposals on Teacher Academies](#) (one strand: inclusion and diversity) – 6 June

## Cohesion policy funding

- European Regional Development Fund (ERDF) and the European Social Fund (ESF+).
- Cohesion's Action for Refugees in Europe (CARE) initiative
- Recovery assistance for cohesion and the territories of Europe (REACT-EU)

## Asylum, Migration and Integration Fund (AMIF)

## Technical support instrument (TSI)

# Ongoing work

- **Arrangement of cooperation** between the European Commission and the Ministry of Education of Ukraine (June 2023)
- **Ukraine's integration** into the EEA strategic framework (EEA working groups, Eurydice, eTwinning,...)
- Assessment of **learning outcomes** (May 2023 - Ukraine Ministerial Order) upon return to Ukraine
- **Data collection** regarding school enrolment and support measures
- **Support of Ukraine's education system**

# The EU action plan on integration and inclusion (2021-2027)

## Sectoral priorities

- 1) Education
- 2) Employment
- 3) Health
- 4) Housing



## Horizontal priorities

- 1) Strong partnerships
- 2) Increased EU funding
- 3) Fostering participation
- 4) Digital tools
- 5) Monitoring progress

# THANK YOU!

Ulrike STOROST  
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# Preparatory courses and programmes to facilitate entry to national education systems

## Markus Benesch

Head of the Group for General Education,  
Ministry of Education, Science and Research  
Austria





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# “Crisis Mode” - Austrian efforts in integrating pupils from Ukraine

Markus Benesch  
Head of Group for  
General Education

Austrian Federal Ministry  
for Education, Science  
and Research

# Austrian population – quite diverse



	Population	Migrational Background				%
		Combined	First Generation	Second Generation		
		in 1 000				
<b>Austria</b>	<b>8 807,3</b>	<b>2 240,3</b>	<b>1 635,0</b>	<b>605,3</b>	<b>25,4</b>	
Burgenland	292,7	41,9	32,6	9,4	14,3	
Carinthia	554,3	89,8	67,8	22,0	16,2	
Lower Austria	1 674,8	283,2	201,1	82,0	16,9	
Upper Austria	1 476,1	310,0	219,8	90,2	21,0	
Salzburg	551,7	131,7	98,4	33,3	23,9	
Styria	1 228,8	191,5	144,0	47,5	15,6	
Tyrol	748,3	164,6	127,6	37,1	22,0	
Vorarlberg	395,1	108,6	79,9	28,8	27,5	
Vienna	1 885,4	918,9	663,8	255,1	48,7	

# “Getting used to crisis along our borders ”



**Balkan Wars 1991 - 1999**

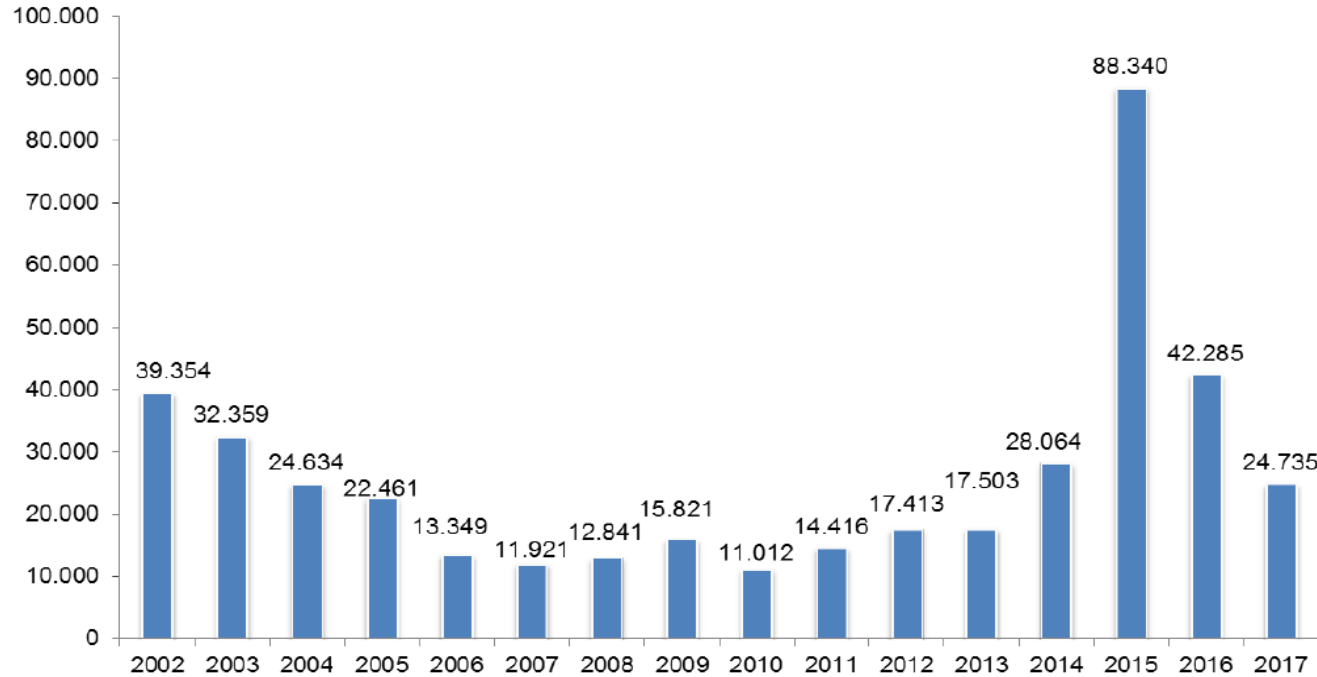


**Summer/Autumn 2015**



**February/March 2022**

# 2015 – 2017 Population of refugees coming to Austria

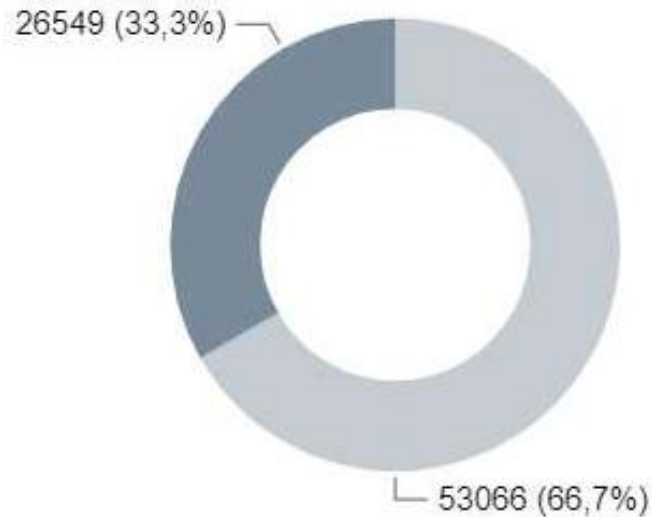


**More than  
155.000  
people  
coming to  
Austria**



→ More than **83.000 people** from Ukraine

(Belgium 75.000; Netherlands 146.000; Italy 169.000)



2/3 female migrants

# Differences Crisis of 2015/16 & Ukraine



2015/16	Ukraine
Mainly young male refugees	Majority of female migrants with children
War started in 2011; impact on Austria started by 2014	War started in 2022. Immediate impact on the whole of Europe
State structures (education, labour market) had eroded before	Functioning state structures (schools, labour market, economy)
Majority of refugees not required to go to schools	Many pupils required by Austrian law to go to Austrian schools
Just rudimentary networks of Syrians and Afghans in Austria	Existing networks of Ukrainians living in Austria before

# What helped us in dealing with the Ukraine war crisis?



**EXPERIENCE** in handling migration

VARIOUS PROGRAMS FOR LABOUR  
AND EDUCATIONAL TRAINING

INTEGRATION LAW

EXISTING STRUCTURES FOR INTEGRATION WITHIN THE  
EDUCATIONAL SYSTEM

UKRAINIAN NETWORKS IN AUSTRIA AND A FUNCTIONING  
STATE WHICH IS UNDER ATTACK

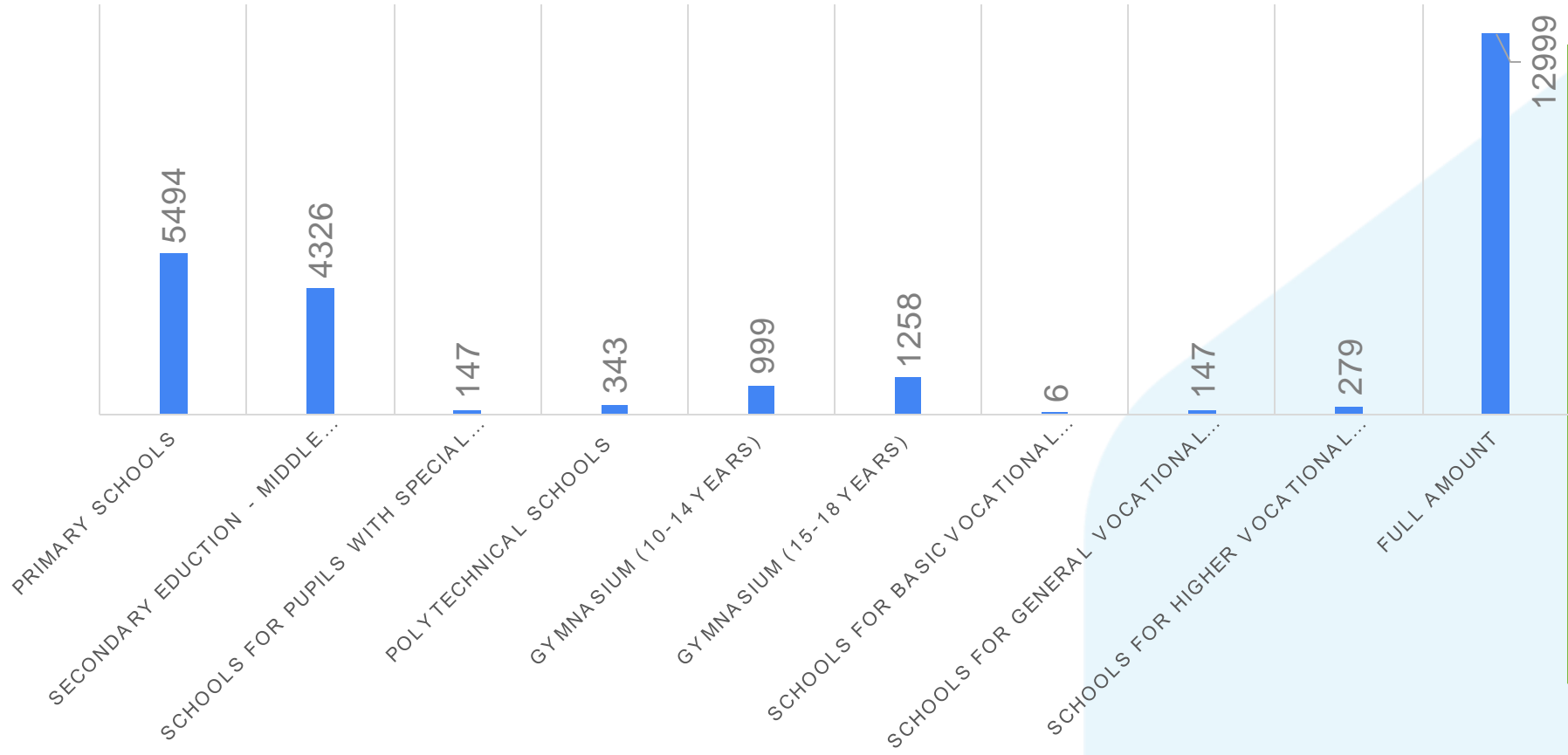


# Facts and Figures - pupils by school types & region



	Primary Schools (6-10 years)	Secondary Education - Middle Schools (10-14 years)	Schools for pupils with special needs	Polytechnical Schools (15-17 years)	Gymnasium (10-14 years)	Gymnasium (15-18 years)	Schools for basic vocational training (15-18 years)	Schools for general vocational training (15-18 years)	Schools for higher vocational training (14-18 years)	Full amount
<b>Burgenland</b>	209	143	5	16	32	56	0	5	23	489
<b>Carinthia</b>	199	174	0	16	32	18	1	0	21	461
<b>Lower Austria</b>	1282	1159	17	93	159	218	0	16	89	3033
<b>Upper Austria</b>	648	555	20	38	71	99	0	18	36	1485
<b>Salzburg</b>	241	180	9	11	41	69	0	15	39	605
<b>Styria</b>	594	405	2	31	132	149	0	17	57	1387
<b>Tyrol</b>	347	356	17	12	24	25	0	4	12	797
<b>Vorarlberg</b>	160	141	5	10	3	23	5	2	2	351
<b>Vienna</b>	1814	1213	72	116	505	601	0	70	0	4391
<b>Austria</b>	<b>5494</b>	<b>4326</b>	<b>147</b>	<b>343</b>	<b>999</b>	<b>1258</b>	<b>6</b>	<b>147</b>	<b>279</b>	<b>12999</b>

# Facts and Figures – pupils by school types



# Facts and Figures – School attendance



Pupils from Ukraine in Austrian schools	Children and pupils from Ukraine registered in Austria
12.999	16.321

→ Overall attendance 79,64 %

→ Pupils required to go to schools – 96 %

# Main objectives in the first 6 – 8 months



- **Compulsory school attendance** for children and young people registered for temporary protection
- Efforts to provide a **place in local schools** and support measures
- May 2022: **63%** of children and young people **enrolled** in Austrian schools; as of Sept. 2022: **all** UA pupils enrolled in Austrian schools
- Austrian authorities support **distance learning** for refugee pupils if it can be combined with our curricula
- Successful graduation in Austrian schools



# It's about the language

## → German support class

- none or little knowledge of German
- min. 8 pupils per school, 15/20 hours per week
- additionally attending some subjects in regular classes; being part of regular classes

## → German support course

- Basic or intermediate knowledge of German
- min. 8 pupils per school, 6 hours per week

## → Integrated language support

- Less than 8 pupils on the basis of specific curricula
- Measures in place **before** war started, just needed to be adapted



# Hiring Ukrainian teachers



- Making use of **experience & language skills** of Ukrainian teachers and educational staff
- **(Very) special contracts** with Ukrainian teachers (facilitation regarding language competences in German)
- Employment in **German support classes**
- Assistance in **regular classes**
- Cooperation with **first language** teachers



# Support for pupils not of compulsory school age



## Transition course

- Concept created during the migration crisis of 2015/16
- Completion of compulsory school in country of origin
- Preparation for attendance of secondary education
- 27 hours per week, focus on German (15h/w), English (3h/w), Mathematics (3h/w), Educational & Career Orientation (2h/w), Sport (2h/w), School autonomous content (2h/w)
- Starting in an educational/vocational training (a specific school type) after completion of the transition courses



# Information & Data & Services

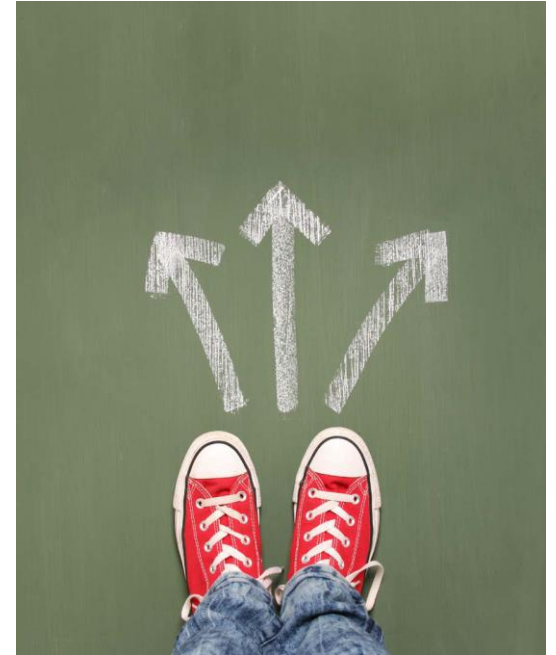
- **Biligual information material** on the Austrian school systems and related information
- „**Video interpretation**“ (funded by ESF and Austrian Ministry of Education (currently only national funding))
- Cooperation with **Ukrainian Saturday School** in Vienna
- **External services** providing consultancy





# Support & content

- **Providing and equipping** Ukranian pupils with devices if necessary
- Additional educational materials for adressing the war during classes and courses
- **Psychocological support** – general enlargement of trained personell in the educational system before the start of the war



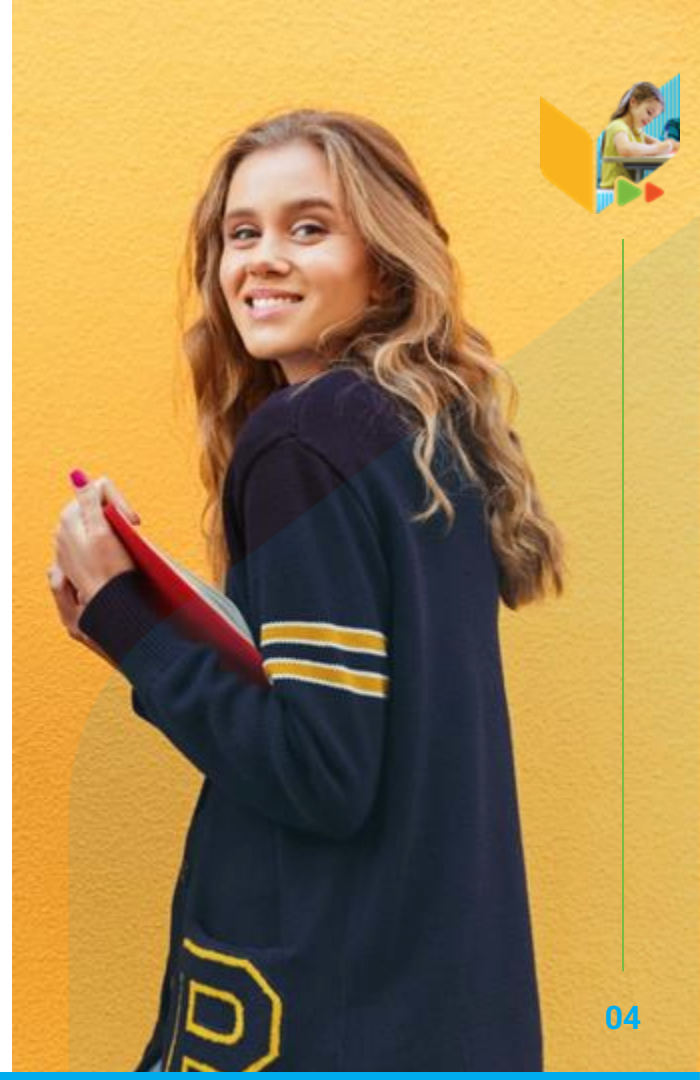
# Challenges ahead

**DURATION OF THE WAR – UKRAINIANS  
ARE SETTLING**

**RELATIONS BETWEEN DIFFERENT GROUPS  
OF MIGRANTS**

**OPINION ABOUT THE WAR IN UKRAINE  
IN AUSTRIA**

**INTEGRATION INTO THE LABOUR MARKET  
AND THE EDUCATIONAL SYSTEM**





**We have to make it.**  
**We have no other choice.**

# THANK YOU!

Markus Benesch

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Federal Ministry of Education, Science and Research  
Vienna, Austria



zmocněnkyně vlády pro lidská práva



MINISTRY OF EDUCATION,  
YOUTH AND SPORTS



for every child

# Supporting educational biographies of migrant and refugee pupils in the German school system

## Mostapha Bouklouâ

Head of the Department for Integration through Education, Municipal Integration Centers  
North Rhine-Westphalia Ministry of Schools and Education  
Germany



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# Supporting educational biographies of migrant and refugee pupils in the German school system

Speaker

Mostapha Boukllouâ



# Outline



- Objectives
- Legal aspects
- Facts and figures
- A perspective from North Rhine-Westphalia:  
heritage language classes

# Objective(s)



**Language proficiency** as well as **school education** are key for a **successful integration** of migrant pupils into our society.

(**Declaration** of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) on the integration of young migrants and refugees, October 2016)



# Legal aspects



The **Convention on the Rights of the Child**:

Everyone has the **right to education** and to have access to vocational and continuing training. This right includes the possibility to receive free compulsory education.

→ **Compulsory school education applies to all children** living in Germany, irrespective of their citizenship or legal status.

# Quick facts



- In the school year 2022/2023, 1.6 million / 11.1 million pupils had a foreign citizenship (= 14 percent of the pupils).
- In North Rhine-Westphalia, in the school year 2021/2022, 40 percent of the student population had a migrant background (1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> etc. generations).
- 60 percent of the migrant student population comes from other European countries.

# Past and current figures (a)



- In October **2015**, the KMK estimated an additional **325.000 pupils** visiting school who had only recently entered the country and who were granted or seeking asylum.
- Since the Russian invasion of Ukraine in February **2022**, almost another **quarter of a million pupils** from **Ukraine** have entered the German school system (222.660 in Dec. 2023).
- Yet, pupils from Ukraine only comprise about  $\frac{1}{4}$  of the newly migrated student population.

# Past and current figures (b)



Number of newly migrated pupils in North Rhine-Westphalia	Number of newly migrated pupils from Ukraine in North Rhine-Westphalia	Share of pupils from Ukraine amongst the newly migrated pupils
94.808	38.625	40,7 %

(Survey of the Ministry of Education of the state of North Rhine-Westphalia, January, 31, 2024)

# Integrating newly migrated pupils in the school system (a)



## Step 1: Language acquisition

In most cases, newly migrated pupils visit so-called “welcoming / international classes”, in order to acquire essential language skills (→ **differentiated model**) first. Depending on the school’s profile as well as the previous learning experiences, pupils might also visit classes together with their peers and receive additional/parallel language courses while not attending all classes (**semi-integrated model**). Likewise, pupils can be fully integrated into the school from the very beginning (**integrated model**) (most often the case in primary schools).

(organisational form as followed in North Rhine-Westphalia)

→ “newly migrated” as defined by the level of German language proficiency

# Integrating newly migrated pupils in the school system (b)



Step 2: **Integrating pupils in the “regular” school system**, i.e. providing pupils with a school degree

- Accompanying **support measures** needed: to improve language skills and other competencies.
  - Potentially **additional assistance** needed: school social work, (school) psychology, cooperation between school and home etc.
- Recognizing and fostering pupils’ **biographies, identities and natural language skills**, e.g. by **heritage language classes**.

# Heritage language classes in North Rhine-Westphalia



Heritage language classes are an element of the North Rhine-Westphalian **integration policy**:

- **30 different languages** are currently offered (e.g. Polish, Italian, Turkish, Croatian, Greek, Ukrainian or Chinese)
- **1.006 teaching** positions
- > 104.000 pupils in ~ 8.000 groups

→ **Multilingualism** as a vehicle to learn German as well as any other new / foreign language.

# THANK YOU!

Mostapha Bouklouâ  
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KMK Rapporteur for Migration and Integration



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MINISTRY OF EDUCATION,  
YOUTH AND SPORTS



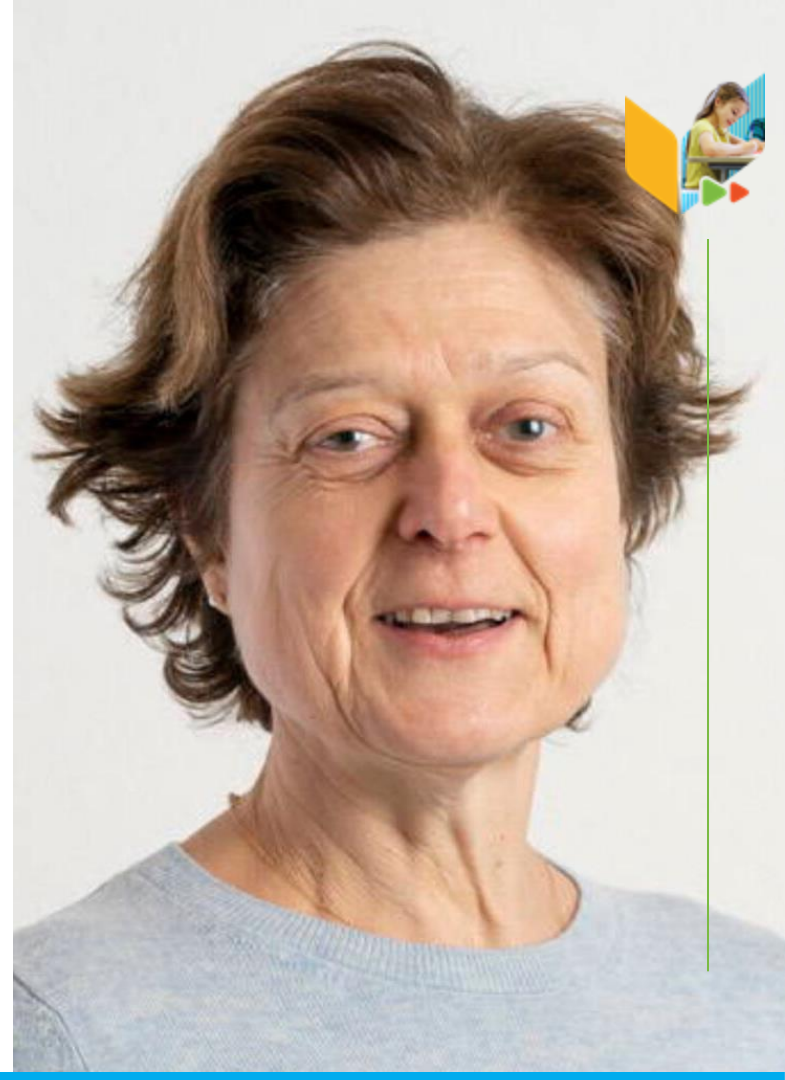
for every child



# Building learning ecosystems: Thinking across physical, digital and social learning spaces

**Judith Hollenweger Haskell**

Professor for Diversity and Education  
Zürich University of Teacher Education  
Switzerland





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# Building learning ecosystems: Thinking across physical, digital and social learning spaces

Speaker

Judith Hollenweger Haskell

# Counteract the Fragmentation of Learning

Inclusive Education to ensure available, accessible, adaptable, and acceptable opportunities to learn for all children and youth

**Access** to learning spaces, to infrastructure and equipment, to the curriculum, to materials and tools

**Participation** in learning, relationships, communication, leisure activities and social life

**Achievement** of meaningful learning outcomes, products, development of identity and personal talents





# Landscape Model of Learning

The Landscape Model is a vision of how schools and districts might shift their thinking towards a student-centred approach.

**Ecosystem:** Students' identity and broader context and what they bring to the learning landscape

**Horizon:** Students' goals, interests and strengths, and aspirations of their families

**Pathway:** The way students have chosen to head towards the horizon

Source: Klein & Ciotti 2022



Generated by ChatGPT

# Coaching for Learning

## Feedback – Feedup – Feedforward



### Feedback

Co-create knowledge about current situation, performance, behaviour to encourage and motivate

### Feedup

Co-create meaningful knowledge about learning targets, hopes, expectations, and even dreams

### Feedforward

Co-create meaningful knowledge about next steps, strategies to achieve goals or address weaknesses



# Continuity of Learning



## Open and Distributed Learning to expand how and where learning occurs, breaking away from traditional classroom-based instruction

- Physical Spaces – classrooms, museums, libraries, nature, workplace
- Digital Spaces – LMS, ChatGPT, Virtual Reality Environments, Translation Tools, Online Learning
- Social Learning Spaces – Study Lounges, Common Rooms, Community Centres

### Support to navigate multiple learning spaces

- Moderators to ensure access and use of full potential
- Learning Coaches to guide through the spaces
- Peer Counselling & Psychosocial Support

### Examples

- Mentorship programmes in the Canton of Zurich: «Future Kids» and «ChagAll»
- CORE «[Strengthen your Life Skills](#)» for displaced young people - [Introductory Video](#) (Programme available in several languages, but currently not in Ukrainian, Czech or Russian).
- NADIYA (Ukrainian for Hope) APP to help families address experienced trauma



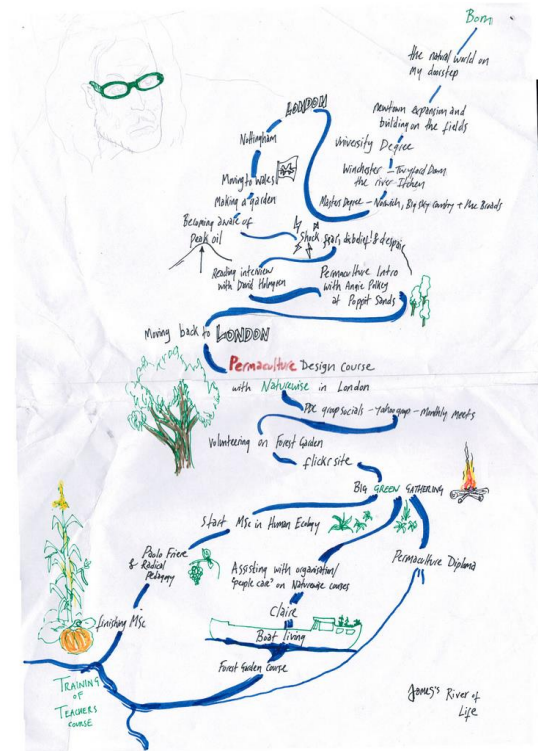
# River of Life – Narration and Visualisation



The “River of Life” is a method to explore “Ecosystem”, “Horizon” and “Pathways”

- Visualisation helps to overcome language barriers
- A method to bring together to better understand the Learning Landscape from the young person’s perspective
- A way to explore the expectations, fears and hopes about the future without direct confrontation
- Identify or anticipate opportunities and challenges
- For Individual students or groups

Basis for developing long-term, mid-term and short-term goals and personalised learning plans



# THANK YOU!

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for every child



# Continuous and Flexible Learning Pathways in Europe



Questions from the audience to presenters

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

*Inclusion of Ukrainian Refugee Children in Education in Europe*

### Theme 4:

## The Road to Inclusion – Next Steps

# Cooperation between the European Countries and Ukraine



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# Cooperation between the European Countries and Ukraine



Questions from the audience to presenters

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# Key insights

## Regina De Dominicis

Director

UNICEF Europe and Central Asia Regional Office



# Closing remarks

## Mikuláš Bek

Minister of Education, Youth and Sports  
Czechia



# THANK YOU!



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