



## 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





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**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





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

Adrienn  
Nyircsak

European Commission  
Directorate-General for Education,  
Youth, Sport and Culture  
Unit A2. Country analysis

# EU support to Member States in the European Education Area framework



Peer learning



Policy guidance



Online platforms



Funding tools



Data analysis



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 activities?

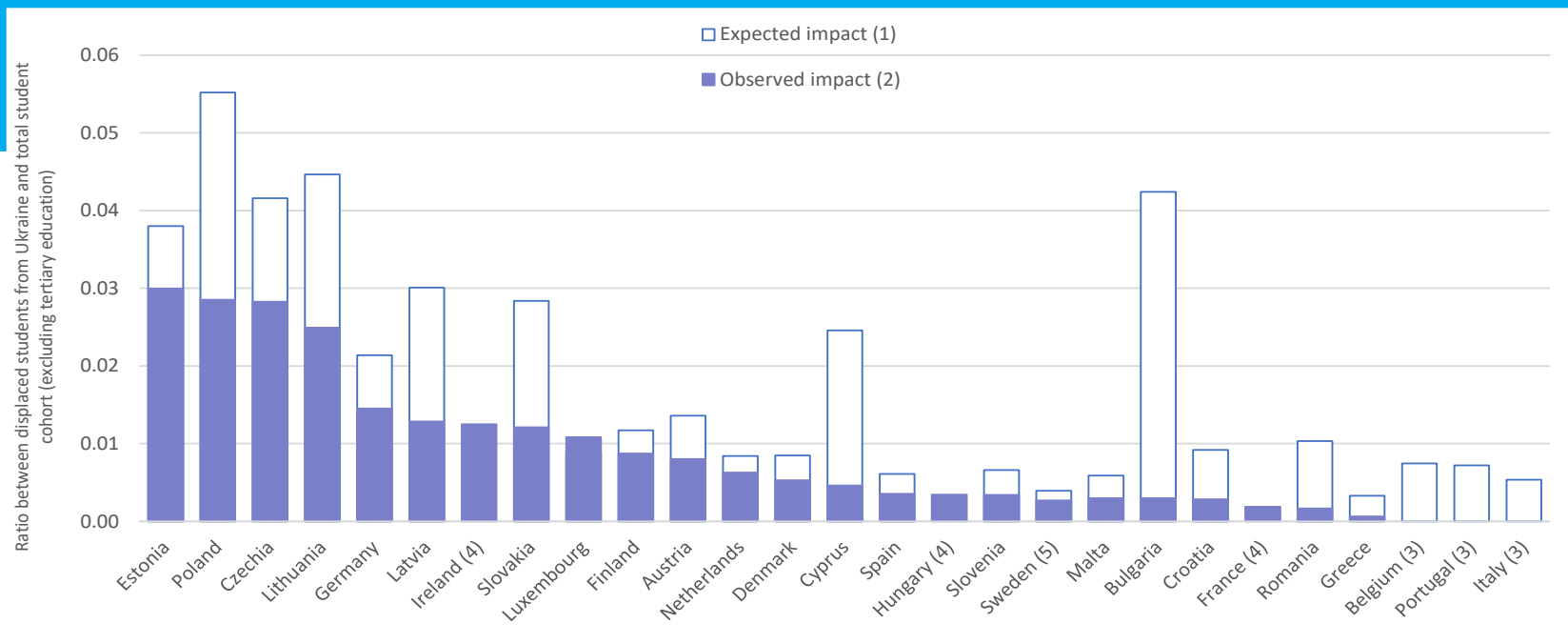


# EU Data-related activities in 2022-24



- 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 measures 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



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.

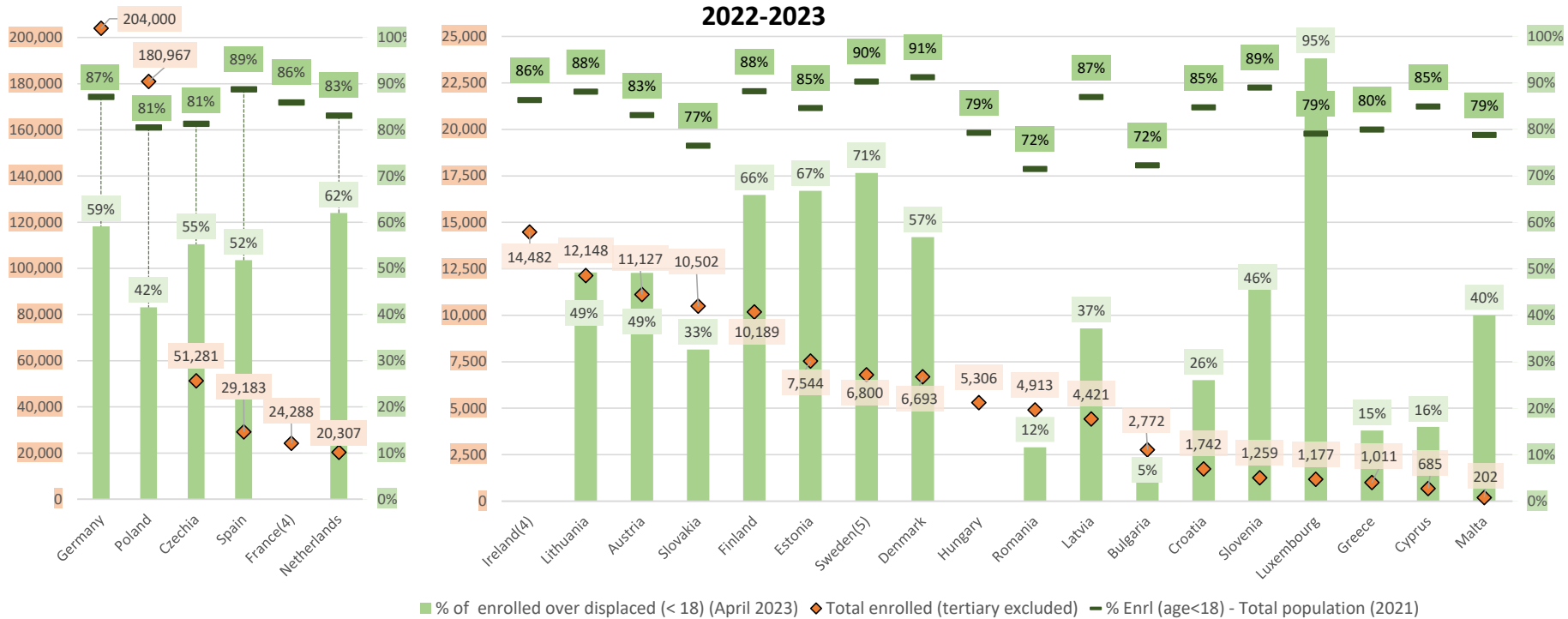
(2) ratio between the volume of displaced children from Ukraine actually enrolled in the education system of the host country and the total cohort of students in the host country (tertiary education excluded).

(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 – February 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<sup>1</sup> 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.

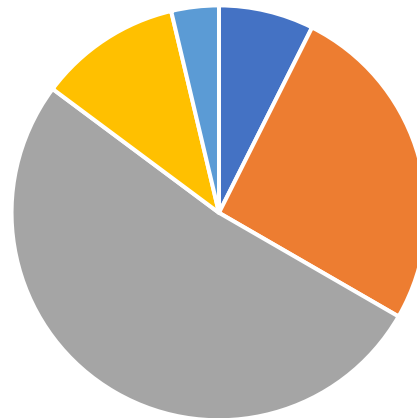
(1) Displaced population from Ukraine: Those who have been forced or obliged to flee or to leave their homes or places of habitual residence as a result of or in order to avoid the effects of the Russia's military aggression against Ukraine (Russia's war on Ukraine) since February 2022, and are actually 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



# 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

[Adrienn.Nyircsak@ec.europa.eu](mailto:Adrienn.Nyircsak@ec.europa.eu)



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# Inclusive Education and Learning – UNICEF perspective

**Maida Pasic**

Regional Education Advisor  
UNICEF Europe and Central Asia Regional  
Office





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# Inclusive Education and Learning UNICEF perspective

Speaker

Maida Pasic

# 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

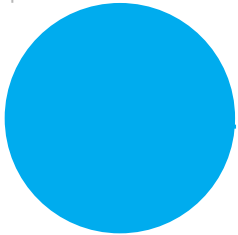
social and behavioural change



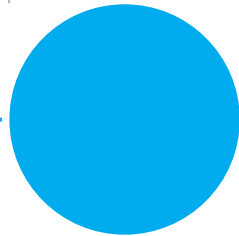
# Principles of the approach



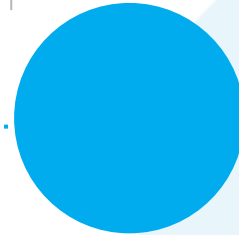
**Consideration of  
developmental  
stages**



**Including children  
early**



**Attention to  
transitions**



# Inclusive education: way forward



Policy and legislation



Transformation of  
specialist schools



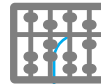
Teacher Education



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](mailto:mpasic@unicef.org)



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Video message  
**Situations and Prospects  
of Education and Learning  
of the Ukrainian Children**

**Ihor Khvorostianyi**

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





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# Challenges and Opportunities in Inclusion of Ukrainian Children in Education

Speaker

**Klára Šimáčková Laurenčíková**

# 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 optimization 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**  
[laurencikova.klara@vlada.cz](mailto:laurencikova.klara@vlada.cz)  
Human Rights Commissioner  
Government Office, Czech Republic



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# Youth Voices – Hlasy mladých



MODERATOR

**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



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



# Youth Voices – Hlasy mladých



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**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.



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

*Inclusion of Ukrainian Refugee Children in Education in Europe*

### Theme 2:

## Inclusion of Ukrainian Refugee Children in Host Countries

# 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



**Ábel Lukács Kiss**  
Managing Director  
Dorkas Ministries  
Hungary

DISCUSSANT

# Closing of Day 1

## Martina Běťáková

Deputy State Secretary  
Ministry of Education Youth and Sports  
Czechia





# THANK YOU!



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