UKRAINIAN CHILDREN'S ACCESS TO EDUCATION

in Council of Europe member States

Mapping Study

The state parties of the Convention on the Rights of the Child have agreed as follows:

Article 28 – right to education

Article 30 – right to enjoy their own culture and language

Article 31 – right to rest and leisure

Article 32 – protection from economic exploitation

Article 33 – protection from drugs

Article 34 – protection from sexual exploitation

Article 19 – protection from all forms of physical or mental violence, injury, neglect, maltreatment or exploitation

Article 38 – care for children affected by armed conflict

Article 2 – rights should be ensured without discrimination

Timeline: May – June 2024

Methodology: Pragmatic approach

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Knowledge that is directly useful for understanding and improving the situation

Research questions address education policy and practice

Mixed methodology:

data collection

data analysis

case studies

interpretation

triangulation
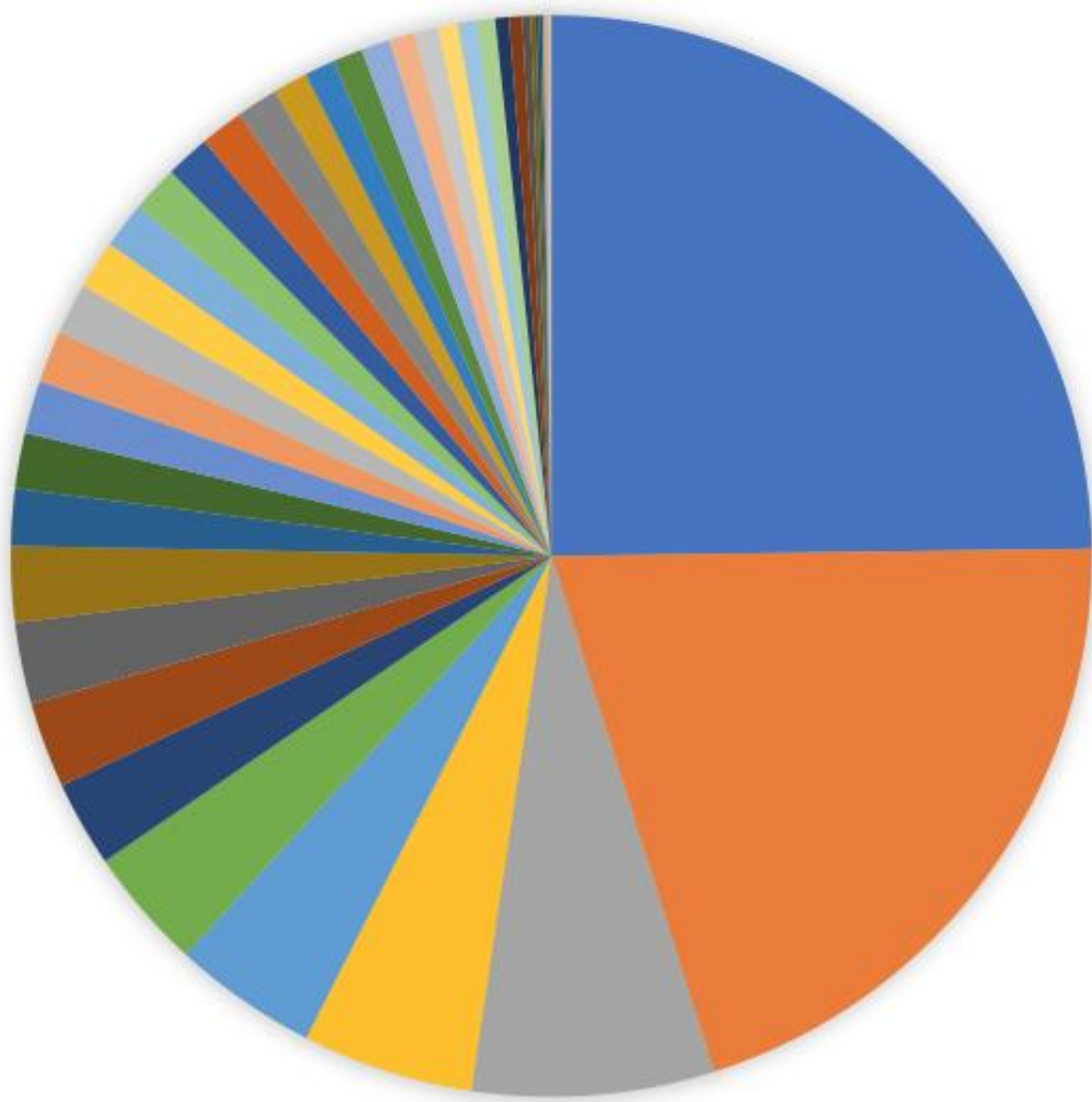
General context

6 500 000 Ukrainians fleeted their country[1]

40% of refugees are children and young people[2]

50% of them are out of education (more than 1 million)[3]

[1] UNHCR, 13 June 2024, https://data.unhcr.org/en/situations/ukraine
[2] OECD, 6 October 2023, https://www.oecd.org/ukraine-hub/policy-responses/teaching-opportunities-and-support-for-ukrainian-educators-815affa3?fbclid=IwAR3oDEcDwb8y--bIF9WXskT33QfLWvNJ-wV_VSyPlme7x2Xb96we5c9Ajq8
[3] UNHCR, 8 September 2023, https://www.unhcr.org/neu/112763-education-on-hold-almost-half-of-school-aged-refugee-children-from-ukraine-missing-out-on-formal-education.html

**Refugees from Ukraine recorded in the country
as of May 2024**

- Germany (25%)
- Poland (20%)
- Czechia (7%)
- UK (5%)
- Italy (4%)
- Spain (4%)
- Moldova (3%)
- Slovakia (3%)

Czechia (32,9), Lithuania (27,7) and Poland (25,9)
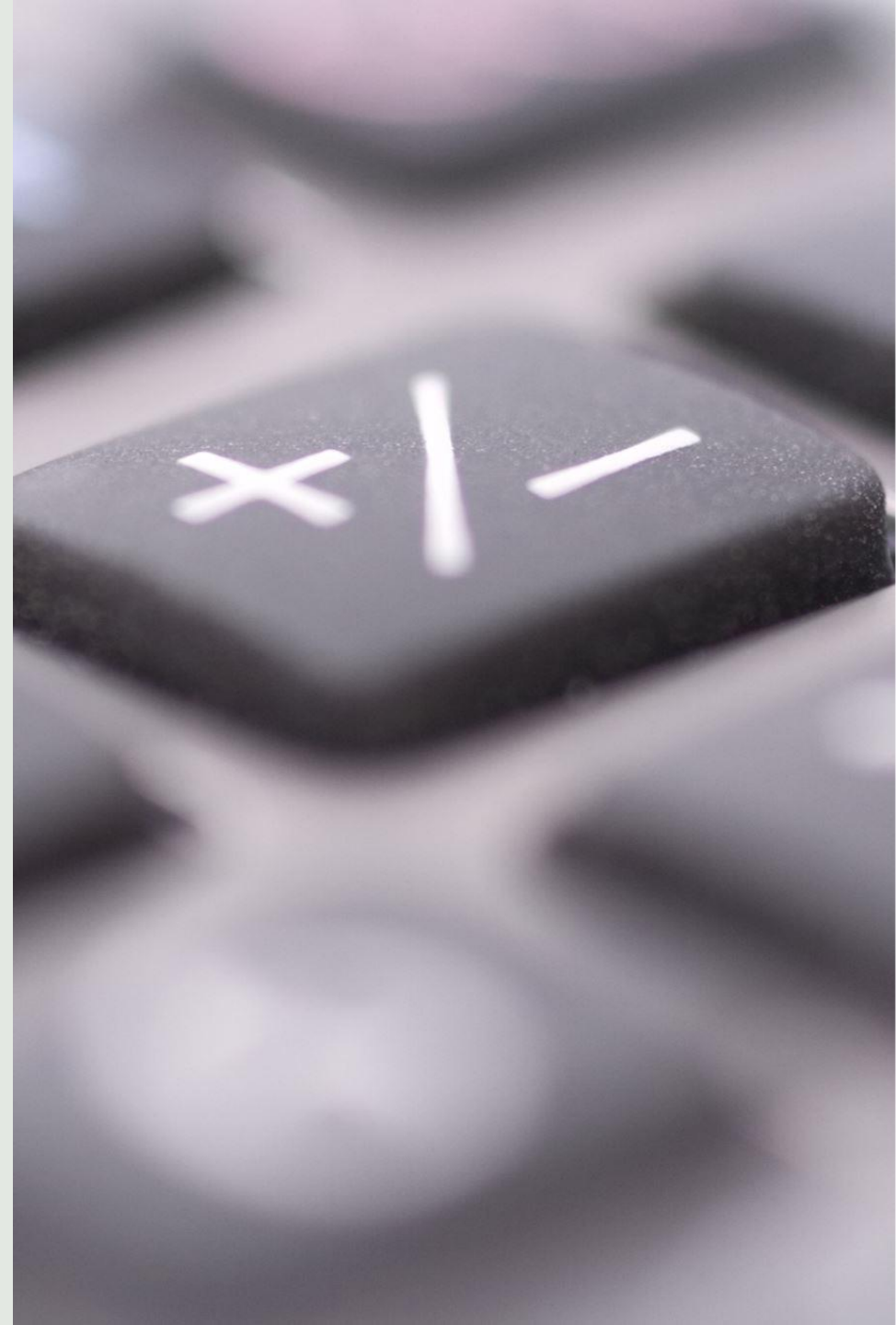
– highest ratio

Approach to schooling

- Compulsory

- National curriculum only

- National curriculum or Ukrainian curriculum
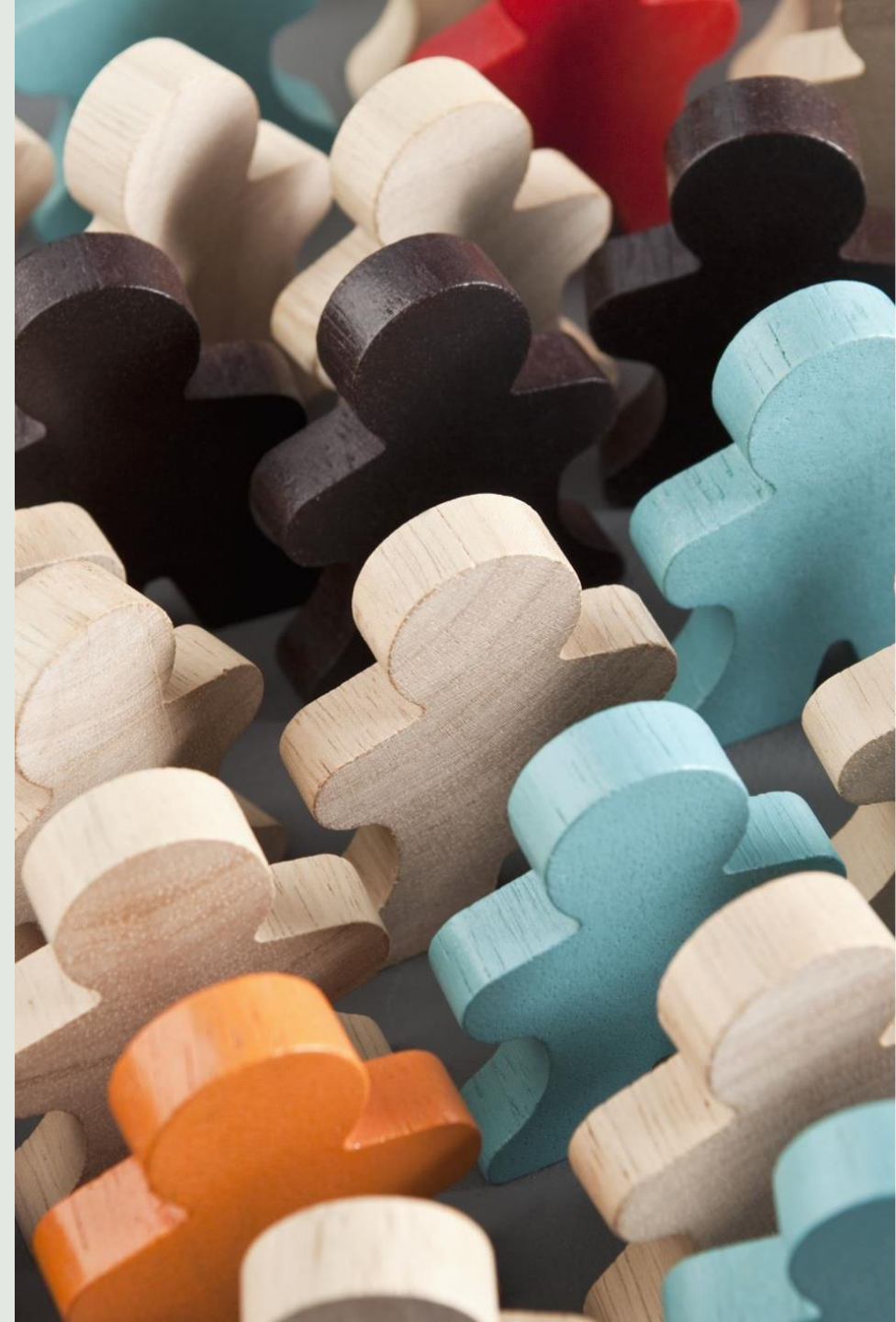

- **Double schooling**

Enrolment to schools

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- Simplified enrolment

- Enrolment regardless the status

- Coordinated enrolment
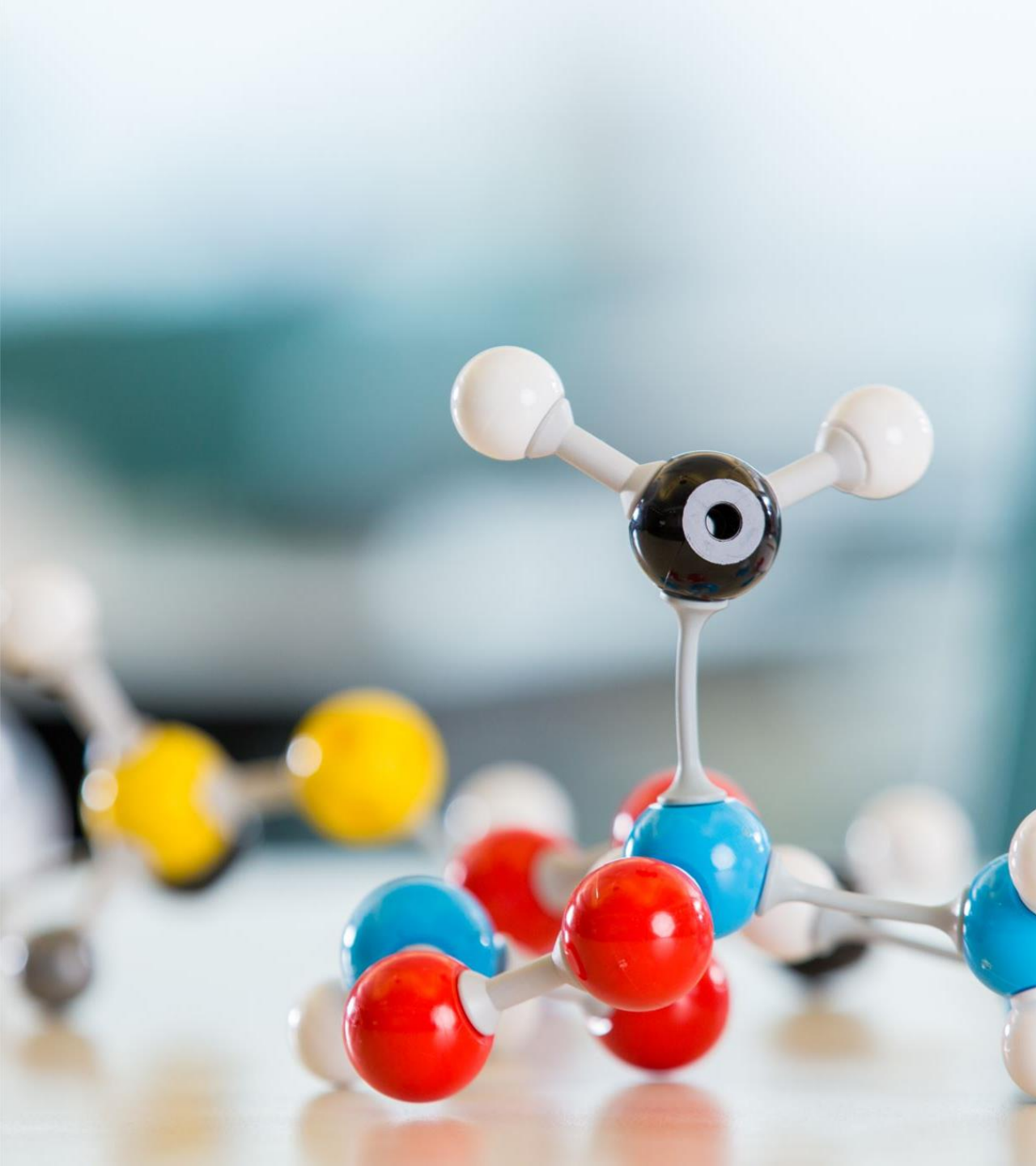

- **Coordinated enrolment**

Initial placement

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- Based on age
- Based on the number of years of documented education
- Based on interviews with a learner
- Based on interviews with parents/ guardians
- Based on tests
- Based on mutual decisions

- **Best interest of a child**

Models of placement

- Mainstream classes

- Preparatory classes

- Hybrid solutions

- **Pros and cons in every model**

Forms of psychological support

- Methodological guidance
- Reception protocols
- Trainings of teachers/ school staff on mental health
- Trainings for learners
- Trainings for parents
- Observation
- Examination
- Individual support plans

How to provide help, if not asked?

Teachers also need help!

Means of integration

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- Language courses, Remedial classes

- Recruitment of Ukrainian-speaking staff, staff with migrant experience, intercultural assistants

- Individual programmes

- Close cooperation with parents

- Peer learning and collaborative forms of work

- Joint extracurricular activities

Training of teachers

Whole school approach to integration

Means to support preservation of national identity

- Ukrainian language classes as a second foreign language

- Ukrainian community schools

- Ukrainian resources online

- Libraries and non-profit organisations offer free digital books in Ukrainian language

Ukrainian Component

From crisis solutions to sustainable mechanisms

CHALLENGES

- Integration

- Double schooling

- Teacher readiness

- Language

GOOD PRACTICE

- Language, teacher capacity

- Ukrainian component, information

- Council of Europe Department of Education

- Council of Europe Language Policy Division

Final remarks

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- **Essential support from the civil society and international organisations**

- Vulnerable groups

- Unaccompanied minors

- Vocational Training institutions

- Disinformation, Radicalisation, Bullying, Drop out

- Digital citizenship education

- Whole school approach

Thank you for your attention!

Olena Styslavska-Doliwa

olena.styslavska@gmail.com