

# Council of Europe Consultation Group on the Children of Ukraine (CGU)



**Mapping study on  
children of Ukraine's access to education  
in Council of Europe member states**

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CHILDREN OF UKRAINE (CGU)**

**COUNCIL OF EUROPE  
EDUCATION DEPARTMENT**

**Mapping study on  
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## I. INTRODUCTION

### 1. General context

1. After Russia's full-scale invasion of Ukraine in 2022, causing massive civilian casualties and the destruction of civilian infrastructure, 6,5 million refugees fled their country.<sup>1</sup> An estimated 40% of these Ukrainians are children and youth who need to continue their learning.<sup>2</sup> Council of Europe member states mobilised their efforts and took rapid actions to ensure children of Ukraine's access to education. Many educational systems, especially in the member states with the highest number or highest ratio of refugees, have been over-stretched and under resourced in trying to cope with the number of school-aged children.<sup>3</sup> At the same time, State Parties to the United Nations Convention on the Rights of the Child (UNCRC), including all Council of Europe member states have stayed firm in their commitment to increase access to quality education for children of Ukraine.

2. From the beginning of the war, governments were supported by their civil society sectors and international organisations, such as UNICEF, UNESCO, UNHCR, OECD, IOM, Red Cross and many others, through the introduction of exceptional measures that helped to meet the most urgent needs and take care of the most vulnerable groups. The Directorate General for Education and Culture of the European Commission has played an important role in supporting European Union (EU) member States through policy guidance, coordination, research, capacity building and funding. The Heads of State and Government of the Council of Europe member states, at their 4th Summit held in Reykjavík on 16 and 17 May 2023, adopted the Reykjavík Declaration to stand united against Russia's war of aggression against Ukraine and to give further priority and direction to the Council of Europe's work. In Appendix II, the Declaration on the situation of the Children of Ukraine, they call on the Council of Europe to ensure the protection of all human rights and fundamental freedoms of the children of Ukraine, including their right to life, to freedom from violence, to respect for their family life, to non-discrimination, to enjoy their own language and culture, to social security, to the highest attainable standards of physical and mental health, education and housing, and to access to justice. They further call on the Council of Europe to facilitate cooperation between States, the European Union, and relevant international organisations [...] in order to exchange information [...] regarding the situation, status and needs of children from Ukraine residing in its member states.<sup>4</sup>

3. Two years into the war, in the second half of 2023, UNHCR, the UN refugee agency, estimated that almost half of the school-aged refugee children from Ukraine were missing out on formal education.<sup>5</sup> Currently, halfway through the third year of the war in Ukraine and commemorating the 35th anniversary of the Convention of the Rights of the Child, this

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<sup>1</sup> UNHCR, 13 June 2024, <https://data.unhcr.org/en/situations/ukraine>

<sup>2</sup> OECD, [Policy Responses](#): Ukraine. Tackling the Policy Challenges, *Teaching Opportunities and Support for Ukrainian Educators*, 3 November 2023.

<sup>3</sup> UNICEF, 15 February 2024, <https://www.unicef.org/eca/press-releases/leaders-education-reaffirm-commitment-increasing-access-quality-education-ukraines>

<sup>4</sup> CoE, 17 May 2023, <https://www.coe.int/en/web/children/-/heads-of-state-and-government-from-council-of-europe-member-states-united-to-take-action-on-the-situation-of-children-of-ukraine>

<sup>5</sup> UNHCR, 8 September 2023, <https://www.unhcr.org/nea/112763-education-on-hold-almost-half-of-school-aged-refugee-children-from-ukraine-missing-out-on-formal-education.html>

situation has been improving but there is still much to be done.<sup>6</sup> It is time to move away from the short-term solutions put in place at the beginning of the war, and to develop more long-term sustainable practices to secure the implementation of Article 28, which stipulates that children and young people have the right to education regardless of race, gender, disability situation or their status.

#### 4. Aims and objectives of the Mapping study

5. The aim of this Study is to describe practices ensuring and facilitating children of Ukraine's access to education that currently exist in Council of Europe member states, to showcase effective solutions, analyse barriers to integration, and reflect on effective ways to address those barriers.

6. The specific objectives are to collect and systematise information on the following issues:

- Access to compulsory education and compulsory schooling;
- Organisation of an enrolment process;
- Approaches to initial assessment;
- Class placement formats;
- Provision of psycho-social support;
- Approaches to support integration in the education system of the host country;
- Solutions to support maintenance of links with learners' language and culture;
- Most frequent barriers hindering the integration process.

7. Ultimately, the intention of this Study is to contribute to facilitating the transition from an emergency reaction approach to the development of sustainable education systems which are able to include newcomers and provide them with high-quality opportunities for education, socialisation, and the development of their full potential.

#### 5. Methodology of the research

8. The Mapping Study is based on desk research conducted in May and June 2024 through the exploration of official, non-governmental, academic, and private online sources available in English, Ukrainian and Polish languages. It describes the situation and processes in the compulsory education system as defined by each of the member states and covers primary and secondary general education. This Study was last updated on 3 November 2024, based on comments received from the CGU after discussions at its 3rd Plenary meeting on 2 July 2024, as well as additional feedback received from relevant interlocutors after presentation of the findings.

9. The reference for this Mapping study is the UN Convention on the Rights of the Child (Article 28 on access to education and Article 29 on aims of education), Protocol No.1 to the European Convention on Human Rights for the Protection of Human Rights and Fundamental Freedoms (Article 2 of Protocol No. 1 on right to education) and Council of Europe Committee of Minister's Recommendation on ensuring quality education (CM/Rec(2012)13). The

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<sup>6</sup> European Commission, Directorate-General for Education, Youth, Sport and Culture, *The inclusion of displaced children from Ukraine in EU education systems – 2023-2024*, Publications Office of the European Union, 2024, <https://data.europa.eu/doi/10.2766/881892>

research questions of the Study are formulated to explore how Council of Europe member states fulfil their responsibilities to ensure the rights of children of Ukraine to quality education, language, culture, rest, and time for leisure through education systems. In addition, questions focus on how these systems contribute to the protection from exploitation, neglect, or maltreatment, and provide care for children affected by armed conflict, ensuring them access to their rights without discrimination.

10. The findings are collected in a Matrix comprising Country Files that contain individual information about practices in each of 32 member states, in which the number of refugees from Ukraine recorded as of May 2024 exceeded 10 000 persons.<sup>7</sup> Analysed and synthesised information from the Country Files, supplemented by examples from 13 other member states, is presented in the report in the form of the Consolidated Charts, followed by observations, recommendations, and case studies. Taking into consideration limitations in the methodology, the list of countries in the Consolidated Charts should be regarded as ‘snapshots’ rather than an exhaustive picture of the situation.

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<sup>7</sup> All Council of Europe member states except: Albania, Andorra, Armenia, Azerbaijan, Bosnia and Herzegovina, Iceland, Liechtenstein, Luxembourg, Malta, Monaco, North Macedonia, San Marino, Serbia, and Ukraine. Regarding Ukraine, it is important to note that although the education system and current practices have not been analysed in a *Country File*, this report refers to the response of the Ministry of Education and civil society of Ukraine.

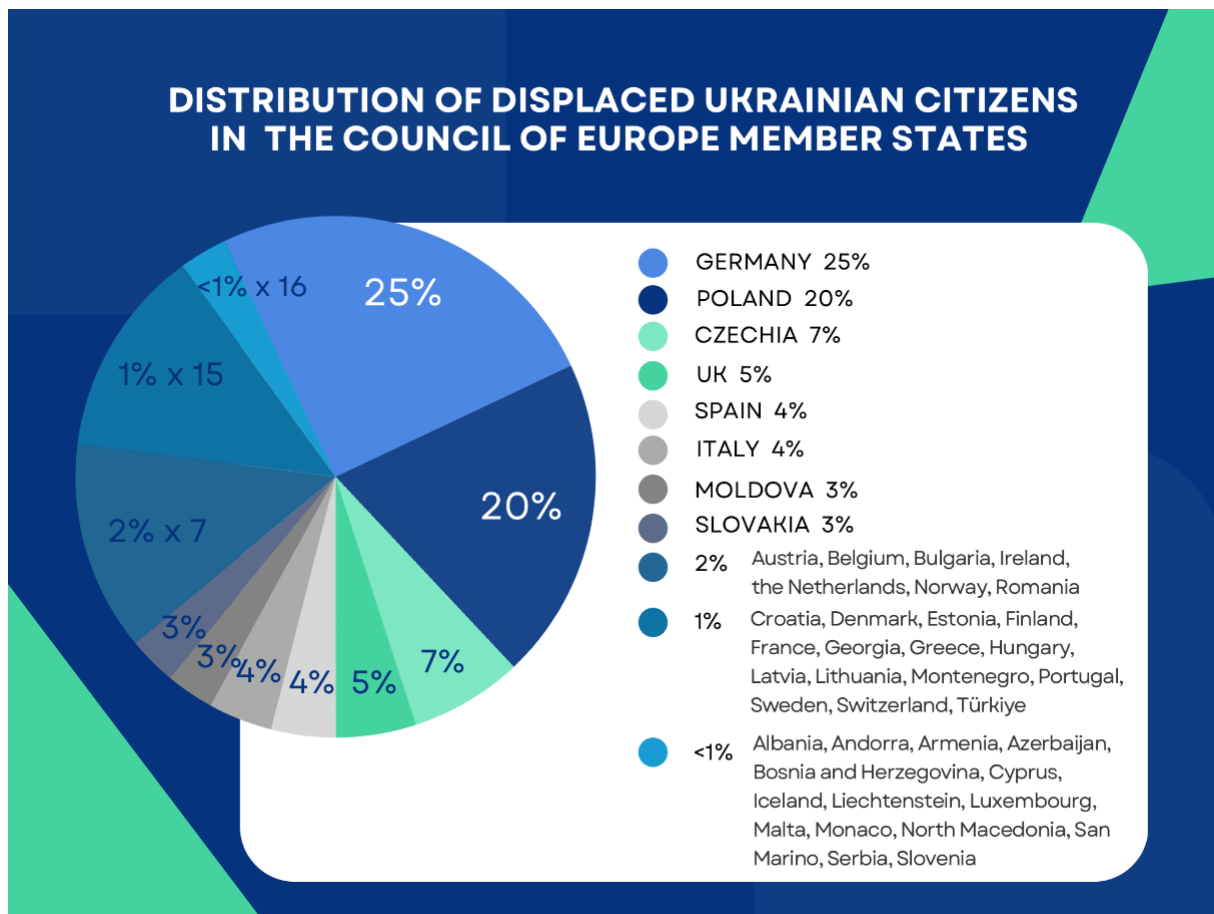
## II. BACKGROUND

### 1. Where are the refugees from Ukraine located?

11. According to the UNHCR Operational Data Portal<sup>8</sup> as of May 2024, more than half of the refugees from Ukraine are hosted in three countries out of 46 – **Germany, Poland, and Czechia**. This means that **processes in these countries influence more than half of the learners**. There are 265 000 children registered as recipients of temporary protection in Germany<sup>9</sup> and 293 229 children in Poland.<sup>10</sup>

12. Much lower numbers, but still significant, are recorded in **UK, Spain, Italy, Republic of Moldova, Slovakia, Netherlands, Ireland, Belgium, Romania, and Austria**.<sup>11</sup> Generally, most of the refugees are located in EU member states.

*Graphic 1.* Distribution of displaced Ukrainian citizens in Council of Europe member states.



<sup>8</sup> Operational Data Portal, <https://data.unhcr.org/en/situations/ukraine>

<sup>9</sup> Centre for East European and International studies, <https://www.zois-berlin.de/en/publications/zois-spotlight/education-across-borders-ukrainian-refugees-perceptions-of-german-schools>

<sup>10</sup> Educational Journal, <https://edukacja.dziennik.pl/aktualnosci/artykuly/9442447,tylko-polowa-dzieci-z-ukrainy-uczy-sie-w-polskich-szkolach-nowy-rapor.html>

<sup>11</sup> The countries are listed in the order of importance, starting from the countries with the highest number of refugees.



13. **The size of the refugee population is not the only factor that should be taken into consideration** in the attempt to describe the situation in the particular member state. The **overall population in the country** is also significant. In terms of refugees per 1 000 inhabitants, the highest ratio of non-EU citizens who fled Ukraine and were under temporary protection at the end of May 2024 was recorded in **Czechia** (32,9), ahead of **Lithuania** (27,7) and **Poland** (25,9). A similarly high ratio is recorded in Cyprus, Estonia, Ireland, and Latvia.<sup>12</sup> These numbers can be better understood by comparing them with the **average ratio in the EU**, which is **9,5 refugees per 1 000 inhabitants**.

#### Good to know!

Two member states – **Poland** and **Czechia** – belong to both groups with the highest number of refugees from Ukraine and the highest ratios. The biggest shortages and the most pressing needs are predicted to take place there, calling for targeted attention and support.

14. The differences in the number of refugee learners that systems must accommodate in relation to their capacity explain the different solutions analysed in the mapping study. The analysis is presented through *Consolidated Charts* describing general trends, allowing for the formulation of conclusions and recommendations.

## 2. What is the difference between compulsory education and compulsory schooling?

15. **Compulsory education** sets the legal requirement for children of a certain age to receive formal education, but it may take place in different institutions and forms. **Compulsory schooling** specifically mandates attendance at state-approved schools as the means to fulfil the compulsory education requirement.

16. While **compulsory and free education** for children of Ukraine is **required in all member states, compulsory schooling is required in only more than half of them**: Austria, Belgium, Bulgaria, Czechia, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Ireland, Luxembourg, Monaco, Netherlands, Norway, Poland, Portugal, Romania, San Marino, Serbia, Slovenia, Spain, Sweden, Switzerland, Türkiye and United Kingdom. However, the requirement of compulsory schooling does not guarantee that Ukrainian students attend local schools. Student enrolment in local schools in member states where schooling is compulsory, ranges from 94 to less than 30 percent.<sup>13</sup>

17. In the rest of the member states where compulsory schooling is not required, education may also take place at home, in non-formal learning institutions or at online schools. With respect to the latter form, almost half of children of Ukraine residing in these member states attend the **All-Ukrainian Online School** (AOS) as a way to receive formal education.

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<sup>12</sup> Eurostat: [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Temporary\\_protection\\_for\\_persons\\_fleeing\\_Ukraine\\_-\\_monthly\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Temporary_protection_for_persons_fleeing_Ukraine_-_monthly_statistics)

<sup>13</sup> UNESCO: <https://www.unesco.org/en/articles/ukrainian-refugees-pathways-inclusion-education-insights-host-countries>

18. The AOS was created in 2020 as a response to the COVID-19 pandemic by the NGO Osvitoria,<sup>14</sup> at the request of the Ministry of Education and Science of Ukraine. AOS became an integral part of Ukrainian education. From the beginning of the war, AOS has been a tool to provide free access to education for children staying in Ukraine during martial law, and to encourage students fleeing Ukraine to continue their link with the Ukrainian education system, to resume their studies using Ukrainian e-learning resources, and to contact their schools and teachers if possible.

19. Hoping for a quick return home, many parents decided not to enrol their children in local schools in host countries, relying on online classes broadcast from Ukraine. In some member states, the opportunity to follow the AOS at the beginning of the war was the only way for children of Ukraine to get access to any education at all. In some cases, reliance on AOS has given member states time to adjust their national education systems to include the newcomers from Ukraine.

### 3. Why is it important to attend a local school?

20. While reliance on the AOS allowed for more or less uninterrupted education for many children of Ukraine at the onset of the war, there is an increasing understanding in the member states - and also among parents of children of Ukraine - that the protracted nature of the war calls for more mid-term and long-term solutions, also in light of an increasing understanding about the importance of in-person attendance in local schools for the well-being of the children of Ukraine, including protection from the risk of harm. Indeed, attending local schools is also a crucial aspect of integration of children of Ukraine into host countries. In particular, children need normality, socialisation, time with peers and psycho-social support offered by education and mental health professionals.

21. Analysing the situation from the perspective of sustainable long-term solutions, the enrolment of all students in the system of education in a host country is a desirable approach because it has a better chance of guaranteeing all children access to their basic rights, and provides better protection from violence, abuse, neglect, poverty, exploitation, radicalisation, and post-war trauma.

#### Recommendation

Host states are encouraged to cooperate with the Ministry of Education of Ukraine to send a clear common message to adequately inform **parents and guardians about the benefits of in-presence schooling and to encourage them to enrol school-aged children in local schools of member states.**

#### Good practice example

The growing understanding of the importance of attending local schools by children of Ukraine registered in the country is reflected in the decision by member states that did not initially require compulsory schooling to change position. Education authorities in **Czechia, Poland** and

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<sup>14</sup> Osvitoria: <https://osvitoria.org/en/the-all-ukrainian-online-school/>

**Romania** decided to require compulsory schooling in 2024 and **Slovakia** is getting ready to enrol all Ukrainian students in 2025.

#### 4. Is integrating compulsory schooling into host States' education systems sufficient to ensure children of Ukraine's access to education?

22. It is important to take into consideration that compulsory schooling itself does not guarantee successful enrolment, and some member states have introduced monitoring and enforcement mechanisms with a view to improving the level of enrolment. These efforts may be increased by additional actions to address the **obstacles preventing parents** from enrolling their children in local schools.

23. Some of the main obstacles to enrolment include frequent cross-border movements, language barriers, lack of information or misinformation on education systems in host countries, uncertainty about the recognition of study periods abroad<sup>15</sup>, difficulties with finding a place in a local school, curricular differences (higher requirements and shorter education period in Ukraine) and uncertainty in future.<sup>16</sup>

#### Good practice example

The highest level of student enrolment currently is in **Ireland** (94%)<sup>17</sup> which, taking into consideration a high ratio of Ukrainian refugees per 1 000 inhabitants, is likely to reflect approaches taken by the State to ensure access to its system of education. [The Quality of Education for Children and Young People from Ukraine](#) presents findings from seventy-eight school inspections, conducted between September and December 2023.

24. There is **no precise data on the exact number of children enrolled in the education systems of each member State**. A key challenge in collecting the data is that displaced people are more likely to change their residency.<sup>18</sup>

#### Recommendation

Given the lack of clarity regarding the number of students outside the education system, member states are encouraged to develop mechanisms for tracking the children of Ukraine's school enrolment where such mechanisms do not yet exist.

<sup>15</sup> European Education Area: <https://education.ec.europa.eu/news/what-helps-displaced-children-from-ukraine-enrol-in-eu-schools>

<sup>16</sup> Chovpan, G. (2024). Parental uncertainty in plans and education of Ukrainian refugee children in European countries: a pilot study introduction. *ScienceRise: Pedagogical Education*, 1 (58), 31 – 40. doi: [10.15587/2519-4984.2024.296502](https://doi.org/10.15587/2519-4984.2024.296502)

<sup>17</sup> Department of Education press release: <https://www.gov.ie/en/press-release/26c5f-department-of-education-confirms-18266-ukrainian-pupils-currently-enrolled-in-irish-schools/>

<sup>18</sup> The inclusion of displaced children from Ukraine in EU education systems. European Commission: <https://op.europa.eu/en/publication-detail/-/publication/224f94b0-32a8-11ef-a61b-01aa75ed71a1>

### III. PRACTICES IN MEMBER STATES

#### 1. Enrolment and initial assessment

25. Enrolling a child in a school is an important decision for a family, and typically it is a process that involves several steps, starting from choosing a school that meets the needs of their child and preferences of the family. It involves research, visits, conversations with other parents, and selection. When the school is chosen, and the availability of a place is confirmed, necessary documents need to be prepared, typically birth certificates, proof of residence, immunisation records, and previous school records, among other things. The next stage is to complete enrolment forms (online or in person) and admissions forms and submit the documents, ensuring that the file is complete and submitted within a given deadline. Many schools require assessment tests or interviews with a child or with parents or both.

26. Although the process might seem simple, each of the steps may contain barriers, such as language barriers, inability to find a place in a school, unavailability of necessary documents that were left behind when fleeing, lack of access to digital technologies and internet or the need to cope with children who feel stressed about being tested in an unfamiliar environment.

27. The *Consolidated Chart 1* presents approaches taken in member states to facilitate enrolment and the initial assessment process.

*Consolidated Chart 1. Approaches to enrolment and initial assessment*

Description of practice	Member states <sup>19</sup>
<b>Simplified enrolment.</b> <ul style="list-style-type: none"><li>- a parent's/legal guardian's statement may replace formal documents, such as birth certificate, academic or health records, etc.;</li><li>- enrolment is possible any time of the school year.</li></ul>	Austria, Czechia, Estonia, Georgia, Lithuania, Poland, Slovenia.
<b>Enrolment regardless of status</b> <ul style="list-style-type: none"><li>- no visa or other legal status requirement.</li></ul>	Belgium, Denmark, Estonia, Greece, Lithuania, Portugal.
<b>Coordinated enrolment</b> <ul style="list-style-type: none"><li>- a designated institution, like a local municipality, reception centre, regional education team, local centre for support to migrants etc., coordinates the process and finds a place at school, which may be otherwise problematic in places with a high number of newcomers.</li></ul>	Finland, Ireland, Lithuania, Portugal, Spain, Sweden.

<sup>19</sup> The list is not exhaustive.

<p><b>Initial assessment based on records</b></p> <ul style="list-style-type: none"> <li>- the total number of years of schooling in Ukraine determines the grade in which children continue their education;</li> <li>- the number of years of schooling is determined, based on documents or written statements.</li> </ul>	<p>Czechia, Estonia, Georgia, Lithuania, Republic of Moldova, Poland, Romania.</p>
<p><b>Initial assessment based on interviews<sup>20</sup></b></p> <ul style="list-style-type: none"> <li>- an interview with parents and/ or students determines the grade in which children continue their education.</li> </ul>	<p>Bulgaria, Croatia, Netherlands.</p>
<p><b>Initial assessment based on tests</b></p> <ul style="list-style-type: none"> <li>- an initial assessment test determines the grade in which children continue their education;</li> <li>- In some member states the initial assessment tests include the examination of mental state of newcomers or their special needs.</li> </ul>	<p>Austria, Denmark, France, Germany, Hungary, Italy, Ireland, Slovakia, Slovenia, Spain, Sweden, Türkiye.</p>

### Recommendation

When the initial assessment is used solely to categorise children into specific educational levels, there is often a risk that the results may not be accurate due to the mental state of the child, language barriers, and differences between educational systems. **It is therefore recommended that assessment be used more for the purpose of developing individualised learning plans or forms of support.**

### Good practice examples

Detailed and clear step-by-step information online (videos, texts, infographics) for parents in Ukrainian language, covering all aspects of the education of children, including forms of support, provided by Ministries of Education: [Lithuania](#), [Poland](#) and [Slovenia](#).

The [website “Our Ukrainians” in Czechia](#) presents all necessary information in a systematic manner in Ukrainian, Czech, English and Russian. The website is run by the Ministry of Foreign Affairs and NIKIT – the National Agency for Information and Communication Technology. The website [doskolypolecne.cz](http://doskolypolecne.cz) provides accessible information for parents about the system of education, gives useful advice and practical instruments to solve problems.

<sup>20</sup> In the case of assessment based on interviews and tests, it has been observed that assessments are carried out for two different purposes:

- a) to categorise students into a certain educational level,
- b) to develop individualised learning plans or forms of support.

Member states cooperate with international organisations to bridge specific gaps: e.g. the global e-learning platform [Learning Passport](#) (Microsoft and UNICEF) was launched in **Poland** (in Ukrainian, Polish and English) to support inclusive education of refugees, where learners and teachers can benefit from subject lessons, language lessons, intercultural communication trainings and advice how to facilitate integration or deal with stress and war trauma.

In **Hungary**, UNHCR supported enrolment in schools with a [set of comprehensive video presentations](#) in Ukrainian about practical aspects of the system of education and [guidance for parents](#).

## 2. Placement

28. In the case of a regular student, the question of placement is not complicated. But in the case of a migrant student, there are a lot of important issues that need to be taken into consideration, such as language, years of schooling, level of knowledge, and specific experiences and needs of a particular student. In countries with linguistic proximity, children have been immediately enrolled in regular classes. For instance, Eastern Partnership countries opened Ukrainian-speaking sectors in their schools as one of the education options for children from Ukraine. In other countries, two different solutions were employed: 1) preparatory classes, where children focused on language acquisition, and 2) hybrid solutions that combined time spent in regular classes with time spent in so-called “bridging classes” which are designed to support students in transitioning to a new education system.

29. The approaches for determining the starting level of education are also different. In some countries, children have been placed in classes based on their age - in others, based on the number of years of documented education or based on interviews and tests. Many countries have entrusted the decision on the placement method to their schools so that the choice of approach has taken into consideration the capacity of the school and the best interests of the child.

30. An assessment of the available information on the approaches to school placement in member states leads to the **conclusion that there is no *one fits all solution*, and that all models have their advantages and disadvantages and should be implemented in terms of the capacity of the system.**

Analytical Chart 1. Advantages and disadvantages of main models of placement

<p><b>Regular classes</b></p>	<p>There are two different approaches to placing children in mainstream classes:</p> <ul style="list-style-type: none"> <li>- taking into consideration their age;</li> <li>- taking into consideration the level of their knowledge (usually leads to the situation that older newcomers are taught in one class with younger local students).</li> </ul> <p>In both cases, children attending regular classes are provided with intensive language support.</p>	<p><b>Advantages</b> Facilitates integration.</p> <p><b>Disadvantages</b> Requires competent teachers who are capable of working in diverse classrooms.</p>
<p><b>Preparatory classes</b></p>	<p>Children are placed in preparatory classes for:</p> <ul style="list-style-type: none"> <li>- Intensive language courses;</li> <li>- Information about culture of the host State;</li> <li>- remedial activities</li> </ul> <p>before being placed in mainstream classes. The preparatory courses may last from 3 month to 3 years.</p>	<p><b>Advantages</b> Easy to manage.</p> <p><b>Disadvantages</b> Slows down the integration.</p>
<p><b>Hybrid solutions</b></p>	<p>Children are placed for different proportions of time in:</p> <ul style="list-style-type: none"> <li>- mainstream classes, where they study subjects that require less verbal expression; and</li> <li>- bridging classes, for targeted support in learning a new language, cultural norms, history and level curricular differences.</li> </ul>	<p><b>Advantages</b> Balances integration with peers and learning process.</p> <p><b>Disadvantages</b> Requires increased staff and advanced logistics.</p>

**Good practice example**

Three different models of placement are used in Austria depending on the situation and needs:

1. Segregated (15/20 hours of German language + some subjects as PE, Arts and Crafts in regular classes + other subjects taught by a Ukrainian speaking teacher in separate classes);
2. Mixed (10 hours of German + other subjects in regular classes);
3. Remedial instruction (regular classes + 6 hours of additional German language support in small groups). According to teachers, the mixed approach gives the best results.

### 3. Psycho-social support

31. Children of Ukraine are likely to have experienced significant trauma due to the war, displacement, death, or fear of death of their loved ones and disruption of social bonds. They also face psychological distress due to a new environment, academic struggle, and instability. Provision of psycho-social support is indispensable in the effort to adequately address traumatic experiences, enhance resilience, support social integration, prevent long-term psychological issues, and foster long-term social cohesion.

32. The research has provided a lot of evidence of psycho-social support for children of Ukraine enrolled in the schools in member states - presented in the *Consolidated Chart 2*.

*Consolidated Chart 2. Approaches to psycho-social support*

Description of practice	Member states <sup>21</sup>
<p><b>Methodological guidelines</b> Publications, mainly by Ministries of Education, addressed either to schools as organisations or to teachers individually, to help them welcome and include children of Ukraine, support their well-being, acknowledge the emotional dimension of their new situation and deal with experiences of war and migration.</p>	Czechia, Croatia, Denmark, Estonia, Finland, Germany, Italy, Ireland, Lithuania, Malta, Montenegro, Netherlands, Norway, Slovenia, Sweden, UK.
<p><b>Training for teachers/other school staff on mental health issues</b> Some of the most common contents of training include:</p> <ul style="list-style-type: none"> <li>- How to support a child in crisis;</li> <li>- How to speak with children about war;</li> <li>- How to detect signals that a student needs specific support;</li> <li>- How to deliver urgent psychological support;</li> <li>- How to deal with uncertainty and fear;</li> <li>- How to understand and deal with chronic stress.</li> </ul>	France, Ireland, Poland, Spain, Switzerland, UK.
<p><b>Training for students</b> Most lessons can be divided into two categories:</p> <ul style="list-style-type: none"> <li>- War;</li> <li>- Auto-regulatory techniques.</li> </ul>	Albania, Belgium, Czechia, Cyprus, Lithuania, Romania, Slovenia, UK.
<p><b>Training for parents</b> Parents are educated to support their children in crisis.</p>	Austria, France, Ireland, UK.
<p><b>Observation</b> Teachers are expected to observe Ukrainian students' behaviour during their classes and report to a responsible person (coordinator, school principal, school psychologist, etc.) cases of behaviour that may indicate that a certain student requires targeted support.</p>	Belgium, Bulgaria, Cyprus, France, Greece, Luxembourg, Poland, Republic of Moldova, Norway, Romania, Slovenia.

<sup>21</sup> The list is not exhaustive.



<b>Examination</b>	Cyprus, Estonia, Hungary, Italy, Republic of Moldova, Poland, Spain, Slovakia, Slovenia, UK.
Students are examined by a competent professional either during the enrolment process or in a later stage of their education in a school.	
<b>Reception protocols</b>	Cyprus, Ireland, Spain.
Documents that address all school stakeholders and describe effective solutions developed when working with migrant children in previous years, including assignment of a peer student to each newcomer, cooperation with parents, immersion courses for students and parents, and development of an inclusive school culture.	
<b>Individual support plans</b>	Austria, Denmark, Estonia, Ireland, Latvia, Lithuania, Slovenia, UK.
Documents that are developed by teachers to plan, implement, and evaluate an individualised approach to each refugee student. The plans are based on a needs assessment and generally include the special characteristics of the student and a set of activities intended to compensate for deficiencies and address the individual needs of the student.	
<b>Various forms of support by organisations and institutions</b>	All member states.
Civil society organisations and international human rights organisations offer various opportunities for psychological support services. The most relevant forms of support are developed in cooperation with the state institutions.	

33. Although the forms of psycho-social support seem to be well-developed, accessible, and complete, the offer seems to be mainly available for those persons proactively seeking help or who need **basic psycho-social support**.<sup>22</sup> There are not many opportunities for children who need **specialised mental health care**.<sup>23</sup> The importance of **cooperation with parents** and their need to be informed about psycho-social health issues also seems to be overseen, although there is a common understanding about the important role of parents in bringing support to their children.

<sup>22</sup> Basic psycho-social support refers to “promoting positive mental health and psycho-social wellbeing, resilience, social interaction, and social cohesion activities within communities. Activities in this layer are often integrated into health, protection and education sectors and should be accessible to 100% of the affected population, where possible. Examples of activities include psychological first aid (PFA) and recreational activities”. (International Red Cross and Red Crescent Movement Policy on Addressing Mental Health and Psycho-social Needs, 2019, available at: [Movement\\_MHPSS\\_Policy\\_Eng\\_single.pdf \(pscentre.org\)](#))

<sup>23</sup> Specialised mental health care refers to “specialised clinical care and treatment for individuals with chronic mental health conditions and for persons suffering such severe distress or over such a period of time that they have difficulty coping in their daily lives”. (International Red Cross and Red Crescent Movement Policy on Addressing Mental Health and Psychosocial Needs, 2019, available at: [Movement\\_MHPSS\\_Policy\\_Eng\\_single.pdf \(pscentre.org\)](#))

34. The other issue that seems to be overlooked is the psycho-social **wellbeing of teachers** who express the need to be trained on how to sustain themselves in demanding situations that require increased emotional, cognitive, and physical efforts.

#### **Good practice examples**

In the guidance by the Department of Education, [Supporting well-being of children from Ukraine in your school](#), teachers in **Ireland** are encouraged to promote a sense of safety, calm, connectedness, efficacy and hope, the emphasis being on creating an inclusive, multicultural environment in school, in which peer learning, and both social and emotional, needs take primary importance.

The *Bundespsychotherapeutenkammer* (National psychologists' Board) in **Germany** offers an extensive [Parent Guide: Refugees](#) on delivering help to traumatised children, with advice divided into four age groups.

Schools in **Finland** provide emotional support for teachers working with the Ukrainian students.

[Trauma Support Ukraine \(TSU\)](#) – a Coalition of three Dutch-based organisations experienced in providing trauma-sensitive support in war and conflict areas. Provides direct long-term and specialised online care for Ukrainian refugees in **Netherlands** and **Germany**.

European Commission HaDEA (European Health and Digital Executive Agency) has founded [four projects](#) to provide mental health support to Ukrainian refugees: The Peace of Mind (in **Belgium, France, Germany, Lithuania and Poland**), Well-U (in **Greece, Hungary, Italy and Romania**), the U-Rise (in **Poland, Romania and Slovakia**) and MESUR (in **Bulgaria, Estonia, Germany, Greece, Hungary and Poland**).

#### 4. Integration

35. All member states have implemented measures to support integration of children of Ukraine, as soon as they are enrolled in state schools - synthesised in the *Consolidated Chart 3*:

*Consolidated Chart 3. Approaches to integration in schools*

Description of practice	Member states <sup>24</sup>
<p><b>Language courses – various forms</b> Depending on the country, learners are eligible for 5 to 15 hours per week of additional language support.</p>	<p>Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Italy, Iceland, Ireland, Latvia, Lithuania, Luxemburg, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Türkiye, UK.</p>
<p><b>Remedial classes</b> Specialised courses, most often on mathematics, reading or writing, designed to help students bridge learning gaps and acquire essential skills to join a mainstream programme.</p>	<p>France, Greece, Hungary, Lithuania, Republic of Moldova, Spain.</p>
<p><b>Recruitment of staff with migration experience</b> These staff members often have a deeper understanding of the challenges faced by newcomers and are not only able to provide more effective support, or a welcoming atmosphere, but also their presence enhances the diversity of the educational environment.</p>	<p>Belgium, Czechia, Italy, Norway, Poland, Sweden.</p>
<p><b>Recruitment of Ukrainian-speaking staff</b> Depending on the country, Ukrainian-speaking employees can take the role of teachers, support teachers, cultural assistants or facilitators, who evaluate newcomers' academic and psycho-social needs and support their integration and communication with families. Some member states do not require a fluent knowledge of the national language or exempt Ukrainian education professionals from fees for recognition of their qualification.</p>	<p>Austria, Belgium, Czechia, Denmark, Estonia, France, Georgia, Germany, Greece, Italy, Lithuania, Montenegro, Poland, Slovakia, Spain, Sweden.</p>
<p><b>Training of teachers</b> Working with refugee children requires considerable effort,</p>	<p>Belgium, Luxembourg, Czechia, Estonia, Finland,</p>

<sup>24</sup> The list is not exhaustive.

a high level of awareness and relevant preparation. Some of the most common contents of training include:

- Teaching mother tongue as a foreign language;
- Multicultural/diverse classroom management;
- Teaching and assessment methods in a diverse classroom;
- How to support a child with traumatic experience;
- Individualisation of the learning process;
- Addressing bullying, discrimination and information disorders;
- Educational system and learning culture in Ukraine;
- How to welcome students from Ukraine in a school.

France, Greece, Italy, Ireland, Portugal, Poland, Slovakia, Slovenia Switzerland, UK.

### **Individualised programmes**

Flexible learning pathways tailored to the specific needs of a learner that would be difficult to meet by a regular programme.

Belgium, Denmark, Estonia, Germany, Italy, Latvia, Lithuania, Slovenia, Sweden.

### **Individualised assessment**

Some of the most common solutions:

- Ongoing assessment is adapted by teachers depending on the situation;
- Exemption from grading in some subjects like music, art, design etc.;
- Possibility of using dictionaries and/or be supported by teachers/ interpreters/ psychologists during an exam;
- Translation of exam paper instructions into Ukrainian;
- Extended exam writing time.

Czechia, Greece, Ireland, Latvia, Poland, Slovenia.

### **Individual/class assistants**

Their tasks might be different – from the provision of group or individual academic or psychological support to acting like interpreters or facilitators in communication with parents. Different solutions are introduced in member states, depending on the specific need or resources available.

Austria, Czechia, Denmark, Finland, France, Latvia, Norway, Slovakia, Spain, Sweden, UK.

### **Close cooperation with parents**

Parents' involvement and communication to reduce anxiety and increase inclusion. The most common approaches are:

- Parents' involvement in school activities;
- Parents' involvement in formal structures (parent's associations, school boards);
- Addressing issues of a possible lack of knowledge of cultural specificities, values, societal norms and cultural differences as well as fear of losing their own culture.

Austria, Denmark, Ireland, Switzerland.

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**Peer learning and collaborative forms of work**

Opportunity to work with peers encourages communication, builds friendships and a sense of belonging, fosters a mutual exchange of cultures and develops collaboration and teamwork - skills important both academically and in everyday life for both Ukrainian and local children.

In addition, it reduces level of anxiety, accelerates language acquisition and helps children of Ukraine to adapt to a new environment.

Austria, Denmark, Ireland, Italy, Norway, Portugal, Slovenia, Spain.

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**Joint extra-curricular activities**

Such as homework clubs, school trips, sport, music, art or community events. The most frequent approaches to engagement are:

- planning together with children of Ukraine and their families;
- organisation of activities that are culturally important for Ukrainian families;
- reduction of financial barriers;
- dissemination of information and encouragement.

Estonia, Ireland, Lithuania, Italy, Slovenia, Spain.

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**A whole-school approach<sup>25</sup> to inclusion**

Member states with the highest level of enrolment among the refugee students place a lot of emphasis on the inclusive, multicultural environment of the school and include all school stakeholders in the creation of safe, calm, connected, and hopeful learning environment, using a whole school approach. This approach involves a coordinated effort of all school members: school administration, teachers, students, parents and representatives of the local community, to revise and improve processes that take part in their school, through dialogue, agreement and the active participation of all stakeholders in making a positive change. The Council of Europe Education Department has developed a coherent model and methodology that helps to introduce this approach in any educational institution.

Ireland, Finland, Sweden, Italy, Spain.

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36. The **main conclusion** that can be drawn from an analysis of this experience **is that the system works well when the teachers feel ready and prepared to work with newcomers, and when the responsibility for integration is shared between all teachers – not just appointed teachers that work with the migrants.** The benefits are even more remarkable

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<sup>25</sup> Council of Europe model, <https://rm.coe.int/guidance-document-5-cdc-and-the-whole-school-approach-reference-framework/1680993a71>

when the whole school community is involved because **common coordinated actions develop inclusive and democratic school environments that bring benefits to all school stakeholders.**

#### Good to know!

Engaging the whole school in creating a positive and safe learning environment might also influence student achievement positively and even increase their life satisfaction. Students who feel part of a school community and enjoy good relations with their parents and teachers are more likely to perform better academically and be happier with their lives.<sup>26</sup>

#### Good practice examples

In **Czechia**, more than 700 full time positions for Ukrainian teaching assistants in 583 kindergarten, primary and secondary school have been provided.<sup>27</sup>

Schools in **Switzerland** create opportunities for establishing personalised communication in small groups of learners, facilitated by integration coordinators as the main approach to integration.

Drawing on solutions developed when working with migrant children in previous years, **Aragon and Valencia in Spain** developed special reception protocols based on the assignment of a peer student to each newcomer, the active involvement of parents in school life, immersion courses for learners and their parents, and the development of an inclusive school culture.

### 5. Supporting rights of children to preserve their identity

37. According to Article 8 of the UNCRC, states have a duty to respect the right of each child to preserve his or her identity, and this obligation is reflected in schools in all member states, mainly through the visual representation of Ukrainian national and State symbols, language and culture in classrooms and other public places at schools. The other common approach is the organisation of events to commemorate dates that are important for Ukrainians or including a Ukrainian component in the celebration of their own important dates.

38. In addition, it has been observed that the Ukrainian Ministry of Education invites host states to include [New Ukrainian School Hub](#) resources into their programmes. Ukrainian language can be studied as a second foreign language in Estonia, Denmark, Georgia, Lithuania, Poland and Sweden. Libraries in Albania, Austria, Belgium, Croatia, Czechia, Germany, Finland, France, Greece, Ireland, Latvia, Lithuania, Netherlands, Poland, Slovakia, Spain, Sweden, Türkiye joined the **Ukrainian Bookshelf project**, which provides for the distribution of

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<sup>26</sup> Guidance document on the competences for democratic culture and the Whole-School Approach, Council of Europe: <https://rm.coe.int/guidance-document-5-cdc-and-the-whole-school-approach-reference-framew/1680993a71>

<sup>27</sup> European Website on Integration (2023), European Commission, [https://migrant-integration.ec.europa.eu/library-document/survey-among-war-refugees-ukraine-czech-republic\\_en](https://migrant-integration.ec.europa.eu/library-document/survey-among-war-refugees-ukraine-czech-republic_en)

Ukrainian literature in the original language and as a translation.<sup>28</sup> Active Ukrainian communities in all member states run community-based weekend schools and organise community events.

#### **Good practice example**

An estimated 10-17% of Ukrainian refugees are qualified education professionals. Many member states, such as **France, Germany, Ireland, Poland, Slovakia, Spain, Sweden, and the United Kingdom** hire refugee teachers from Ukraine in their schools, whether as regular teachers or as teaching/cultural assistants. This practice does not only help in addressing growing capacity needs in national education systems, but also provides great support to Ukrainian students in preserving their identity.

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<sup>28</sup> President of Ukraine official website, <https://www.president.gov.ua/en/news/ukrayinska-knizhkova-polichka-vidkrilasya-vzhe-u-18-krayinah-77629>

## IV. MAIN CHALLENGES

### 1. Enrolment

39. As was mentioned at the beginning of the Study, **50% of children of Ukraine who left their country because of the war are still to be enrolled in the host countries' systems of education**. Indeed, this remains the main task in most of the member states. Enrolment is understood here as compulsory schooling in a state-approved school together with local children. Benefits of such enrolment relate to creating a feeling of normality, the possibility of recovery after traumatic experiences, and protection from the risk of harm, such as exploitation, radicalisation, human trafficking, neglect, or maltreatment. This is different from enrolment for extracurricular activities, youth clubs, or other non-formal forms of education, even if they are organised at and by schools. This means that the systems have to accommodate and integrate approximately 700 000 students.

#### Recommendation

**Declaring compulsory schooling** is the first step, it is also recommended that **effective mechanisms are put in place to guarantee access to education for all children of Ukraine**, together with the **provision of additional places** in schools and **a sufficient number of competent teachers**.

40. According to the OECD, it is important for countries to arrange the recruitment of Ukrainian teachers and assistants, making the recognition of qualifications more flexible and offering dedicated training. This practice will be beneficial for supporting Ukrainian students, building the trust of their parents, and ensuring continuous learning and the inclusion of refugee adults<sup>29</sup>. In addition, there is a need for clear information campaigns, explaining to parents all the benefits of learning in a local school. A common belief among Ukrainian parents that schools in Europe are less rigorous should also be addressed, explaining that learners are expected to memorise less facts, but encouraged to develop critical thinking, analysis, and logical reasoning. Last but not least is the **coordinated enrolment**, ensuring that parents are not left alone looking for a free place, and ensuring that a place at a school is found for every child, even in situations of shortages.

#### Good practice example

16 Regional Education and Training Boards (REALT) in **Ireland**, staffed by existing regionally-based education support personnel, assist the transition of children of Ukraine into Irish schools, by ensuring clear and accessible information flows between families, schools, and support services, and assisting families in securing places at school.

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<sup>29</sup> OECD (2023), "Teaching Opportunities and Support for Ukrainian Educators", OECD Policy Responses on the Impacts of the War in Ukraine, OECD Publishing, Paris, <https://doi.org/10.1787/815affa3-en>



## 2. Double schooling

41. It is estimated that around **60% of children of Ukraine enrolled in the regular education process in host countries participate additionally in online classes broadcast from Ukraine.**<sup>30</sup> This means that when children come back home from their new schools, they must attend an additional school – their former school’s broadcast through AOS.

42. Reasons for younger students and older students being additionally enrolled in the Ukrainian education system during the first two years of the war were different. In the case of older students, reasons tend to be practical and pragmatic. Following the Ukrainian curriculum, they graduated one year earlier than their European peers and got better results in their final exams due to the fact that they took exams in their mother tongue and they were familiar with the curriculum requirements. In the case of younger students, this is often linked to parents' belief that the Ukrainian education system is superior to the host State’s education system (based on the amount of subject-matter content that is intended to be memorised by children) or reflects the higher level of uncertainty of parents about their future plans.<sup>31</sup>

### Recommendation

Member states are encouraged to cooperate with the Ministry of Education of Ukraine to send a clear common message to parents or guardians of children of Ukraine that double schooling is not beneficial for Ukrainian children, and to inform them about a simplified procedure for the recognition of learning results.

43. The Ministry of Education of Ukraine has developed several measures to relieve the burden of double schooling on children, including:

- Development of a **“Ukrainian component”** that is intended to compensate for curriculum differences between the Ukrainian core curriculum and core curricula in the countries where the children of Ukraine are currently staying. The component is broadcast online (synchronously and asynchronously) from selected schools in Ukraine, takes 6 to 8 hours a week and consists of 3 to 7 subjects, such as Ukrainian Language, Ukrainian Literature, History of Ukraine or Geography of Ukraine. The exact number of hours and subjects is different for each grade;
- Establishment of a **simplified procedure for recognition of learning results** obtained in primary and secondary educational institutions of the host country.<sup>32</sup> This procedure allows the automatic return of learners to the Ukrainian system of education;
- Development of **Guidelines** Regarding Certain Issues of Obtaining Education in Institutions of General Secondary Education in the Conditions of Martial Law in Ukraine.<sup>33</sup>

<sup>30</sup> [https://24tv.ua/education/navchalniy-rik-2023-24-yak-zminitsya-navchannya-dlya-ukrayinskih\\_n2380804](https://24tv.ua/education/navchalniy-rik-2023-24-yak-zminitsya-navchannya-dlya-ukrayinskih_n2380804)

<sup>31</sup> Chovpan, G. (2024). Parental uncertainty in plans and education of Ukrainian refugee children in European countries: a pilot study introduction. *ScienceRise: Pedagogical Education*, 1 (58), 31 – 40. doi: [10.15587/2519-4984.2024.296502](https://doi.org/10.15587/2519-4984.2024.296502)

<sup>32</sup> <https://mon.gov.ua/storage/app/uploads/public/666/aad/511/666aad511066e808985375.pdf>

<sup>33</sup> <https://school-education.ec.europa.eu/system/files/2024-01/2023-05-15-UA-Ministerial-order-EN-v1.pdf>

## Recommendation

The Ukrainian component could be introduced in schools in all member states as a means of ensuring a smooth transition between the systems of education after the war and to support children of Ukraine's right to preserve their identity.

## Good practice examples

**Poland** is currently cooperating with Ukraine to introduce the Ukrainian Component for children of Ukraine who attend Polish schools. In the school year 2024/25, the component, taught in Ukrainian language, will be introduced in-person in Polish schools, so that Ukrainian children enrolled in the Polish system of education are up to date with the requirements of the Ukrainian core curriculum.

In **Ireland**, the Department of Education developed [Guidelines](#) on supporting children and young people from Ukraine, enrolled in post primary schools, who wish to engage online with the Ukrainian curriculum.

### 3. Teacher readiness

44. New learners with their new culture, behaviours, language, and traumatic experiences have brought changes to many classrooms in Europe. Teachers feel a burden of responsibility to cater to the needs of newcomers at the same time as providing their regular students access to quality education at the level they used to receive before. There is a lot of evidence of teachers in member states feeling unprepared to work in a new diverse environment, incapable of meeting all expectations, frustrated, overloaded, exhausted, or burnt out. However, there are also examples of countries where teachers say that they are prepared and competent to integrate new students. Such evidence exists in **Austria, Belgium, Denmark, Ireland, Norway, Sweden, and Switzerland**.

45. In light of the effective educational strategies used in the above-mentioned countries, it is possible to identify several main threads:

1. **Ability to build a supportive community engaging all school stakeholders** proves to be the most effective strategy, because it gives everyone a sense of belonging and normality regardless the diverse needs, experiences and expectations.

46. The Council of Europe Education Department has been promoting and supporting educators in member states to implement **a whole-school approach**, that ensures that all aspects of school life – curricula, teaching methods and resources, leadership and decision-making structures and processes, policies and codes of behaviour, staff, and staff–student relationships, extracurricular activities and links with the community – reflect democratic and human rights principles.

2. **Ability to teach in a diverse classroom** is another important competence, because it allows to accommodate students' different backgrounds, levels and needs.

47. Member states can benefit from the Council of Europe Education Department [Knowledge Hub](#) that provides access to resources, working groups, networks and online learning opportunities regarding the given scope.

3. **Ability to address specific problems frequently mentioned in member states**, such as **bullying, disinformation, radicalisation, and grooming** is necessary to address threats, frequently mentioned by educators in member states in the context of children of Ukraine.

48. Since these negative phenomena mostly take place in the digital environment, member states are likely to benefit from the resources of the Council of Europe Education Department [Digital Citizenship Education](#) project.

#### Good to know!

The Council of Europe [Education Department](#) promotes the whole school approach and recommends addressing complex problems through citizenship and human rights education.

The European Commission **European School Education Platform** provides resources on the whole school approach and teaching in diverse settings on the [Education support for Ukrainian refugees webpage](#).

#### Good practice examples

In **Switzerland**, new modalities, rules, conditions, languages are welcomed at schools as important learning opportunities that develop individuals and broaden their perspectives and possibilities.

Teachers in **Finland** and **Sweden** emphasise that integration at school cannot be the sole responsibility of certain teachers but must extend to all teachers at a school.

In the **United Kingdom**, attention is paid to the issues of disinformation in the time of war and skills to resist a wave of falsehoods on social media and the public broadcasts.

“[Healing Classrooms](#)” educator training programme by the International Rescue Committee (IRC) helps teachers in the **United Kingdom** promote social-emotional learning and academic proficiency while addressing demands of new teaching in the digital age.

## 4. Languages

49. **Language is crucial in the process of integration** and at the same time remains **one of the most common barriers that children of Ukraine face**. Linguistic adaptation and integration in a new school system is a complex process. Most children do not speak the language of schooling at home and need help to acquire it. They often make quick progress in developing informal conversational skills, but usually take much longer to master the language

used in different school subjects. Language barriers were regarded as an obstacle in all member states, and this is confirmed by the European Commission report.<sup>34</sup>

50. The Council of Europe [Language Policy Portal](#) supports the linguistic integration of refugees from Ukraine, providing guidance and resources targeted at policymakers, school principals and teachers. It emphasises **the importance of the linguistic and educational integration of children from the perspective of plurilingual and intercultural education.**

#### Good to know!

The Council of Europe has formulated [11 recommendations to National Authorities](#) in relation to teachers which is complemented by a [dedicated webpage](#) with ready-to-use resources, developed by the European Centre for Modern Languages of the Council of Europe (ECML).

51. Member states are encouraged to benefit from the experience of the [ECML](#) of the Council of Europe, established to encourage excellence and innovation in language teaching and support its member states in the implementation of effective language education policies.

### 5. Other important issues

52. This Mapping Study has revealed a number of challenges, that should be further explored and addressed, such as:

- Difficulties faced by children of Ukraine in accessing mainstream education, particularly those **in alternative care settings, children with disabilities**, and children from minority groups, such as **Roma children**;
- A growing concern about privileged treatment of Ukrainian refugees compared to other groups of refugees;
- Limited access to information on pre-school, vocational, higher education, and lifelong perspectives;
- A growing concern about the increase in the number of children of Ukraine, particularly boys, dropping out of school early to avoid military recruitment or to provide financial support to their families;
- A need to ensure future stability in terms of Ukrainian-Russian relations through **quality citizenship and human rights education across Europe**, addressing both current and future challenges.

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<sup>34</sup> European Commission, Directorate-General for Education, Youth, Sport and Culture, *The inclusion of displaced children from Ukraine in EU education systems – 2023-2024*, Publications Office of the European Union, 2024, <https://data.europa.eu/doi/10.2766/881892>

## V. CONCLUSIONS

53. This Mapping Study provides an insight into the variety of approaches, challenges, solutions, and practices in Council of Europe member states, regarding children of Ukraine's access to compulsory education in the period between March 2022 and May 2024. The information obtained was used as the basis for a number of general observations and comments included in the current report.

54. A thorough analysis of the correlation between practices, barriers, and the level of enrolment in each member State and further research would help to determine approaches, most likely to be successful. This may lay the foundations for the development of recommendations for the member states to support the transition from a crisis reaction towards more sustainable solutions built on scientific and evidence-based approaches to integration, and make use of existing mechanisms, processes, structures, and resources.

55. As a follow-up to the thematic exchange and Mapping Study carried out in the framework of the work of the CGU, one can envisage how the Council of Europe could provide member states with a sustainable platform for cooperation, experience exchange and mutual learning in the area of access to education of children of Ukraine.<sup>35</sup> Partnerships, bilateral and multilateral cooperation between member states would add dynamism and synergy to the whole process of transition, and the long-standing experience of the Council of Europe Education Department could provide a framework for cooperation.

56. Given the extensive experience, engagement and commitment of the European Commission, OECD, UNHCR, UNESCO, and UNICEF in supporting member states in addressing the needs of children of Ukraine, it would be highly recommended for the Council of Europe to continue collaborating with these organisations and join efforts.

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<sup>35</sup> For instance, the exchange of educational material, videos and even cartoons in Ukrainian language in order to maintain the connection of the children with their home country could be beneficial. This would be particularly valid for those children who do not follow the Ukrainian on-line schooling.

## VI. MAIN RECOMMENDATIONS

- *Member states should ensure that all children of Ukraine finding themselves on their territories have unimpeded access to education in local schools.*
- *To facilitate a smooth integration into the local education system, member states are recommended to offer free language classes of the host country's language.*
- *Declaring compulsory schooling is the first step, it is also recommended that effective mechanisms are put in place to guarantee access to education for all children of Ukraine, together with the provision of additional places in schools and a sufficient number of competent teachers.*
- *Given the importance of integration through in-person schooling, parents and guardians should be adequately informed about the benefits of in-presence schooling and should be encouraged to enrol school-aged children in local schools of member states.*
  - *To this end, Central, local and regional authorities in Council of Europe member states are encouraged to coordinate and to launch awareness raising campaigns targeting parents, guardians, and children highlighting the importance of attending school in-person.*
- *Given the lack of clarity regarding the number of students outside the education system, member states are encouraged to develop mechanisms for tracking the children of Ukraine's school enrolment where such mechanisms do not yet exist.*
- *Given the risk of inaccuracy when an initial assessment is used solely to categorise children into specific educational levels, it is recommended that assessment be used more for the purpose of developing individualised learning plans or forms of support.*
- *Recognising the key role of education practitioners and school leaders for the success of integration, member states are encouraged to facilitate the whole school approach to the development of inclusive school culture and teachers' capacity to educate in diverse classrooms.*
- *Member states are encouraged to cooperate with the Ministry of Education of Ukraine to send a clear common message to parents that double schooling is not beneficial for children of Ukraine, and to inform them about a simplified procedure for the recognition of learning results in Ukraine upon their return.*
  - *To this end, member states are encouraged to consider introducing a Ukrainian component in schools as a means of ensuring a smooth transition between the systems of education after the war and to support children of Ukraine's right to preserve their identity.*

[www.coe.int](http://www.coe.int)

The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.