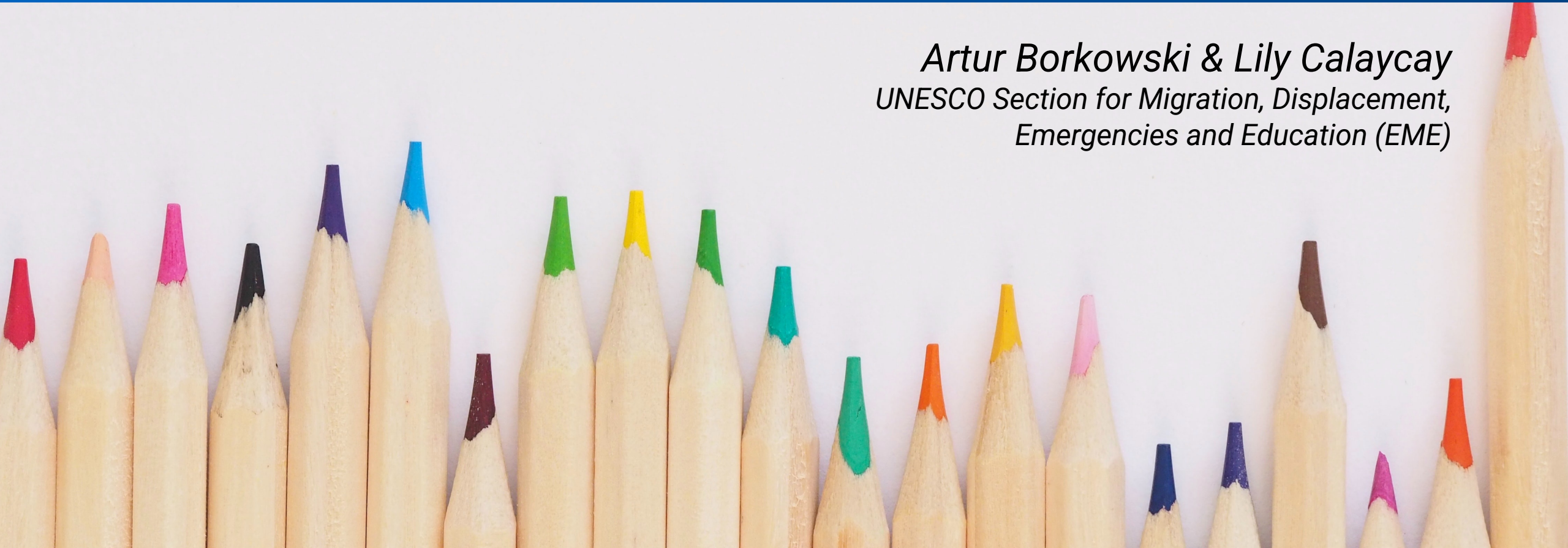




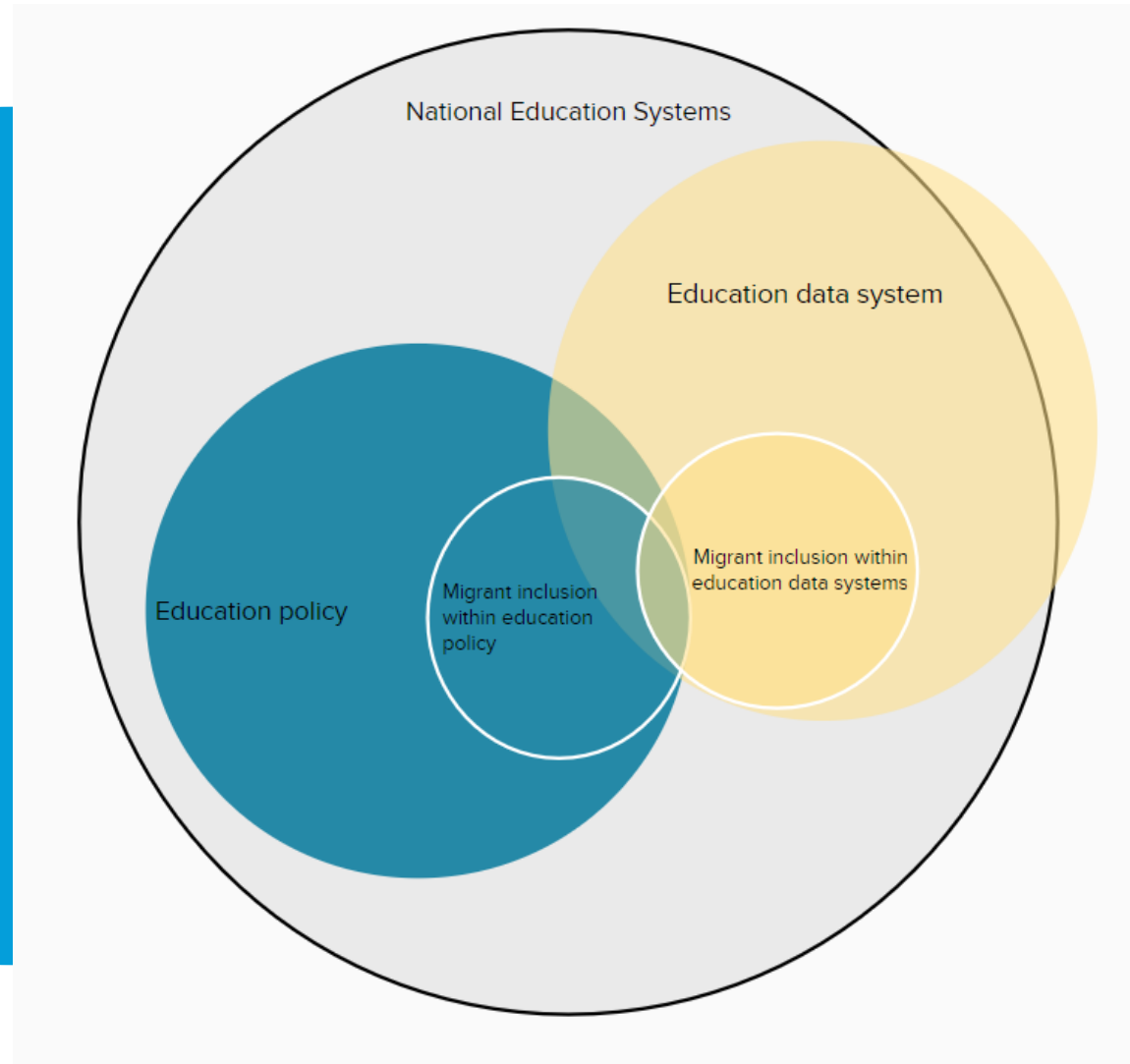
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On data collection in the context of the Ukrainian refugee crisis: A policy-data nexus perspective

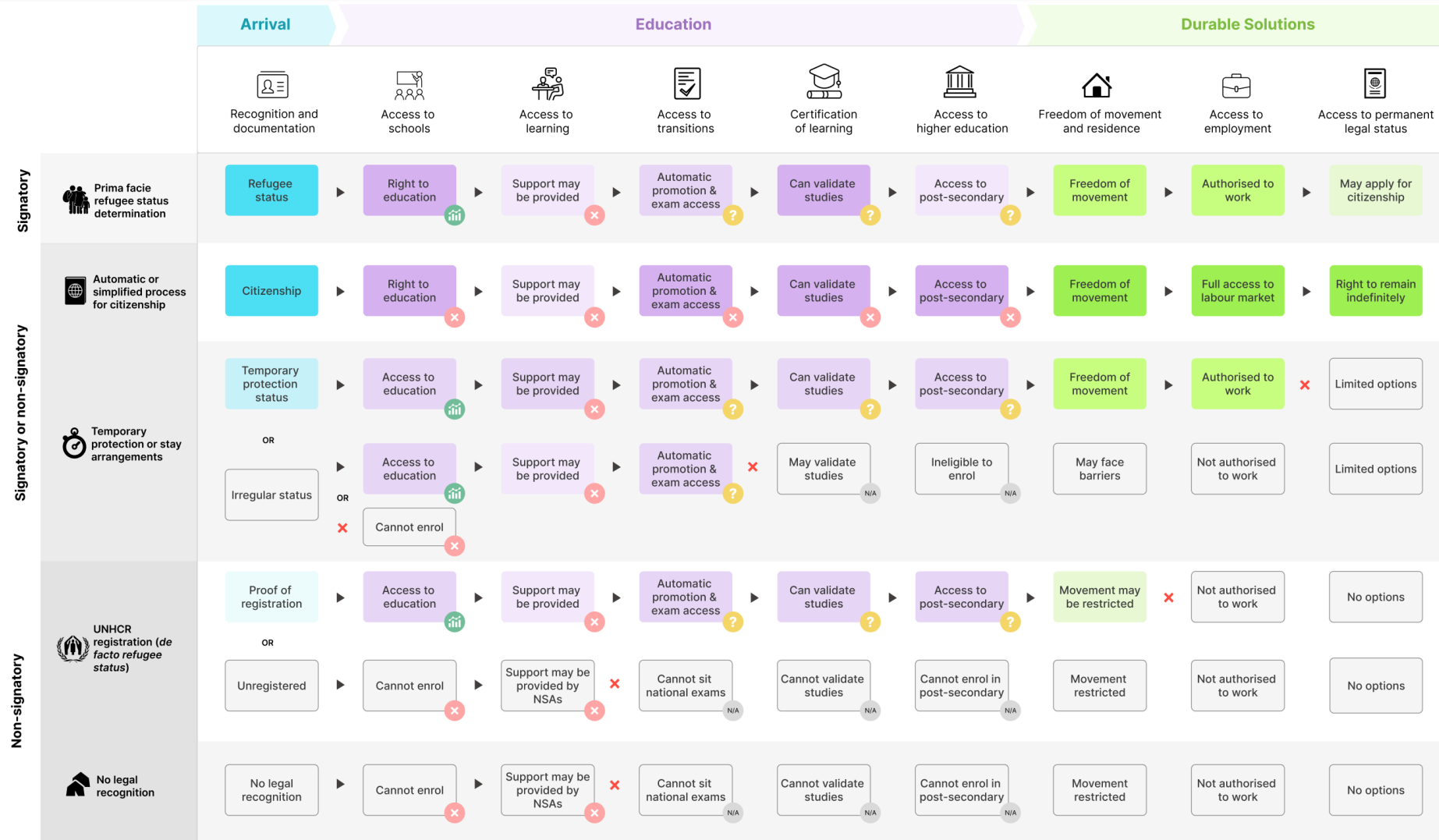
Artur Borkowski & Lily Calaycay
*UNESCO Section for Migration, Displacement,
Emergencies and Education (EME)*



Exploring the intersections between education policy and education data systems

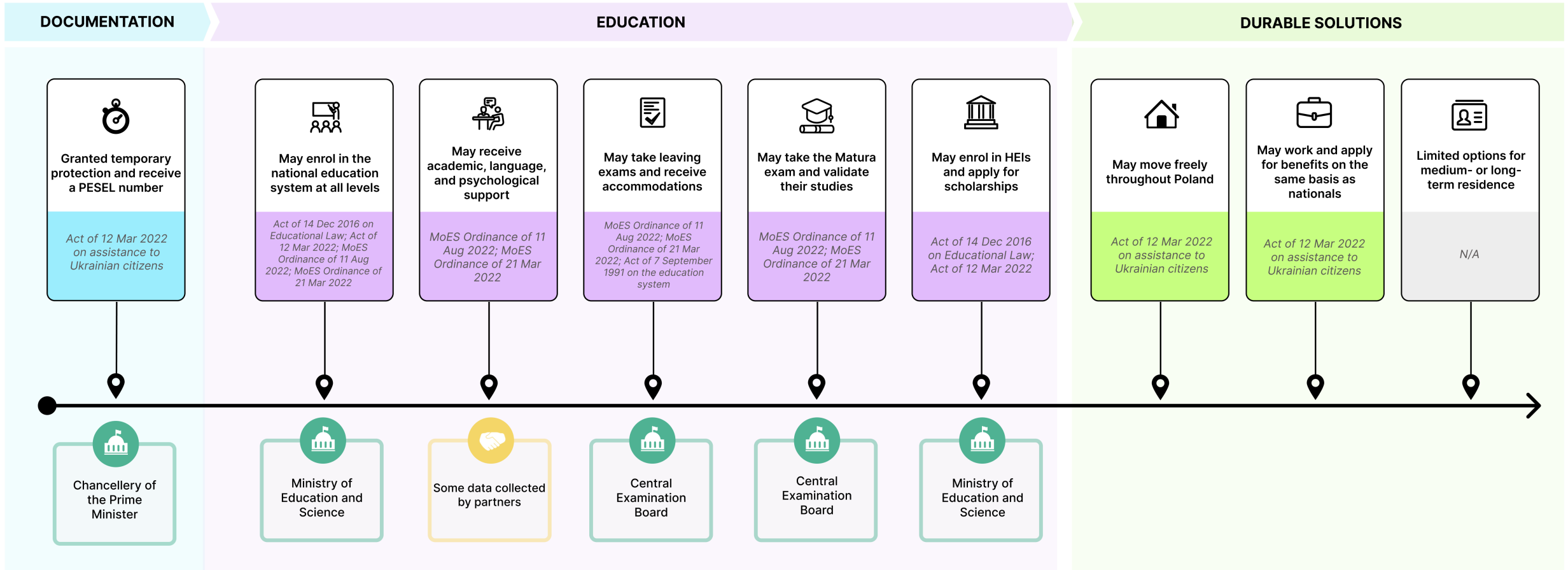


Policy Pathways: Overview

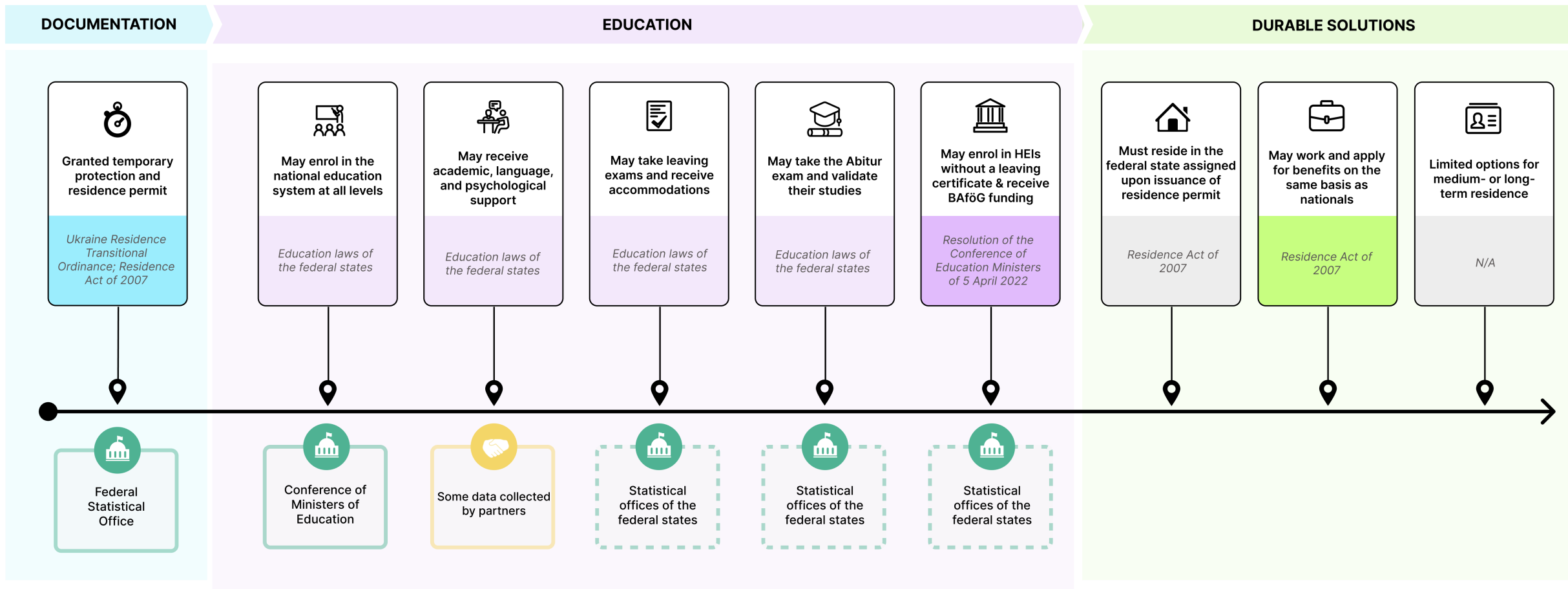


Data available
 Data not available
 Data may be available

Policy Pathways: Ukraine response - Poland



Policy Pathways: Ukraine response - Germany



Data Availability: Ukraine Regional Response

■ Y
 ■ N
 ■ NA

Work done in collaboration with the Ukraine Regional Refugee Education Hub

Displacement

	Bulgaria	Czechia	Hungary	Moldova	Poland	Romania	Slovakia
# of Ukrainians	Y	Y	Y	Y	Y	Y	Y
# of children	Y	Y	Y	Y	Y	Y	Y
# of school-aged children	Y	Y	Y	Y	Y	Y	Y
# of school-aged children with disabilities	NA	NA	N	N	N	N	N

Enrolment

Enrolment rates in formal schools - 21/22 year	Y	Y	Y	N	Y	Y	Y
Enrolment rates in formal schools - 22/23 year	NA	Y	N	Y	Y	Y	Y
Barriers to enrolment	NA	NA	Y	Y	Y	Y	Y
Attendance rates	N	NA	N	Y	N	N	Y
Barriers to attendance	NA	NA	N	N	N	Y	N
# accessing AOL	Y	NA	Y	Y	Y	Y	Y
Barriers to use of AOL	NA	NA	N	N	N	N	Y
# participating in non-formal education	Y	NA	Y	Y	Y	Y	N
# of students accessing both in-person and online learning	NA	NA	N	N	Y	N	N
# dropping out	NA	Y	Y	Y	Y	Y	N
Reasons for dropping out	NA	NA	N	N	Y	Y	N
Knowledge of host country language	Y	Y	Y	Y	N	Y	Y
Accessing language support classes	Y	NA	N	N	Y	Y	N
# of children accessing MHPSS	Y	NA	Y	Y	Y	Y	N
Type of education support needed	NA	NA	Y	N	Y	Y	Y

Host Country Education System

# of schools	Y	Y	Y	Y	Y	N	Y
# of schools by type or level	Y	Y	Y	Y	N	N	Y
# of students	Y	Y	Y	Y	Y	Y	Y
# of students per level	Y	Y	Y	Y	Y	Y	Y
# of students by geography	Y	Y	Y	Y	N	N	Y
# of teachers	Y	Y	Y	Y	Y	Y	Y
# of teachers per level	Y	Y	Y	Y	N	N	Y
# of teachers by geography	Y	Y	Y	Y	Y	Y	N
Student/teacher ratio	Y	Y	Y	Y	Y	Y	Y
Absorption capacity	Y	NA	N	NA	Y	Y	Y
# of places	Y	Y	N	Y	N	N	Y

Source: Compiled by Authors

Challenge:
Data Standards

Findings: Educational Situation of Ukrainian Refugees



Low levels of enrolment

The enrolment of Ukrainian children in host country schools has been low for both the 2021/22 and 2022/23 academic years, ~40-50%.



High levels of participation in All-Ukrainian Online School

More than half of refugee children in most countries have been studying on the All-Ukrainian Online School



Barriers to enrolment:

Parents' and students' intention to follow the All-Ukrainian Online School

Language barriers and limited language support programs in some countries

Limited physical absorption capacity in schools in some countries

Teacher shortages

The capacity of schools and teachers to implement language and preparatory classes

Low teachers' wages preventing schools from hiring additional support



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Education
2030

Findings: e.g., Poland



Enrolment Rate= ~45-60%

27% AOL in 2022/23

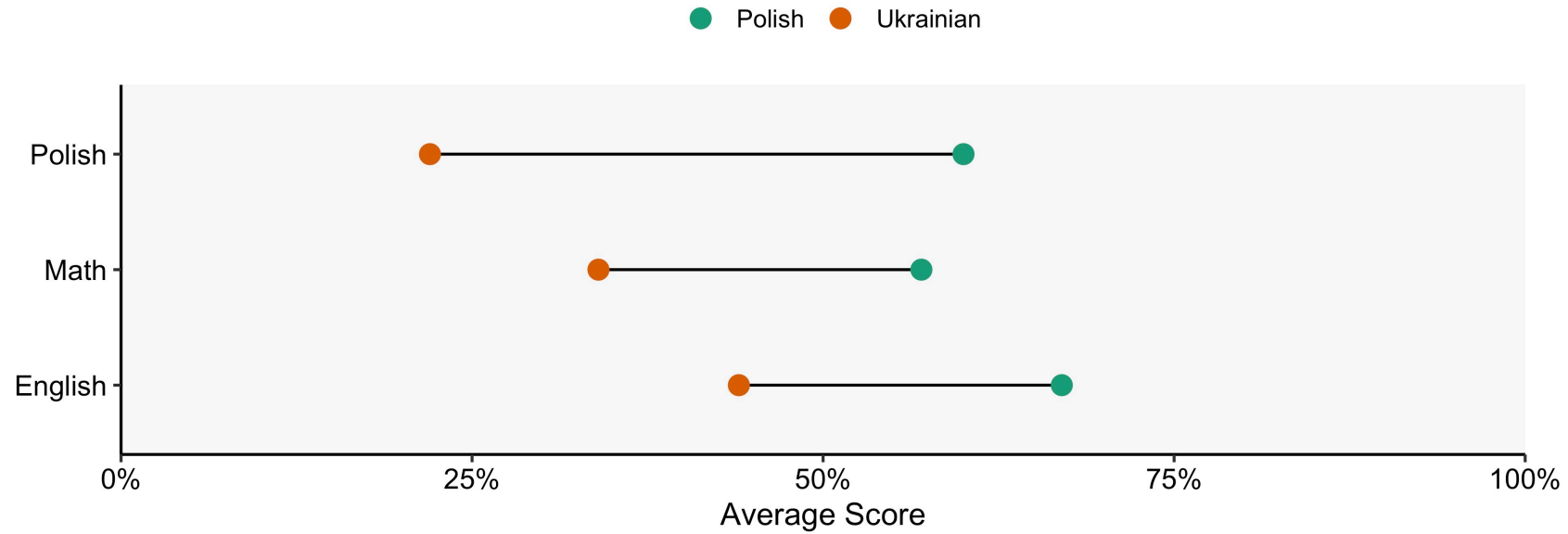
Subnational Enrolment

[Learning](#)

of students sitting Grade 8 exams

	Ukrainian	Polish
Polish	6,147	478,110
Math	6,150	477,988
English	4,552	471,063

Poland: Average Grade 8 Test Scores Across Subject and Nationality, 2022



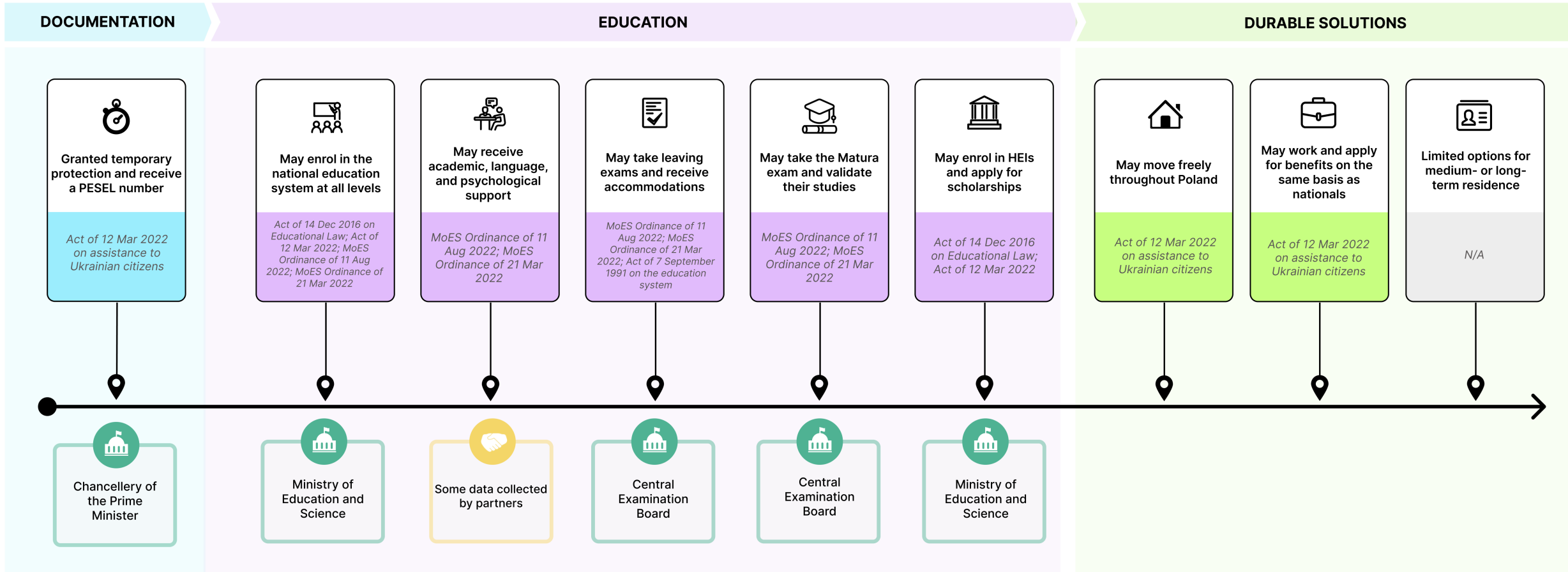
Source: Polish Central Exams Board, 2023

- Top Barriers to Enrolment (October)
- Studying online
 - Language barrier
 - Lack of physical capacity
 - Teacher shortages

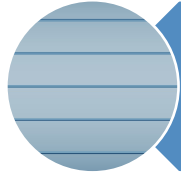
Those attending free language classes = 96,430 (52%)

Sources: [UNHCR Operational Portal, 2022](#); [Poland MSNA, 2022](#); [Polish Central Exam Board, 2022](#); [DANE, 2023](#)

Policy Pathways: Ukraine response: Poland



Ukraine Response: Data Needs



Number of refugees, their location in their host communities, and their intentions for movement



Regularly updated enrolment data is required, as well as its disaggregation by location, school level, age groups, gender and disabilities



Data on the enrolment, attendance, and progress of children studying on the All-Ukrainian Online School



Absorption capacity of host country schools including the numbers on the physical spaces available, teachers' capacity, the availability of material and equipment, and the ability of teachers and schools to implement adequate language programs.



The presence of Ukrainian teachers, their location, language skills and employment

Data Uptake and Use