EDUCATION & SKILLS

Learning from data to inform education policies : Preliminary results of the survey on "Ensuring a long-lasting return of Ukrainian refugee students to learning"

10th Policy Forum of the Education for Inclusive Societies Project

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OECD
BETTER POLICIES FOR BETTER LIVES

Overview of Ukraine ad-hoc survey#2

- <u>Aims of this ad-hoc survey#2</u> : need to know which measures have been put in place by countries to ensure that Ukrainian children return permanently to schooling, unlike the survey#1 where we asked more on the imminent responses to the influx of refugees.

- The survey includes questions on the barriers of Ukrainian refugees to enrol at different levels of education and measures taken to reduce them. It also includes questions regarding :
  - the extension of the ECEC sector,
  - the offer of proper VET programmes for refugees to keep training,
  - the remote learning to receive schooling in one form or another.

- As of 27 March 2023, **25 countries** submitted the ad-hoc survey : AUT, BFR, BGR, CHE, DEU, DNK, ESP, EST, FIN, FRA (TER), HRV, IRL, ISR, LTU, LUX (TER), LVA, NLD (ENRL), NOR (ECEC), NZL, POL, ROU, SVN, SWE, TUR, USA.

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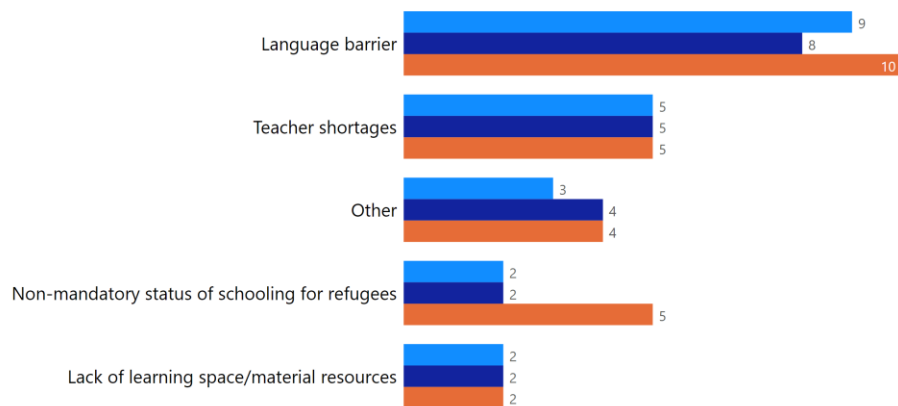
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From primary to upper secondary education

The language and the intention to return to Ukraine in the short-medium term are the two main barriers for enrolment

Structural barriers

> Senior teachers do not speak English and Lithuanian is a difficult language (LTU)
> Teacher shortages (AUT, FIN, LTU, LVA, NLD)
> Other: prioritization of Ukrainian online-classes (ESP, DNK, NLD)
> The main challenges: full learning groups and no possibility to establish new ones, lack of physical spaces (rooms, buildings) and lack of material in Ukrainian language (FIN).

Q2. Is the enrolment of Ukrainian students constrained by any of these structural barriers?
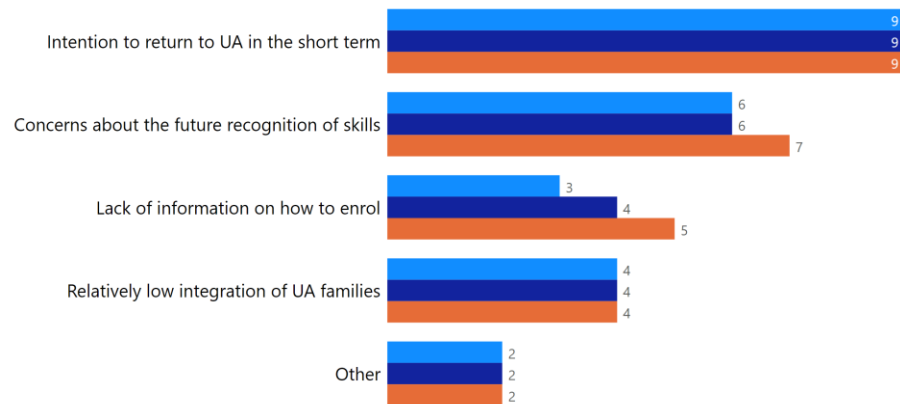● ISC_1 ● ISC_2 ● ISC_34

Barrier	ISC_1	ISC_2	ISC_34
Language barrier	9	8	10
Teacher shortages	5	5	5
Other	3	4	4
Non-mandatory status of schooling for refugees	2	2	5
Lack of learning space/material resources	2	2	2

Personal/family barriers

> Many Ukrainian children believed that they will return to Ukraine soon and did not register at all (LTU)
> Need to take an exam to gain access to the Ukrainian education system upon return to Ukraine for those students who have only studied in Spanish schools.
> Other: some Ukrainian prefer to participate in distance learning education (FIN, ROU)

Q5. In your view, is the enrolment of Ukrainian students constrained by any of these personal/family barriers?
● ISC_1 ● ISC_2 ● ISC_34

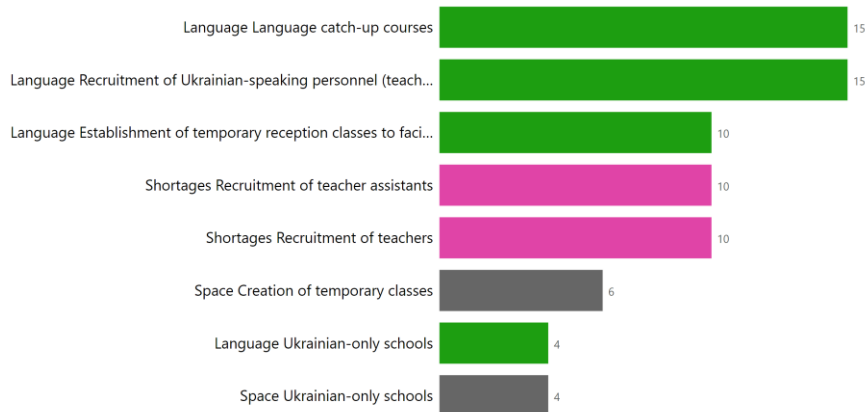| Barrier	ISC_1	ISC_2	ISC_34
Intention to return to UA in the short term	9	9	9
Concerns about the future recognition of skills	6	6	7
Lack of information on how to enrol	3	4	5
Relatively low integration of UA families	4	4	4
Other	2	2	2

Organising language courses and provision of information medium were used to cope with structural and personal barriers

Measures to cope with strutural barriers?

> From April 2022, the Danish municipalities have the possibility to teach in Ukrainian and English and to hire Ukrainian teaching staff (DNK)
> Ukrainian-only schools (DNK, EST, LTU, LVA)
> "Educational hubs" have been set up, allowing Ukrainian displaced children to benefit from educational activities in Ukrainian language, using Ukrainian platforms (ROU)
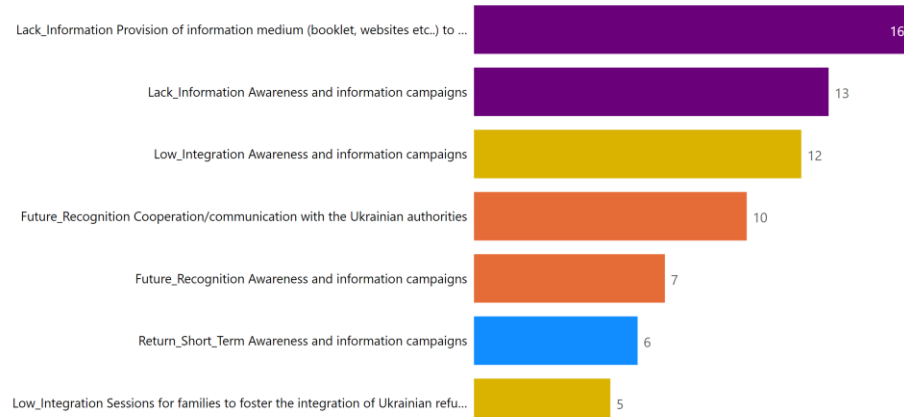
Q3. What measures have been put in place to support the enrolment of Ukrainian students?

Measure	Value
Language Language catch-up courses	15
Language Recruitment of Ukrainian-speaking personnel (teach…	15
Language Establishment of temporary reception classes to faci…	10
Shortages Recruitment of teacher assistants	10
Shortages Recruitment of teachers	10
Space Creation of temporary classes	6
Language Ukrainian-only schools	4
Space Ukrainian-only schools	4

Measures to cope with personal/family barriers?

> A written communication in Ukrainian and Russian was produced to explain the school system and enrolment procedures (BFR).
> LTU is in discussion with the MoE of Ukraine regarding grading and certificate recognition.

Q6. What measures have been put in place to support the enrolment of Ukrainian students despite the personal/family barriers?

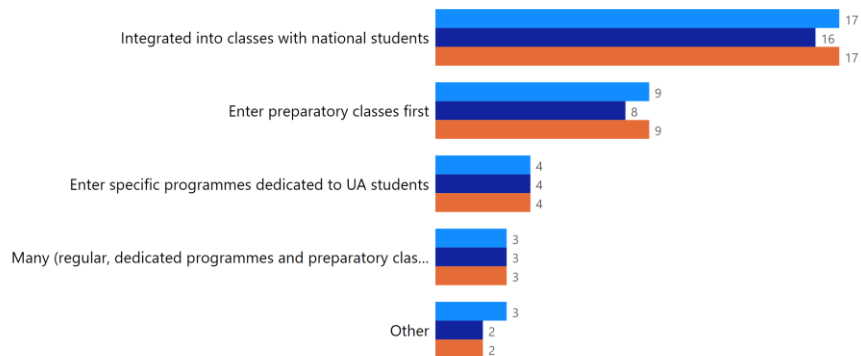| Measure	Value
Lack_Information Provision of information medium (booklet, websites etc..) to …	16
Lack_Information Awareness and information campaigns	13
Low_Integration Awareness and information campaigns	12
Future_Recognition Cooperation/communication with the Ukrainian authorities	10
Future_Recognition Awareness and information campaigns	7
Return_Short_Term Awareness and information campaigns	6
Low_Integration Sessions for families to foster the integration of Ukrainian refu…	5

Ukrainian students are mostly integrated into classes with national students and children with disabilities benefit from the standard practice of the host country

Integrated classes?

> Except two Ukrainian schools, all other students are in classes with national students (EST).
> Preparatory classes: It´s an introductory solution with gradual enrolment in regular classes (SWE).
> From April 2022, municipalities can decide which kind of enrollment is preferred (DNK).

Q4. Have refugee students been usually integrated into classes with national students or have they entered specific programmes dedicated to Ukrainian students?
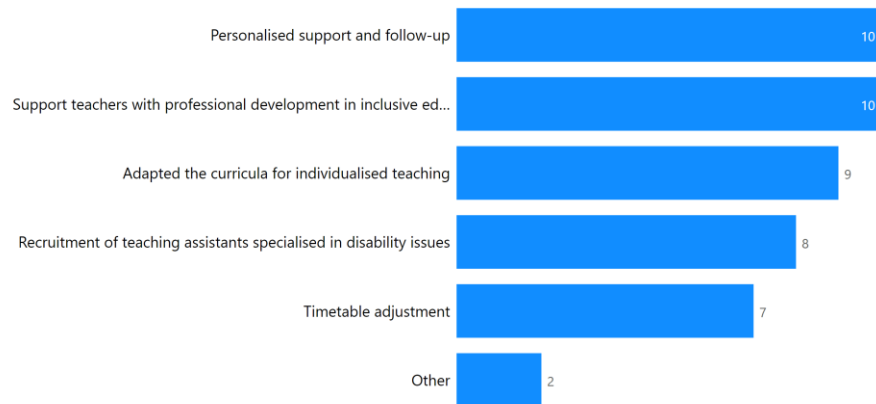
● ISC_1 ● ISC_2 ● ISC_34

	ISC_1	ISC_2	ISC_34
Integrated into classes with national students	17	16	17
Enter preparatory classes first	9	8	9
Enter specific programmes dedicated to UA students	4	4	4
Many (regular, dedicated programmes and preparatory clas...	3	3	3
Other	3	2	2

Specific measure for children with disabilities?

> All of the measures are standard practice for students with special education needs (ISCED 01, 02, 1, 2), regardless of their country of origin (AUT).
> The possibility of increasing the number of integration and special classes in kindergartens and schools by no more than 2 disabled students who are citizens of Ukraine (POL).

Q7. Has your country put any specific measures to ease the enrolment of children with disabilities (studying in formal schools or online)?

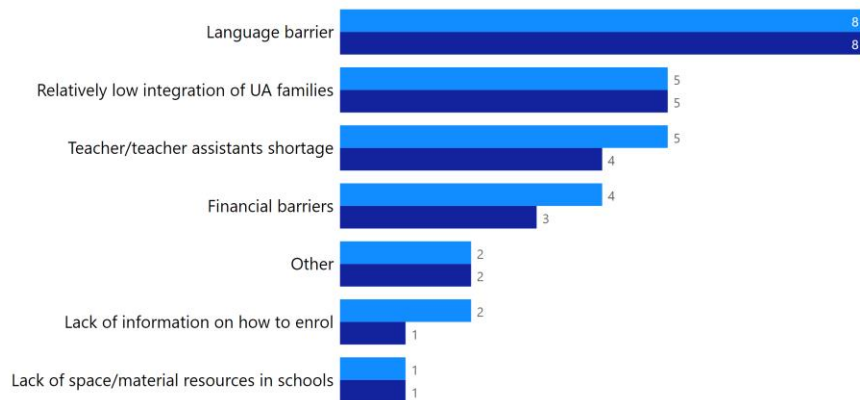|	
Personalised support and follow-up	10
Support teachers with professional development in inclusive ed...	10
Adapted the curricula for individualised teaching	9
Recruitment of teaching assistants specialised in disability issues	8
Timetable adjustment	7
Other	2

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ECEC

As for the other levels of education, Ukrainian-speaking staff were recruited and new ECEC settings were opened.

Barriers?

> There is no problem accessing ECEC programmes, however, some children may have difficulties in communication with their peers and teachers (TUR).
> Some education institutions faced a shortage of ECEC places & staff. Language barrier was raised in communication with children parent's (guardians) (LTU).
> Some Ukrainian parents prefer to have their children at home (FIN) with them.

Q3. What barriers to access ECEC programmes are faced by Ukrainian refugee children?
● ISC_01 ● ISC_02

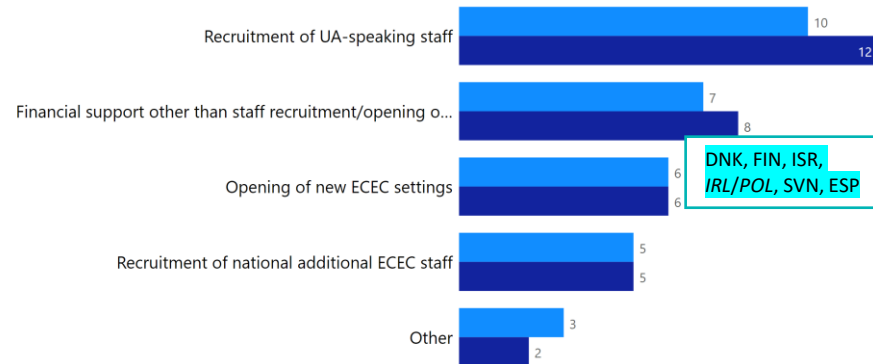|	ISC_01	ISC_02
Language barrier	8	8
Relatively low integration of UA families	5	5
Teacher/teacher assistants shortage	5	4
Financial barriers	4	3
Other	2	2
Lack of information on how to enrol	2	1
Lack of space/material resources in schools	1	1

Measures?

> Preschool childcare institutions have centrally allocated budgets for professional development, learning materials and for additional teachers and assistants (EST).
> Some kindergartens and municipalities have succeeded in recruiting Ukrainian or Russian-speaking personnel (NOR)
> From Aug 22 to Dec 23, municipalities receive a budget to provide education to Ukrainian children. They are free to spend this money as they wish (NLD).

Q4. Has your country expanded the ECEC sector in relation with the influx of Ukrainian refugees, to accomodate more children?
● ISC_01 ● ISC_02

	ISC_01	ISC_02
Recruitment of UA-speaking staff	10	12
Financial support other than staff recruitment/opening o...	7	8
Opening of new ECEC settings	6	6
Recruitment of national additional ECEC staff	5	5
Other	3	2

DNK, FIN, ISR, *IRL/POL*, SVN, ESP

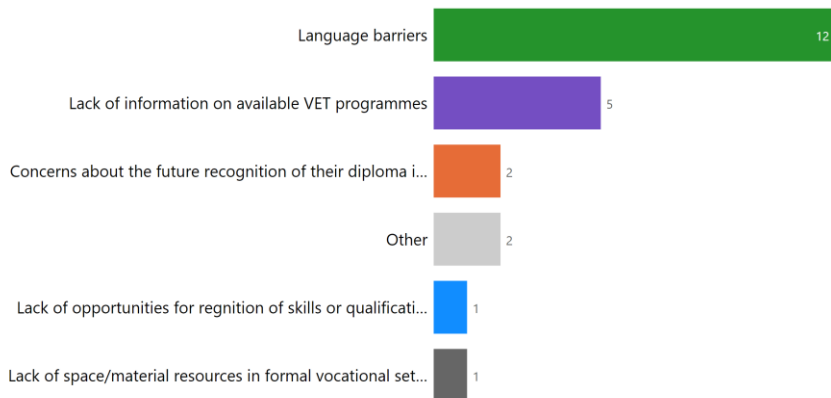**EDUCATION & SKILLS**

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VET

Often, VET programmes are offered in the national language and/or English and the level of Ukrainian students in English is low.

Difficulties to enroll in VET programmes?

> All VET programmes are offered in Danish and 1 out of 4 displaced people from Ukraine do not have any English competencies (DNK).
> 60% of the VET curriculum is in Estonian (EST).
> A high percentage of Ukrainians refugees do not uphold B1/B2 level of English and therefore do not meet the minimum entry requirements (IRL).
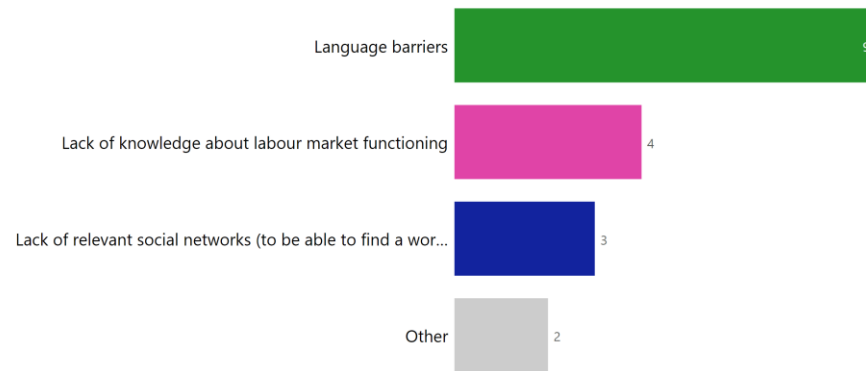> Other: mid-course access is not usually allowed (ESP).

Q2. Which difficulties are usually encountered by upper secondary Ukrainian students to enroll in VET programmes?

Language barriers	12
Lack of information on available VET programmes	5
Concerns about the future recognition of their diploma i...	2
Other	2
Lack of opportunities for regnition of skills or qualificati...	1
Lack of space/material resources in formal vocational set...	1

Difficulties to secure a work-based learning?

> Ukrainian displaced persons are not familiar with the Austrian apprenticeship system (dual system; apprenticeship contract with a company, no full-time school) and the career opportunities for graduates of apprenticeships (AUT)
> Other: Most VET-programmes cannot be completed within the 2-year residency, which the displaced people from Ukraine have (DNK).

Q3. Which difficulties are usually encountered by upper secondary Ukrainian students to secure a work-based learning opportunity in the host country (apprenticeship or other)?
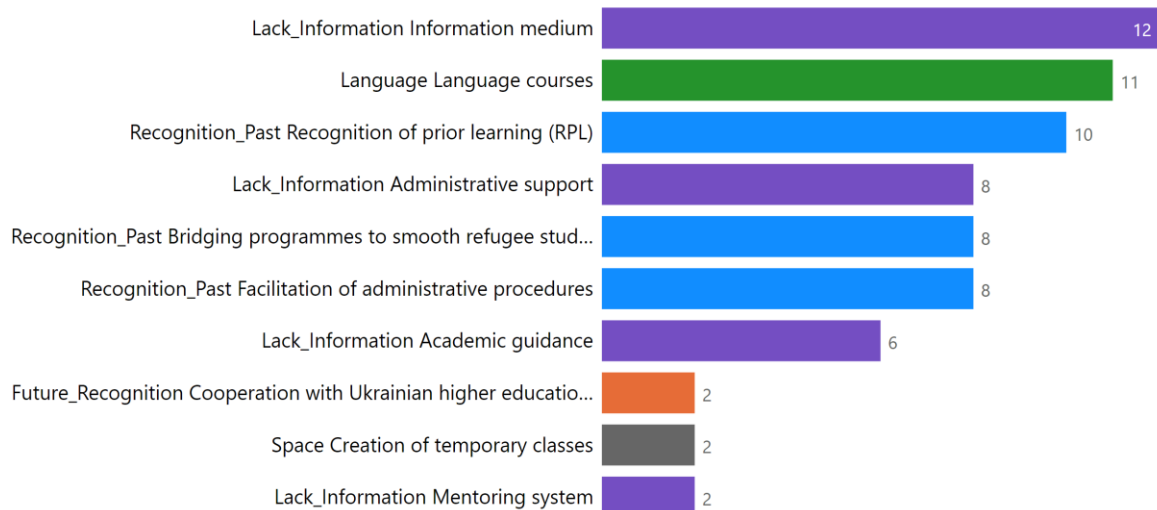
Language barriers	9
Lack of knowledge about labour market functioning	4
Lack of relevant social networks (to be able to find a wor...	3
Other	2

Many host countries offer language courses and worked on RPL

- In 2022, Employers Confederation of Latvia implements a project of support to Ukrainians establishing professional development programmes, training, development of hard and soft skills (LVA).

- Admission to VET institutions policy has been adjusted to ensure possibility of Ukrainian VET students to continue their vocational education and training in same or similar programme in LTU.

- Equivalent maps between Spanish and Ukrainian educational systems have been published for information.

Q4. What measures/policies have been put in place to help upper secondary Ukrainian students get their VET qualifications?

Measure/policy	Value
Lack_Information Information medium	12
Language Language courses	11
Recognition_Past Recognition of prior learning (RPL)	10
Lack_Information Administrative support	8
Recognition_Past Bridging programmes to smooth refugee stud...	8
Recognition_Past Facilitation of administrative procedures	8
Lack_Information Academic guidance	6
Future_Recognition Cooperation with Ukrainian higher educatio...	2
Space Creation of temporary classes	2
Lack_Information Mentoring system	2

- Schools have options to offer UA students Estonian language courses, whether project-based or as part of vocational selection curriculum. In addition, there is state level funding and different measures for Estonian language courses for Ukrainian refugees.

4

REMOTE
### AUT, DNK, ESP, EST, HRV, LVA, LTU, POL, ROU, SVN, SWE

Online learning is often an extra-curricular activity and host countries provide online resources and computers to Ukrainian refugees

Remote learning facilities?

> No national directive or recommendation on this matter but some schools allow time for access to the Ukrainian online platform. And many students follow the Ukrainian curriculum in parallel -> double workload (CHE).
> Individual access to online virtual platform provided by Ukrainian authorities varies across regions (during school hours or extra-curricular activities). In some cases, materials and spaces have been provided (ESP).

Q2. What types of remote learning facilities are offered to refugee children within formal schools/institutions to follow the Ukrainian curriculum?
● ISC_1 ● ISC_2 ● ISC_34
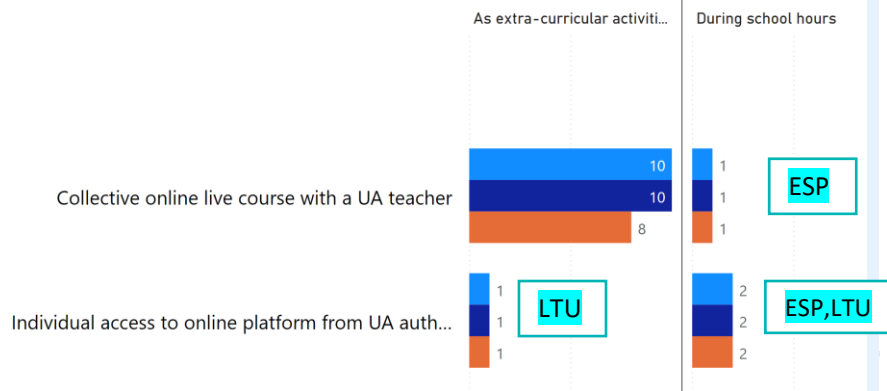
Measures?

> In cooperation with Croatian academic and research network CARNET, additional laptops are distributed to schools (HRV).
> Timetable adjustment can be supported. Also, teachers and assistants support the students through the process. All the equipment is totally for free and provided to be used as well as the provision of online resources in Ukrainian languages (LTU).

Q4. What measures are put in place to support refugee children enrolled in formal schools in following the Ukrainian curriculum?
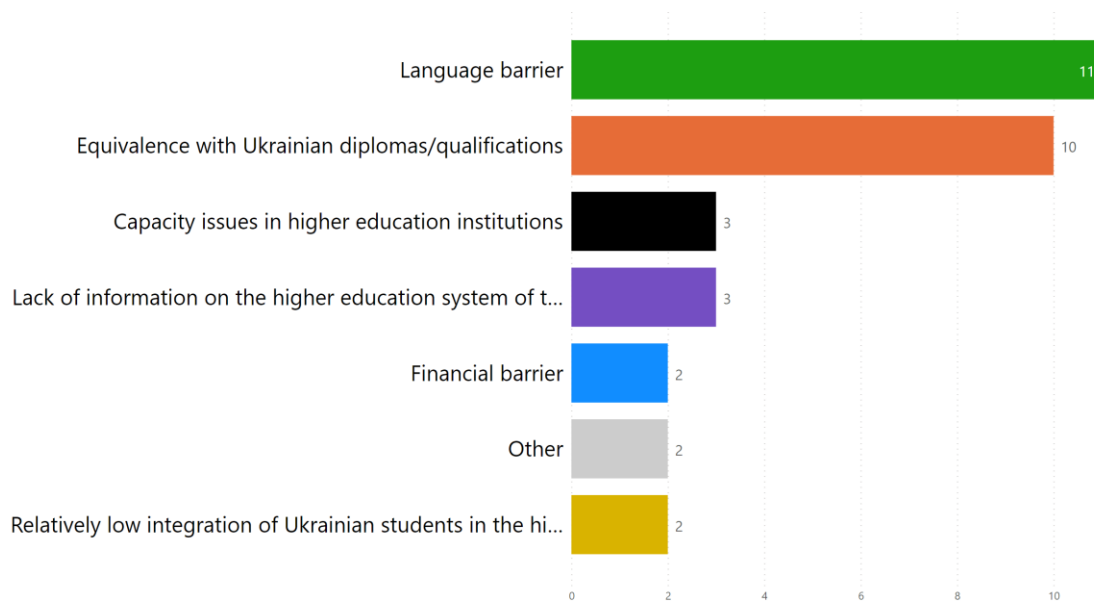● ISC_1 ● ISC_2 ● ISC_34

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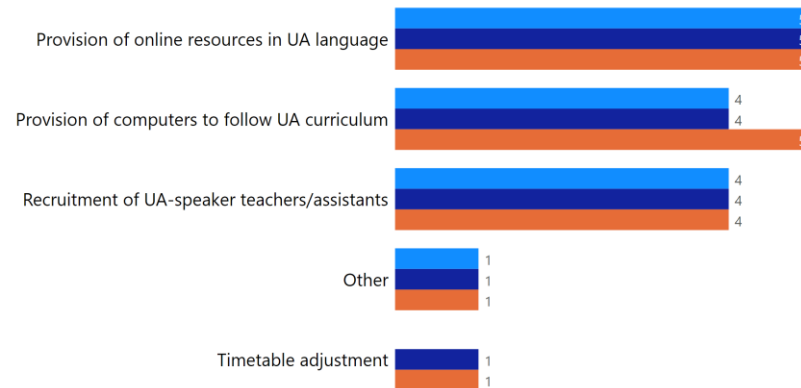
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TERTIARY

Language barriers are also important at tertiary level

- Upper secondary studies completed in Ukraine do not meet the English requirement for studies in SWE.
- For the academic year 2022/2023 the enrolment of Ukrainian students in higher education is constrained by the barrier/problem regarding the inability to leave Ukraine for students (mostly men), related to the procedure of obtaining permission to leave Ukraine form the military headquarters (POL).

- Diploma of pupils finishing their 11th grade of an Ukrainian secondary school is not automatically recognised as equivalent to the baccalaureate diploma in LUX. Ukrainian pupils have to enroll in preparatory programmes to level up their skills prior to obtaining an equivalence

Q2. Is the enrolment of Ukrainian students in higher education constrained by any of these barriers?

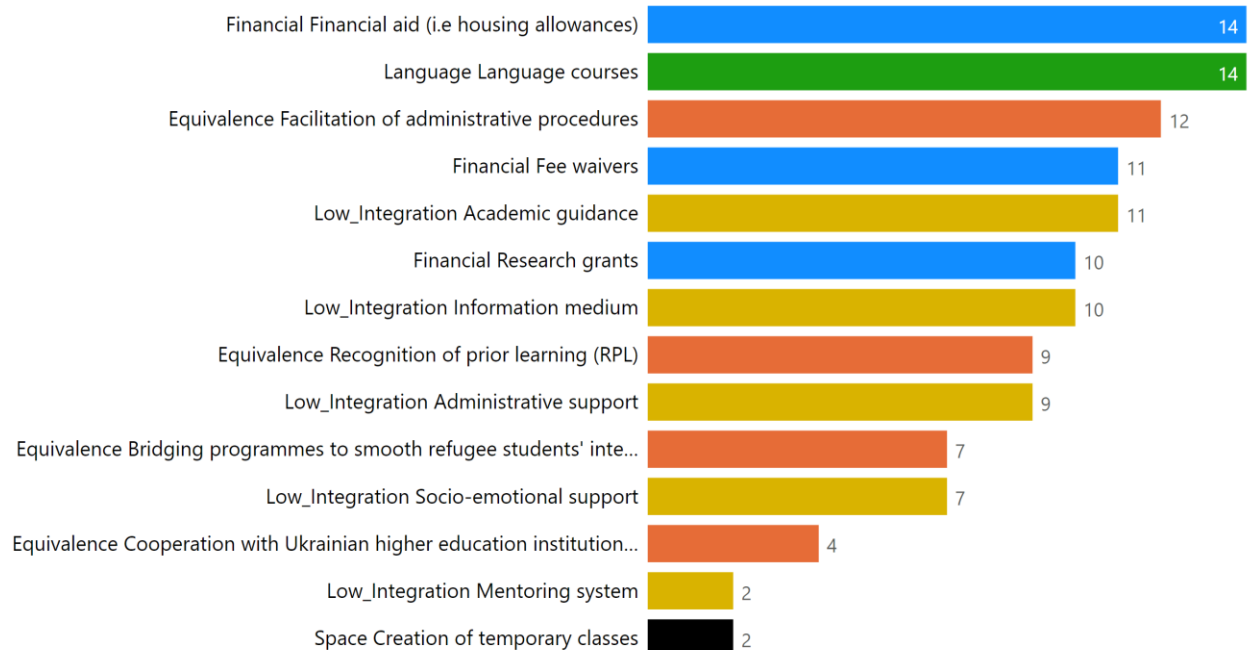| Barrier	Value
Language barrier	11
Equivalence with Ukrainian diplomas/qualifications	10
Capacity issues in higher education institutions	3
Lack of information on the higher education system of t...	3
Financial barrier	2
Other	2
Relatively low integration of Ukrainian students in the hi...	2

Host countries provide different types of support to help students with language and financial barriers

- With a residence permit, refugees can apply for and study in SWE without paying tuition fees. But living costs will have to be covered by the student.

- FRA:
  - The development of distance learning courses for Ukrainian students.
  - Ease of registration and recognition of diplomas by establishments,
  - Implantation of French language courses
  - Implementation of scholarships, Emergency aid by social services and financial aid from establishments ...

Q3. What measures/policies have been put in place to ease the integration of students at tertiary level?

Measure/Policy	Count
Financial Financial aid (i.e housing allowances)	14
Language Language courses	14
Equivalence Facilitation of administrative procedures	12
Financial Fee waivers	11
Low_Integration Academic guidance	11
Financial Research grants	10
Low_Integration Information medium	10
Equivalence Recognition of prior learning (RPL)	9
Low_Integration Administrative support	9
Equivalence Bridging programmes to smooth refugee students' inte...	7
Low_Integration Socio-emotional support	7
Equivalence Cooperation with Ukrainian higher education institution...	4
Low_Integration Mentoring system	2
Space Creation of temporary classes	2

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QUESTIONS?
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