



„According to the Office of the UN High Commissioner for Refugees (UNHCR) as of July 19, 2022 the number of refugees who fled Ukraine for other countries since 24.02.2022 is more than 9,57 million persons.

According to the Prosecutor General's Office of Ukraine as of July 25, 2022, since the beginning of the war, 358 children have been killed and 686 wounded. This data does not include data from areas where the active hostilities take place.

As of July 22, 2022, 2188 educational institutions have been damaged by bombing and shelling, 221 of them are completely destroyed.”

Source: Overview of the current state of education and science in Ukraine in terms of Russian aggression (as of July 11 - 23, 2022) [EN/UK]

<https://reliefweb.int/report/ukraine/overview-current-state-education-and-science-ukraine-terms-russian-aggression-july-11-23-2022-enuk>

“Give me shelter” What Teachers Can Do to Help Their Refugee Students from Ukraine

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Gimme Shelter (The Rolling Stones) feat. Taj Mahal | Playing For Change | Song Around The
World

https://www.youtube.com/watch?v=GJtq6OmD-_Y&ab_channel=PlayingForChange

Foreword

According to Operational Data Portal 27 861 persons from Ukraine registered for Temporary Protection or similar national protection schemes in Hungary by August 13, by the end of August the number increased to 28 289. Hungary is not a target country for migration so these numbers are much lower than in Slovakia (86 834), Romania (50 857), the Czech Republic (408 846), Poland (1 274 130) or Germany (670 000) etc. Still, the school year has already started and thousands of children and young people have enrolled in Hungarian primary and secondary schools, where administrators and teachers are far from being prepared for the new tasks of providing instruction and care for a student population that is not homogeneous in terms of their previous social-economic background, former migration experience, nationality, first language, religion etc. However, what they all share is the horrible and untold experience of the war and the losses they suffered, or the threat they lived in.

Some governments in the EU reacted quite fast to the influx of refugees, enacted special policies and worked out protocols or recommendations on how to receive refugee children and youth. They provided financial resources, facilities, even organized Ukrainian helpers to

meet the needs of students together with their families. So far, what Hungarian educational authorities did was to declare the rights for schooling and pay the schools a monthly 130 000 forints per student to cover teachers' extra work, but an educational policy is still lacking as well as recommendations concerning what steps should be taken in practice. Numerous actions would be required in order to accept and include pupils from Ukraine in Hungarian schools. This is the reason why I and my students who participate in the Social Integration MA program of the Institute of Intercultural Psychology and Education at the Faculty of Education and Psychology of ELTE University, Budapest, decided to work on a project that may help teachers' work. We have not finished the project yet, but as time is very short, we think we make it available for them.

Our work consists of three parts, the first one is to provide general information on Ukraine, so it is more descriptive than the others. Part 1 starts with a short introduction. It is followed by presenting the most important demographic data and the school system in Hungary and Ukraine, so that teachers could make a comparison. In Part 2 you will find some multicultural principles. You might think that some of them are not realistic, as they cannot be realized under the present political and institutional conditions. Still they might deserve attention, for they can add a new perspective to teachers' knowledge on how to educate migrants' children. Finally, Part 3 is a practice-oriented chapter, in fact it is the *core* of our „*recommendations*”. By raising teachers' awareness of the problems they face and giving some practical advice for becoming more effective, it is aimed to help them create a safe and inclusive school environment that meets students' needs to cope with their traumatic experiences, to make new friends and to develop strong social and personal identities.

We know that teachers are extremely overburdened by their teaching load and overwhelmed by different duties. Thus, they might find our ideas too much to deal with. Nevertheless, we are confident that the ones who take their humanitarian task seriously, who want to provide equal opportunities for all students or simply do not feel confident enough to teach refugee children, will find some parts useful, as well as get some inspiration and practical ideas from our work. And we also hope that teachers who think the same way as we do will be empowered by our far-from-complete project.

Ágnes Boreczky

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PART 1

General Information on Ukraine

Overview

1. Ukraine is the second-largest country on the European continent after Russia
2. Its population is about 40 million and its capital city is Kyiv.
3. The official language is Ukrainian.
4. The Gross Domestic Product (GDP) in Ukraine was worth 200.09 billion US dollars in 2021, according to official data from the World Bank. In 2014 when Russia occupied Crimea it fell back to 131,5 billion dollars from 190,5 billion dollars in 2013.

Ukraine proclaimed its independence in 1991 when over 90% of citizens expressed the desire to remain independent. The country seemed united in its national cause. However, Ukraine has been at war since the Russian annexation of Crimea and fights along the eastern border broke out between Ukrainians and Russian-backed separatist in 2014.

Before the declaration of independence, Ukraine was part of the Soviet Union. Going back to historical times, different regions of Ukraine were under different rules for centuries, including the Russian Empire, the Austro-Hungarian Monarchy, Poland, etc. The borders were also constantly shifting. “The fact that Ukrainian territories did not form a unified state, moreover that they were parts of different countries for a very long part of their history, was a decisive reason for their self-identification against neighboring countries, their quest for allies in neighboring countries, and their integration into one country.” (Fedinec 2022, 225.) As a result, Ukrainian identity encompasses civic and ethnic, Western and Eastern political and cultural elements and it incorporates many religious, regional, and linguistic components. Collectively, Ukrainians had little opportunities to forge a sense of a commonly shared and unifying national identity (Stepanenko 2003).

Since the proclamation of Ukraine's independence Ukrainian language has become the official (state) language, and at the level of politics it has been regarded as a unifying element of national identity. Nevertheless, as the titular ethnic group, Ukrainians, underwent significant "Russification" during the Soviet era, linguistic and ethnic divisions do not match: while ethnic Ukrainians and Russians account for 78% and 18% of the population, respectively, the Ukrainian and Russian-speaking groups make up about equal halves of the population. This is why the government is attempting to forge a unified national identity through the Ukrainian language. (Janmaat 2014, 20.)

According to Kulyk's research carried out in 2006, 2012 and 2014 (under very different socio-political conditions), the number of participants who said their native language (mother tongue) was Russian decreased by 5 % between 2006 and 2014, but when asked about their everyday language use, the number of persons speaking Russian significantly increased. Besides, there is a relatively big and growing group of bilinguals, who have two native languages and use them in everyday life, as well. Regional differences are quite apparent, these trends however show similar patterns in the West and in the Center, and somewhat different ones in the South-East and the Donbas regions (Kulyk 2017-18). Altogether, data indicate that even some years ago Ukrainian was not the majority language of daily communication in Ukraine. Moreover, because Ukraine is a multi-ethnic country, there are a number of minority groups the members of which use their own language as well (See Table 1).

Ukraine is a country of ethnic and linguistic diversity. A country of great historical and territorial differences, the homeland of people with varied histories, with diverse and changing national identities. While the country is at war, human lives are endangered every minute, and the war evidently makes a great impact on everyone. After the war, Ukraine must heal the wounds and rebuild the country and the society. To be able to achieve these goals, politics and educational policy will have to find a balance between (ethnic and civic) nationalism, the needs for a multicultural society and the trends of globalization (Janmaat 2008).

Comparative Statistical Data

Below we present some *demographic data* to help you compare Hungary and Ukraine and see some of their similarities and differences.

Table 2
Some demographic data

	Hungary	Ukraine
Population	9 709 886	43 814 581
Age Structure	0-14 years: 14.54% (male 731,542/female 689,739) 15-24 years: 10.43% (male 526,933/female 492,388) 25-54 years: 42.17% (male 2,075,763/female 2,044,664) 55-64 years: 12.17% (male 552,876/female 636,107) 65 years and over: 20.69% (male 773,157/female 1,248,658)	0-14 years: 16.16% (male 3,658,127/female 3,438,887) 15-24 years: 9.28% (male 2,087,185/female 1,987,758) 25-54 years: 43.66% (male 9,456,905/female 9,718,758) 55-64 years: 13.87% (male 2,630,329/female 3,463,851) 65 years and over: 17.03% (male and 2,523,600/female 4,957,539) (2020 est.)
Ethnic Composition of the Population	Hungarian 85.6%, Romani 3.2% German 1.9%, other 2.6%, unspecified 14.1%	Ukrainian 77.8%, Russian 17.3%, Belarusian 0.6%, Moldovan 0.5%, Crimean Tatar 0.5%, Bulgarian 0.4%, Hungarian 0.3%, Romanian 0.3%, Polish 0.3%, Jewish 0.2%, other 1.8%
Religions	Roman Catholic 37.2%, Calvinist 11.6%, Lutheran 2.2%, Greek Catholic 1.8%, other 1.9%, none 18.2%, no response 27.2%	Orthodox 67.3% Greek Catholic 9.4% Roman Catholic 0.8% No declared denominational Christian 7.7% Protestant 2.2% Muslim 1.0%, Jewish 0.4% Non religious 11,0% ^{x (2018)}
Languages	Hungarian (official) 99.6%	Ukrainian (official) 67.5%, Russian 29.6%, other 2,9% (includes Crimean Tatar, Moldovan, Romanian, Hungarian, etc.)
International migrants (Ukrainians abroad) (% of the population)	4,6 %	10,8 % 2015 (sic!)

Source: Ukrainian Population Statistics. data.worldbank.org 2021

Ukraine Age structure.index.mundi

x Features of Religious and Church – Religious Self-Determination of Ukrainian Citizens: Trends 2010–2018. (in Ukrainian (2018.))

Refugees in Hungary

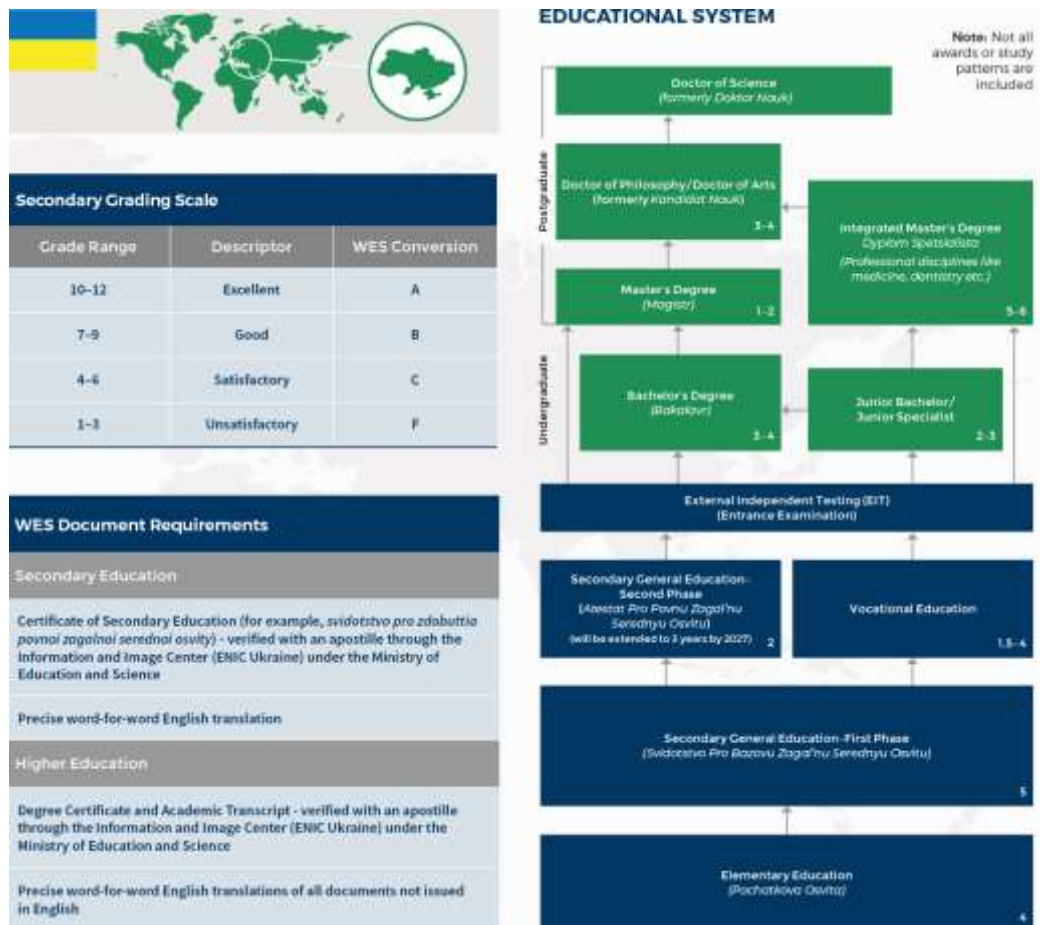
According to Operational Data Portal 28 289 Ukrainians registered for Temporary Protection or similar national protection schemes in Hungary till the end of August 2022. An estimated 8-10000 children and young people might be enrolled in Hungarian primary and secondary schools where administrators and teachers are far from being prepared for the new tasks of providing instruction and care for a student population that is not homogeneous in terms of their previous social-economic background, former migration experience, nationality, first language, religion etc.

More than 3,800 people have already registered via Tempus Public Foundation's Program and Students at Risk application for the Academic Year 2022/23 is still open for Ukrainian citizens.

Some characteristics of the school system in Ukraine

- Ukraine has one of the highest rates of national spending on education in the world (5.4% of the GDP in 2017).
- Article 7 of the Law on Education that came into force in 2017 has drawn sharp international criticism.
- As for the number of pupils in class, Ukraine has the smallest class sizes in the world.
- The Ukrainian education system is switching from an 11-year secondary general education program to a 12-year program.
- More Ukrainian students are choosing to attend universities abroad than ever before.

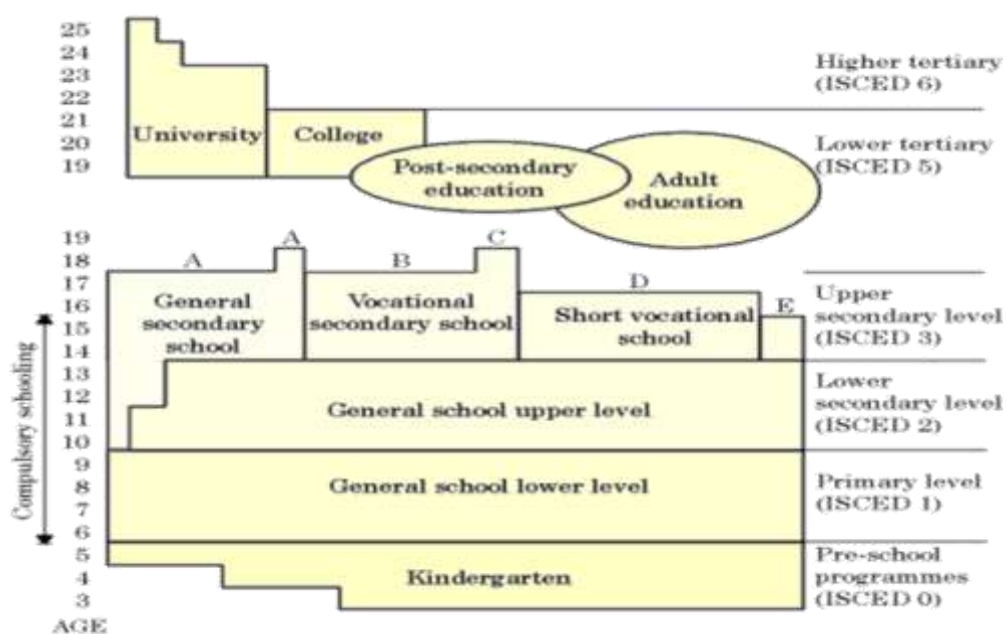
Figure 1
Educational System in Ukraine - 2019



Source: Education in Ukraine. <https://wenr.wes.org/2019/06/education-in-ukraine>

Figure 2

The Hungarian school system



Source: The Hungarian Education System. <https://ofi.oh.gov.hu/4-hungarian-education-system>

The two systems have very different organizational structures for students between the ages of 10 and 18. This feature should be taken into consideration when students are placed at Hungarian schools, especially because the primary criterion for their placement is the level of education they possess. (See also the section on the Learning environment.)

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PART 2

Multicultural Principles

(Based on Gorski 7 Key Characteristics of a Multicultural Education Curriculum)

Since there aren't many immigrants in Hungary, most teachers haven't had much experience working with students from other countries or speaking languages other than Hungarian. Therefore, even though we are aware that some ideas of the multicultural education would be challenging or simply impossible to introduce, we believe it is worthwhile to discuss a few of them. Among multicultural principles teachers could find certain concepts motivating and worthwhile implementing in their classrooms as well. We believe it is crucial to avoid racial speech anyway and to treat questions of nationalism, identity, and minorities with particular care, respect, and sensitivity.

Content

Content (including social media) must be complete and accurate, acknowledging the contributions and perspectives of ALL groups.

- Ensure that the content is as complete and accurate as possible and if it is not, correct it. Examples:
 - “Christopher Columbus *discovered* America” is not accurate and it expresses the perspective of the colonizers (It was called the West Indies).
 - „De-militarization” or „de-Nazification” of Ukraine is not true and misleading.
 - The participation of Ukrainian soldiers in the Red Army. Are they presented as heroes or victims? Either interpretation is complete.
- Try to integrate content about under-represented groups (e.g., minorities, in this case Ukrainian citizens and residents) in “mainstream” history, literature etc. Consider questions like
 - Do you present under-represented/minority groups as “the other”?
 - Do you “celebrate” difference or study, explore, and acknowledge it as part of the overall curriculum?

- Study the presence of discrimination and oppression in curriculum and ensure that you are not replicating it when you teach about Ukraine, create opportunities for sharing information (presentations, fact sheets etc.) and experiences or just have discussions with the students about Ukrainian history, literature and the present situation.
 - Make sure that the curricula or the discussions do not support stereotypes, moreover they might challenge them. (“There is no such nation as Ukraine”.)
 - Make sure that you do not support but rather challenge the assumption that our society is inherently Eurocentric, male-centric, Christian-centric, heterosexual-centric, and upper-middle-class centric.
- Examine all materials for bias and oppressive content.
 - Does your history book show stereotypical or inaccurate images of people from certain groups or eras (ex. railroad workers, Soviet soldiers in WWII)?
 - Do your science materials use male-centric language?
 - Do your reading or literature materials use racist language or stereotypical images?
 - Does the language you use and the language your materials use assume normative heterosexuality, a 2-biological-parent household, American, Hungarian, Ukrainian “mother tongue” as the marker of citizenship?

Teaching and Learning Methods and Materials

- Challenge the notion of Teaching as Mastery
 - Ask students what they already know about a topic.
 - Ask students what they want to learn about a topic.
 - Ask students to participate in the teaching of a topic.

Delivery must acknowledge and address a diversity of learning styles

- Vary instructional and learning techniques.
 - Lecture
 - Cooperative and Collaborative Learning
 - Dialogue

- Individual Work
- Student Teaching
- Vary instructional materials.
 - Texts
 - Newspapers
 - Videos/Movies
 - Games
 - Workbooks
- Diversify images and content in bulletin boards, posters, and other constantly visible materials.
 - Do you ALWAYS diversify, or only during special project months or celebrations?

Perspective

Content must be presented from a variety of perspectives and angles to be accurate and complete.

- Present content from a variety of perspectives, not only that of majority groups.
 - How do we define “classic literature” or “great books” or “the classics” and from whose perspective?
 - From whose perspective do we tell history? (Both Ukrainians and Russians consider the Kievan Rus their own historical legacy. The Cossack State can be interpreted as an early democratic state, the symbol of independence and can be part of a narrative that tells the miserable conditions and the exploitation of the poor peasantry. Whose perspective is represented in the different narratives?)
- Present content through a variety of lenses, not just those of a few heroic characters.
 - Slave or serf narratives to teach about slavery and oppression (not only Frederick Douglas, an orator, writer, and a statesman, once a slave himself or Taras Shevchenko, a poet, a major figure of national revival who was also a freed serf).

- Narratives of national movements in Ukraine (e.g., heroism, sacrifice and romanticism- for details see Kiryukhin 205, 65.)

Critical Inclusivity

Students must be engaged in the teaching and learning process— facilitate experiences in which students learn from each other's experiences and perspectives.

- Bring the perspectives and experiences of the students themselves to the fore in the learning experience.
- Encourage students to ask critical questions about all information they receive from you and curricular materials, and model this type of critical thinking for them, by asking questions like:
 - Who wrote or edited that textbook?
 - Who created that Website?
 - Whose voice am I hearing and whose voice am I not hearing?
- Make content and delivery relevant for the students—facilitate experiences in which they connect it with their everyday lives.
- Recognize your students as your most important multicultural resources.

Social and Civic Responsibility

If we hope to prepare students to be active participants in an equitable democracy, we must educate them about social justice issues and model a sense of civic responsibility within the curriculum.

- Incorporate discussions about difference and inequality into your lessons—this can be done across all subject areas. E.g.
 - How has misapplied science been used to justify racism and anti-Semitism?
- Look for ways in which well-known people in various disciplines used their work and stature to fight social injustices. (It can be particularly powerful to find people from majority groups who fought certain types of oppression.)
- When an opportunity arises to address racism, sexism, homophobia, classism, or other forms of oppression, facilitate it.

- Have honest discussion with your students about issues of privilege and oppression in your subject area, school, education, and society at large.
- Connect teaching and learning to local community and larger global issues.
- Encourage students to think critically.

Assessment

Curriculum must be continuously assessed for completeness, accuracy, and bias.

- If it is possible, work with a group of teachers to examine and critique each other's curricular units, lesson plans, and entire frameworks.
- Request and openly accept feedback from your students.
- Return to this model from time to time to make sure you haven't got back to former practices.

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PART 3

A Short Detour: Refugees / Asylees

Refugees and asylees leave their countries because of war or persecution due to their nationality, race, religion, or political membership in a group.

What Is the Difference Between a Refugee and an Asylee?

A refugee receives permission to come to the destination from outside the country.

Refugees are resettled with the help of a refugee resettlement agency.

An asylee is already in the country when s/he applies for protection.

Asylees must prove that they have reason to fear persecution in their home country.

Pre-Escape

People frequently find it too unsafe to stay in their homeland because of war, harsh prejudice, or persecution. The following characteristics define this stage:

- Fear of being discovered
- Anxiety over the situation
- Concerns about escaping
- Persecution fears
- Sadness over losses expected

Refugees are compelled to escape for their safety and lives. They may flee in stealth or be pursued. Many people perish while attempting to flee. Those who are fortunate enough to flee their country are classified as refugees.

Escape

During their escape, refugees may experience:

- Panic
- Shock
- Fear

- Danger
- Fatigue
- Separation
- Fear of victimization
- Fear of being detected or caught in a crossfire

International Laws Protect Refugees

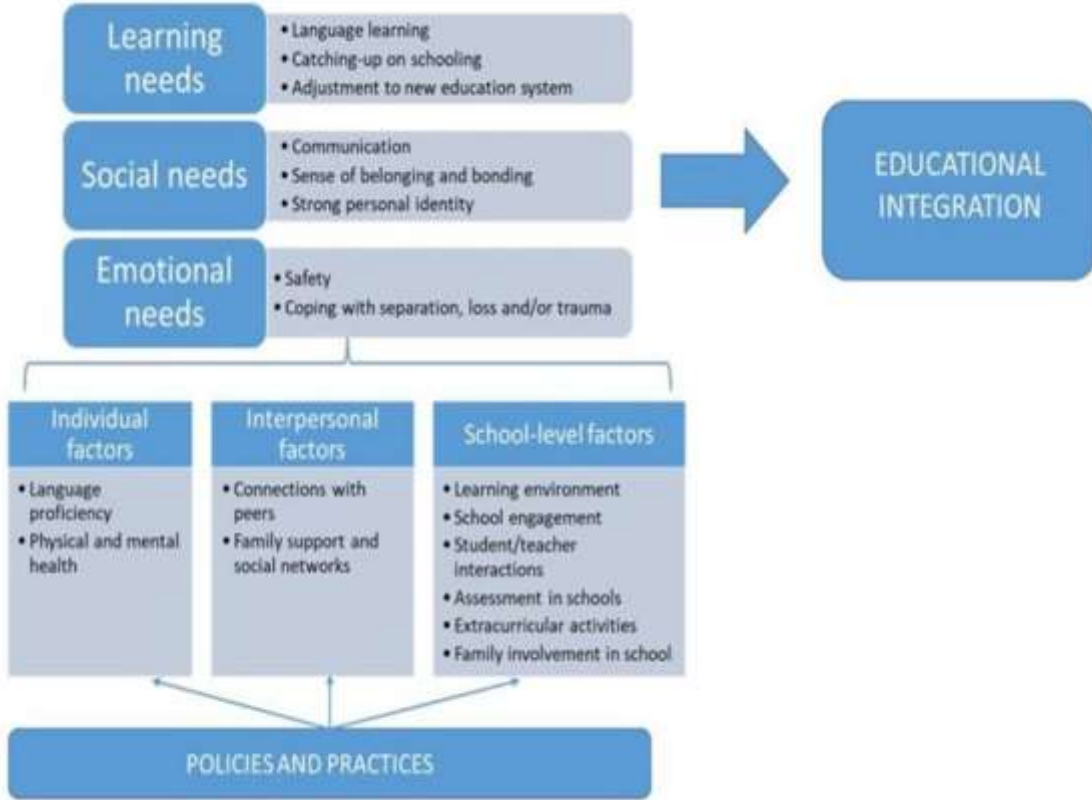
The 1951 United Nations Convention on the Status of Refugees (April 22, 1954)

- o Determines who qualifies as a refugee.
- o Establishes the rights of refugees.
- o Establishes treatment requirements for receiving nations.
- o Only pre-1951 European refugees are eligible.

Protocol on the Status of Refugees of 1967 (October 4, 1967) removed the above-mentioned Convention's geographic and temporal constraints.

Learning environment for Ukrainian refugee students

Figure 3
Students' needs and integration



Source: Cerna, L. (2019). Refugee education: Integration models and practices in OECD countries. OECD Education Working Papers, No. 203, OECD Publishing, Paris, <https://doi.org/10.1787/a3251a00-en>

As Figure 3 illustrates, a teachers' task is very complex and requires a changing perception of their role when dealing with immigrant children. Teachers should not only work on the educational outcomes and achievement of their students, they should have to identify and meet students' psychological-social and emotional needs.

Some basics for the schools

- Recruit staff from culturally diverse background and provide information for teachers, parents and students.
 - You can hire Ukrainian language teachers trained at Hungarian colleges or universities but you can also find Ukrainians residing in Hungary
 - Discuss the Ukrainian educational system (see above) with the staff
 - Prepare or get information material in Ukrainian about the school system and school careers possible in Hungary.

Focus on vocational schooling, on what has Hungary to offer (because vocational schooling is very strong in Ukraine – see above)

- Place children correctly (especially Special need students) to provide quality education
 - Placement of students is one of the most critical issues. As the two systems are quite different, hire cultural interpreters, who know both systems and both curricula. Placement should be based on comprehensive and multidimensional assessment: students' age, the school years they completed, their language and other competencies and their parents' wishes are all important when the decision is made.
 - Provide cultural interpreters who not only help families with translation but also filling out forms, applying for special needs education and providing legal knowledge about disabled people in Hungary. (For more see Bešić & Hochgatterer, 2020)
- For students who stay *permanently* or *temporarily*
 - provide separate classes for students who want to go back with
 - additional classes for Hungarian language
 - separate classes but in the same school building with Hungarian students
 - separate rooms with IT equipment for students who want to continue e-learning from Ukraine, have staff who can assist them (do not need to be teachers).
 - instruction in Ukrainian, if possible
 - organize pre-or parallel classes for students who want to stay permanently. Study the protocols for access to school, they may vary from country to country as there are different models of transition vs direct mainstreaming of students. (See Mapping host countries' education responses to the influx of Ukrainian students, Unesco, March 24, 2022)

- Beyond the different models there is a strong demand for
 - Intensive language training
 - Information on the school:
 - Hand out translated sheets with key information on the school
 - Distribute the same materials to everyone even if they don't understand the language yet
 - Cultural information (For more, see the example of pre-classes in a German school (<https://www.svr-migration.de/en/spotlights/schooling-of-refugees/>))

Teachers' role

No doubt, all teachers want to be good and effective and make a lot of efforts to achieve this goal. However, in the case of teaching immigrant children, being a good teacher entails some particular duties.

Beside having a positive approach and an inclusive attitude you should

- be sensitive and mindful about the war and Post Traumatic Stress Disorder
- try to “listen” to the students' needs
- give individual support for refugee children, it is essential to help them catch up and bridge potential learning gaps
- collaborate with parents, other teachers and specialists
- use Hungarian Foreign Language Teachers and Ukrainian teachers residing in Hungary for advice
- turn to Hungarian and Ukrainian civil organizations for help if needed
- participate in training and build a network yourself, if possible

Remove barriers to participation

- Foster links with parents
 - Have parents' meetings with an interpreter present.
 - Give parents opportunity to experience their childrens' school life (open-door day), because it can help both parents and teachers to get to know each other and find out what support children need.
 - Go over students' past educational experience and the family's current living situation, etc. This could be accomplished through talking or even through a questionnaire.
 - Build a trustful partnership with parents and families - helping them continue restoring their children's wellbeing in the home. (Establishing learning communities and platforms for peer exchanges may also contribute to their wellbeing.)
 - Hand out translated information sheets about the school
 - Be sure to discuss class and school rules and expectations
- Revise your curriculum
 - Synergistic teaching: have both Hungarian and Ukrainian topics in the curriculum
 - Hidden/symbolic curriculum (see "School's social life")

The Classroom

- Have Ukrainian staff (teachers, social workers, psychologists or translators) assist your work
- Find out the students' educational background and experiences
- Allow students to share their experiences
- Include Ukrainian students in chores
- Teachers' behavior
 - Give positive feedback and be supportive
 - Be patient, give students time and give them space

- Be aware of triggering topics (war, Russia and strongly related topics)
 - Be also aware of and prevent possible conflict between Russian and Ukrainian students

- Learning needs:
 - Teachers need to develop appropriate intervention strategies
 - Should the grading be Hungarian or Ukrainian for students who think of going back one day, should there be a mix?

- Start each morning with a conversation time
 - a place where everyone feels comfortable enough to share their problems, feelings and experiences, if they need to share them
 - make sure it is a safe space, have rules
 - give children who do not want to speak openly alternative channels for sharing their needs and problems (e.g. a box or a board somewhere in the classroom where they can write down what they want to share anonymously, a place where they can contact the teacher without others noticing)

The School's social life

Daily practice

- Connect Hungarian students with the Ukrainian students
 - Buddy system
 - Have classroom activities where students get into pairs to discuss the activity and then share to the class.
 - Watch movies/do activities together to discuss and share cultures with one another
 - Organize collective art and sport projects that do not necessarily need language

- Build a sensitive, responsible community for students with trauma (See later in details)
 - Allow students to share their experience
 - Give positive feedback and be supportive
 - Have safe spaces in the building where students can go to if they need time to calm down, think, talk to someone

- Make sure that no exclusion or discrimination of any kind is accepted and create strategies to prevent bullying (e.g. have anti-bullying “agents” among the children, create rules together with all students)
- Again, be aware of and try to prevent possible conflicts between Russian and Ukrainian students
- Hidden curriculum:
 - Care: Have motivational quotes in Hungarian and Ukrainian hung around the school (maybe as a collective art project)
 - Flags and images of important Ukrainian figures and culture
 - Hang pictures of class and school activities that involve both Ukrainian and Hungarian students
- Create cultural events where Ukrainian and other minority students can engage and share their culture
 - e.g. food festivals, festivals for national holidays from other countries, nationality-themed days
- Equip school libraries with Ukrainian language books

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Social and Emotional Culture of the School

To provide a safe and comforting school environment for Ukrainian students their social and emotional needs should be considered. They are as follows:

The need to cope with trauma, loss or separation suggests dealing with

- Traumatic experiences in the pre- and post-migration process
- The lack of interpersonal networking in their social environment → children's need for belonging, bonding with significant others, communication, and connection with their peers

- Students' experiences in the pre-migration process
 - The loss or lack of children's family network support
 - The loss of the broader social web of interpersonal relationships
- Students' experiences in the post-migration process
 - Traumatic experiences in dealing with poor living conditions, racism, and discrimination in the new host country's environment
 - Students' behavior problems like "hoarding behaviors" with books, clothing or food
 - Teachers do not feel prepared to address the emotional stress experienced by refugee children
 - Some parents might express they are uncomfortable with their children receiving counseling services.

What is worth being aware of and what teachers can do

- Only through active participation in the culture can cultural aspects be revealed and learned
 - In the case in which refugees' cultural background contradicts the features of the host country's culture, defensiveness, anger, judgments, feelings of superiority/inferiority, prejudices, and discriminatory practices might often occur. Try to avoid these practices or stop them. If you do not feel competent, ask for help from your colleagues, social workers, psychologists or members of Ukrainian civil organizations.
- The family environment of refugee students can't be neglected: Parents' beliefs about education, socioeconomic class, parental education and work, and parental support in their child's learning really matter. Try to find out what they think.
- Do not neglect, but do not focus on the traumatic experiences of refugee students too much
 - It can impede a real analysis of their background and experiences as well as recognizing the significance of post-migration experiences.

- In serious cases, however, do not hesitate to ask for help and turn to a psychologist or other specialist

“Since children are not able to communicate in English (obviously Hungarian in our case) and I am not able to speak their native languages, we utilize a lot of playful, hands-on activities. These activities utilize the universal languages such as art and music and enable children to start sharing their experiences. The activities also enable us to provide children with strategies for coping with their experiences.”

—A counselor in Buffalo Public Schools

So you can use

- Non-verbal, playful activities to help establish communication with newly arrived refugee children
 - Engaging in social games like Peek-a-boo, Hide-and-seek, etc.
- Art and dance activities for children to communicate feelings, experiences and their knowledge regarding certain concepts
- Presentations or in-service workshops for teachers
 - Introducing the native culture, language, and traditions of refugee students
 - Some simple words in the child’s native language: “hi,” “come,” “good,” or “thank you”

Basic questions and phrases

Word in English	Word in Ukrainian	Pronunciation
What's your name?	Як тебе звати?	[lak tebe zvaty?]
Where do you come from?	Звідки ти?	[Zvidky ty?]
How old are you?	Скільки тобі років?	[Skilry tobi rokov?]
How can I help?	Як я можу допомогти?	[lak ia mozhy dopomohty?]
Where is your family now?	Де зараз твоя сім'я?	[De zaraz tvoia simia?]
Is your family safe?	Твоя сім'я у безпеці?	[Tvoia simia u bezpetsi?]
Do you want...	Ти хочеш ...?	[Ty khochesh...?]
Let me know if you need anything	Скажи мені, якщо тобі щось потрібно	[Skyzhy meni iakshcho tobi shchos potribno]
Our minds and hearts are with you	Наші серця і думки з тобою	[Nashi sertsia i dumky z toboiu]

The need to feel safe

“Being able to feel safe with other people is probably the single most important aspect of mental health.”

—Bessel Van Der Kolk

Students might have experienced

- War, conflict and unsafe environments *and*
- Schools can be a stabilizing feature in the unsettled lives of young refugees
- Schools can be safe spaces for new encounters, interactions and learning opportunities as well.

BUT

- Schools can be the place of discrimination and bullying
 - Students may not feel welcome and safe in their new country

(In Canada, for instance, a study found that 86% of refugee youth (12~21 years) experienced some form of bullying, such as teasing, social exclusion, physical bullying, unfair treatment, racial insults, and intellectual belittling - Welsey Urban Ministries 2014, 103.).

What teachers can do

- Break down the wall; be aware of all the struggles that the refugees might face, and find solutions of how to help them
- Do some practical activities with your students to make them feel included.
- Take care of their emotions first (validate them), and create a safe zone where they can share their thoughts
- Do not push them to say what has happened or even ask for details/ unnecessary details
- Avoid having balloons in their classroom; it might explode and they are familiar with explosion
- Value their culture
 - Know their name
 - Understand their story
 - Let them teach you
- Build relationships
 - Have fun inside the classroom
 - Be their guide
 - Be their champion; they may need to take a stand and fight for their rights

The need to communicate with others

- Students might have communication problems
- Difficulties in making themselves understood, unable to adequately express their needs, so others cannot understand or interpret their messages

What teachers can do

- Utilize basic Sign Language symbols within and outside the classroom.
- Friendship, love, caring.
- Display positive body language.
- Utilize children's literature to help non-refugee students learn about the experiences of refugee children.
- Refugee children can be encouraged to share their experiences through words and pictures as seen in the books.
- Have *art, dance, and drama activities* for children to communicate feelings, experiences and their knowledge regarding certain concepts.
- Teach some *Ukrainian* for non-refugee children.

The need to bond and feel a sense of belonging

- Refugee children also have a strong need to bond with others and to feel a sense of belonging to the new community and school.
- Due to the loss and creation of friendships and differences (e.g. cultural), they may feel alienated and have a more difficult time developing a sense of belonging (Nakeyar, Esses and Reid 2017, 96).

What teachers can do

- Help building social capital: strong ties connecting family members, close friends, and relatives or looser bonds with other members of their culture, members of their new neighborhoods and with other members of the society (Fielding and Anderson 2008).
 - Home visits for establishing a trusting relationship between home and school and identifying individual families' needs for additional supplies or clothing.
 - Written communication from teachers can make guardians spend time to translate school reports and find someone to assist in understanding the information about their child's progress.
- Run daily sharing circles for emotional “check-in”.
- Classroom greetings can build classroom community togetherness – a partial maker of dialogic pedagogy (Shields-Lysiak et al. 2020).
 - Colorful greeting signs can help: How would you like to say good morning/goodbye today?

The need to develop a strong personal identity

- A strong personal identity involves navigating between home and host cultures.
 - Identity construction and re-construction play an important part in the integration of refugee students at school and in the whole society.
 - As discussed before Ukrainian national identity is an extremely complex and sensitive issue.
 - Schools are places of socialization and have a responsibility in helping refugee students understand the new country and become a part of it. (Kaprielian-Churchill 1996, 68.).

Teachers should make refugee students and parents feel that teachers and classmates understand and appreciate the value of their previous life and heritage (Kaprielian-Churchill 1996, 68.).

- An approach respecting and combining the culture of the home with the culture of the host society is effective for the adaptation and learning process.
 - Respect families that are receptive to both cultures and would like to become „bi-cultural.“
 - Help families that want to develop a sort of mixed (hybrid) culture.
 - Avoid situations which might threaten students’ national identity. In case you realize students represent essentialist or any other form of exclusive nationalism, do not criticize them in public. Remember, they come from a war zone and try to find opportunities that help them re-think their concept later, when they are already settled and feel safe. There is a time when different concepts of nationhood and identity (political, even multicultural nationalism and multi-bicultural-blended identities etc.) can be discussed. But a multicultural learning environment will certainly have a great impact on their views, anyway.

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Some useful links

Refugees from Ukraine: Support of schoolchildren and teachers

factsheet-schools-ukraine-updated.pdf

<https://education.ec.europa.eu/sites/default/files/2022-05/factsheet-schools-ukraine-updated.pdf>



- Information for refugees and asylum-seekers in Hungary – help.unhcr.org
- Visit our country website - [Hungary | Magyarország \(Magyar\)](#)
- For legislation, case law and UNHCR policy relating to claims for international protection, visit [Refworld](#).

<https://www.unhcr.org/hungary.html>

Tudnivalók az ukrajnai háború elől menekülők számára (Information for refugees from Ukraine... in Ukrainian and Russian)

https://eu-solidarity-ukraine.ec.europa.eu/information-people-fleeing-war-ukraine_hu

Az Ukrajnából érkezők egészségügyi ellátása (Healthcare for people coming from Ukraine in Ukrainian and Russian)

https://eu-solidarity-ukraine.ec.europa.eu/information-people-fleeing-war-ukraine/fleeing-ukraine-healthcare_hu

Az Ukrajnából menekülő gyermekek védelme (Protection of children fleeing Ukraine in Ukrainian and Russian)

https://eu-solidarity-ukraine.ec.europa.eu/information-people-fleeing-war-ukraine/fleeing-ukraine-protection-children_hu

Cordélia Alapítvány. Cordelia Foundation. (They provide mental and social support for trauma survivors)

<https://cordelia.hu/en/>

Menedék. Hungarian Association for Migrants

<https://menedek.hu/en>

Magyar Máltai Szeretetszolgálat. The Malteses

<https://www.maltai.hu/>

