



The inclusion of displaced children from Ukraine in EU education systems

2023-2024



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Directorate-General for Education, Youth, Sport and Culture
Directorate A — Policy Strategy and Evaluation
Unit A.2 — Country Analysis
E-mail: eac-unite-a2@ec.europa.eu

*European Commission
B-1049 Brussels*

**The inclusion of displaced children
from Ukraine in EU education systems**

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1. Executive summary

This report presents the results of the survey on the inclusion of displaced children from Ukraine in education across the European Union in the school year 2023-2024¹. Providing high-quality education for children forced to flee Ukraine due to Russia's invasion remains a priority for Member States and the EU, in line with the Temporary Protection Directive². In March 2024, 4.2 million people from Ukraine have received temporary protection in Member States of the European Union, 1.3 million of whom minors. 700 000 children are estimated to be enrolled in schools across the EU, from early childhood education and care to upper secondary education: 603 914 of them recorded in the survey from 22 countries³, while the rest correspond to estimates for the remaining five countries based on the information available from the preceding school year.

All 23 Member States that responded to the survey have mobilised support for students, families, teachers and educational institutions, across all levels of education and training. Children from Ukraine are required to attend local schools in over half of Member States, and more are preparing to introduce compulsory schooling in the future; while ensuring that pupils have opportunities to nurture ties with their culture, language and communities of origin. All Member States have put in place measures to support teachers working with pupils from Ukraine, most commonly in the form of professional development and training, and by enabling the recruitment of additional staff, including from Ukraine. To facilitate students' return to Ukraine, an overwhelming majority of systems provide support for testing and documentation to attest learning periods spent in the host country, and over half of the countries reported ongoing informal cooperation or formal agreements with Ukraine on the recognition of study periods and learning outcomes.

Despite these efforts, national authorities continue to face challenges. At the end of the third school year after the start of the war, the survey results indicate a shift in the perception of challenges: from providing immediate access to education to the newly arrived and dealing with capacity issues, to ensuring learning continuity, catering for pupils' well-being and preparing for their future return to Ukraine. Language barriers remain significant despite the high prevalence of language support across the systems. Addressing issues related to well-being, including trauma-sensitive teaching and ensuring the availability of qualified pedagogical staff working with students from Ukraine remain imperative. Overall, the survey results contribute to our collective understanding of the evolving situation and underline the need for continued cooperation and information exchange at the European level.

¹ 23 Member States participated in the survey: Belgium, Bulgaria, Cyprus, Germany, Denmark, Estonia, Greece, Finland, France, Croatia, Hungary, Italy, Ireland, Malta, Latvia, Lithuania, Luxembourg, Poland, Romania, Slovenia, Slovakia, Spain, Sweden.

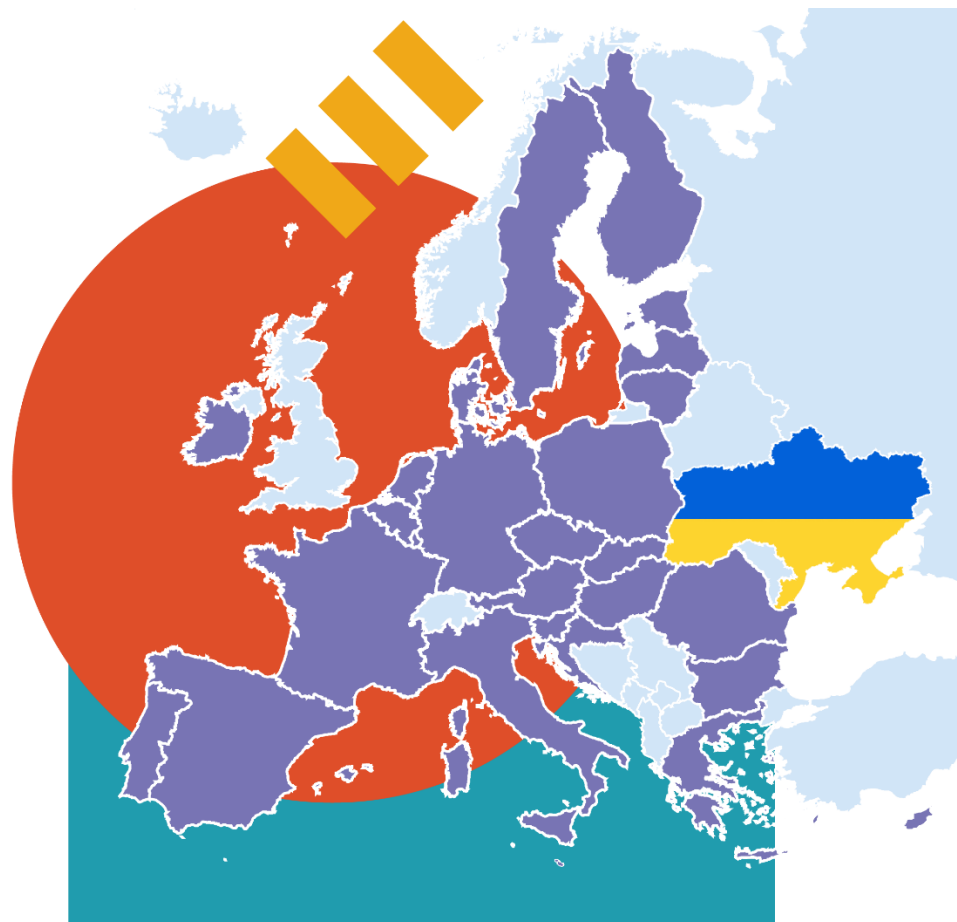
² The Member States shall grant to persons under 18 years of age enjoying temporary protection access to the education system under the same conditions as nationals of the host Member State. (Council Directive 2001/55/EC of 20 July 2001)

³ Among the 23 Member States responding to the survey, enrolment figures were not available for Sweden.

2. Context and rationale

Since 2022, information on various aspects of the education situation of displaced children from Ukraine has been made available through ad hoc studies and surveys. However, a comprehensive and standardised approach to data covering the EU as a whole and all levels and sectors of education has been so far lacking.

In cooperation with the Swedish, Spanish and Belgian Presidencies of the Council, the European Commission launched a pilot data collection among Member States in 2023-2024, the third school year impacted by the war (see Annex I). The survey was conceived as a response to the growing need to consolidate available evidence and to improve data availability, quality and comparability. It aims to enrich our collective knowledge base to contribute to Ukraine's and the EU's ongoing and future efforts to ensure the continuity of learning for displaced children and young people from Ukraine during and after the war. It provides a comprehensive overview of challenges, policy measures and enrolment figures, based on up-to-date data provided by ministries and national authorities responsible for education in 23 EU Member States. The results of the survey will help formulate and adapt policy guidance for the coming school year; provide input for peer learning activities at the European level; and contribute to knowledge building.



3. Challenges to inclusion in education

The survey has revealed that challenges to inclusion persist in the third school year impacted by the war. All 23 Member States participating in the survey reported at least one challenge. Across all levels and sectors of education, the **three most reported challenges** (rated either as “somewhat”, “rather” or “very challenging”) were **language barriers** (23 countries), issues related to **well-being** (22 countries), and **teacher shortages** (19 countries).

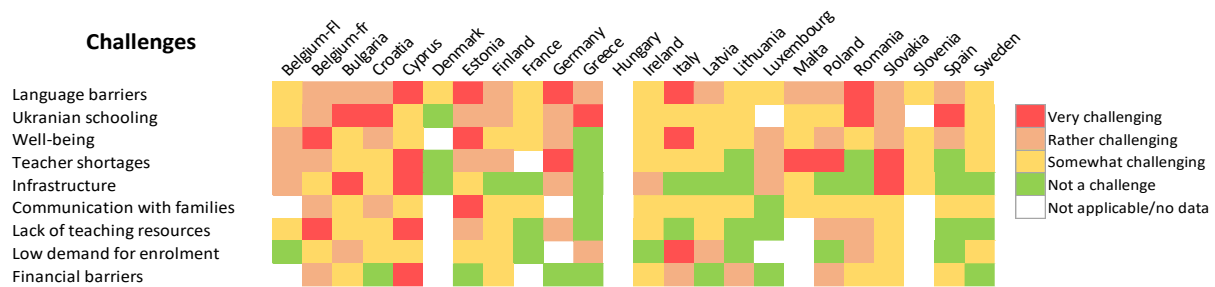
The presence and the intensity of the challenges vary by the level of education and the specific demographic, linguistic and policy context. Nevertheless, it is possible to discern some patterns across EU countries. **Language barriers** were considered as a serious obstacle (rather and very challenging) in 20 systems (83%). **Well-being** related challenges, such as the need for psycho-social support for displaced students and trauma-sensitive teaching techniques, were found to be significant in 15 systems (67%). Serious challenges linked to the **availability of teaching staff** working with children from Ukraine were reported in 15 systems (62%). These were followed by, in descending order, challenges related to the option of Ukrainian schooling; infrastructure and capacity issues; financial barriers; lack of teaching resources and materials; low demand for enrolment in local schools; communication with families; shortage of accommodation and the lack of adequate data on refugees. Communication with families was reported as a serious challenge in only three Member States, however, 19 systems indicated that this remains an issue to some extent.

It is important to interpret this data contextually and in relation to other information collected by the survey and earlier studies. First, the perception of challenges can depend on the target group (policymakers, national or local authorities, schools, parents, students, etc.). The survey aimed to map the key challenges linked to the inclusion of displaced children in education as perceived by public authorities responsible for education and training in the 2023–2024 school year. Respondents were asked to rate each item on a scale from 0 (not a challenge) to 3 (very challenging). Second, the challenges can be dynamic and may evolve over time, nevertheless, it is possible to observe some enduring obstacles, such as language barriers or the need for additional pedagogical staff, as reported by previous surveys⁴. Finally, it is important to consider the mitigating effect of policy responses (see Section 4) taken to address the challenges when analysing their impact on displaced pupils.

⁴ Cf. OECD, 2023, Education at a Glance 2023, Ensuring continued learning for Ukrainian refugees, https://www.oecd-ilibrary.org/education/education-at-a-glance-2023_129feef5-en

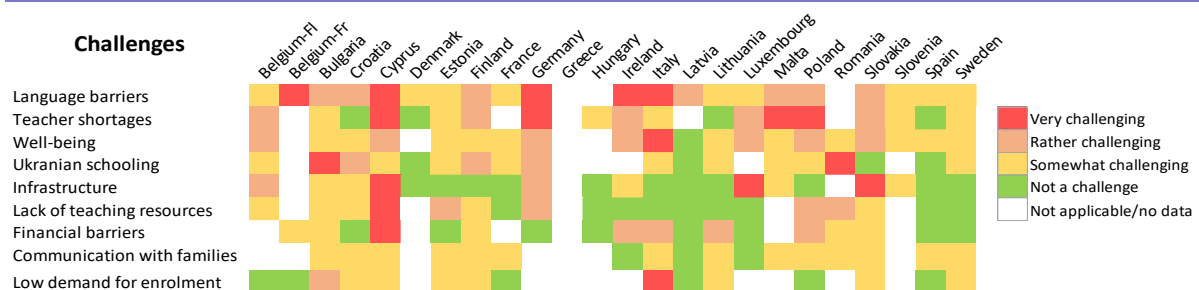
In **secondary (general) education**, language barriers and well-being were reported as top challenges in most countries, followed by the option to follow Ukrainian schooling, which was found to be a serious challenge (“rather” or “very challenging” in 10 systems). Teacher shortages were reported by 16 countries, similarly as in primary education, and the lack of teaching resources was indicated as an obstacle in 13 systems.

Figure 4. Heatmap of challenges in secondary (general) education (by order of intensity).



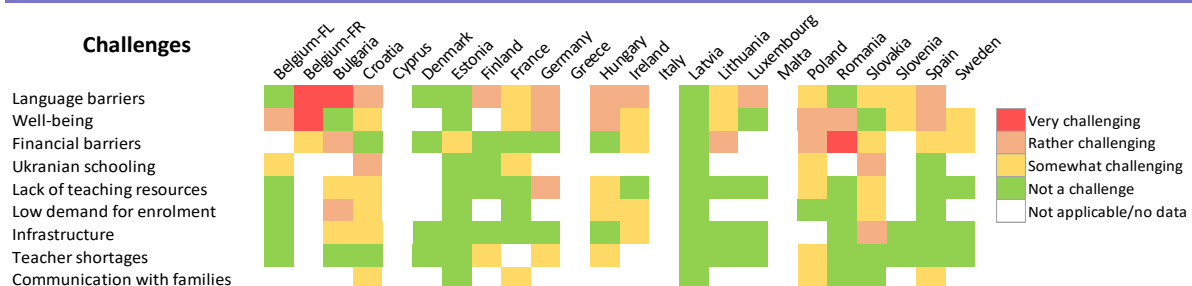
In **secondary vocational education and training**, 21 systems reported language barriers, 19 well-being related challenges and 15 teacher shortages. The option to follow Ukrainian schooling and communication with families were considered to be challenging in over half of the systems.

Figure 5. Heatmap of challenges in secondary vocational education and training (by order of intensity).



In **tertiary education**, Member States reported on average fewer challenges than in the other sectors, but in some cases the response rate was influenced by the division of competences for school and higher education among public authorities. The main challenges were once again language barriers (14 systems) and well-being (13 systems). The third most common challenge were financial barriers, cited by 10 systems, and 6 reported the lack of teaching resources as an obstacle.

Figure 6. Heatmap of challenges in tertiary education (by order of intensity).



The findings are largely consistent with earlier reports (e.g., the 2023 OECD survey⁵), but they also indicate a shift from immediate barriers related to the arrival of Ukrainian families at the start of the war, such as communication with families and their intentions to enrol children in local schools, to more structural challenges. For example, while some countries reported that difficulties to find adequate teaching staff were linked to the low number of professionals with the required language profiles, others noted that this is attributed to a general shortage of staff at the system level. At the same time, it is worth noting that while all host countries provide some form of language support to displaced students from Ukraine, language barriers remain the number one obstacle to the successful inclusion of these children in education. The survey also shows that the simultaneous enrolment of pupils in both local schools and the Ukrainian education system (via remote learning) is emerging as a challenge to pupils' well-being, as it causes scheduling conflicts and is often associated with a higher workload. Several Member States are recognising and addressing this issue, through increased cooperation with Ukrainian authorities, individualised learning plans and combining host country and Ukrainian curricula (see section 4.4.).



⁵ OECD, 2023, Education at a Glance 2023, Ensuring continued learning for Ukrainian refugees, https://www.oecd-ilibrary.org/education/education-at-a-glance-2023_129feef5-en

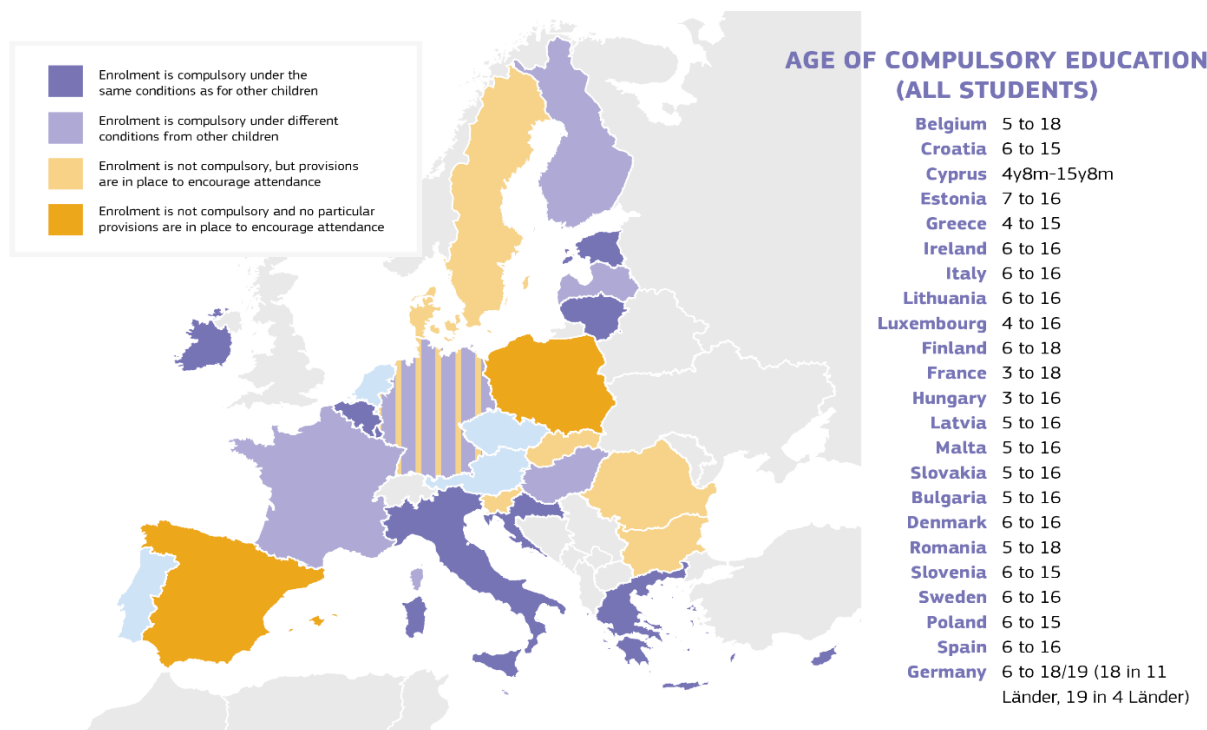
4. Policy provisions

4.1. Enrolment in local schools – legal and funding provisions

Enrolment in local schools enables refugee pupils not only to continue their schooling, but also to become part of a community of peers and to receive additional support to integrate in the host society. The survey therefore collected data on the legal and policy provisions for enrolment in local schools in the EU Member States. The findings confirm that all Member States encourage children from Ukraine to attend host country schools and an increasing number of them have introduced or are planning to introduce compulsory schooling.

In 2023-2024, 16 Member States out of the 23 survey respondents (60%) reported that enrolment in local schools is compulsory for children from Ukraine. In Belgium, Croatia, Cyprus, Greece, Estonia, Italy, Ireland, Lithuania and Luxembourg, school attendance is mandatory under the same conditions as for other children. In Finland, France, Hungary, Latvia and Malta, enrolment is mandatory, but different conditions apply. In Finland and Hungary, compulsory attendance is linked to the status of temporary protection beneficiary; while in other countries, refugee children can be exempted from school attendance if their parents provide proof that they follow online education (Cyprus, Malta) or if they are registered as homeschoolers (Belgium – Flemish Community, Ireland). In Lithuania, Ukrainians are permitted to enrol and study online in Ukrainian schools for one year, during which they must be registered at a local school and take up Lithuanian language classes, and afterwards they have to enrol into Lithuanian schools. Students who plan to stay in Lithuania for up to one year can study remotely according to Ukrainian educational programs in the Ukrainian language at distance learning schools recognised by the Ministry of Education of Ukraine. In Bulgaria, Denmark, Romania, Slovakia, Slovenia, and Sweden enrolment is not compulsory, but provisions have been put in place to encourage school attendance. In Germany, the legal and policy provisions on compulsory schooling are determined at the level of the Länder; enrolment is either compulsory or encouraged. In the 2023-2024 school year, Spain and Poland did not require displaced children from Ukraine to enrol in local schools and they reported no particular provisions at the central level to encourage school attendance, however such measures do exist in these countries at the regional and municipal level. Poland⁶ plans to introduce compulsory enrolment as of September 2024, and Slovakia is also preparing a gradual introduction as of 2025.

⁶ https://samorzad.infor.pl/sektor/edukacja/rodziceiuczniowie/6572777_od-wrzesnia-obowiazek-szkolny-dla-ukrainskich-dzieci-przebywajacych-w.html

Figure 7. Map of enrolment provisions and age of compulsory education


Source (data on compulsory schooling): Eurydice, Compulsory education in Europe 2023/2024, October 2023, <https://eurydice.eacea.ec.europa.eu/publications/compulsory-education-europe-20232024>

Member States have also mobilised additional funding to support municipalities and education institutions receiving students from Ukraine. In 2023, **Estonia** provided local governments with additional grant of EUR 465 per Ukrainian pupil enrolled in ECEC, EUR 506 per Ukrainian pupil in general education and EUR 353 per Ukrainian pupil in VET. This cost includes labour costs, recreational activities, school meals, teaching materials as well as language training. In the Flemish Community of **Belgium**, schools from primary and secondary (including vocational) education receive extra resources and opportunities to accommodate displaced Ukrainian children. These measures include financial support and cost reimbursement for renting buildings and modular units, extra teaching hours, and budget based on the number of children enrolled for full-time enrolment only. **Spain** has a specific funding programme that can be used for hiring reinforcement teaching staff, non-teaching personnel, and conversation assistants; transport and school canteen; acquisition of school supplies and school furniture; and adaptation and/or conditioning of spaces for ordinary classrooms, among others. In December 2022, the Central Government distributed EUR 13.5 million among autonomous communities to provide access to education for displaced children from Ukraine. In December 2023, the amount distributed was EUR 41 million. **Hungary** provides a monthly allowance of HUF 130 000 to schools, public education and vocational training institutions for every displaced child from Ukraine, provided the school offers them 5 hours a week personal coaching in addition to integrating them in the class⁷.

⁷ Act CXC of 2011 on National Public Education, 92. § (3)

In addition, secondary school students can apply for accommodation in dormitories, information about available places is provided by school district centres and vocational training centres. In primary and secondary education in **Romania**, Ukrainian families receive financial assistance for food and accommodation on the condition that children are enrolled in the formal education system⁸. **Poland** provides monthly funding per pupil to the local municipalities to support the schooling costs of Ukrainian pupils⁹. **Slovakia** provides monthly funding per pupil to school founders to support the integration of children and pupils from Ukraine who are applicants for temporary protection or who have been granted refugee status in Slovakia¹⁰. The funding is expected to continue in 2024-2025.

4.2. Support measures for students and families

22 Member States have policy and support measures in place specifically for refugee students across different levels of education and training. 21 systems (87.5%) have put in place at least one form of support specifically for displaced pupils from Ukraine, while three countries offer help within the framework of measures for refugee students (Germany and Cyprus) or via services available to all pupils (Malta). Successful inclusion in education and training hinges on a mix of targeted and mainstream support measures, which is observed in most Member States. The most common measures targeting specifically Ukrainian students include information campaigns, support in the mother tongue, support in the language of schooling, financial support, and support to parents and families.

The following sections present examples of policy measures by order of reported frequency and the extent to which the measures are tailored to the needs of refugee students and specifically those from Ukraine across 23 EU countries. The distinction between support provided for all refugee students and displaced pupils from Ukraine specifically does not indicate a qualitative difference in terms of the inclusiveness of the systems. It is rather linked to responsiveness: certain countries mobilised pre-existing support structures to cater for the needs of newly arrived children from Ukraine, while those that reported a more targeted approach introduced the measures since 2022. At the same time, the extent of the policy response is not always closely related to number of challenges reported by the countries or the *expected impact*¹¹ of the arrival of students from Ukraine in the education system. Countries with the highest number of measures targeting specifically students from Ukraine include Latvia, Lithuania, Estonia and Spain; while Belgium, Poland, Greece, Slovenia, Finland, Germany and Cyprus provide support more broadly for all refugees (Figure 8).

⁸ <https://legislatie.just.ro/Public/DetaliuDocument/267398>

⁹ Ministry of Education of Poland, <https://www.gov.pl/web/edukacja/nowe-zasady-dotyczace-wsparcia-jst-na-dodatkowe-zadania-oswiatowe-realizowane-dla-uczniow-z-ukrainy#:~:text=do%2031..i%20uczniami%20b%C4%99d%C4%85cymi%20obywatelami%20Ukrainy>.

¹⁰ European Union Agency for Fundamental Rights, 2023, Country research - Fundamental rights of children displaced in the EU following the Russian war of aggression - Slovakia, https://fra.europa.eu/sites/default/files/fra_uploads/country_research_bulletin_3_slovakia_en.pdf

¹¹ The *expected impact* is a measure of the size of the collective of incoming Ukrainian children relative to the total student population in the host country. For further information see [Education and Training Monitor 2023](#).

Figure 8. Distribution of countries by policy mix.

Schooling is compulsory	High number of measures for refugees	Low number of measures for refugees
High number of targeted measures for students from Ukraine		Latvia, Estonia, Lithuania
Average number of targeted measures	Belgium (FR), Greece	Croatia, Hungary, Ireland
Low number of targeted measures	Germany, Cyprus, Finland	Belgium (NL), Italy, Luxembourg, Malta
Schooling is not compulsory		
High number of targeted measures for students from Ukraine		Spain, Denmark, France
Average number of targeted measures	Poland, Slovenia	Slovakia, Romania
Low number of targeted measures		Bulgaria, Sweden

Most support measures are offered across all levels of education and training, with some variations in the extent to which they are targeted to the needs of refugee and Ukrainian pupils¹². A detailed overview of support measures by education level and by country can be found in Annex II and III.

4.2.1. Support in the language of schooling

All respondent Member States provide support in the language of schooling. 12 systems offer tailored language support for refugees in general and 8 countries for students from Ukraine specifically. In 5 systems, language support is provided to all pupils, including to students from Ukraine. **Spain** offers language courses at all levels of education for refugee students. Ukrainian language assistants have been employed in schools to offer help to displaced children, with a focus on expediting language acquisition. In **Hungary**, Ukrainian children in primary, secondary education and VET are eligible for a 5 hours per week of individual remedial or language support, with relevant institutions being provided with free Hungarian language textbooks. In **Greece**, refugee students are supported by intensive Greek language support of 15 hours per week, within the mainstream program in reception classes functioning in primary and secondary schools situated in “educational priority zones”. Newly arrived pupils in **Sweden** who do not speak Swedish can be offered teaching in preparatory classes. The preparatory classes offer various subjects while at the same time learning the basics of the Swedish language. Instruction in Swedish can be combined with other school subjects according to a personalised study plan. In the Flemish Community of **Belgium**, children from Ukraine can attend separate reception classes, in primary and secondary education, where the focus is on Dutch language acquisition and integration. In **Poland**, pupils from primary and secondary schools in the preparatory class have at least 6 hours a week

¹² In some systems, certain support measures are provided to all newcomers, regardless of origin or status. The survey did not explore this category separately, it is subsumed in the category “all pupils” or “all students”.

of Polish language instruction. Among the centralised measures of the educational system for newly arrived learners in **Cyprus** are Greek language assessments, determining educational needs, and evaluations for psychosocial support. In secondary education, they form separate classes for language immersion, while in primary education they can attend extra lessons for learning the Greek language. The Ministry offered children from Ukraine free intensive Greek language classes during the summer of 2022 and 2023¹³. In **Estonia**, Ukrainian students' learning is supported through language immersion methodology and through intensive Estonian language courses. The Ministry of Education of **Slovakia** reimburses schools for providing language courses for children who do not speak the language of instruction. In addition, since April 2022, the number of hours in a basic language course has increased from 4 to 6 hours per week. In **Luxembourg**, six international public schools set up English-speaking reception classes specifically for Ukrainian pupils. Students can also opt for reception classes in French or German at other public schools. In a second phase, they can join a regular international class including VET. Depending on the age of the pupils and their progress in learning, a second language can be added, either German or French. At tertiary level, **Slovenia** offered additional introductory Slovenian language courses to students enrolled in 2023-2024.

4.2.2. Reception and integration classes

Reception or integration classes are organised for refugee pupils in 8 Member States, further 5 set up reception classes for pupils from Ukraine only. In primary and secondary education, **Denmark** gives the option to enrol displaced children from Ukraine in regular classes in national public or private schools, special reception classes, or special schools established for displaced children. Classes are taught in English or Ukrainian. Schools utilise a screening tool developed by the Ministry of Children and Education to assess language and educational background of newly arrived pupils, facilitating integration and grade placement. Since March 2022, schools in **German federal states** (Länder) enrolled children from Ukraine in regular classes with additional support in language learning or in special classes, which are called “welcome classes” (Willkommensklassen), “preparatory classes” (Vorbereitungsklassen), “bridge classes” (Brückenklassen) or “intensive classes” (Intensivklassen), depending on the Länder¹⁴. The goal of these classes is an intensive teaching of the German language to prepare pupils to eventually join regular classes. In **Sweden**, the organisation of reception classes in primary education is in the remit of each municipality. In most cases reception classes are organised for all refugee pupils, but municipalities can also organise a reception class for Ukrainian refugees only.

¹³ European Union Agency for Fundamental Rights, 2023, Country research - Fundamental rights of children displaced in the EU following the Russian war of aggression - Cyprus.

https://fra.europa.eu/sites/default/files/fra_uploads/country_research_bulletin_3_cyprus_en.pdf

¹⁴ European Union Agency for Fundamental Rights, 2023, Country research - Fundamental rights of children displaced in the EU following the Russian war of aggression - Germany.

https://fra.europa.eu/sites/default/files/fra_uploads/country_research_bulletin_3_germany_en.pdf

4.2.3. Information on schooling options

Member States have introduced a range of measures to inform families about schooling options and to encourage school attendance in 2022, many of which remained in place in 2023-2024. Over half of responding Member States (14) have launched **information campaigns** specifically for displaced pupils and families from Ukraine, most commonly in early childhood education and care (14), followed by primary (13), secondary (12) and vocational education and training (9). 5 systems run such campaigns for refugee pupils in general, most commonly in primary and secondary education. **Poland** launched an information campaign in Ukrainian and Polish about primary and secondary education for parents, which includes a chatbot, a helpline and an email inbox¹⁵. At ECEC, primary, and secondary level, including VET, the Swedish National Agency for Education organised campaigns via social media to inform children of Ukrainian families about their right to school and for Ukrainian teachers about the possibility to work in schools in **Sweden**. In **Greece**, information campaigns take place at regional level and are organised by refugee education coordinators (who are responsible for refugees' enrolment) or by NGOs and international organisations such as UNICEF for actions concerning education, sports or culture activities.

In **Ireland**, communications were developed to explain the ECEC system to parents and local county-based City and County Childcare Committees were tasked with matching children to available spaces. To assist with the transition of Ukrainian students and their families into Irish schools, Regional Education and Language Teams (REALT) were established. **Belgium** (French Community), **Greece**, **Croatia**, **Poland** and **Sweden** set up websites and issued written communications to explain the school system and enrolment procedures. **Slovakia**, with support of the UNHCR, has developed an online form¹⁶ to assist families with school placements and employs regional coordinators to help with the enrolment process.

4.2.4. Support for parents and families

11 systems provide support specifically for Ukrainian parents and families across all levels and sectors of education and training. ECEC providers and schools in **Italy** collaborate with linguistic and cultural mediators to assist children from foreign background¹⁷. These mediators, hired by municipalities, have migrant background and are proficient in Italian. Recently, the measure has been extended to mediators from Ukrainian communities. In **Slovenia**, primary schools collaborate with Ukrainian parents and children through activities to ease their integration, with information available on the government website

¹⁵ OECD, 2023, Education at a Glance 2023, Ensuring continued learning for Ukrainian refugees, https://www.oecd-ilibrary.org/education/education-at-a-glance-2023_129feef5-en

¹⁶ UNHCR, Support for school enrolment - UNHCR Slovakia, <https://help.unhcr.org/slovakia/education/cash-assistance-for-education-and-support-for-school-enrolment/>, and the online form: <https://enketo.unhcr.org/x/jMPuwahE>

¹⁷ UNICEF, 2023, Situation analysis of early childhood education and care services in support of Ukrainian refugees across EU Member States, Second Synthesis report, June 2023

“Providing education to Ukrainian children living in Slovenia”.¹⁸ The Ministry of Education funds additional coordinator positions in schools where Ukrainian families are housed, support for intercultural mediation, logistics, translations, and crisis assistance for children and parents. The Blue Dot support centres¹⁹ in **Romania** provide comprehensive assistance to refugee children and families, focussing on immediate needs, especially for children and women. These centres offer various forms of support, with ongoing contribution from UNICEF and other national and international NGOs. Through the collaboration between the Ministry of Education and UNICEF, **Greece** offers telephone and in-person interpretation services in Ukrainian and Greek for parents and educators on school enrolment or other procedural matters, at all levels of education.

4.2.5. Financial support for students

13 Member States offer financial support at various levels of education and training to students, families and schools: 11 systems for Ukrainians specifically and 3 systems for refugees in general. In ECEC, the regional and local communities of **Croatia** have mostly exonerated Ukrainian refugees’ parents from participation in kindergarten expenses. In **Latvia**, all children from Ukraine benefit from additional funding that provide them with free education and food in pre-school institutions; this measure was extended and increased in 2023–2024. **Poland** offers a monthly state aid in the amount of PLN 400 (ca. EUR 85) to cover ECEC services for Ukrainian citizens²⁰, and from 1 October 2024, this will be replaced by the newly adopted support programme offering up to PLN 1500 (ca. 348 EUR) to reduce childcare costs for all parents of children aged between 12 and 35 months²¹. **Slovenia** provides EUR 45 for each registered student to cover for teaching resources and material costs. **Cyprus** provides financial assistance to Ukrainian refugee families for childcare before they reach the age for compulsory education (4 years and 8 months) by waiving the tuition fee for pre-primary education.

At tertiary level, in the Flemish Community of **Belgium**, the regulations for study grants have been adjusted so that students from Ukraine with a temporary residence status can receive a government scholarship from the academic year 2023–2024, extended to students looking to join in September 2024. In the French-speaking Community, Ukrainian students are exempt from registration fees. As of June 1, 2022, **Germany** offers federal education assistance (BAföG) to Ukrainian students if they hold or have applied for a residence permit. BAföG typically comprises half grant and half interest-free loan, with a maximum repayment

¹⁸ GOV.SI, <https://www.gov.si/en/topics/slovenias-assistance-to-the-citizens-of-ukraine/izobrazevanje-ukrajinskih-otrok-v-sloveniji/>. EN language: <https://www.gov.si/en/topics/slovenias-assistance-to-the-citizens-of-ukraine/>, UA language: <https://www.gov.si/uk/temi/dopomoga-yaku-slovenya-nada-gromadyanam-ukrani/>

¹⁹ UNICEF, <https://www.unicef.org/romania/blue-dot-providing-critical-support-refugees-ukraine>

²⁰ ZUS, <https://www.zus.info.pl/rodziny-kapital-opiekunczy-na-dzieci-z-ukrainy/>

²¹ Aktywny Rodzic, <https://www.inforlex.pl/dok/tresc,FOB000000000000602367,Projekt-Aktywny-rodzic-trzy-nowe-swiadczenia-dla-rodzicow.html>

of EUR 10 010. Several universities in **Cyprus** have announced numerous actions such as the award of scholarships, which covers tuition fees and monthly living expenses, and the employment of researchers and teaching assistants from Ukraine. The two public universities offer scholarships since the academic year 2022/2023. At the University of Cyprus, each scholarship covers tuition fees (including the tuition for attending Greek language courses) as well as a monthly amount of EUR 700 for living expenses²². Ukrainian refugees are exempt from paying tuition fees on full time higher education in **Denmark** and able to apply for the Danish State Educational Grant and Loan Scheme to get monthly financial aid. In **Estonia**, Ukrainian students were exempted of application fees in 2023-2024 and are eligible for means-based study allowance while studying in Estonian universities. Different support-systems are in place at institutional level. For example, at Tallinn University, the tuition fee is waived for all Ukrainian students for the 2023-2024 academic year and there are support funds for living expenses and special opportunities to enrol as exchange students. The Ministry of Education, Science and Sport of **Lithuania** supports Ukrainian students by distributing funds to Lithuanian universities and colleges that accepted students from Ukraine to non-state-funded places. Funds for scholarships for Ukrainians studying in Lithuania have also been allocated. As of the academic year 2024-2025, the same admission procedures to state-funded places will be applied for Ukrainian students who graduate from Lithuanian schools, as for Lithuanian students (no separate quotas are foreseen). In **Poland**, refugee students from Ukraine have been exempt from public university fees, and they can also apply for state-funded scholarships and loans²³. Students from Ukraine who hold a residency permit can apply for and study in **Sweden** without paying tuition fees. Several Swedish higher education institutions and research funding bodies are offering different types of support to researchers and doctoral students from Ukraine. In **Germany**, the Gemeinschaft für studentischen Austausch in Mittel- und Osteuropa (GFPS, Association for Student Exchange in Central and Eastern Europe) runs a scholarship programme for Ukrainian students. In addition, the Foundation for Innovation in Higher Education (Stiftung Innovation in der Hochschullehre) provided special funding of around EUR 2 million for selected projects during the academic year 2022-23²⁴, which was expanded by an additional EUR 1.8 million until the end of 2024²⁵. The projects aim to create offers for students who wish to continue their studies in Germany, digitally or in person, and seek to maintain close ties with Ukrainian universities.

²² University of Cyprus, <https://www.ucy.ac.cy/graduateschool/scholarships/?lang=en#:~:text=The%20University%20of%20Cyprus%20has,util ity%20buildings%20and%20university%20facilities.>

²³ Ministry of Higher Education and Science, <https://www.gov.pl/web/nauka/wsparcie-mnisw-dla-studentow-i-naukowcow-z-ukrainy>

²⁴ OECD, 2023, Education at a Glance 2023, Ensuring continued learning for Ukrainian refugees, https://www.oecd-ilibrary.org/education/education-at-a-glance-2023_129feef5-en

²⁵ <https://stiftung-hochschullehre.de/foerderung/lernen-und-lehre-sichern-fokus-ukraine/gefoerderte-projekte-fokus-ukraine/>

4.2.6. *Support in the mother tongue*

Support in the mother tongue is provided to students in 15 systems, in 4 systems for refugees in general and in 11 systems specifically for those from Ukraine. In **Cyprus**, the School and Social Inclusion Actions+ programme (DRA.S.E.+), co-financed by the European Social Fund, offers children with migrant background the opportunity to choose afternoon mother tongue classes. In both primary and secondary education, **Croatia** offers the possibility to learn the mother tongue of the national minority, which applies for Ukrainian students. In **Finland**, teaching in the mother tongue of the pupil, teaching in Finnish or Swedish as a second language, and language support in school subjects can be provided and partly funded by the government under certain conditions. In **Denmark**, teaching can be conducted in either Ukrainian or English in primary, secondary and vocational education and training, since 2022. The language provisions²⁶ have been extended until March 2025. The Ministry of Education and Research in **Estonia** recommends in its guidelines that schools provide Ukrainian language and culture studies, but it is not mandatory unless at least 10 parents from the same school request it. Guidelines have also been issued regarding Ukrainian online education, specifying that completing a school subject or part of it in Ukrainian online education should only be done with the agreement and support of the subject teacher in the Estonian school.

4.2.7. *Expansion of school capacities*

6 Member States have expanded their physical school capacities to accommodate newly arrived students from Ukraine, and an additional 5 countries increased school capacities for refugee students. At ECEC, primary, and secondary level in **Romania**, limitations on group and class sizes can be exceeded when Ukrainian children are participating in education activities to compensate for capacity constraints. University students can be employed to address limited human resources to care for children. In **Estonia**, the city of Tallinn established a school for Ukrainian children as a branch of the Lilleküla High School, as well as a separate school - The Freedom School for Ukrainian pupils (Vabaduse kool, lower and upper secondary). The school teaches the Estonian curriculum partly in Ukrainian and partly in Estonian. In VET, additional places for displaced Ukrainians were created in Tallinn with a choice of profession curriculum where students can acquire professional basic knowledge and learn Estonian language. In **Poland**, 1208 new ECEC institutions have been created as a response to the current refugee crisis and the maximum number of pupils per class has been increased. In primary and secondary education, **Denmark** allows educational institutions to rent out or lend excess capacity for a temporary and shorter period due to the arrival of children displaced from Ukraine.

²⁶ <https://www.uvm.dk/aktuelt/i-fokus/ukraine/spoergsmaal-og-svar/erhvervsuddannelser>

4.2.8. *Psycho-social support*

In most systems, psycho-social support is provided within a broader framework accessible to all pupils. Estonia and Lithuania provide tailored measures for displaced children from Ukraine, and Slovakia and Italy offer such support for all refugees. Since 2020-21 in **Greece**, a new mandatory subject has been introduced in pre-primary, primary and lower secondary education, entitled “Skills Labs”, with modules on peace, solidarity, mutual support, and human rights, cultivating an inclusive class environment to welcome Ukrainian students. In primary and secondary education, **Poland** provides care for all students, including students from Ukraine. The Minister of Education’s regulation allows for employing people who are not teachers in counselling centres to provide children from Ukraine with psychological and pedagogical help in their language. At primary, secondary and VET level in the French Community of **Belgium**, each school is linked to a Centre for Psychological and Social support (Centre psycho-médico-social - CPMS) which provides trauma support. CPMS were sensitised on managing the emotional dimension of war by following a seminar in 2022. In **Estonia**, a nationwide network Rajaleidja (Pathfinder²⁷), is offering free educational counselling services for parents, teachers, and other educators of young people between the ages of 1.5 and 18. They hired four Ukrainian speaking psychologists and a counselling services coordinator. In addition, Estonia operates a UA-language school psychologists’ helpline and youth camps are organised to support non-formal learning. The state has also allocated funding of EUR 1.13 million for 73 local municipalities to support Ukrainian students’ non-formal education and language learning. Local governments receive this one-off support based on the number of 7-17 old Ukrainian refugees in their administrative area. In **Bulgaria**, Ukrainian children enrolled in ECEC, primary, secondary education and VET receive psychological support, when necessary, in addition to personal development support activities, including resource support for children with special educational needs. Universities in **Spain** offer various kinds of socio-emotional support. The University of Valencia, for example, has established a psychological care service for recent arrivals, in collaboration with Psychologists Without Borders²⁸.

4.2.9. *Adaptation of learning content and flexible pathways*

In addition to the measures described above, 7 Member States have introduced **flexible learning pathways** and **learning content tailored to individual needs** for displaced students from Ukraine, including facilitating transitions between education levels. For example, in **Latvia**, Ukrainian children are allowed to not to take state exams at the end of school year in grades 9 (finishing primary education) and 12 (finishing secondary education).

²⁷ Foundation Innove, Pathfinder centres (in Estonian: Sihtasutus Innove, Rajaleidja keskused) <https://www.cedefop.europa.eu/en/print/pdf/node/24489>

²⁸ University of Valencia, <https://www.uv.es/uv-with-ukraine/en/comprehensive-refugee-aid-service/support-services/psychological-care-service.html>

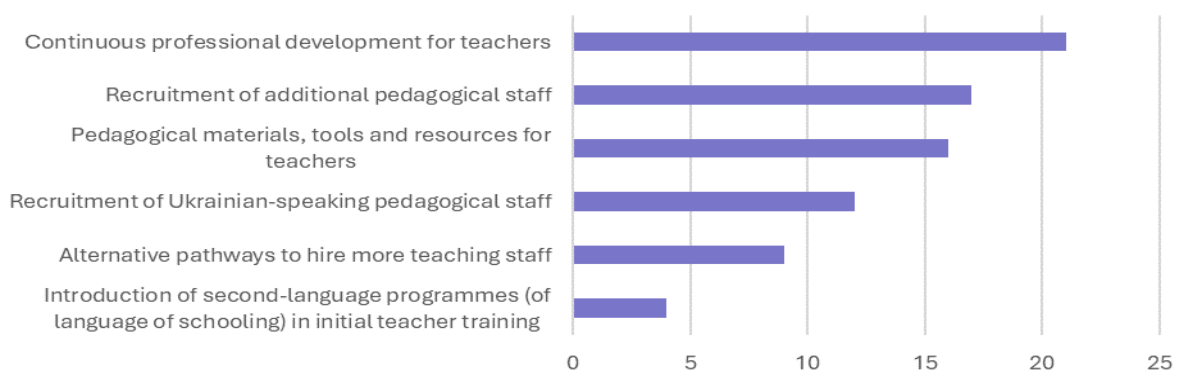
If such decision is made, the child has to retake the grade in the following year. For those students who wish to take these final state exams, several types of assistance are provided, such as translations of some parts of the exams in Ukrainian, prolonged time for taking the exam, permission to use electronic devices for translations etc. In **Denmark**, temporary legislation allows for greater flexibility for the municipalities to organise offers in ECEC and primary and lower secondary education. The majority of the provisions were extended until March 2025. In **Germany**, a new programme provides support for cooperation in digital higher education between Ukraine and Germany and digital study preparation. The BMBF provided around EUR 22.2 million for these programmes from 2022 to 2024.

Many Member States support students in **vocational education and training**. In Estonia, the 'Choice of Profession' curriculum has provided an appropriate learning pathway for UA pupils, including enhanced language learning and adaptation support. The Choice of Profession programme is designed for youth lacking the skills or readiness for further studies (including learners with special educational needs, dropouts from VET or upper secondary general education, young people who are not in employment, education or training (NEET), learners with a migrant background, or those lacking basic skills for successful progression in VET). Learners can design their learning paths according to their needs and abilities, by learning in smaller modules or 'learning bites', which are taken into account as part of the formal curriculum.

4.3. Support measures for teachers

Support to teachers and school leaders is essential to help institutions tackle the challenges of integrating newly arrived children and young people. The survey inquired about the various types of support measures offered to pedagogical staff. The results show that the majority of Member States have put in place targeted support for teachers, most commonly professional development, the recruitment of additional staff, including from Ukraine, and pedagogical resources and materials (Figure 9).

Figure 9. Measures supporting pedagogical staff in the inclusion of displaced pupils from Ukraine in 23 EU Member States.



21 systems reported to offer continuous professional development for teachers to address specific needs of migrants and refugees. In **Greece**, teachers can take part in a training program for intercultural education (Teach4Integration²⁹), supported by the EU and UNICEF. In the French Community of **Belgium**, the IFPC (Institut Interréseaux de la Formation Professionnelle Continue) offers content that can provide guidelines to educational or multidisciplinary teams. For example, two training courses proposed for the school year 2023- 2024 were: “For a more inclusive school: Fight against stereotypes linked to origins, cultures and religions” and “Migrations and conflicts: between perceptions, facts and realities”. The Training Institute of National Education of **Luxembourg** (IFEN) offers courses for teachers and school staff on how to create a welcoming and inclusive environment for new learners³⁰. They also provide elements on how to handle the background and the challenges faced by families who have taken refugees in the country, detailing which resources and competences are needed, and which help can be offered. **Estonia** supports teachers who teach Estonian to children whose home language is different from theirs by organising additional training and seminars, to address methods in bilingual teaching.

16 systems offer pedagogical materials, tools and resources for teachers working with pupils from Ukraine. In **Spain**, educational materials have been created in Ukrainian and Spanish by both the Ministry and the Autonomous Communities, which are available to teachers and students. In **Italy**, teachers are supported through pedagogical material and a website. A specific section focusing on the Ukraine emergency was created at the website³¹ of the Ministry of Education. This section collects updated data on school integration, education materials that can be useful for Italian teachers, including an overview of the functioning of the Ukrainian school-system, the in-force legislation, a collection of direct experiences of Ukrainian students arrived in Italy during the war. In **Slovenia**, various forms of support have been organised for teachers and staff based in schools where Ukrainian children are enrolled, such as: consultations, lectures, online training, supplementary materials, dictionaries, links to additional online materials, informal consultations and NGO nights, volunteer translators.

12 countries are recruiting Ukrainian-speaking pedagogical staff (teachers and teaching assistants), and 9 systems offer alternative pathways to hire more teaching staff and assistants working with pupils’ from Ukraine. In **Denmark**, municipalities can hire Ukrainian-speaking employees with qualifications that can support

²⁹ <https://www.teach4integration.gr/>

³⁰ CEDEFOP, 2022, Luxembourg: integrating Ukrainian refugees in education and the labour market system, <https://www.cedefop.europa.eu/en/news/luxembourg-integrating-ukrainian-refugees-education-and-labour-market-system>

³¹ <https://www.istruzione.it/emergenza-educativa-ucraina/index.html>

the students' connection to the Ukrainian language, identity, and culture in special schools for children displaced from Ukraine³². In **Sweden**, the National Agency for Education is informing about the possibilities for individuals with relevant language skills for the school system to apply at the local municipality. They are also facilitating comparisons between the Ukrainian and Swedish education systems and assisting in evaluating newly arrived students' knowledge, offering instruction in their native language³³. In the French Community of **Belgium**, schools have the possibility to hire Ukrainian staff. They benefit from an exemption from the usual French language requirement for teachers. The instrument of temporary employment as a support teacher can continue to be used when needed. In **Estonia**, schools are encouraged to hire Ukrainian teachers to support learning as teacher's assistants, learning coordinators, psychologists in order to maintain and strengthen pupils' native language. In **France**, Education Authorities have recruited displaced Ukrainian teachers in order to facilitate integration of the pupils. Many of them have participated in the elaboration of virtual classes proposed to the children. **Lithuania** allows the employment of Ukrainian nationals who have obtained a professional teaching qualification in Ukraine as teaching assistants in schools where displaced children from Ukraine are studying. The teaching assistant is not required to speak the Lithuanian language. As of March 2024, a total of 2 898 teachers have come to Lithuania from Ukraine. 662 teachers from Ukraine are already employed in the Lithuanian educational system. In **Luxembourg**, the Department for School Integration has been recruiting intercultural mediators of Ukrainian origin or Ukrainian speakers. They facilitate lessons under the direction of teachers to assist the learners and ensure the link between parents and school personnel³⁴. In **Germany**, each Land has set up its own website with information on the procedures to recruit pedagogical staff. The general framework adopted by the KMK states that federal states should rely on existing tools for equal treatment of schooling qualifications to allow for a long-term recruitment of Ukrainian teachers. In **Poland**, the Centre for Education Development (ORE) organised a free intensive Polish language course in 2022, for teachers and education-related people from Ukraine who were applying to work in a Polish school as a teacher's assistant and do not speak Polish. Schools can employ intercultural assistants, as well as Ukrainian teaching assistants. In 2023, **Slovakia** organised national language courses for Ukrainian-speaking pedagogical staff with the support of UNICEF, which are likely to continue in the Autumn of 2024.

Four countries (Denmark, Italy, Germany and Latvia) run **second-language programmes in initial teacher training** in higher education. In Denmark, the course "Danish as a Second Language" (5 ECTS) is compulsory for all students in the teacher training programme. One of

³² The provisions on these special schools remain in force until 31st July 2024.

³³ European Commission, 2022, [Education and Training Monitor 2022 - Sweden](#)

³⁴ CEDEFOP, 2022, Luxembourg: integrating Ukrainian refugees in education and the labour market system <https://www.cedefop.europa.eu/en/news/luxembourg-integrating-ukrainian-refugees-education-and-labour-market-system>

the primary objectives of this course is to enable teacher students to identify pedagogical challenges related to second language learning and to design instruction that supports multilingual students' acquisition of a second language. Starting in 2023, "Danish as a Second Language" (35 ECTS) can also be selected as one of the three main subjects in the teacher training programme. In **Germany**, it is possible to get a supplement qualification in German as a second language, as part of German studies. In some of the Länder, it is possible to study German as a second language from the beginning of studies. In Italy, aspiring teachers can attend specific academic course in initial teacher training in order to be qualified as teacher of Italian as a second language in secondary schools.

4.4. Cooperation with Ukraine and recognition of study periods in host countries

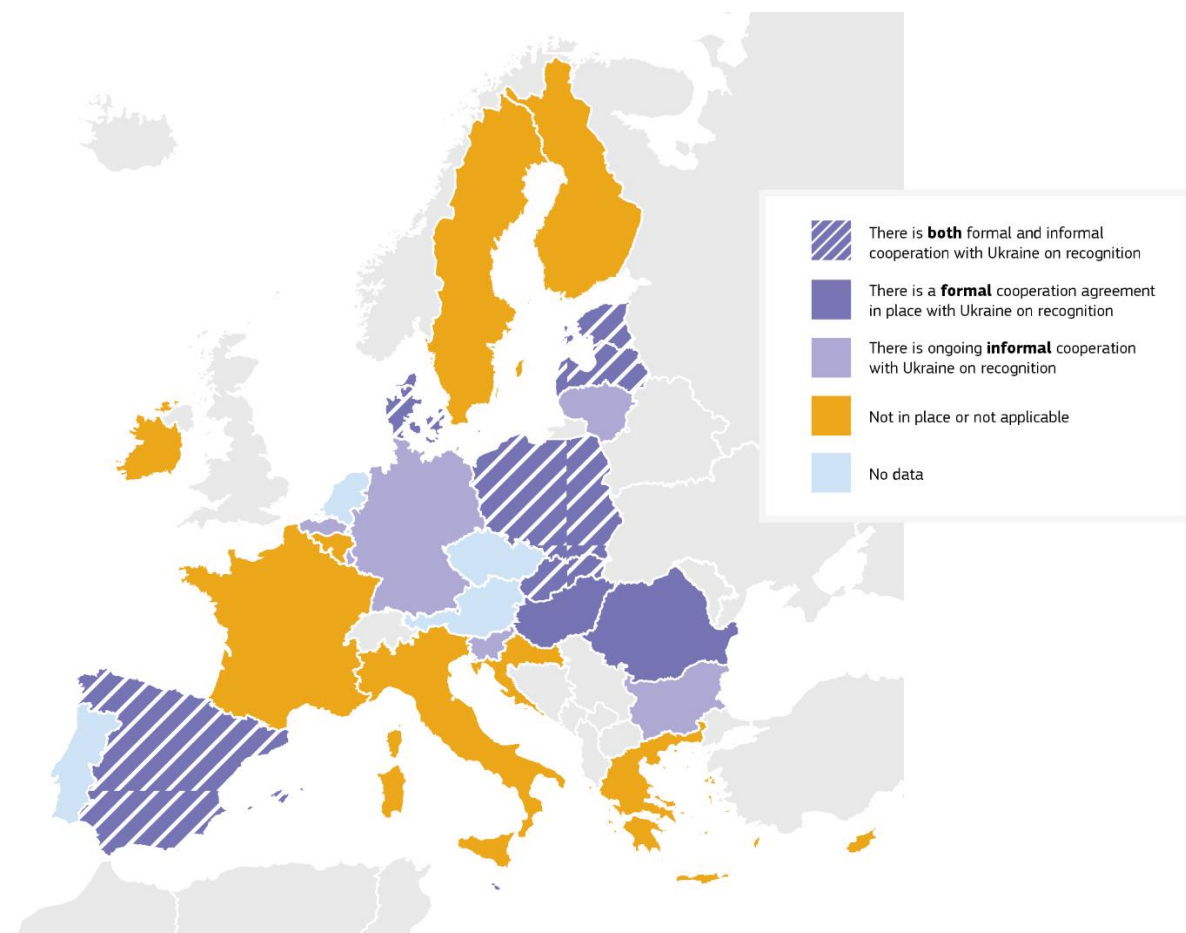
The majority of the surveyed Member States have introduced measures to support the transition of displaced children and young people upon their return to Ukraine, including assistance with examinations and the recognition of learning periods and outcomes in host countries.

Most Member States (20) offer **support for the organisation of testing** (e.g. for higher education entrance exams). **Belgium** (Flemish Community) organised locations and supervision for Ukrainian pupils to take their higher education entrance examinations remotely. **Estonia** and Ireland cooperate with the Ukrainian Centre for Educational Quality and Assessment (UCEQA) organise entrance exams for Ukrainian young people into Ukrainian universities to support the continuation of their educational pathways. In 2024, the Tallinn School of Services offered computer classes, necessary personnel as well as health support. The exams took place over the course of 5 days, all together 175 students from Ukraine took the entrance exams to Ukrainian universities. **Poland** provides several testing centres equipped with facilities and staff to support the preparation of the admission exams for the bachelor's and master's degree programmes. **France** responded favourably to the request of the Ukrainian government to make available French test centres for Ukrainian students to take a remote entrance test to Ukrainian universities during the summer of 2022. The university of Stockholm organises entrance exams to Ukrainian higher education for Ukrainian refugees in **Sweden**.

20 systems provide documentation attesting learning outcomes and/or results, at the national (12), regional (1) or school levels (7). In 2023, the Ministry of Education and Science of Ukraine issued an order stating that Ukrainian children and young people attending school in a EU Member State do not necessarily need to engage with online Ukrainian education in order to continue their education in Ukraine after their return. It also includes guidance to Ukrainian schools on how to assess the learning outcomes of a school

attendance abroad.³⁵ Bilateral agreements on mutual academic recognition of documents on education and the equivalence of degrees issued by secondary schools, vocational secondary schools and higher education institutions and recognition of diplomas issued by authorised institutions of Ukraine already exist between **Poland** and Ukraine with recent additional measures to facilitate the entry of UA students in Polish higher education institutions. For those returning to Ukraine and seeking to present information on learning outcomes achieved in **Ireland**, VET awards standards are expressed as learning outcomes and are available from the awarding body and validated programmes from the providers. The Irish State Examinations Commission (SEC) will develop Ukrainian as a Non-Curricular Language. The first examination will be available for students sitting the Leaving Certificate in June 2025.

Figure 10. Cooperation with Ukraine on the recognition of learning in host countries



12 systems have ongoing informal cooperation with Ukraine on recognition. **Lithuania** and Ukraine have an informal agreement regarding the recognition of qualifications. All students who came from Ukraine and are studying in Lithuanian formal

³⁵ <https://mon.gov.ua/npa/pro-zatverdzhennya-metodichnih-rekomendacij-shodo-okremih-pitan-zdobuttya-osviti-v-zakladah-zagalnoyi-serednoyi-osviti-v-umovah-voyennogo-stanu-v-ukrayini>, translated into English by the European Commission: [2023-05-15-UA-Ministerial-order-EN-v1.pdf \(europa.eu\)](https://ec.europa.eu/education/2023-05-15-UA-Ministerial-order-EN-v1.pdf)

education institutions will be enrolled in Ukrainian formal education institutions upon their return to Ukraine. Transfer to the next academic year (to a higher class) will be carried out by the decision of the Ukrainian education institution's Pedagogical Council, considering the students' annual grades³⁶. **Estonia** cooperates with the Ukrainian authorities on the recognition of short-term study periods.

9 countries have a formal cooperation agreement in place with Ukraine on recognition. For instance, **Romania** has a bilateral recognition agreement with Ukraine according to which 10 years of Ukrainian curricula is equivalent with secondary compulsory education in Romania. Since 2022, **Greece** has an agreement with Ukraine regarding the recognition of the time of study for students in Greek schools, as well as the recognition of graduation certificates.

Schools in Croatia, Denmark, Estonia, Germany, Hungary, Lithuania and Poland can incorporate elements of Ukrainian curriculum in students' learning plans. Croatia offers the possibility to learn the mother tongue of the national minority, which applies for Ukrainian students under the same conditions as for other children who are members of the Ukrainian national minority in Croatia. In **Denmark**, the decision to incorporate elements of the Ukrainian curricula is taken at the local level. Several schools in **Poland** were established based on the Ukrainian education system: for example, SzkoUA founded in Warsaw in April 2022³⁷. The school follows extramural education principles. Students are assigned to schools in Davidov (located in Lviv – Ukraine), and study in Warsaw under Ukrainian teachers' supervision. Another example is the Ukrainian school "Materynka" in Warsaw, established in 2021 and run by the Ukrainian Educational Centre Foundation. It is supervised by the Ukrainian Ministry of Education and offers education in grades 1 to 11. Schools operating according to the Ukrainian education system are outside the supervision of the local authorities³⁸. The Freedom School in Tallinn, **Estonia**, teaches Ukrainian language and culture to more than 600 students enrolled at the school.

³⁶ <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.253802/asr>

³⁷ <https://www.vshkolu.edu.pl/>

³⁸ European Union Agency for Fundamental Rights, 2023, Country research - Fundamental rights of children displaced in the EU following the Russian war of aggression – Poland, https://fra.europa.eu/sites/default/files/fra_uploads/country_research_bulletin_3_poland_en.pdf

5. Enrolment of displaced children in EU education systems

The survey has revealed that globally across 20 Member States the enrolment of displaced children from Ukraine in formal education has increased by 10% compared to 2022-2023. At the same time, data availability remains an obstacle to accurately estimate enrolment levels.

699 769 displaced children and young people from Ukraine are registered in the education systems of 22 host countries³⁹, 603 914 of them in the levels from ECEC to upper secondary education, while the remaining 96 284 are in post-secondary non-tertiary and tertiary education. 65 523 are participating in ECEC and 538 391 attend primary and secondary education. Apart from Germany and Poland, where the volume of displaced students exceeds 200 000, Belgium, Ireland and Spain enrol more than 35 000 students, whereas Lithuania and Estonia, countries where the impact in the education system is significant⁴⁰, welcome in their schools and universities 14 586 and 9 525 students respectively.

With respect to 2022-2023, the enrolment in school education⁴¹ across the countries participating in the survey⁴² has risen by more than 50 000 students, which represents a 10% increase, confirming the integration of displaced children continues progressing at good pace⁴³. The largest growth⁴⁴ is observed in Romania⁴⁵, where the enrolment has multiplied by five, reaching 23 897 (+18 981) followed by Germany, with 13 711 students more (+7%), Spain (+7 191, +25%), Ireland (+4 954, +34%) and Bulgaria (+4 304, +155%).

³⁹ Out of the 23 countries (Czechia, the Netherlands, Austria and Portugal did not participate in the survey), data on enrolment is not available for Sweden. The cut-off date is April 2024.

⁴⁰ Displaced students from Ukraine represent around 3% of the school population in Estonia, Poland and Lithuania. Further details available in [Education and Training Monitor 2023](#).

⁴¹ From ECEC to upper secondary education.

⁴² Excluding additionally Belgium and Italy, because no data was available for 2022-2023.

⁴³ In contrast, the evidence available at [Eurostat](#) on the volume of children fleeing from Ukraine suggest an stagnation or at most a more modest increase (around 3%), compared to the 2022-2023 school year.

⁴⁴ Country level data for 2022-2023 available at [OECD Dashboard 'Ensuring Continued Learning for Ukrainian Refugee Students'](#)

⁴⁵ The increase can be partly attributed to a change in the regulation on financial assistance to Ukrainian refugees in May 2023, to include enrolment in education as a pre-requisite.

Figure 11. Displaced students from Ukraine enrolled in the host countries by education level. 2023-2024

	ECEC	Primary	Lower secondary	Upper secondary	Upper secondary - general	Upper secondary - vocational	Post-secondary non-tertiary	Short-cycle tertiary	Bachelor, Master, Doctorate	Total
Belgium-nl	1 779	3 493	2 010	8 946	832	8 114	13 646	26	341	30 241
Belgium-fr	995	2 319	1 079	488	290	198	:	:	27	4 908
Bulgaria	1 399	1 331	528	3 818	3 258	560	:	:	1 579	8 655
Denmark	1 447	3 729	2 017	435	429	6	:	5	36	7 669
Germany	68 497	103 943	45 271	23 140	22 131	:	:	5 623	223 334	
Estonia	2 134	3 887	1 802	705	466	239	503	:	494	9 525
Ireland	1 433	11 162	6 841			:	:	18 658	:	38 094
Greece	73	639	363	238	156	82	:	:	30	1 343
Spain	5 389	15 003	8 932	7 048	2 875	4 173	2	629	1 088	38 091
France	3 149	6 740	5 676	2 661	2 261	400	:	:	1 731	19 957
Croatia	156	509	610	362	109	253	:	:	97	1 734
Italy	3 154	8 127	4 686	4 493	1 636	2 857	:	:	:	20 460
Cyprus	111	807	217	120	107	13	:	:	135	1 390
Latvia	1 310	2 462			:	140	:	:	528	4 300
Lithuania	2 534	3 342	5 794	701	557	144	65	:	2 150	14 586
Luxembourg	98	545	403	285	211	74	:	:	21	1 352
Hungary	1 092	2 004	1 818	363	308	55	7	:	148	5 432
Malta	43	156	116			:	4	3	5	327
Poland	33 244	53 564	54 043	29 440	9 683	19 757	11 374	3	35 007	216 675
Romania	1 383	9 897	7 461	5 156	5 156	:	:	:	1 130	25 027
Slovenia	227	622	249	126	71	55	:	:	241	1 465
Slovakia	1 896	3 482	4 321	2 265	511	1 754	26	:	129	12 119
Finland	2 477	6 945		3 159	411	2 748	144	:	360	13 085
Sweden	:	:	:	:	:	:	:	:	:	:
Total	65 523			538 391				96 284		699 769

(:) Not available. Not applicable

A precise calculation of the extent to which children from Ukraine are enrolled in each education level (the net enrolment rate or participation rate) would require data available by single year of age, both for the students and the underlying cohort of displaced children from Ukraine. A key challenge in collecting the data is that displaced population are more likely to change their residency⁴⁶, hindering the representativeness of displaced population figures. In this regard, only 6 countries were able to provide figures on displaced children from Ukraine broken down by the theoretical age groups corresponding to each education level, which would have allowed to calculate a comparable second-best indicator for the level of enrolment, the *gross enrolment ratio*⁴⁷.

⁴⁶ See [Eurostat guidelines on the inclusion of refugees from Ukraine in population statistics](#).

⁴⁷ Expressed as percentage, compares the volume of students enrolled at a certain education level to the cohort of population in the theoretical age group for that level. It can exceed 100%, commonly due to the presence of over-aged students.

6. Conclusions

The survey results show that in 2023-2024 EU Member States continue to mobilise significant efforts to include children fleeing Ukraine in their education systems, in line with the Temporary Protection Directive. All participating countries provide dedicated and extensive support to displaced children and families from Ukraine, as well as to teachers and schools working with them. EU Member States are also cooperating with Ukrainian authorities to prepare for the return of children and young people to Ukraine whenever it is safe to do so, to recognise the learning achieved in host countries and to ensure a seamless transition between systems.

Efforts to encourage school enrolment in host countries pay off as an increase of more than 50 000 students compared to the previous school year is observed in 20 countries, reaching an estimated total of 700 000 children enrolled across the EU in the levels from early childhood education and care to upper secondary education; 603 914 of them recorded in the survey, while the rest correspond to estimates for the other countries based on the information available from the preceding school year. At the same time, challenges still persist. While initial barriers such as communication with families and their intentions to enrol children in local schools are reported to be less challenging, attention has shifted to more structural issues in this third school year affected by Russia's war against Ukraine. The most frequently reported challenges relate to language barriers, ensuring pupils' well-being, the availability of adequate teaching staff, and the simultaneous enrolment of pupils in both the host country and the Ukrainian school system. Finally, the results of this data collection also highlight the need for further efforts to collect accurate information on the situation of displaced children from Ukraine in EU education systems, particularly given the limited availability of data by age for the underlying cohort of displaced children from Ukraine.

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Annex I – Questionnaire

The data collection ran between November 2023 and April 2024 via an online questionnaire on the [EU Survey platform](#), consisting of seven standardised questions encompassing quantitative and qualitative information (see Annex I). It was developed with support from Eurostat and contributions from OECD, UNHCR, UNESCO and UNICEF. The survey was distributed through the EU's High-Level Group on Education and Training, regrouping senior officials of Ministries responsible for education and training. Each Member State was asked to designate an official contact point for the survey to provide support for data validation. Submissions were received from 23 Member States (Belgium, Bulgaria, Cyprus, Germany, Denmark, Estonia, Greece, Finland, France, Croatia, Hungary, Italy, Ireland, Malta, Latvia, Lithuania, Luxembourg, Poland, Romania, Slovenia, Slovakia, Spain, Sweden), representing around 90% of the displaced minors from Ukraine across the EU. The reference period is the academic year 2023-2024. In addition, a database of policy measures was compiled based on already available evidence to provide detailed information about support for the inclusion of displaced pupils across different education levels. Member States were asked to verify, update and validate the database. The country examples featured in this report were selected from this database, with public sources and references included wherever available.

I. Enrolment: Number of students (ISCED2011 levels 0 to 8) and displaced population by sex and age group. School year 2023-2024

1. Number of displaced children and young population from Ukraine enrolled in the host country education system by level of education

ISCED 2011

All education programmes	Early Childhood Education (ISCED 0)		Primary education (ISCED 1)	Lower secondary education (ISCED 2)	Upper secondary education (ISCED 3)				Post-secondary non-tertiary (ISCED 4)	Short-cycle tertiary (ISCED 5)	Bachelor's or equivalent (ISCED 6)	Master's or equivalent (ISCED 7)	Doctoral or equivalent (ISCED 8)
	Early childhood educational development (ISCED 01)	Pre-primary education (ISCED 02)			General/Academic (ISCED 34)		Vocational/ Professional (ISCED 35)						
					Total	Within the typical age range (2)	Out of the typical age range (2)	Total					
Number of students (Total)													
- Males(1)													
- Females(1)													
Code (if applicable, see "Codes" in "Help" tab)													
Comments													
Data collection reference period (YYYY-MM-DD): (3)													
Frequency of the data collection (3)													
Reference date for ages (YYYY-MM-DD): (3)													
Sources (please provide links if available)													
Methods (administrative data, surveys, estimation methods, etc.)													
Please provide details on the method used to identify displaced students(*):													

(1) If the information is available, please indicate

(2) typical age range corresponds to the official age range for upper secondary education used in the calculation of education indicators https://ec.europa.eu/eurostat/cache/metadata/Annexes/educ_uae_enr_esms_ar5.xlsx

(3) fill in the correspondent cell(s) in the row if the values vary across educational levels

(*) Displaced students from Ukraine as result of the Russian war against Ukraine since February 2022.

2. Number of displaced children(*) from Ukraine in the typical age range (2) for each level of education in the host country

	Early Childhood Education (ISCED 0)	Primary education (ISCED 1)	Lower secondary education (ISCED 2)	Upper secondary education (ISCED 3)
Age range (2)				
Number of displaced children (Total)				
- Males(1)				
- Females(1)				
Code (if applicable, see "Codes" in "Help" tab)				
Comments				
Reference period (YYYY-MM-DD or YYYY-MM)				
Reference date for ages (YYYY-MM-DD)				
Source				
Please provide details on the method used to identify displaced children(*):				

(1) If the information is available, please indicate

(2) age groups correspondent to each level of education used in the calculation of education indicators https://ec.europa.eu/eurostat/cache/metadata/Annexes/educ_uae_enr_esms_ar5.xlsx

(*) Displaced population as result of the Russian war against Ukraine since February 2022. Figures on beneficiaries of temporary protection at the closest period to the reference period for enrolment figures (question 1) would be regarded as the preferred option, unless an alternative source/method is judged to capture the collective more accurately.

II. Member State Policy and support measures in Education School year 2023-2024

3. Is enrolment in local schools compulsory for displaced children from Ukraine? What legal and policy provisions are in place to ensure that displaced children from Ukraine attend local?

This information is used to identify correlations between enrolment rates and compulsory enrolment and to support Member States considering to introduce compulsory schooling.

Please select **only one** of the options below.

- a) Enrolment is not compulsory and no particular provisions are in place to encourage
- b) Enrolment is not compulsory, but provisions are in place to encourage attendance
- c) Enrolment is compulsory (please select the option that applies)
 - under the same conditions as other children
 - under different conditions from other children (e.g. transitional period or exemptions apply, different age range, etc.)
- d) Enrolment is not compulsory at the time of this survey, but we are planning to introduce compulsory enrolment. Please specify planned time frame (e.g. during the school year, next school year, other):

Further comments:

II. Member State Policy and support measures in Education School year 2023-2024

4. To what extent are the following items challenging concerning the integration of displaced children and young population from Ukraine in schools?

This information is used to identify the main challenges surrounding integration, in order to foster mutual learning and to design effective policies.

Please select the applicable answer for each sector. Please indicate in the comments section if there are significant regional differences.

	ECEC	Primary education	Secondary education (general)	VET (secondary, post-secondary non-tertiary, short-cycle tertiary)	Tertiary education (excluded short-cycle tertiary vocational)
a) Infrastructure capacity issues	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
b) Shortage of teachers	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
c) Language barriers	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
d) Low demand for enrolment in local schools	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
e) Challenges related to students' well-being (e.g. trauma, bullying)	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
f) Challenges related to the option of following Ukrainian schooling (offline or online)	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
g) Communication with families	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
h) Lack of teaching resources and materials	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
i) Financial barriers (cost of childcare services, school supplies, etc.)	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
j) Other (please specify):	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer

Further comments:

5. What measures are in place to support the inclusion of displaced pupils from Ukraine in education?

This information is used to identify the types of support provided by Member States, in order to foster mutual learning and to design effective policies.

Please select all that apply and indicate if the support is available for all refugee pupils (including those from Ukraine) or if it is specifically put in place for displaced pupils from Ukraine

	ECEC	Primary education	Secondary education (general)	VET (secondary, post-secondary non-tertiary, short-cycle tertiary)	Tertiary education (excluded short-cycle tertiary vocational)
a) Reception/ integration classes	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
b) Support in the language of schooling	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
c) Psycho-social support	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
d) Information campaigns	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
e) Support to parents and families	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
f) Learning content and curricula adapted to individual or group needs	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
g) Learning and teaching materials (e.g. textbooks, online materials)	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
h) Support for the recognition of prior learning (at all levels, including partial or interrupted studies)	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
i) Individual tutoring or mentoring	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
j) Provision of online learning materials	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
k) Provision of facilities for remote learning	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
l) Provision of digital devices for home use	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
m) Support in the mother tongue (e.g. as part of the regular curriculum or as extracurricular activity, onsite or online)	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
n) Financial support	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
o) Increasing school capacities, such as space and resources, to accommodate additional students	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
p) Provision of assistive technologies for equitable access to education for children with disabilities	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer
q) Other (please specify):	Please select an answer	Please select an answer	Please select an answer	Please select an answer	Please select an answer

Further comments:

6. What measures are in place for teachers?

This information is used to identify the types of support provided by Member States, in order to foster mutual learning and to design effective policies.

Please select all options that apply.

- a) Recruitment of Ukrainian-speaking pedagogical staff (teachers and teaching assistants)
- b) Recruitment of additional pedagogical staff (teachers and teaching assistants)
- c) Alternative pathways to hire more teaching staff and assistants working with pupils from Ukraine
- d) Continuous professional development for teachers to address specific needs of migrant and refugee children and families
- e) Introduction of second-language programmes (of language of schooling) in initial teacher training at higher education institutions
- f) Pedagogical materials, tools and resources for teachers working with pupils from Ukraine
- g) Other (please specify):

Further comments:

7. Are there measures in place at national or sub-national level to facilitate the recognition of pupils' learning upon their return to Ukraine? Is there formal cooperation in place with Ukrainian authorities on recognition?

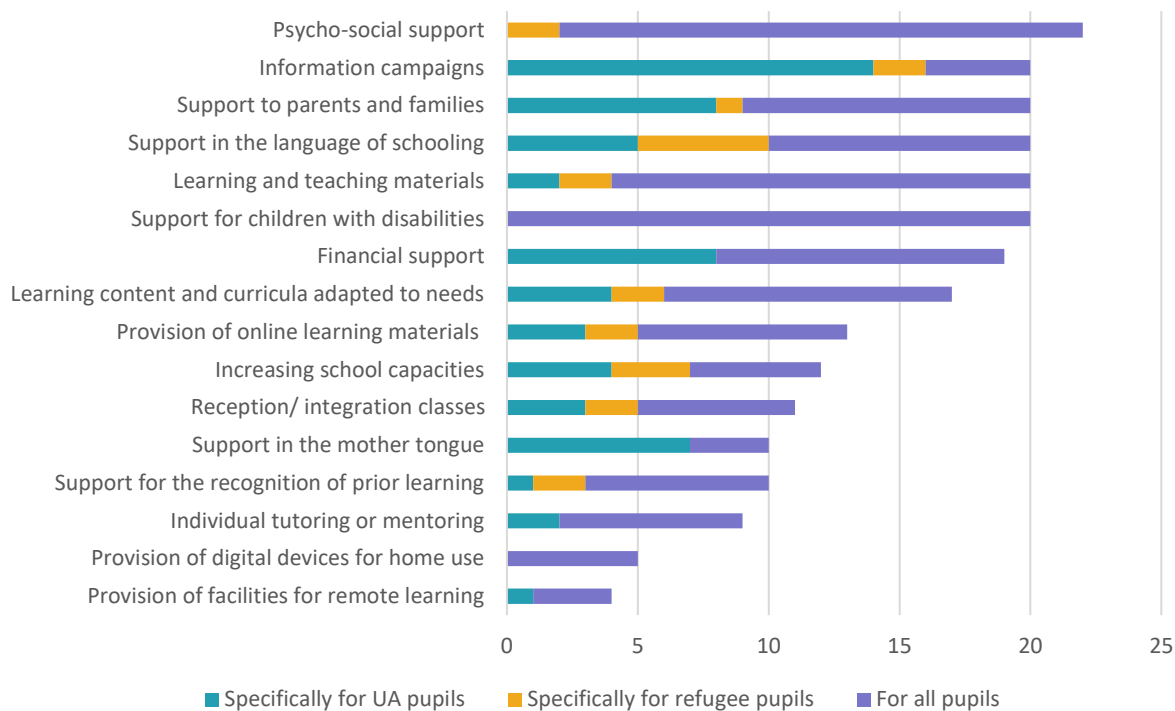
This information is used to identify the measures in Member States, in order to foster mutual learning, to design effective policies and to ensure learning continuity for pupils upon their return to Ukraine. Please select the applicable answer for each option.

	Please select an answer:
a) There is a formal cooperation agreement in place with Ukraine on recognition	
b) There is ongoing informal cooperation with Ukraine on recognition	
c) Documentation attesting learning outcomes and/or results	
d) Support for the organisation of testing (e.g. for higher education entrance exams)	
e) Incorporation of elements of Ukrainian curriculum in students' learning plans	
f) Other (please specify):	

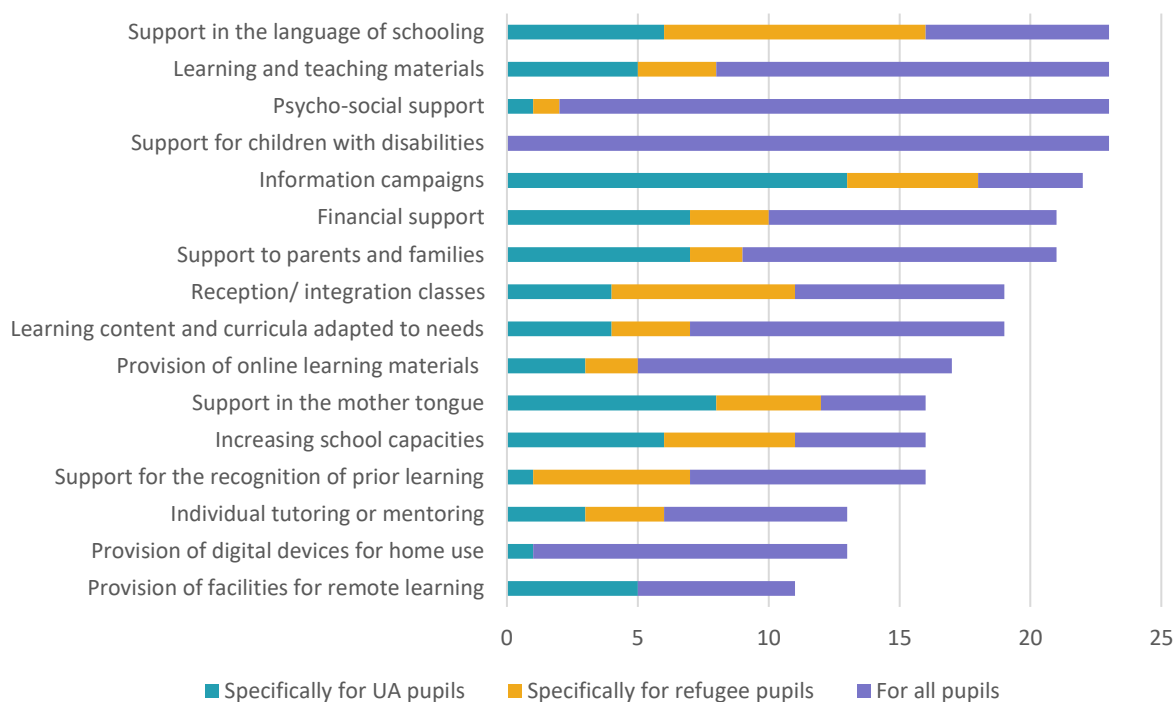
Further comments:

Annex II – Support measures by education level and sector

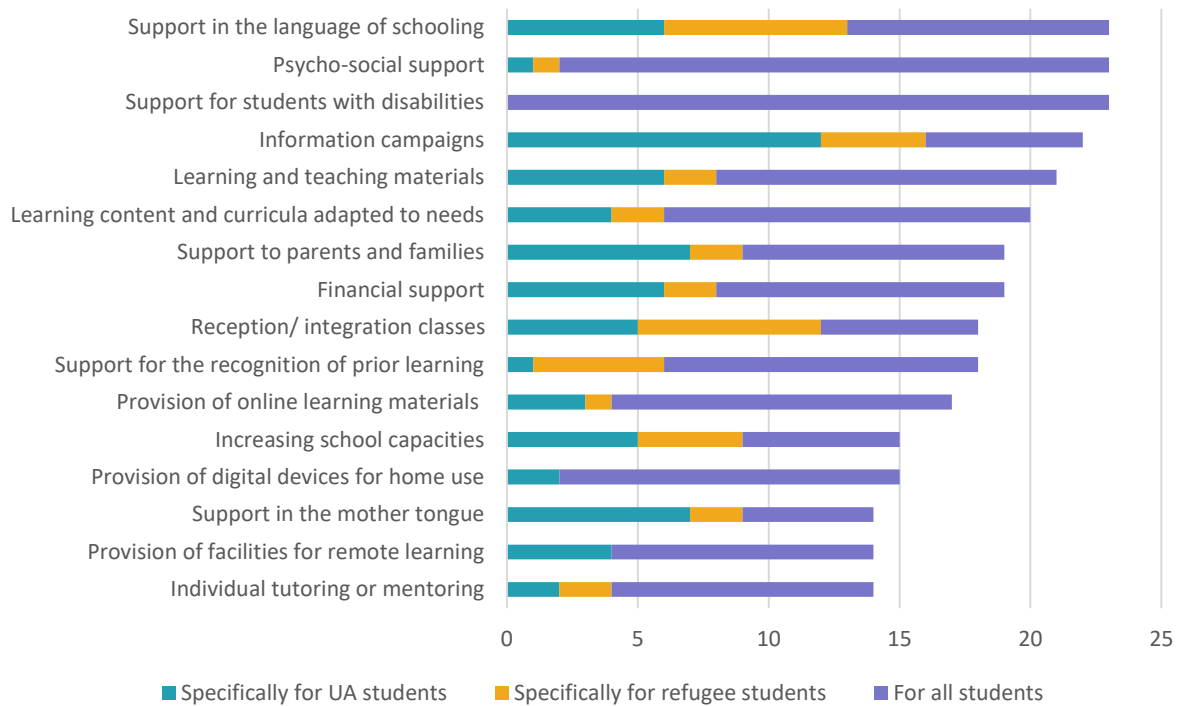
Support measures in early childhood education and care



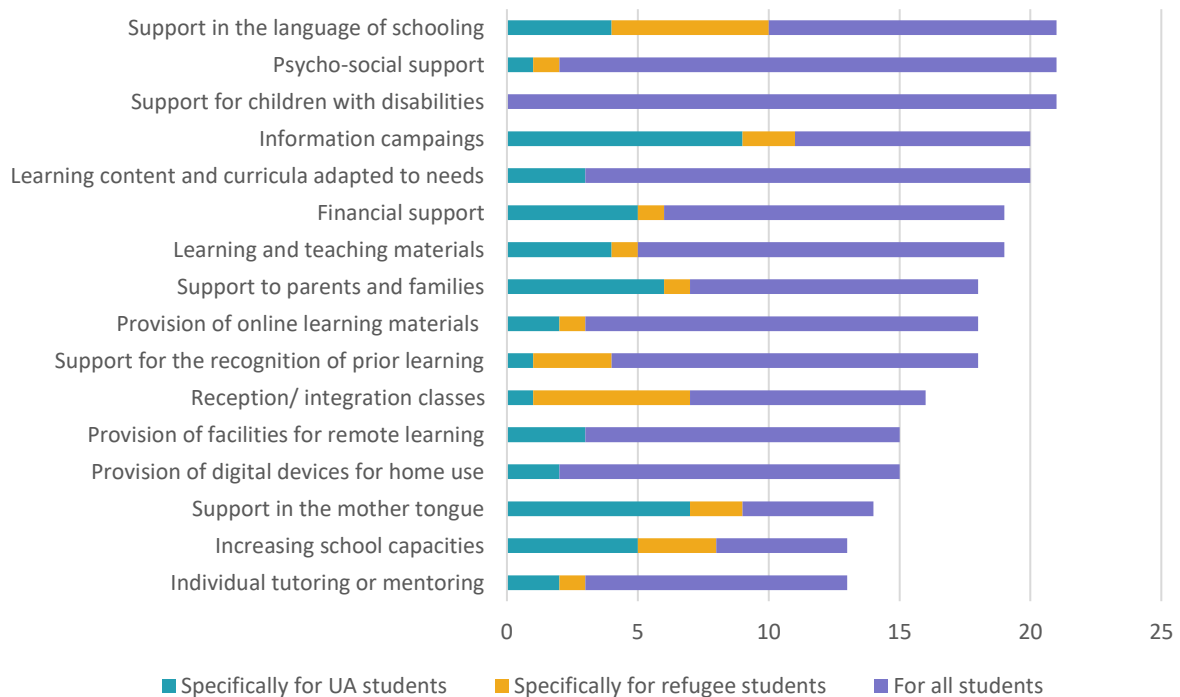
Support measures in primary education



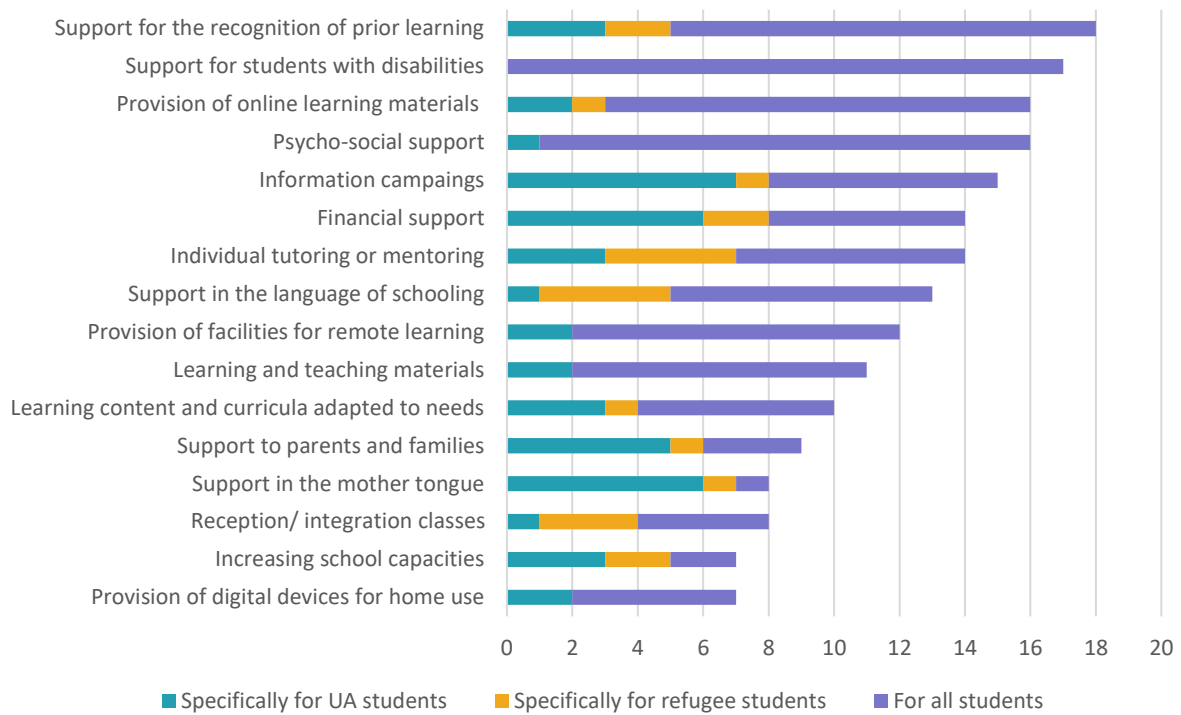
Support measures in secondary (general) education



Support measures in secondary vocational education and training



Support measures in tertiary education



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