Regional Refugee Response for the Ukraine Situation

EDUCATION OF REFUGEE CHILDREN AND YOUTH FROM UKRAINE

An analysis of major challenges and trends based on Multi-Sector Needs Assessment (MSNA) and other data

June 2024

Contents

Acknowledgements

Cover photograph:
Teacher and Ukrainian refugee Valentina, teaches young refugees at a learning centre supported by PepsiCo Romania, in partnership with the Private Schools Association.
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Methodology

This report describes the most relevant trends and data points on education of refugee children and youth from Ukraine based on the most recent 2023 Multi-Sector Needs Assessment (MSNA) conducted in seven countries included in the 2023 Ukraine Refugee Response Plan (RRP) for the Ukraine refugee emergency: Bulgaria, Czech Republic, Hungary, Moldova, Poland, Romania, and Slovakia. Additionally, three more limited MSNA surveys were conducted in Estonia, Latvia and Lithuania, where inter-agency data collection capacities were limited.

The MSNAs were implemented through a sample-based household survey with data collected through face-to-face interviews. 11,496 households, representing 26,857 individuals, were interviewed between June and September 2023 for this MSNA.

In addition, this report draws on data and analysis from States and other sources on education of refugees from Ukraine to complement and refine some of the findings. In some cases, more recent data is added to bring the analysis up-to-date with trends that may have emerged since the household surveys were carried out in mid-2023.

Summary of findings

Poland, Germany and Czech Republic

are the three countries hosting the **largest numbers of refugee children and youth** from Ukraine.

57%

of refugee households surveyed who have not enrolled children say that participating in **on-line or remote education** is a driver for not enrolling in education in the host country.

14%

of refugee households surveyed who have not enrolled children indicate that **language barriers** are preventing them from enrolling their children in schools in host countries.

8%

of refugee households surveyed who have not enrolled children have been **denied a place in a school** because there was no space.

3

school years have been disrupted by mass displacement as a result of the full-scale war in Ukraine, with a fourth starting in September 2024

Education of refugees from Ukraine

The full-scale war in Ukraine has led to one of the greatest forced displacement crises in Europe since World War II. Currently, forced displacement from Ukraine represents one of the world's largest refugee situations globally.[1] Since the massive escalation of the war in February 2022, over six million people have fled the country. The vast majority (5,996,500 as of 13 June 2024) are hosted in countries in the Europe region. Over half a million refugees from Ukraine were recorded in other regions (558,300 as of 13 June 2024).[2]

The Ukraine refugee crisis has also increasingly become a protracted education crisis. The vast majority of those fleeing the country are women or children. Estimates based on the composition of households included in the 2023 MSNA and other data sources show that around one third of the total refugee population, some 2 million persons, are children. Within that population, some 1.4 million are estimated to be of school age.[3]

Most refugee children and youth from Ukraine are hosted in high-income countries in Europe that have well-funded systems of compulsory education for every child residing legally on their territory. Most host countries have legal frameworks allowing full acces to education. Most States are providing education support to refugees in schools and other educational institutions, with wide variations in resources and effectiveness.[4]

Most displaced children and youth from Ukraine are hosted by European Union Member States and Moldova. **Poland, Germany and Czech Republic** are currently hosting the largest displaced child and youth populations, with large numbers also present in Italy, Spain and the United Kingdom. As a result, most European countries are currently faced with unprecedented challenges because they are seeing vastly greater numbers of refugee children arrive in their education systems than was the case during previous periods of increased arrivals of refugees and migrants to Europe.[5]

ESTIMATED REFUGEE CHILD POPULATION BY COUNTRY AT START OF 2023-2024 SCHOOL YEAR (AGES 3-17)

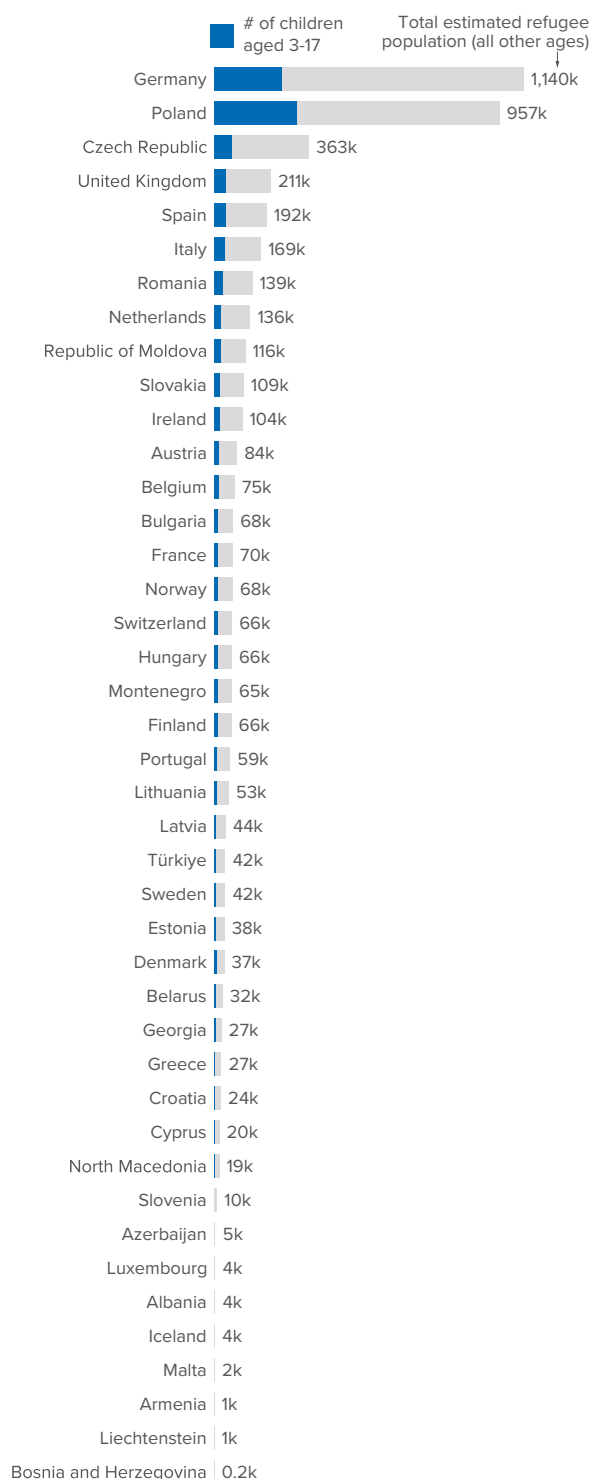|	# of children aged 3-17	Total estimated refugee population (all other ages)
Germany		1,140k
Poland		957k
Czech Republic		363k
United Kingdom		211k
Spain		192k
Italy		169k
Romania		139k
Netherlands		136k
Republic of Moldova		116k
Slovakia		109k
Ireland		104k
Austria		84k
Belgium		75k
Bulgaria		68k
France		70k
Norway		68k
Switzerland		66k
Hungary		66k
Montenegro		65k
Finland		66k
Portugal		59k
Lithuania		53k
Latvia		44k
Türkiye		42k
Sweden		42k
Estonia		38k
Denmark		37k
Belarus		32k
Georgia		27k
Greece		27k
Croatia		24k
Cyprus		20k
North Macedonia		19k
Slovenia		10k
Azerbaijan		5k
Luxembourg		4k
Albania		4k
Iceland		4k
Malta		2k
Armenia		1k
Liechtenstein		1k
Bosnia and Herzegovina		0.2k

Fig 1. Estimates of child and youth refugee population per country. Compiled by UNESCO based on Eurostat data and other sources.

A significant part of refugee children and youth from Ukraine remain out of school - but more refugee households are starting to bring children into host country schools

A significant proportion of children and youth from Ukraine that have arrived in the Europe region since the start of the full-scale war remain out-of-school. Estimates based on refugee population data in each host country and available enrolment data show that, at the start of the 2023-2024 school year, many host countries still show double-digit percentages of the refugee child and youth population from Ukraine residing on their territory not enrolled in the country's education system.[6]

Enrolment has been stagnant in some of the major hosting countries in the 2023-2024 school year compared to the previous school year. Overall enrolment rates of refugee children and youth from Ukraine remain below the average enrolment of local school age populations in most host countries.[7]

There are, however, encouraging signs in MSNA survey data that seem to indicate that more refugee parents are bringing their children into education systems in host countries. This is reflected in significant gains in households reporting that children are enrolled in host country schools.

In the seven countries included in the 2023 MSNA, 73% of households indicated that children and youth aged 6-17 were attending formal education in the host country.[8] Partial and similarly weighted results for nine countries of a new MSNA that is currently being carried out (mid-2024), show that around 84% of children and youth in that same age group are reported by households to be enrolled in the education system of the host country.[9]

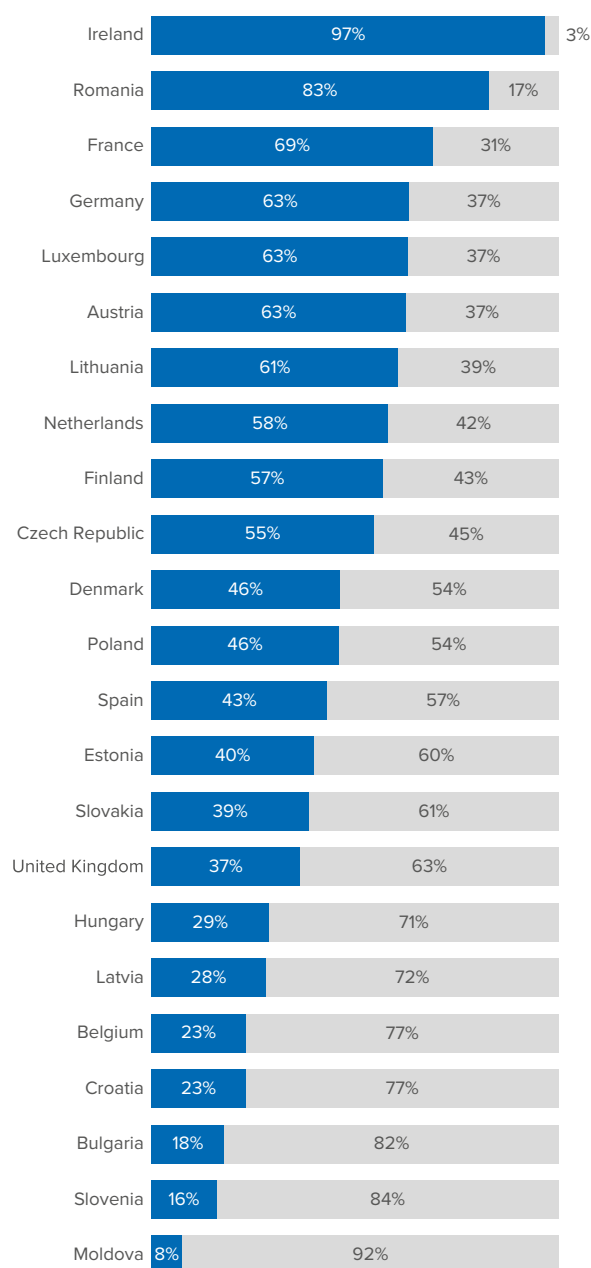**ESTIMATED PERCENTAGE OF UKRAINIAN REFUGEE CHILDREN IN AND OUT OF SCHOOL BY COUNTRY AT START OF 2023-2024 SCHOOL YEAR**

Country	In school	Out of school
Ireland	97%	3%
Romania	83%	17%
France	69%	31%
Germany	63%	37%
Luxembourg	63%	37%
Austria	63%	37%
Lithuania	61%	39%
Netherlands	58%	42%
Finland	57%	43%
Czech Republic	55%	45%
Denmark	46%	54%
Poland	46%	54%
Spain	43%	57%
Estonia	40%	60%
Slovakia	39%	61%
United Kingdom	37%	63%
Hungary	29%	71%
Latvia	28%	72%
Belgium	23%	77%
Croatia	23%	77%
Bulgaria	18%	82%
Slovenia	16%	84%
Moldova	8%	92%

Fig 2. Estimates of enrolment per country.
Compiled by UNESCO based on Eurostat data and other sources.

Refugee education: the numbers problem

The 2023 MSNA survey data and other data presented in this report reflect current best estimates of the education situation of children and youth from Ukraine at the start of the current school year (September 2023).

Data limitations include the fact that the MSNA only provides data on ten countries on the border of, or near Ukraine included in the Refugee Response Plans implemented through the inter-agency response by humanitarian organizations. Most other major refugee hosting countries in the region, such as Germany, the United Kingdom, Spain and Italy, are not included.

MSNA surveys have additional limitations because households are asked to self-report on family members enrolled in education in the host country, without necessarily making a clear and verifiable disctinction between those who are in *compulsory education* and those who are in *non-compulsory education* (cf. very young children in child care, or teenagers that are still going to school even if they have reached an age over the compulsory school age limit).[10]

Secondly, the data used to estimate the child and youth refugee populations has limitations related to disaggregation and potential double counting across countries. Countries in Europe for the most part do not make available and/or disaggregate data on refugee education, which has traditionally made detailed analysis and planning of inclusion of refugee children into education systems in Europe a challenge. Some indicators and proxies can be gleaned from asylum statistics, local studies and other sources but usually there are no exact breakdowns available of how many refugees are in education; their age, gender and other personal characteristics; nor about where they are educated and in which grades.

This situation has improved somewhat as a result of the Ukraine refugee emergency. Because Temporary Protection (TP) in the EU and Moldova is limited to refugees from Ukraine, some data has become available on numbers of TP beneficiaries in EU education systems, though it remains at times scattered and incomplete. While registration and documentation of TP holders has improved in recent months, many countries still have no precise data on place of residence, age, gender and education of many refugee children and youth from Ukraine. Double counting and lack of de-registration when refugees move to other countries also results in inaccuracies. Some education systems also lack planning data and assessments of how many places for refugee children and youth are available in the school system.

Despite these data limitations, these best estimates point towards a consistent set of challenges in refugee education for Ukrainians, such as low enrolment rates, barriers to education, and factors contributing to hesitancy to enrol refugee children and youth in host country education systems.

Secondary school age children and youth are at particular risk of being out-of-school or remaining in on-line or remote education for long periods of time

Data in the 2023 MSNA confirms trends in education of refugee children and youth from Ukraine that have been apparent in administrative data on enrolment since the start of the crisis in February 2022:[11]

- Refugee children of **primary school age** (typically in age range 5-11) are more likely to be enrolled in host country school systems than older children.
- Refugee children and youth of **secondary school age** (typically in age range 12-17) are far more likely to be out-of-school or to be only engaged in remote and on-line education than others.
- There are very **significant differences between countries in numbers of children households report to be enrolled in the host country education system**, irrespective of the size of the school age refugee populations present on territory.
- In many countries the **enrolment in pre-primary** of very young refugee children (aged 3-4), as reported by households, is relatively low.[12]

There are some gender disparities in enrolment rates and engagement in on-line or remote education

The 2023 MSNA also seems to point to some **gender disparities** in enrolment and engagement in on-line and remote education:

- On average 20% of households in the MSNA countries with boys aged 5 to 11 reported that their child was attending **on-line or remote education**, compared to 16% of households with girls in the same age group.
- However, there is a shift when it comes to children and youth aged 12 to 17. 28% of households with boys in this age group report their child being enrolled in **on-line or remote education** compared to 32% of households with 12-to-17 year old girls.
- 11% of households with boys between 12 and 17 report their child is **out-of-school** compared to 7% of such households with girls.
- There is no significant difference between households with girls or boys between 5 and 11 in terms of being out-of-school (15% of both household types),
- There are also **gender differences in the barriers to enrolment** across different age groups. Among households with boys aged 3 to 4, the language barrier and lack of schools at an accessible distance were equally reported as the third most prominent enrollment barrier; among households with 3-to-4 year old girls distance did not appear as a top barrier.
- Among households with girls between 5 and 11, **waiting for a response from schools** was the second most reported barrier followed by the language barrier and lack of space in schools. The order of barriers was reversed among households with 5-to-11 year old boys, for whom language was the second most reported barrier followed by waiting for a response.
- 62% of households with boys between 12 and 17 years old reported **participation in on-line or remote education** as a barrier to in-person enrolment compared to 72% among such households with girls, and there was more variation in the additional barriers reported among households with boys. For example, 6% of households with boys aged 12 to 17 reported waiting for a response as a barrier compared to 2% of such households with girls.
- Gender differences in education type also appear to **vary across the countries** surveyed, with additional differences among countries based on the amount of time in the host country combined with the gender of the child.

Risks

Unless significant shifts in inclusion of refugee children and youth from Ukraine in national education systems happen in the next few months, **hundreds of thousands are at risk of remaining out of school** in September 2024, which marks the start of the fourth school year disrupted by mass displacement since the start of the full-scale war.[13]

Many refugee children and youth from Ukraine are also experiencing the severe disruptions to their education as a result of displacement following a long period of school closures, disruptions and increased reliance on on-line and remote education during the COVID-19 pandemic, which has disproportionately affected the academic performance and well-being of displaced learners worldwide.[14]

Many displaced children and youth from Ukraine are continuing to rely solely on non-formal, remote and on-line methods of education that are not as effective as face-to-face education by professionals in a school environment. These can contribute to poorer academic and mental health outcomes and lack of social inclusion and interaction with peers and the host community.[15]

This means that the Ukraine refugee emergency is evolving into a protracted refugee education crisis with hundreds of thousands of children and youth at risk of learning losses and other detrimental effects that may affect their well-being, safety and future prospects for many years to come.

These effects include:

- Lower likelihood to complete **secondary education** and entering **higher education**.
- Increased risks of **sexual exploitation and gender-based violence**.
- Limited opportunities to seize their potential, **access decent work** and become self-reliant.
- Risks of **prolonged reliance on on-line education** for many.
- Negative effects on **academic performance**, **mental health** and **psycho-social well-being**.
- Resorting to **negative coping mechanisms**.[16]

Romania: The RomExpo Integrated Service Hub for refugees established in Bucharest by UNHCR, serves as a one-stop-shop for various services available to refugees - free of charge. © UK for UNHCR/Ioana Epure

Drivers for non-enrolment in schools in host countries

The relatively high proportion of refugee children and youth from Ukraine that remain out-of-school points towards significant barriers to enrolment of children and youth in schools and other educational institutions in refugee hosting countries.

Current and previous MSNAs and Intention Surveys carried out in Refugee Response Plan countries show that the low enrollment is the result of a **complex combination of factors** related to capacity for inclusion and other characteristics of the education systems in host countries, existing barriers to education (such as language barriers, administrative and other practical barriers), hesitancy of parents to enrol because of an expectancy to return and lack of information on educational options in host countries.[17]

A specific driver for non-enrolment in the Ukraine refugee emergency is the availability of remote and on-line learning tools and options that allow for continued links to the education system of Ukraine and interaction with peers and others in the country of origin.

REASONS FOR NOT ENROLLING CHILDREN IN NATIONAL EDUCATION SYSTEMS OF HOST COUNTRIES

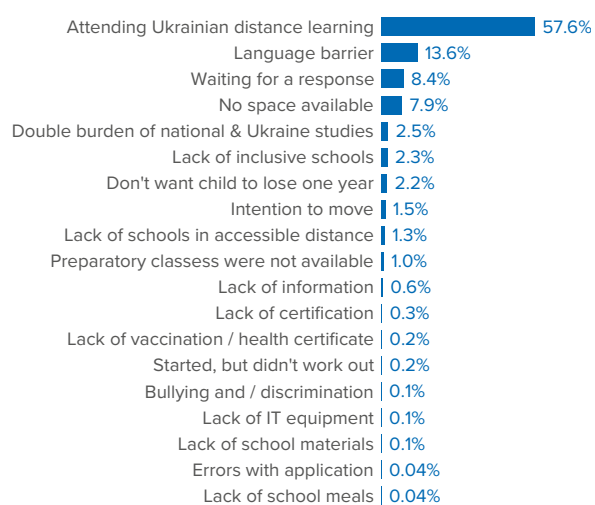| Reason	Percentage
Attending Ukrainian distance learning	57.6%
Language barrier	13.6%
Waiting for a response	8.4%
No space available	7.9%
Double burden of national & Ukraine studies	2.5%
Lack of inclusive schools	2.3%
Don't want child to lose one year	2.2%
Intention to move	1.5%
Lack of schools in accessible distance	1.3%
Preparatory classess were not available	1.0%
Lack of information	0.6%
Lack of certification	0.3%
Lack of vaccination / health certificate	0.2%
Started, but didn't work out	0.2%
Bullying and / discrimination	0.1%
Lack of IT equipment	0.1%
Lack of school materials	0.1%
Errors with application	0.04%
Lack of school meals	0.04%

Fig 3: Reasons indicated by households who have not enrolled children in host country education systems for not enrolling children in the host country. Source: 2023 MSNA

Continued on-line and remote learning of curriculum from Ukraine

By far the major driver for non-enrolment in host country education systems of refugee children and youth from Ukraine is **continued studying of Ukrainian educational content remotely or on-line**. Almost six out of ten (57%) households in the 2023 MSNA that have not enrolled children in host country education cite the fact that children are using remote and on-line learning tools containing Ukrainian educational content as a reason for not enrolling them.

Since the start of the full-scale war in February 2022, the Ministry of Education and Science of Ukraine has facilitated education continuity for children who are internally displaced inside Ukraine and for those displaced abroad using a variety of on-line and remote learning tools, some of whom were developed during the COVID-19 pandemic.[18]

Children who were enrolled in a school in Ukraine can continue studying their full educational programme on-line or remotely, under remote supervision of the school in which they are enrolled, or study in absentia under certain modalities (cf. by home schooling in host countries where this is legally permitted). The Ministry also offers an option of a reduced curriculum of six to eight hours a week, designed to be studied on-line in addition to studying a full-time programme in a host country education system.[19]

However, some of the respondents in the 2023 MSNA have indicated challenges for children and youth to continue studying on-line or remotely in host countries while they are usually legally obliged to attend compulsory education in the host country education system.[20]

Some of the respondents who have not enrolled children in national school systems in host countries have indicated that the risk of a so-called 'double

burden' of studying both host country curriculum in school and Ukrainian curriculum at a distance is a reason for not enrolling children in local schools.

The per-country results of the current MSNA show that in each of the seven countries surveyed, an important proportion of children and youth included in the survey are continuing some form of study of Ukrainian curriculum on-line, even when they are simultaneoulsy enrolled in a school in a host country (see light grey bars in the graphs, with the lowest percentage in Bulgaria and the highest in Slovakia).

The number of children relying exclusively on on-line or remote learning, *without* being enrolled in a host country school, varies considerably across the seven countries. Countries that have lower rates of children and youth from Ukraine attending in-person education in the national school system of the host country typically have significantly higher rates of children and youth attending only on-line or remote education, as well as lower rates of children studying two programmes simultaneously by attending face-to-face education in a local school and a form of on-line education according to Ukrainian curriculum (cf. in Bulgaria and Romania).

Availability of on-line learning tools also seems to be a stronger incentive to not enrol in a host country school for refugee children and youth in older age groups. Households responding to the 2023 MSNA indicate that about a third of children and youth in age range 12-17 are only studying

online (30%). Around one in ten (9%) are indicating children and youth in the household aged 12-17 to be completely out-of-learning (neither on-line or remotely, nor attending face-to-face education in the host country). In the younger age group aged 5-11, 15% are completely out-of-learning, but a lower proportion of 18% is reliant *only* on on-line or remote education (see graphs).

This may be due to more limited availability of teaching materials for primary education in the *All-Ukrainian On-line School*, Ukraine's main teaching materials resource for on-line and remote learning. The platform has extensive collections of teaching materials and teacher resources available for 18 subjects in grades 5-11, but for lower grades the offer is limited and includes an app teaching mathematics and reading.[21]

There also seems to be a small but significant gender disparity when it comes to use of on-line or remote education. In the age group 5-11 boys are slightly more likely than girls to be in on-line or remote education, but in the age group 12-17 we see a shift to girls being more likely to be in on-line or remote education.

Qualitative and anecdotal evidence also shows that teenagers are more likely to maintain contact with their - former - classmates and teachers through the All-Ukrainian Online School and other remote learning and communications tools.

TYPES OF EDUCATION ATTENDED BY CHILDREN AND YOUTH, AS REPORTED BY HOUSEHOLDS, BY AGE GROUP (AGES 3-17)
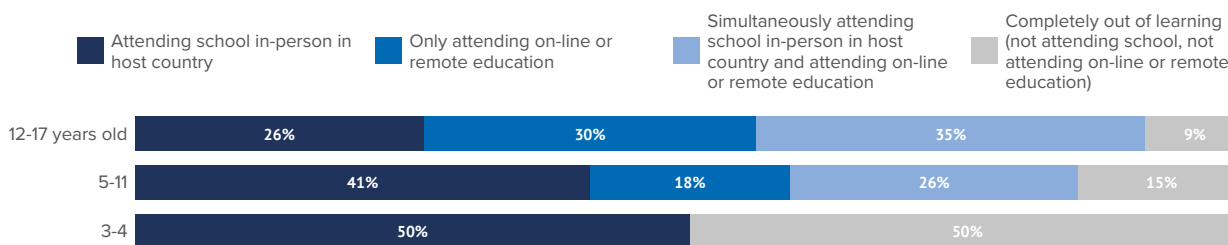

Fig 4: Types of education attended by children and youth, as reported by households, by age group. Source: 2023 MSNA.
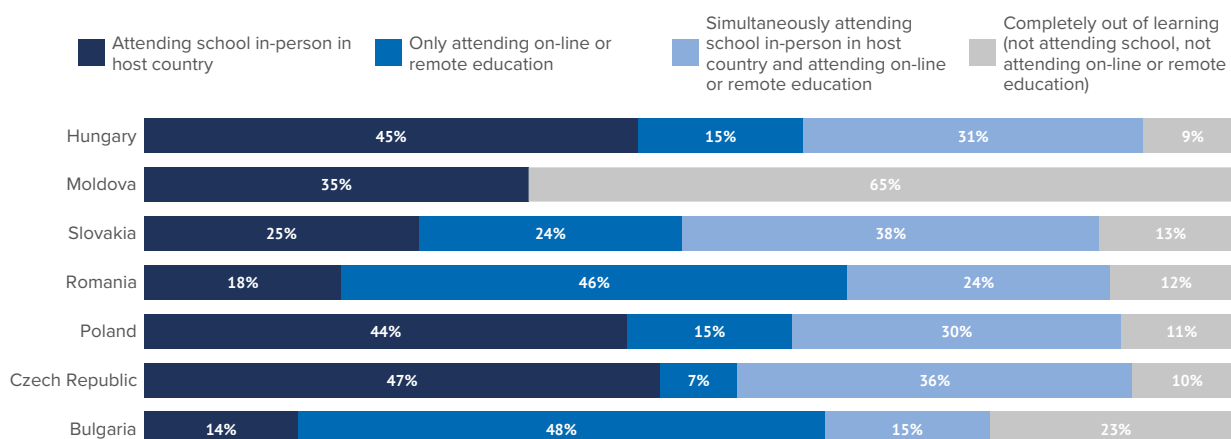
TYPES OF EDUCATION ATTENDED BY CHILDREN AND YOUTH, AS REPORTED BY HOUSEHOLDS, BY AGE GROUP (AGES 3-17)

Attending school in-person in host country | Only attending on-line or remote education | Simultaneously attending school in-person in host country and attending on-line or remote education | Completely out of learning (not attending school, not attending on-line or remote education)

Hungary	45%	15%	31%	9%
Moldova	35%		65%	
Slovakia	25%	24%	38%	13%
Romania	18%	46%	24%	12%
Poland	44%	15%	30%	11%
Czech Republic	47%	7%	36%	10%
Bulgaria	14%	48%	15%	23%

Fig 5: Types of education attended by children and youth, as reported by households, by country. Source: 2023 MSNA.

Language barriers and other common challenges to enrolment of displaced learners in host country education systems

The 2023 MSNA results also confirm significant administrative and other barriers in access to education. A significant number of households (14%) that report children that are not enrolled in school in a host country indicate that language barriers prevent them from enrolling their children. Other barriers include lack of vaccination or other health certification, problems with documentation, certification of prior learning in host country schools, errors in applications for schools, and a lack of information on educational options and enrolment procedures and requirements.

Some respondents also indicate that bullying and discrimination creates a barrier to enrolment. A small number of households surveyed indicate that they had previously enrolled children in schools in host countries but withdrew enrolment because the experience in schools did not live up to expectations.

Some of the barriers in access to education indicated by refugee households from Ukraine have been persisting in Europe for many years and seem to have exacerbated as a result of the vastly increased numbers of refugee children and youth arriving as a result of the Ukraine crisis.[22]

Capacity problems in host country schools

A significant proportion of households included in the 2023 MSNA report children are not enrolled in school in a host country because they are either on a waiting list for a place in a host country school (8%), or they have been denied a place in a school because there was no space (8%).

Some also indicate that preparatory programmes are lacking, which typically include intensive language training to prepare children and youth for a transition to inclusion in the regular classes in a host country. Other capacity problems include a lack of available places in schools at a reasonable distance from the household's residence and poor availability of inclusive schools.

This points to significant capacity problems for the inclusion of refugee children and youth into the national education systems of the seven countries included in the 2023 MSNA.

Romania: A girl is seen in the child-friendly space and mother and baby space in RomExpo in Bucharest, Romania. © UK for UNHCR/Ioana Epure

Expectation to move (or return to Ukraine)

In the early months of the Ukraine crisis, many refugee parents from Ukraine hesitated to immediately enrol their children in local schools in host countries because they had the expectation the full-scale war would end soon and children and youth would be able to return to education in the Ukrainian system.

The start of the full-scale war in February 2022 came almost exactly in the middle of the 2021-2022 school year and caused massive educational disruptions. Hundreds of thousands of children and youth fled the country and were unable to sit for evaluations and exams at the end of the school year in May and June 2022 and did not immediately enrol in schools in host countries because the school year was, by then, almost at an end.

In a 2022 intention survey, 81% of respondents indicated a hope to return to Ukraine soon. This 'wait-and-see' attitude in 2022 probably contributed to hesitancy of parents to enrol children in host country schools for the school year 2022-2023. A similar survey a year later, in 2023, shows the percentage of respondents hoping to return dropped to 65% of respondents, and to 59% in the most recent intention survey.[23]

In the 2023 MSNA, only a small fraction of respondents who have not enrolled children in host country education systems indicate they have an intention to move to another country or location (1.5%). A small proportion also responded that the fear of children losing a year of education in the Ukrainian system as a motivating factor not to enrol children in the host country education system.

Put together, intention survey data and MSNA data seems to indicate that the expectation to return and to be able to send children back to school in Ukraine soon may still be a factor in decisions not to enrol in host countries more than two years after the start of the full-scale war, with a fourth successive school year under disruptions as a result of mass displacement starting in September 2024.

Shifts in intentions and behaviours related to education

Despite the relatively low and stagnant enrolment of refugee children and youth from Ukraine in host country education systems, the 2023 MSNA points towards a shift in attitudes in refugee populations.

The numbers of children and youth reported by households to be attending **in-person education in the host country** are significantly higher for those that have been in the country for more than 12 months compared to those that have been in country for a shorter period, in all the seven countries included in the 2023 MSNA (see graph).

In Romania and Bulgaria this trend is less pronounced, indicating that drivers for non-enrolment in the local education systems have been more persistent in both countries. No data on on-line education is available for Moldova. Other data points in the 2023 MSNA show the country has one of the highest out-of-school rates but also shows significant improvement with refugees that arrived more than a year before the survey was carried out.

At the same time, the number of households indicating that children are **out-of-school** is dropping. The numbers of children reported to be completely out of learning are lower for those who have been in country for more than 12 months in all countries, except Bulgaria.

On-line and remote education with Ukrainian educational content seems to become less attractive as a full alternative to inclusion in national education systems as refugees stay longer in a host country. The numbers of respondents indicating that children are learning *only on-line or remotely* are down in all countries for those who have been in the country for more than a year. This trend is, again, less pronounced in Romania and Bulgaria. The numbers of children studying on-line or remotely and in-person in school in a host country *simultaneously* are up in all countries, indicating that enrolment in the host country becomes more important over time.

TYPES OF EDUCATION ATTENDED (AGES 3-17) BY COUNTRY AND LENGTH OF TIME IN HOST COUNTRY

Legend: ■ <12 months   ■ >=12 months

Attending school in-person in host country

Country	<12 months	>=12 months
Bulgaria	5%	12%
Czech Republic	36%	47%
Hungary	13%	43%
Poland	28%	43%
Romania	6%	9%
Slovakia	8%	25%

Only attending on-line or remote education

Country	<12 months	>=12 months
Bulgaria	72%	57%
Czech Republic	21%	5%
Hungary	53%	12%
Poland	38%	14%
Romania	62%	54%
Slovakia	58%	16%

Simultaneously attending school in-person in host country and attending on-line or remote education

Country	<12 months	>=12 months
Bulgaria	15%	20%
Czech Republic	33%	45%
Hungary	18%	40%
Poland	21%	39%
Romania	24%	33%
Slovakia	24%	56%

Completely out of learning (not attending school, not attending on-line or remote education)

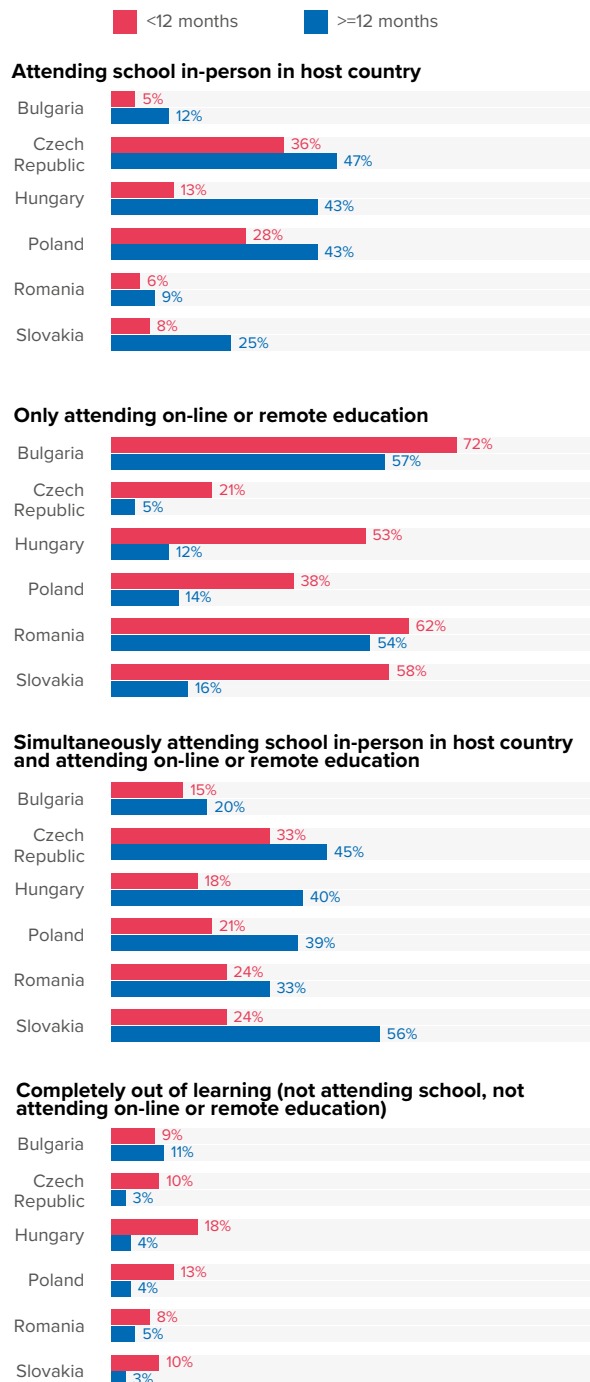| Country	<12 months	>=12 months
Bulgaria	9%	11%
Czech Republic	10%	3%
Hungary	18%	4%
Poland	13%	4%
Romania	8%	5%
Slovakia	10%	3%

Fig 6: Shift in types of education attended by children and youth, as reported by households, by country and by length of stay in host country. Source: 2023 MSNA.

Endnotes

1   For the most recent global figures on forced displacement, see UNHCR's Global Trends report https://www.unhcr.org/news/press-releases/unhcr-warns-against-apathy-and-inaction-amid-spike-forced-displacement.

2   See https://data.unhcr.org/en/situations/ukraine.

3   Based on a November 2023 estimate by UNESCO using Eurostat data and other available data sources; the definition of children and young people in this analysis is arbitrarily defined as the population of refugees from Ukraine between 3 and 17 years old, which corresponds roughly to the age brackets for compulsory education in many European countries. This provides for a proxy population figure that can be used to determine an estimate of the enrolment rates of refugee children and youth in host country education systems. For other data see among other the UNESCO mapping at https://www.unesco.org/en/ukraine-war/education and reports and dashboards available on data.unhcr.org.

4   For a precise overview of the structure and age limits in compulsory education, see https://eurydice.eacea.ec.europa.eu/publications/compulsory-education-europe-20222023; for measures taken by European countries to support the school education of refugees from Ukraine, see https://eurydice.eacea.ec.europa.eu/publications/supporting-refugee-learners-ukraine-schools-europe-2022; for higher education see https://eurydice.eacea.ec.europa.eu/publications/supporting-refugee-learners-ukraine-higher-education-europe-2022.

5   Despite gaps in data on refugee education in Europe, available estimates clearly show the scale of the educational challenges resulting from the Ukraine crisis. From 2014 to 2020, the EU27 received 802,350 displaced minors in a six-year period; in two years since the start of the full-scale war in Ukraine, some 2 million displaced minors have arrived in Europe (see https://reliefweb.int/report/world/refugee-education-europe-learning-after-lockdown-july-2022, p.14, and estimates quoted above).

6   See https://www.unhcr.org/news/briefing-notes/education-hold-almost-half-school-aged-refugee-children-ukraine-missing-out.

7   For an overview of general enrolment rates per country in Europe, see https://op.europa.eu/webpub/eac/education-and-training-monitor-2023/en/comparative-report/chapter-2.html. Average enrolment rates in schools in the European Union are typically well over 90% of the school age population, and slightly higher in primary compared to secondary. Note that in the table with estimates, enrolment for Romania is high because it includes enrolment of refugees from Ukraine as 'audient' students that do not have the opportunity to obtain grades and certificates in the Romanian system yet; this audient student population makes up the vast majority of Ukrainian children and youth enrolled in the Romanian system.

8   This is a weighted average taking into account the refugee population present in each surveyed country versus the total refugee population in the seven surveyed countries. In per-country, unweighted results, Bulgaria had the lowest rate, with only 29% of households indicating having children enrolled in the national education system; the highest unweighted figure was reported in Czech Republic, where 88% indicated having children enrolled.

9   Households reporting children and youth in education in a survey do not result in a net enrolment rate as defined by UNESCO and the World Bank since the data is not based on population statistics and administrative data on school enrolment, which is the standard way of calculating a net enrolment rate. For the international standard methodology and required data sources to calculate a net enrolment rate in any given education system, see https://uis.unesco.org/en/glossary-term/total-net-enrolment-rate.

10 For a precise overview of the structure of, and age limits in compulsory education, see https://eurydice.eacea.ec.europa.eu/publications/compulsory-education-europe-20222023.

11 Relevant documentation can be searched and accessed through https://data.unhcr.org/en/situations/ukraine

12 Inclusion in arly childhood development, care and pre-primary education is included in targets and indicators 4.2 of *Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*, see https://sdgs.un.org/goals/goal4#targets_and_indicators.

13 School years in Europe typically start in September and end in June. The school year 2021-2022 was disrupted by the start of the full-scale war in Ukraine in February 2022 and subsequent mass displacement; since then, school year 2022-2023, as well as most of the current school year 2023-2024 have been marked by severe disruptions as a result of continued displacement. School year 2024-2025 will start in most European countries in September 2024; with the conflict not expected to end before that, education systems across the region are anticipating that hundreds of thousands of children and youth from Ukraine will continue to need to be included in host country education systems.

14 See among other UNHCR's Policy Brief *Learning after Lockdown* https://reliefweb.int/report/world/refugee-education-europe-learning-after-lockdown-july-2022

15 See among other https://www.unhcr.org/news/briefing-notes/education-hold-almost-half-school-aged-refugee-children-ukraine-missing-out.

16 For more background, see https://www.unhcr.org/what-we-do/build-better-futures/education; arguments for the importance of bringing displaced learners back in to school are also reflected in UNHCR's global strategy on refugee education, see https://www.unhcr.org/fr-fr/en/media/education-2030-strategy-refugee-education.

17 All surveys, MSNAs and a comprehensive collection of data and reports is available on https://data.unhcr.org/en/situations/ukraine; see also Endnote 23.

18 See https://mon.gov.ua/ministerstvo-2/diyalnist/mizhnarodna-spivpratsya-2/pidtrimka-osviti-i-nauki-ukraini-pid-chas-viyni/organizatsiya-navchannya-dlya-ukrainskikh-ditey-za-kordonom-ta-vstupna-kampaniya/yak-organizuvati-navchannya-dlya-ukrainskikh-ditey-za-kordonom-poshireni-zapitannya-vidpovidi and https://mon.gov.ua/news/uchnivstvo-za-kordonom-zmozhe-distantsiyno-vivchati-ukrainskiy-komponent-osvitnikh-program-zatverdzheno-nakaz.

19 One of the major tools developed is the All-Ukrainian Online School, *Всеукраїнська школа онлайн* in Ukrainian; the platform was developed with support of Switzerland and the Pädagogische Hochschule Zürich, and contributions of UNICEF and other organizations, see https://lms.e-school.net.ua/about. Estimates show

that since the start of the full-scale war in Ukraine in February 2022, some 550,000 users located outside of the country are logging on to the platform regularly, indicating continued use of the platform by displaced children and youth across Europe. For remote learning options for Ukrainian children abroad, see also https://mon.gov.ua/ministerstvo-2/diyalnist/mizhnarodna-spivpratsya-2/pidtrimka-osviti-i-nauki-ukraini-pid-chas-viyni/organizatsiya-navchannya-dlya-ukrainskikh-ditey-za-kordonom-ta-vstupna-kampaniya/yak-organizuvati-navchannya-dlya-ukrainskikh-ditey-za-kordonom-poshireni-zapitannya-vidpovidi and https://mon.gov.ua/news/uchnivstvo-za-kordonom-zmozhe-distantsiyno-vivchati-ukrainskiy-komponent-osvitnikh-program-zatverdzheno-nakaz.

20 For an overview, see pp. 13-14 of this Eurydice report https://eurydice.eacea.ec.europa.eu/publications/integrating-students-migrant-backgrounds-schools-europe-national-policies-and-measures - in the vast majority of EU countries, rules on compulsory education apply equally to any legal resident on territory, including refugees, migrants and legal residents holding another status such as Temporary Protection.

21 See https://lms.e-school.net.ua/primary.

22 See among other the 2019 advocacy brief by UNHCR, UNICEF and IOM https://www.unhcr.org/news/news-releases/unhcr-unicef-and-iom-urge-european-states-boost-education-refugee-and-migrant.

23 See intention figures from 2022 https://data.unhcr.org/en/documents/details/95767; and from 2023 https://data.unhcr.org/en/documents/details/99072; and the most recent Intention survey https://data.unhcr.org/en/documents/details/106738. UNHCR's dashboard with an overview of the results of the Intention Surveys can be accessed at https://data.unhcr.org/en/dataviz/304?sv=54&geo=0.

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An analysis of major challenges and trends based on Multi-Sector Needs Assessment (MSNA) and other data

June 2024

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