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## INFORMATION SUPPORT FOR THE INTEGRATION OF UKRAINIAN REFUGEE SCHOOLCHILDREN INTO THE EDUCATION SYSTEMS OF DEVELOPED COUNTRIES

**Abstract.** *The article examines an author-designed research framework for developing a standardized informational framework to facilitate the integration of Ukrainian refugee schoolchildren into the educational systems of developed countries such as the United States, Canada and Germany. In the developed countries, evidence-based policymaking is institutionalized at the legislative level, enabling relatively seamless adoption of such frameworks. The standardized informational support may incorporate components derived from pre-existing datasets on refugee schoolchildren within the national Education Management Information System (EMIS), specifically Ukraine's Automated Information Complex of Educational Management (AICEM), alongside supplementary data gathered from surveys and analyses of the educational and socio-economic challenges confronted by Ukrainian refugee schoolchildren and their families in host countries. The study outlines a research design featuring a cross-sectional survey of schoolchildren, their guardians and educators. The questionnaires encompass three principal dimensions: socio-economic, informational and psycho-emotional. The methodological framework entails rigorous statistical analysis of anonymized, disaggregated data segmented by age, gender and educational attainment. The findings of this research will enable the identification of critical challenges and the formulation of evidence-based recommendations for educational institutions and policymakers in host countries, taking into account the opportunities for remote learning, gender equity and inclusivity. Moreover, the study's outcomes will contribute to enhancing intercultural dialogue and the social integration of refugee schoolchildren, which are crucial factors for their academic success. The scientific novelty of the research lies in the development of an approach that will enable for the creation of a standardized informational framework for refugee schoolchildren, and thus, identify effective strategies for addressing their educational challenges and alleviating the socio-economic issues faced by refugee families and their school-aged children in the host countries.*

**Keywords:** *refugee schoolchildren, educational process, educational systems of developed countries, integration, educational challenges, economic challenges.*

**JEL classification:** I21, I25.

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Refugee schoolchildren are a vulnerable group facing serious challenges in continuing their education abroad. Con-

sequently, this group requires the development of a specialized approach by institutions shaping educational policy

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in host countries to facilitate the integration of refugee schoolchildren into the education systems of these countries. In this context, to implement an "evidence-based policymaking" approach, appropriate information support is necessary. If such support is available, it can be integrated into the information systems of these countries, relatively easily into the educational information systems of developed countries where the "evidence-based policymaking" principle is legislatively enshrined, such as in the USA [1]. The problem can be addressed, in particular, by forming standardized data on such schoolchildren from available information sources. For example, some of this information about Ukrainian refugee schoolchildren can be drawn from the national EMIS database, while additional data can be gathered through surveys regarding the specifics of education, socio-economic, and psycho-emotional issues of refugee schoolchildren in host countries. The availability of standardized data can be highly useful for developing or improving educational policy aimed at enhancing the integration of refugee schoolchildren [2; 3].

In situations of forced displacement, it is often quite difficult to ensure access to quality education for schoolchildren and provide opportunities for lifelong learning, which is a key condition for ensuring sustainable development [4]. Despite overall progress in the field of education, millions of refugee schoolchildren still remain out of school, with critical issues such as gender equality and inclusion largely unresolved for them [4].

The purpose of this study is to develop an approach to the creation of standardised information support that will facilitate the integration of Ukrainian refugee students into the educa-

tional systems of developed countries. These countries usually provide the evidence-based policy-making in education at the legislative level.

The scientific novelty of the research lies in the development of an approach that will enable for the creation of a standardized informational framework for refugee schoolchildren, and thus, identify effective strategies for addressing their educational challenges and alleviating the socio-economic issues.

Educational problems and challenges for schoolchildren have been studied by such domestic scholars as S. Dryden-Peterson, N. Dahya, E. Adelman [5], V. Rogova, S. Londar [6], N. Angrist, S. Djankov, P. Goldberg, H. Patrinos [7], A. Lytvynchuk, V. Gapon, L. Londar [8], and foreign researchers A. Wiseman, J. Bell [9], L. Cerna [3], A. Aliyev [10], J. Lenkeit, D. Caro, S. Strand [11], and others.

Scientists claim that refugees in education undergo various stages of legalization in the host country and integration into the educational systems of host countries [5]. V. Rogova and S. Londar [6] demonstrate that most of them encounter problems with identifying their educational level, language barriers, psycho-emotional traumas, and everyday life issues. An important factor in the host country is the economic status of refugee families, which significantly influences their opportunities and decisions. Understanding the economic motives can help identify causal links regarding the locations of refugee concentrations and the necessary educational resources and support for refugee schoolchildren. Improving the integration process of such schoolchildren is an important factor in the formation of human capital.

In [7], it is noted that school education indicators are closely linked to hu-

man capital quality indicators. The use of school education as an intermediary of human capital implies that all preconditions, including economic ones, must be created for education. The study found that human capital accounts for 54% of the income disparity between countries in developed economies and only 4% in sub-Saharan African countries. When including the factor of educational conditions, this gap increases to 86% in developed economies and only to 10% in sub-Saharan African countries [7].

In [10], the socio-economic and living conditions of refugee schoolchildren fleeing conflict zones and seeking asylum in Europe are explored. Unsatisfactory economic and living conditions hinder their access to education; refugee schoolchildren often miss school, lack a proper environment and conditions for studying at home, and suffer from insecurity. This affects their cognitive development and learning abilities.

Overall, these findings align with the conclusions of studies by V. Lutz, K. S. Samir, J. Mincer, G. Becker, L. Hendricks, T. Schoellman, and others.

The issue of refugee schoolchildren's education is currently quite relevant, as

the scale of the problem is significant. At the beginning of 2024, the number of registered Ukrainian refugees with various protection statuses abroad was about 6.5 million people. Of these, around 6 million people were in Europe, including approximately 1.65 million Ukrainians in Germany. In the USA and Canada, 0.475 million Ukrainians applied for asylum [12]. Eurostat reports significant differences in the number of people granted temporary protection across various European Union countries as of June 30, 2024 (Fig. 1). Germany has received the largest number of such individuals.

According to accumulated data on the attendance of the All-Ukrainian Online School in 2022–2023, the leaders among host countries are Poland and Germany (Fig. 2). The data was collected on the basis of visits to the All-Ukrainian School online by refugee schoolchildren, taking into account the country from which the schoolchildren accessed the website through their e-mail addresses. Notably, as of April 2023, the number of Ukrainian refugee schoolchildren in Germany significantly increased, from 106,450 in 2022 to 154,680 in 2023.

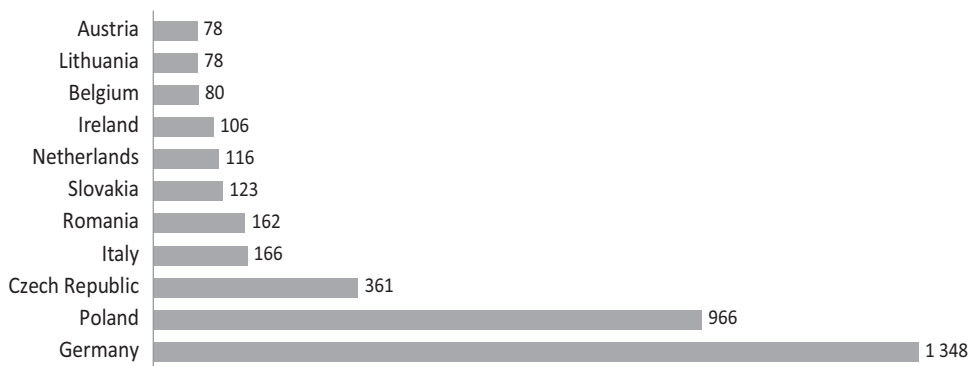


Fig. 1. Number of individuals granted temporary protection in European countries (as of June 30, 2024), thousands of individuals

Constructed by the authors based on: [13].

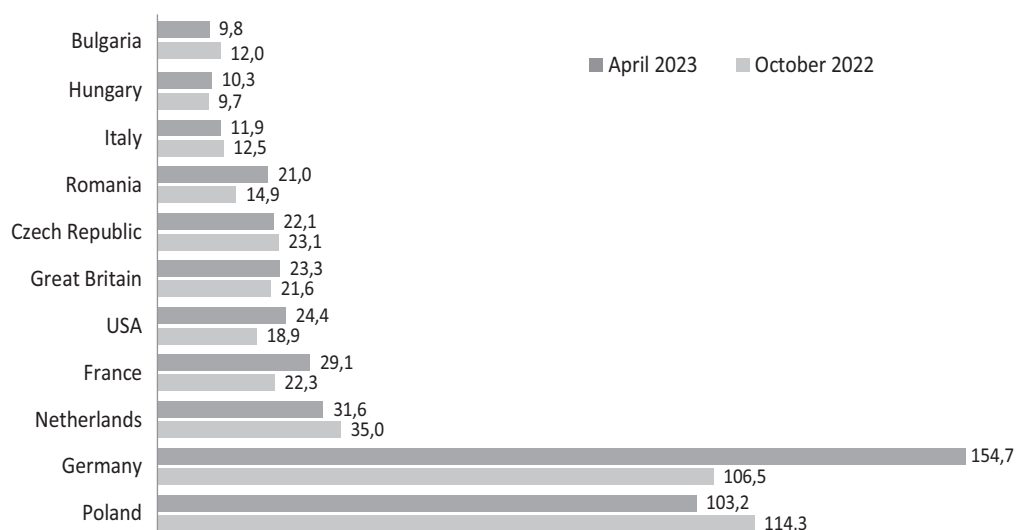


Fig. 2. **Distribution of Ukrainian refugee schoolchildren in different countries (October 2022 – April 2023), thousands of individuals**

Constructed by the authors based on: [14].

A similar trend was observed in 2024 for the countries hosting the largest number of refugee schoolchildren. According to Statista's research department, as of July 2024, there were nearly 195,000 Ukrainian refugee schoolchildren in Germany [15].

The growth dynamics of the number of Ukrainian refugee schoolchildren in German schools from 2022 to 2024 are shown in Fig. 3. For example, in Hamburg, the number of schoolchildren more than doubled, from 2,798 to 7,358, with increases also recorded in Baden-Württemberg, Berlin, and other regions. However, in 2024, in some regions, such as North Rhine, Brandenburg, and Saxony, the number of Ukrainian schoolchildren decreased.

Since there is a significant number of Ukrainian schoolchildren in Germany, a probabilistic stratified sample through random selection can be used for the study, according to the recommendations of UNESCO, UNICEF, and UNHCR.

The sample can be based on data from the national EMIS of AICEM.

Refugee schoolchildren in schools in the host country face a number of objective obstacles to their integration. As A. Weisman and J. Bell [9] note, for managers to develop effective educational policies in North American countries, there is a lack of standardized, publicly accessible educational data about refugee schoolchildren. As a result, the requirements of federal programs regarding the use of the "evidence-based policymaking" approach, which is enshrined in law, are inadvertently violated by all states, districts, and campuses in the USA, and refugees in education are not distinguished within the schoolchildren bodies of educational institutions. Researchers point out that for the USA, resolving the issue of standardized, publicly accessible educational data on refugees in education is a necessity. The data that is available to the public is either highly localized,

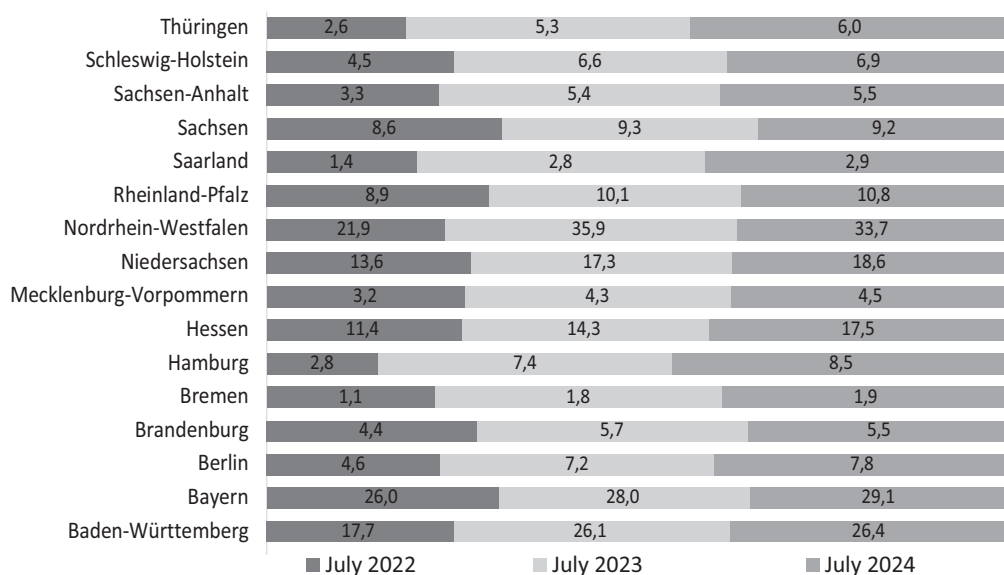


Fig. 3. Numbers of schoolchildren from 2022 to 2024, thousands of individuals  
 Constructed by the authors based on: [15].

making it impossible to replicate or generalize, or so aggregated that it cannot be disaggregated for analysis and decision-making [9]. In other words, the existing data on refugee schoolchildren is quite incomplete and absolutely insufficient for developing effective strategies for their integration.

According to the authors [9], standardized information is needed, consistent across different states. Based on such standardized data, using the evidence-based policymaking approach, educational managers in host countries can formulate effective recommendations to improve the integration of refugee schoolchildren into new educational systems.

A similar problem exists for Canada, as well as EU countries, particularly Germany.

The UNESCO review [16] also highlights the critically low level of inclusion of refugees in educational data systems and the need to collect statistical and ad-

ministrative data about them to better understand their educational challenges. The NORRAG review [17] emphasizes the importance of data in addressing educational issues during crises, particularly for refugee schoolchildren with special educational needs. Cooperation between governments and scholars is recommended to improve the informational support for education.

In Ukraine, after the start of Russia's hybrid war against Ukraine, which began in 2014 with the annexation of Crimea and part of the Donbas territories, systemic steps were taken to implement the "evidence-based policy making" approach in the management of Ukrainian education. National EMIS systems were created for higher education and for preschool, secondary, and vocational education.

The data structure on schoolchildren contained in AICEM, administered by the SSI "Institute of Educational Analytics," is presented in Fig. 4.

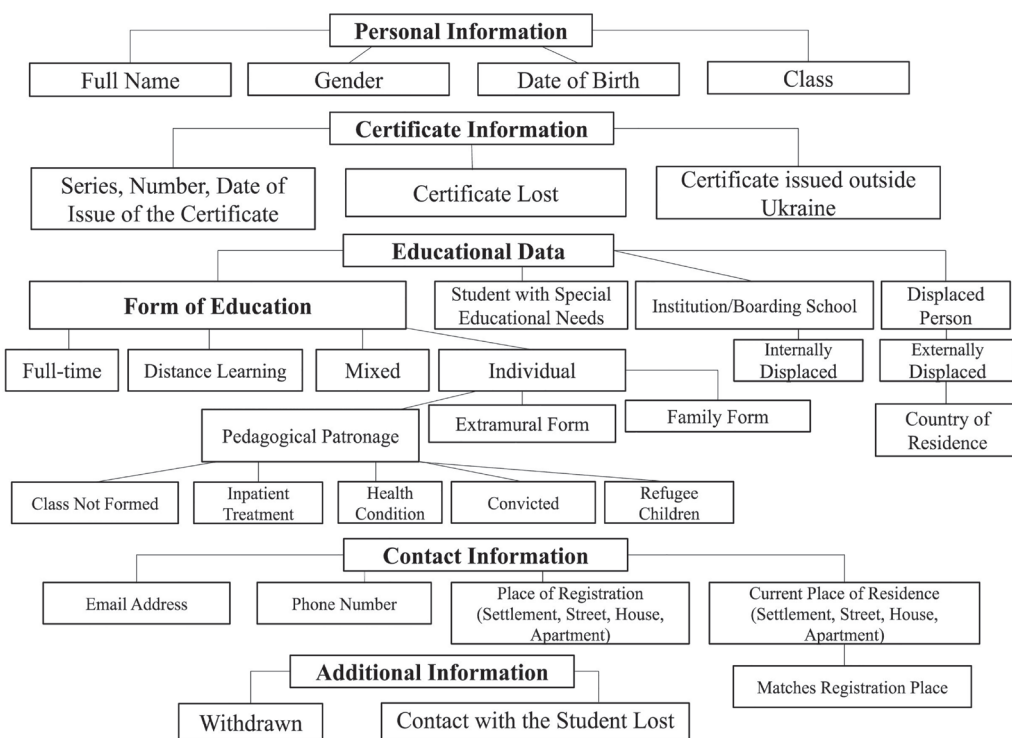


Fig. 4. Elements of AICEM standardized data

Constructed by the authors based on: [2].

This information system also contains personal data about schoolchildren and teachers who have found themselves in other countries, including developed countries such as the USA, Canada, and Germany.

Therefore, the desired standardized information on refugee schoolchildren can partially be formed from already existing sources (EMIS in the country of origin). The information for managers in the host country should go through a depersonalization and aggregation process and should cover data on the total number of refugees in education and their main characteristics, as already accumulated in the national EMIS.

However, this information is insufficient for making effective decisions

regarding the integration of refugee schoolchildren as well as the additional data is also needed. These important additional data, in our viewpoint, include information about their status in the host country, psycho-emotional state, language training, household problems, and access to learning tools (computer, mobile devices, etc.). Information on the economic challenges faced by migrant families with school-age children is also essential. It is important to understand why migrant parents choose certain locations to move to with their schoolchildren, as these locations create greater pressure on the educational infrastructure. If such information is available, it is easier to make more informed decisions regarding the need for additional teach-

ers, funding, facilities, textbooks, etc., in specific locations.

Additional data can be obtained through cross-sectional surveys. Both qualitative and quantitative methods, including questionnaires, can be used for data collection and analysis. The focus of such surveys should be school-age refugee schoolchildren, as general secondary education is the primary level of education that plays a key role in forming human capital. At the same time, it should be noted that for schoolchildren at the initial level of secondary education, the reliability of the data they provide is usually limited, so it is not advisable to involve them in surveys. Data can be collected from 12–18-year-old schoolchildren receiving education at the basic and upper secondary education levels (according to the Law of Ukraine "On Education"), which corresponds to the International Standard Classification of Education (ISCED) 2 and ISCED 3 according to UNESCO. These schoolchildren are capable of independently answering the questionnaire. Moreover, most schoolchildren in this age group have their own mobile devices, which simplifies remote data collection.

The structure and content of the necessary questionnaires were preliminarily analyzed by the SSI "Institute of Educational Analytics". They will contain various types of questions: direct questions to obtain specific information, indirect questions for critical opinions, dichotomous (yes/no), multiple-choice (a list from which to select answers), and scaled questions to identify new aspects of the problem. Some questions will be supplemented with queries about the respondent's motives.

The questionnaires should include three main blocks:

1) Economic (surveying schoolchildren, their parents and teachers about the impact of economic factors on educational opportunities and needs);

2) Informational (questions about the legal framework, information needed by educational managers, and refugees' access to information);

3) Social (describing schoolchildren's emotional needs and their social relationships in the educational environment of the host country).

The questionnaire should also include questions about the educational challenges of refugee schoolchildren with special needs and possible solutions to address them. Gender equality issues will be integrated into all aspects of the study, and the sample will equally represent both genders. The survey will help identify gender-related problems among refugee schoolchildren.

The questionnaire can also explore issues related to maintaining connections with those Ukrainian refugee schoolchildren who continue to interact with the Ukrainian educational environment. Specifically, it would be interesting to gather information on how they continue their education in Ukraine, how connections with Ukrainian teachers are maintained, whether there is access to Ukrainian-language educational materials, and how social ties with Ukrainian peers are upheld.

For organizing the survey of refugee schoolchildren in the USA and Canada, Ukrainian teachers abroad may be involved. It would be appropriate to invite Ukrainian teachers in the USA, Canada, and Germany to participate in the survey, subject to their consent. Information about educators who participated in the Ministry of Education and Science of Ukraine's events related to organizing

external independent evaluation abroad can be used to communicate with them. Initially, it would be advisable to conduct an online focus group interview on platforms like Google Meet, Zoom, etc., to identify the most pressing issues of refugee schoolchildren and shape the questionnaire.

The data collected during the cross-sectional survey should be analyzed using various research tools, including mathematical, statistical, and various visualization methods. The application of well-known statistical analysis methods, such as the ones proposed by researchers J. Lenkait, D. Caro, and S. Strand [11], including methods for determining distribution shapes and parameters, regression, correlation, variance, factor, and cluster analyses, would be appropriate. The research should also establish the foundation for future longitudinal studies of refugee schoolchildren using structural equation modeling to evaluate the impact of family status on their educational achievements in the context of studying educational inequality related to immigrant backgrounds. The DEA method [6] can be used to assess the effectiveness of education funding for refugee schoolchildren based on the collected information.

Grouping recommendations should be performed according to the following areas of concern: educational issues of schoolchildren, economic issues, social issues, etc. For each block of problems, potential solutions and a range of recommendations for the host country (educational institutions, teaching staff) should be outlined. Recommendations will be developed to improve distance learning to strengthen the ties between refugee schoolchildren and Ukraine's

cultural and educational environment, with the goal of potential reintegration in the post-war period.

The results of the research will present only depersonalized information, allowing managers to make more informed decisions on optimizing the paths for integrating refugees in education into their education system. The broader scientific community will be able to assess the novelty of the research findings and use the comparative data for further generalizations.

Thus, a proposed approach to forming standardized data on refugee schoolchildren, crucial for educational managers within the framework of evidence-based policy making, has been introduced to improve the educational integration of Ukrainian refugee schoolchildren, particularly in countries such as the USA, Canada, and Germany. The structure of the research for obtaining additional information to supplement standardized data in the form of surveys of refugee schoolchildren, their parents, and educators is presented, aimed at identifying informational and economic challenges of integration. The recommendations generated from the standardized data will cover issues such as ranking current problems of refugee schoolchildren, scaling research results, opportunities for distance learning development, addressing gender equality and inclusivity issues, and maintaining communication with educational institutions in the country of origin. Identifying and addressing educational and economic challenges will promote the successful integration of Ukrainian refugee schoolchildren and positively impact human capital development in the host countries as well as in Ukraine.

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## ІНФОРМАЦІЙНЕ ЗАБЕЗПЕЧЕННЯ ІНТЕГРАЦІЇ УКРАЇНСЬКИХ ШКОЛЯРІВ-БІЖЕНЦІВ В ОСВІТНІ СИСТЕМИ РОЗВИНУТИХ КРАЇН

**Анотація.** У статті пропонується авторська розробка дослідницької схеми створення стандартизованого інформаційного забезпечення для полегшення інтеграції українських школярів-біженців в освітні системи розвинутих країн, таких як США, Канада та Німеччина. У розвинутих країнах на законодавчому рівні закріплено підхід до формування освітньої політики на основі доказових даних (*evidence-based policymaking*), і таке інформаційне забезпечення може бути порівняно легко використано. Стандартизоване інформаційне забезпечення може містити компоненти на основі даних про таких школярів, що вже містяться в національній EMIS, якою в Україні є Програмно-апаратний комплекс «Автоматизований інформаційний комплекс освітнього менеджменту» (ПАК «АІКОМ»), а також додаткових даних, зібраних за результатами опитування й аналізу особливостей освітніх і економічних викликів, з якими стикаються українські школярі-біженці та їхні батьки в країнах перебування. Описано дослідницьку схему з крос-секційним опитуванням школярів, їхніх батьків і педагогів. В анкетах передбачено три основних блоки: соціально-економічний, інформаційний та психоемоційний. Методологія охоплює статистичний аналіз даних, деперсоніфікованих і дезаггегованих за віком, статтю й освітнім рівнем. Результати такого дослідження допоможуть ідентифікувати ключові проблеми та розробити рекомендації для освітніх інституцій і менеджерів, які формують освітню політику в приймаючих країнах, враховуючи можливість дистанційного навчання, гендерну рівність та інклюзивність. Окрім того, зазначені результати сприятимуть покращенню міжкультурної комунікації й соціальної адаптації школярів, що є важливими аспектами їх успішного навчання. Наукова новизна дослідження полягає в розробленні підходу, який дасть змогу створити стандартизовану інформаційну базу для школярів-біженців, а отже, визначити ефективні стратегії для розв'язання їхніх освітніх проблем і пом'якшення соціально-економічних негараздів, з якими стикаються сім'ї біженців та їхні діти-школярі в приймаючих країнах.

**Ключові слова:** школярі-біженці, освітній процес, освітні системи розвинутих країн, інтеграція, освітні виклики, економічні виклики.

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