FEATURES OF THE EDUCATIONAL ENVIRONMENT OF UKRAINIAN SCHOOLCHILDREN IN THE CONDITIONS OF FORCED MIGRATION

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Annotation. *The study of a wide range of issues related to forced migration and adaptation of migrants is of undoubted scientific interest today in the context of changes in public consciousness and its impact on social processes. The article analyzes the state of a person in forced emigration in times of war and the subjective perception by students and parents of the peculiarities of the educational process in the host country and other important factors. It is argued that in the conditions of war there is an aggravation of pain thresholds that affect the transformation of students' worldview orientations. It is found that most European education systems have responded quickly to new challenges at the state level: they adopt regulations, send out recommendations and manuals for teachers, provide schools with specific tools and increase the number of teachers.*

The article summarizes the problems of educating Ukrainian schoolchildren in the context of forced migration caused by a number of political, socio-economic, socio-cultural, and socio-psychological factors. It is established that the main problems of Ukrainian schoolchildren abroad include the following: language barrier; significant differences in educational programs in Ukrainian and foreign institutions; double workload of a child due to studying in a Ukrainian and foreign educational institution; multi-age classes in schools of the host country; attending lessons that have never been taught in a Ukrainian school, etc. A comparative analysis of the data available in the research materials on the subjective perception of students and parents of the peculiarities of the educational process in the host country is carried out. The author analyzes a number of legislative and institutional requirements for the education of schoolchildren in the context of their current implementation. The key tasks of the Ministry of Education and Science of Ukraine to support Ukrainian students who were forced to leave Ukraine due to Russia's military aggression include: maintaining ties with the Ukrainian education system; ensuring the possibility to continue their studies under the Ukrainian curriculum; obtaining educational documents.

Keywords: *migration, Ukrainian schoolchildren, educational environment, educational problems*

1. Introduction.

In modern conditions, the role of social and personal factors influencing the adaptation of schoolchildren to the adult world, the conditions for successful learning, and planning for the future is growing significantly. Therefore, the subject of sociological science has traditionally been school education, objective and subjective characteristics of the processes of individual development of school youth, problems of social formation of schoolchildren and overcoming obstacles on this path. Prior to the full-scale invasion of Ukraine by Russian troops, sociological study of the causes of migration of the Ukrainian population was relevant mainly in the context of implementing preventive measures to overcome the consequences, as well as to maximize the benefits of the results caused by these processes. The war of the Russian Federation against Ukraine, as of June 2022, has forced about 8 million Ukrainian citizens to flee to other countries in search of safety [10]. As of December 20, 2022, the number of Ukrainians who have crossed the border with the EU countries since February 24, 2022, is more than 16.6 million, including about 3 million children [15].

The figures published by the Ministry of Education and Science of Ukraine in January 2023 indicate that as of the beginning of January 2023, there are about 500 thousand Ukrainian schoolchildren abroad. At the same time, as of September 1, 2022, there were 488 thousand of them [9].

According to the Center for Public Monitoring and Control, although more than 100,000 schoolchildren have already returned to Ukraine, the number of students who remain abroad has been constantly fluctuating, and amounts to about 620,000 schoolchildren [13].

This circumstance has led to a number of pressing issues: "How many Ukrainian schoolchildren are abroad? How do refugee students study? How can children return to Ukrainian schools? What are the problems of Ukrainian schoolchildren abroad?" The problem of re-emigration is also likely to become a major challenge for the future of the Ukrainian state in the near future, as only 13% of respondents to a UN survey of Ukrainian refugees reported plans to return to Ukraine permanently within the next three months. Instead, 44% of respondents do not plan to return within the next three months, and 43% have not yet decided. Of the latter group, 79% plan to stay in the host country [7]. Therefore, the question is no less relevant: Will children studying abroad return to Ukraine? [8]. Thus, we have every reason to believe that current migration processes play an extremely important role in the social development of the country, and are even more important for its future. Therefore, the study of their factors, mechanisms of adjustment, current and future consequences of their impact on the development of Ukrainian post-war society is one of the primary tasks of sociological science.

2. Analysis of scientific publications.

The problem of migration in Ukraine has been studied by O. Kurbet, O. Baula, O. Ivankova-Stetsiuk, O. Liutiak, I. Maidanik, O. Malynovska, L. Tsymbal; educational migration (L. Bezzubko, T. Hnatiuk, O. Liubtseva, K. Topchiy; migration to the EU countries: O. Levytska, O. Mulska, Y. Chaliuk); intellectual migration (L. Didkivska, O. Demydenko, Y. Polishchuk); illegal migration (O. Pozniak); forced migration (A. Byturskyi, E. Libanova, V. Shcherbak); N. Bortnyk, S. Yesimova and N. Moroz and others.

An important role in the study of various problems of social and psychological adaptation of schoolchildren today belongs to such sciences as social psychology, pedagogy, sociology, which are based in their research on general theoretical approaches to the study of the development of self-awareness in the individual psychology of A. Adler, the analytical psychology of C. Jung, C. Rogers, and W. Frankl, the works of representatives of the humanistic trend by A. Maslow, C. Rogers, G. Allport, and the social and cognitive theory of self-actualization of Albert Bandura. An important basis for our work were the works of domestic sociologists O. Libanova, N. Hlebova, V. Humeniuk, L. Libanova, S. Nechytailo, O. Sokuryanska, S. Nechytailo, sociological research by O. Libanova, analytical materials on education in war conditions by O. Maksymenko, S. Shevchenko and many others.

3. The purpose of the work.

The purpose of the article is to analyze the essence of the main factors and social problems associated with the phenomenon of forced migration of Ukrainian schoolchildren.

4. Review and discussion.

Since the educational problem of migrant students is also actualized today by the fact that in the context of war there is an aggravation of pain thresholds and significant transformations of worldview orientations, the main field of our attention is the perception of the situation in the minds of students living in difficult conditions of emigration and making their daily choice in favor of a particular life strategy, including in the field of education.

According to the IOM, the most significant category of migrants from Ukraine in terms of long-term prospects for sustainable social development of the state is traditionally pupils and students [14]. In

relation to Ukraine's current socio-cultural situation, the situation is significantly complicated by the situation of forced migration of many subjects of the educational process. The educational problem of migrants is also actualized by the fact that in the conditions of war there is an exacerbation of pain thresholds, which affects the transformation of students' worldview orientations. Therefore, our focus is primarily on latent changes in the minds of students living in difficult conditions of emigration and "... daily making their choice in favor of a particular life strategy, including in the field of education, since the results of such individual actions are formed into trends that can be manifested in a more or less distant future" [18].

Therefore, in our work, we rely on general theoretical approaches to the study of the development of self-awareness in the individual psychology of A. Adler, analytical psychology of C. Jung, C. Rogers and W. Frankl, works of representatives of the humanistic direction of A. Maslow, C. Rogers, G. Allport. It should be noted that within the framework of the socio-psychological socio-cognitive theory and the concept of self-actualization of the personality of Albert Bandura, scientists distinguish four levels of student agency

– contextual, which covers both the broad socio-cultural context and the immediate educational/learning context;

– personal, which refers to both individual beliefs, motivations and attitudes and actual skills, experience and achievements;

– interpersonal, which involves interaction with different people in the learning process, including teachers, classmates, and parents, who have a huge potential to influence both the development and expression of students' agency;

– temporal, which is associated with the multidirectional nature of the concept of time in relation to the sense of agency of individuals and belief in their ability to act [2, p. 27–36].

So, based on the identified socio-psychological [10; 11; 12], socio-pedagogical [6; 17; 9; 13], and sociological approaches to the problem of teaching schoolchildren - forced migrants [12; 2; 18; 11; 5], at this stage of the study we can state that important parameters of the sociological study of the state of education of Ukrainian schoolchildren in these conditions are both subjective characteristics and a number of external factors – socio-economic, socio-cultural, socio-psychological and technological. This statement is based on the vision of today's schoolchildren as agents of the realization of certain social expectations and goals.

According to UN estimates, 3 million children and youth have fled Ukraine since the beginning of Russia's full-scale invasion. The largest number of schoolchildren from Ukraine is registered in Poland – over 528 thousand, Germany – about 290 thousand, and the Czech Republic – 70.5 thousand. 30 to 40 thousand Ukrainian children of school age live in Italy, Romania, Spain, and Slovakia. There are countries with very few families: Iceland has 700 children, Montenegro has about 500, Belgium and Malta have less than 300 students [17].

Most European education systems responded quickly to the new challenges at the state level: they adopted regulations, sent out guidelines and manuals for teachers, provided schools with specific tools, and increased the number of teachers. For example, in the Netherlands, the Ministry of Education, Culture and Science has published a "Handbook for Working with Children from Ukraine" that provides expertise and assistance in school integration. Spain has developed a National Plan for the Education of Ukrainian Students, which provides for a sufficient number of teaching staff. Extraordinary quotas of school staff have been introduced, including assistants who know Ukrainian and can become translators for students from our country.

One of the generally recognized steps is to involve schoolchildren in studying in the country's educational institutions. According to European educators, this accelerates language acquisition, provides access to psychosocial support, and promotes children's participation in the social life of the country where they live. But not all Ukrainian parents share this view. There are those who believe that they will be here for a short time, so they would like to focus on teaching their children according to Ukrainian standards. However, according to the monitoring data, less than a third of those living in countries such as Denmark, Greece, Croatia, Malta and Romania attend local schools. Most refugee children from Ukraine go to school in Ireland – 92%, Spain – 75%, Italy – 71%, the Netherlands – 66%, and Austria – 63% [13].

However, the problem of re-emigration is likely to become a major challenge for the future of the Ukrainian state in the near future, as only 13% of respondents to a UN survey of Ukrainian refugees reported plans to return to Ukraine permanently in the next three months. Instead, 44% of respondents do not plan to return within the next three months, and 43% are undecided. Of the latter group, 79% plan to stay in the host country [7]. Therefore, the question is no less relevant: Will children studying abroad return to Ukraine? [8]. In accordance with the objectives of our work, we will consider a number of legislative and institutional requirements for the education of school youth in the context of their current implementation. The key tasks of supporting Ukrainian students who were forced to leave Ukraine because of Russia's military aggression include

– maintaining contact with the Ukrainian education system;

– Ensuring the opportunity to continue studying under the Ukrainian curriculum, especially the study of the Ukrainian language, literature and history;

– obtaining educational documents.

Given that in many European Union countries, attendance at a local school is compulsory, in order to ensure that children do not lose contact with the Ukrainian national education system, the MES recommends that they attend their own or any other school online at the request of their parents or guardians. The Ministry of Education and Science sees a particular need to attend classes in the Ukrainian language, Ukrainian literature and history of Ukraine, as these subjects are not taught abroad and therefore are not subject to automatic re-credit. To solve the problem, the Ministry of Education and Science sent letters to the education authorities of all countries with refugee children, asking them to facilitate education according to Ukrainian standards.

To solve the problem, on March 4, 2022, the EU Council adopted the Directive on granting temporary protection to refugees from Ukraine. The document, in particular, guarantees access to secondary education. And the key principles and practices for the inclusion of children from Ukraine are set out in the European Commission's working document of June 30, 2022, according to which the Commission undertakes to

– provide subsidies for school and higher education through the EU Cohesion Funds, Erasmus+ programs and the European Solidarity Corps;

– create EU Educational Solidarity Groups for Ukraine to identify the needs of Ukrainian children and support the states that host them;

– offer access to educational materials in Ukrainian, online resources and courses for teachers through the School Education Gateway;

– support refugee teachers in the eTwinning community.

In practice, there are several main approaches to integrating refugees into schools in countries of temporary residence:

– newly arrived students may initially be in separate classes where they learn the language of instruction or immediately study with peers from the host country;

– newcomers continue their education in Ukrainian schools online;

– newly arrived students combine both online learning in Ukraine and offline learning at a school in the host country.

In neighboring countries (Poland, Latvia, Lithuania, Estonia, and the Czech Republic), several Ukrainian classes have been opened with budgetary funds, taught by Ukrainian teachers using the Ukrainian educational system [13].

A survey of parents of children who studied abroad in the last academic year (n-7921 parents of students) conducted in August 2022 shows that a significant number of children (40.4%) studied simultaneously in two institutions: full-time in a foreign institution and remotely in a Ukrainian one. More than a third of the

parents surveyed (34.9%) said that their child studied remotely only at a Ukrainian educational institution. Only 1.2% of parents indicated that their child studied full-time at a Ukrainian school abroad, and another 0.8% (65) of respondents indicated that their child studied simultaneously at a Ukrainian Saturday or Sunday school (class) abroad and at a foreign educational institution. 11% indicated that the child studied only at a foreign educational institution [7]. A report by the United Nations High Commissioner for Refugees based on a representative survey conducted in August-September 2022 indicates that 73% of parents reported that they would send their children to a formal school within their current country of residence, and 18% reported that they preferred their children to continue distance learning under the Ukrainian program. The main reasons why parents do not send their children to local schools were as follows: 21% do not intend to stay in the host country, and 15% – language barrier [7].

At the same time, the analysis of educational practice points to a number of problems that complicate the situation:

– Some schools have started full-time or mixed education, which makes it impossible for children abroad to study remotely;

– the vast majority of educational institutions in Ukraine provide distance learning in the morning, which coincides with classes in the school of the host country;

– almost all countries have strict requirements for parents to ensure that their children attend school in the host country.

School principals must comply with Ukrainian law. If an underage student fails to attend classes for unknown reasons or without valid reasons for 10 working days and the parents or other legal representatives have not notified the class teacher or the reasons for the child's absence, the educational institution is obliged to notify the National Police and the Service for Children and to transfer the data of these students in order to protect their rights to receive general secondary education in accordance with the law. These requirements also apply to distance learning, so if a child is unable to attend online classes at a Ukrainian school while abroad, his or her parents immediately face problems [15].

5. Conclusions.

Before the start of the 2022-2023 school year and in the first weeks, parents whose children are abroad complained en masse on social media and wrote complaints to the educational ombudsman that educational institutions were forcing them to switch to family education or external education or to withdraw their documents from school. However, in this case, if parents do not have the appropriate skills and knowledge to teach their child, or if the student cannot master the educational program on their own, the child will not receive a quality education and will suffer significant educational losses. There are no statistics on how many children switched to family education and external education since the beginning of the war or turned to private schools that provide distance learning services (most of these schools are paid, and not everyone can afford to pay for these services).

Since the state of a person in forced emigration is determined not only by the factor of socio-cultural differences in the context of war, it is important to compare the data of available studies on the subjective perception of students and parents of the peculiarities of the educational process in the host country and other important factors to determine the optimal methodology for empirical sociological research.

Based on the results of the analysis of the survey data conducted by the Educational Ombudsman Service [1], we found that the main problems of Ukrainian students abroad include the following

– language barrier (the most common problem for almost 70%)

– significant differences in educational programs in Ukrainian and foreign institutions (35% of parents);

– problems of the educational process, in particular, a child's double workload due to studying in a Ukrainian and a foreign educational institution (27%);

– difficulties in communicating with peers due to different languages (17%);

– difficult or negative emotional and psychological state of the child (13%);

– lack of gadgets for education (10%);

– multi-age classes in schools in the host country (over 8% of respondents);

– the difference between teaching history and how it is taught in Ukraine (6.7%);

– the child did not accept distance learning organized by the Ukrainian educational institution (6.7%);

– the child had to attend classes that they had never studied at a Ukrainian school (almost 6%);

– Difficulties with transportation to school, problems with issuing educational documents and the child's inability to move to the next grade, the need to pay for textbooks in the host country (3.5%) [1].

Thus, we have every reason to believe that solving these problems is of great importance for the future of Ukraine. Therefore, a sociological study of their factors, mechanisms for adjusting processes and forecasting the impact of their consequences on the development of Ukrainian post-war society requires a more detailed consideration of the subjective aspects of the forced emigration of Ukrainian students.

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