

# Measures to Support Ukrainian Refugees' Education

Lama AL RIHANI DIT TALLAJ

Doctoral School of Management

National University of Political Studies and Public Administration

Bucharest, Romania

**Abstract:-** The aggression of Russia in Ukraine concerning the conflict has displaced more than 4 million Ukrainians, many of whom are women and children, who are now refugees in other countries. This remains one of the biggest challenges in providing continued access to education. Schools all across Europe have embraced the challenge of receiving many students from Ukraine into their institutions. Some key actions taken for their educational needs are as follows: Ukrainian assistants and translators, the arrival of Ukrainian language teachers, provision of Ukrainian books, online learning, a welcome point at the schools, trauma-sensitive education to tutors, social inclusion through extra curriculum activities, grants from local and state level, inter-municipal and with Ukraine authority for reports, transfer certificates, bridging programs and no document required for school enrollment. Counseling, as well as anti-bullying programs, must also be strengthened to provide safe settings for refugee youths to be successful academically and psychologically during this tremendous transformation. That said, the task has not been easy. Still, European education systems have shown empathy and operational flexibility in tackling this challenge to ensure that the academic needs of young displaced Ukrainians are not compromised.

**Keywords:-** Military Conflict; Ukraine; Refugees; Education; Support Measures.

## I. INTRODUCTION

The invasion by Russia into Ukraine has led to the worst refugee crisis in Europe since the Second World War with over 5 million Ukrainians displaced as of August 2022 [1]. This mass displacement may put a generation of Ukrainians at risk of being denied their right to education. However, refugee youth education should not only be for the sake of the children but for the future of Ukraine when the war ends.

European countries have legal responsibilities to protect and guarantee education for Ukrainian refugees [2]. Notably, Article 22 of the 1951 Refugee Convention states that refugees have the right to participate in public education on the same basis as nationals [3]. Hence, refugee students need to be placed in the host country's education systems while also receiving extra language and psychosocial help.

In an effort to facilitate this process, the European Commission has recently published recommendations regarding the recognition of Ukrainian qualifications, safeguarding research careers, and enhancing online education. However, international organizations such [4] are spending money on teachers' wages and classrooms in refugee camps. Other NGOs, such as Pearson [5], have also been providing Ukrainian language books, including textbooks.

However, there is still a need for policy and pedagogical shifts as refugees require additional preparatory arrangements to ensure their long-term achievement in education. Some of the recommendations include enrollment policies, credential evaluation, mental health, and staff development [6]. If adequate funds are available to generate more research and find out how to practice this method effectively, Ukrainian students can go to school, bringing hope for Ukraine's future.

Here are some steps that European countries, NGOs, and other organizations can take to help Ukrainian refugees continue their education. These include:

- The integration of refugee children into local schools and offering extra language lessons for those who require it
- As an online educational institution, this college offers fully accredited online courses, degrees, and diploma programs for refugees.
- Supporting the salaries of Ukrainian teachers and the number of education materials for schools created in refugee camps
- Supporting the university in offering scholarships and stipends to the Ukrainian refugees
- Creating pop-up learning environments and moving around in refugee camps
- Preparing counselors and mental health workers to help the targeted students with trauma
- Developing national policies for the recognition of refugee credentials and prior learning transfer across systems.

The method used to identify the measures needed by the refugees from the Russian-Ukrainian military conflict is to analyze the existing literature to identify previous similar situations and the lessons learned.

## II. THE CHALLENGE OF INTEGRATING REFUGEES INTO LOCAL SCHOOLS

Given that more than 1.5 million Ukrainians have fled to Europe, host countries face socio-political dilemmas, particularly about the education of refugee children [1]. Incorporating refugee students into local school systems allows for learning continuity but faces challenges such as language and bureaucracy. As Peschke [7] pointed out, refugee children can be 40% of the displaced Ukrainians; therefore, school participation is critical.

One of the major challenges that affect students from Ukraine is the language barrier. Nearly all refugee students will not be fully proficient in the language of the host country; they learned English or other European languages alongside Ukrainian or Russian in school [8]. Many students receive one-on-one tutoring daily, using software that teaches both content and language and having teachers who use both languages in teaching a lesson help students learn content as they acquire language [9]. Recruiting staff who are able to act as translators and cultural mediators also helps when interacting with families during this transition [10]. For instance, Greece has hired 1,000 teachers to teach Greek to learners in Ukraine [11].

Structural challenges such as documentation, transport, and enrollment can also be a barrier to refugee integration. It also means coordinating schedules for busing and supplies, as well as registration enables schools to deal with large enrollments [12]. Districts require sufficient funds and personnel to sustain classroom enrollment and teacher-student ratio [13]. As Shapiro [14] points out districts that have opened their doors to Ukrainians have hired more teachers, interpreters, and counselors.

Policies that permit refugee students flexibility as to testing, attendance and courses acknowledge the impact of trauma and disruption that comes with displacement [15]. Offering students promotions on the basis of the completed work and exams' cancellation are examples of supportive temporary solutions [16]. The mentioned types of approaches facilitate the integration of schools with regard to the exceptional needs of refugee youths.

Educating thousands of Ukrainian refugees poses a tremendous challenge for European education systems. However, evidence-based strategies such as enhanced language instruction, additional personnel and materials, decreased bureaucracy, and trauma-sensitive scheduling outline the path. Compassionate schools and evidence-based policies: Europe needs to set an example of how displaced Ukrainian youth can recover and learn.

## III. ONLINE AND SHELTER-BASED EDUCATION OPTIONS

The war waged by Russia in Ukraine forced more than 12 million Ukrainians, including 2.5 million children [17], to leave their homes. Maintaining education for these refugees — for those who are still displaced within Ukraine and those who had to seek refuge in other countries — becomes an issue of significant difficulty. However, many governments, non-government organizations, companies specializing in education technology, and volunteers have risen to the occasion to offer online and face-to-face learning.

For the refugees who can find themselves in schools or education facilities that are still intact, whether in Ukraine or in other countries, enrollment and school attendance is a concern [18]. Nevertheless, more than 2,400 education facilities have been damaged in Ukraine, and many children do not have facilities [19]. Pop-up classrooms have been established in shelters, local community centers and libraries, and the like. The Teachers for Ukraine initiative provided teacher salaries and learning materials for classrooms and has helped 54,800 Ukrainian students with the aid of 780 teachers by August 2022 [20]. Likewise, GoCamp has partnered with traveling schools in Ukrainian shelters, which provides arts, sports, and psychosocial support.

Online learning has become the new normal for children who are still displaced within the country. The Ministry of Education in Ukraine officially supports distance learning programs to complete compulsory education [19]. External support has bolstered these remote offerings: such institutions as UNICEF have supported 150,000 children with Concerning Connectivity and Learning Content [17]. Tech-based learning companies such as Preply and Voxy have donated their language learning software to thousands of refugees. Coursera unblocked 100 of its university-level courses in areas ranging from foreign languages to computer science for Ukrainians and made these free.

In the case with refugees who are being relocated to new countries, school enrollment has been found to be crucial in the process of resettlement to normal life and further learning. Some of the countries that have granted refugees' access to schooling include Moldova, Romania, and Poland [18]. Organized initiatives such as #StudentsSupportingStudents have created individual affiliations between Ukrainian and European youth, making it easy for them to fit in socially in new schools. Since displacement remains a reality, local and international organizations should make efforts on trying to fill the educational needs of children in Ukraine.

#### IV. UNIVERSITY SCHOLARSHIPS AND STIPENDS

The war that began in February 2022 in Ukraine and Russia has led to more than one million refugees and displaced persons in search of further education [1]. Global tertiary institutions have on the other hand provided a response through specific scholarship and grant initiatives that enable these students to pursue their courses to a completion. Bokova [21] noted that it is necessary to provide people with an opportunity to continue their education in higher educational institutions in order to restore their lives and have a hope for the better future.

In Germany, more than 150 universities have developed emergency scholarships and fast-track admission for Ukrainians [22]. These add to other programs, which include the Germany Scholarship program that offers financial and coaching support. Examples include LMU Munich, which provides preparatory summer German language programs and scholarships to students in their degree programs [23]. The Technical University of Berlin established 70 more opportunities for spreading across the STEM fields as well [24].

Besides Germany, the University of Warsaw in Poland provided 200 computer science, business, architecture and other fully-funded study placements for refugees [25]. Ireland University College Dublin received philanthropic funding for 10 scholarships for fields of interest for post-war reconstruction in Ukraine [26]. The kind of support that is provided with such a focus aims at creating specializations that the students need to apply in reconstructing industries and structures back in their countries. Nevertheless, Mendenhall et al. [27] discourage a too-rigid focus on STEM trajectories and encourage broader educational opportunities for refugees.

In this regard, there are also more extensive measures such as the MillionYou Project from the learning platform GetYourGuide that committed to providing €1 million of flexible scholarships for Ukrainian students regardless of the fields of study [28]. For instance, students in the Netherlands have called on administrations not to require the submission of transcripts, exams, and other forms of hindrances to admission for qualified refugees as well. The supporting organizations put a lot of stress on a student's support and not only their specific skills.

Lastly, researchers promote increased career counseling and services sensitive to the clients' refugee experiences [29]. Such activities include JRS' accompanying program for scholars in Germany, where prior experiences are aligned with qualifications and job search strategies in host countries [30]. This type of support can help to extend the effects of scholarships for as long as possible. In conclusion, the availability of a wide range of educational opportunities is still crucial in shaping the future leaders, innovators, and thinkers of Ukraine.

#### V. TRANSFERRING QUALIFICATIONS AND RECOGNITION

One of the biggest challenges for professionals and those who plan to continue their education in another country is the accreditation of prior learning, educational, and work experience in Ukraine. The procedure for recognition of qualifications differs immensely in Europe and may involve the completion of numerous documents.

Organizations such as the European Qualifications Passport for Refugees are involved in assessing and issuing documentation. The Council of Europe and UNESCO are also developing policy guidelines for governments to facilitate the qualification recognition of Ukrainian refugees at the national level.

Education activists have demanded that the standard European Qualifications Framework be synchronized with Ukraine to speed up transfers. Another suggestion is reflexive recognition for a limited period, during which Ukrainian degrees can be recognized without further scrutiny or demand for proper accreditation. Nonetheless, certification problems in Ukraine's educational system might slow down a unification of the comparison framework emergence.

Meanwhile, NGO-verified registries like the Ukraine Takes Action platform assist Ukrainians in compiling and maintaining a verified record of qualifications on the Internet. Governments at border intake points could help new arrivals promptly enroll their prior qualifications with relevant national bodies.

Longer-term documentation will require increased collaboration between the Ukrainian Ministry of Education and Training, which is in the process of relocation within the country, regional European countries, and other multilateral organizations.

#### VI. MENTAL HEALTH SUPPORT AND DISABILITY SERVICES

It is established that war, violence, and displacement have severe mental and psychosocial consequences on young learners, making it mandatory for host countries that accept child and adolescent refugees to offer MHPSS [31]. Children who are exposed to traumatic events such as bombardment, assaults, bereavement, or forcible displacement are likely to develop psychological symptoms such as PTSD, anxiety, and depression, among others [32]. Teachers and other school staff, if they have also escaped from violent conflict situations, may also have their post-traumatic stress and loss while helping students and providing education continuity [33].

Thus, certain MHPSS strategies are required at various levels of education for children refugees to attend schools. First, teachers need professional development focused on enhancing mental health literacy, learning the signs of trauma-related distress, using psychological first-aid strategies, and identifying severe cases when students need to be referred to a

school counselor or a clinician [34]. For instance, the European Union's TENTS program enables teachers to learn about the signs of PTSD, grieving, anxiety or adjustment issues in refugee and asylum-seeking learners [35]. Second, school counselors should have a professional psychological staff to conduct group crisis intervention, psychological screening, coordination with community mental health services, and making arrangements for children who need special consideration. Counselors are involved in the early detection of signs, offering trauma-informed therapy, and averting other negative consequences.

At the policy level, education departments in host countries require appropriate frameworks, human resources, and materials to meet conflict-affected refugee learners' MHPSS needs [36]. A tiered model of treatment with progressively more intensive services should be offered depending on the degree of trauma. In students with emotional or behavioral concerns, tier 1 classroom accommodations, social skills groups, and psychoeducation may be sufficient as an early intervention. Those considered triaged with probable psychological disorders need higher intensity tier 2 interventions such as evidence-based psychotherapy administered one-on-one or in groups by practitioners in mental health [37]. It is crucial to point out that only the highest level, which includes severe and complex clinical situations, should involve pharmacological measures or crisis resolution by child psychiatrists or clinical psychologists.

Another consideration that is often overlooked is whether special education services, learning provisions, and policies reach out to students with disabilities who arrived newly to the country and who may have developmental or physical health disorders. Learners with SEN in OECD countries make up approximately 15% of all enrolled students with refugee background learners experiencing even higher SEN associated with psychosocial adversity and limited early childhood development [38]. Persons with disability are likely to experience complex barriers to education and social inclusion, especially when they flee without specialized disability equipment, medicine, assistants, or documentation of their disability and needs [39].

To avoid exclusion, stigmatization, or deterioration of existing disabilities among refugee children, host countries must inquire about and offer developmental, sensory, physical, intellectual, or learning disability services similar to those legal requirements for SEN students in the country of origin [12]. For instance, guidelines concerning the intake of refugees should indicate that caseworkers should have to ask families a set of questions to establish the existence of previous diagnoses of disability, IEPs, the use of assistive devices, changes in curriculum or examinations, therapeutic interventions, and one-on-one support [40]. Therefore, continuous collaborative partnerships between health providers, educators, caregivers, and social workers can assist in rebuilding the continuity and inclusion of disability support within schools.

Thus, it can be stated that young refugees' MHPSS and disability support require the involvement of trained teachers and school counselors and the development of national policies, early identification protocols, and integrated cross-sectoral approaches that allow displaced children to participate in education on an equal basis and achieve higher psychological well-being. The next steps include implementing more professional development for teachers, developing more trauma-sensitive school practices, expanding government funding for refugee education, and exploring best practices for refugee learners with disabilities or special education needs.

## VII. THE ROLE OF SCHOOLS, GOVERNMENTS AND NGOS

Refugees, especially children, who run away from war and instability exert a lot of pressure on host communities, especially when looking for education for their children. Therefore, schools, governments, and NGOs must work hand in hand to provide the much-needed support.

School linkage policy that involves linking different agencies, pulling together resources, and eliminating gaps is the key to supporting schools effectively. For example, in Germany, the state education ministries and migrant-supporting organizations conduct general education information meetings for each stream of Ukrainian refugees. This also makes it possible for school administrators to pose questions concerning policies pertinent to their school, get access to teachers' resources, and, in addition, make contact with other Ukrainian parents [41].

The other factor involves having proper communication with the host communities which play a significant role in acceptance of large refugee influx that requires access to schools. Informing local schools and residents about the transfer of students and maintaining a listening ear to any resourcing issues provides the needed predictability to education systems and their resource limitations [42].

Non-Introducing Partners: International nonprofit organizations can also amplify support. An example of this is the recent \$30 million partnership between the LEGO Foundation and the Education Cannot Wait global fund for play-based learning and psychosocial support for young students in Ukraine. In this manner, it is possible to combine the private philanthropy with the existing multilateral aid flows and expand the overall reach of interventions [43].

Paraphrasing, the best evidence-based practices indicate that cross-sectoral partnerships, clear communication, and international cooperation enhance the impact of community and education-based attempts to enroll refugee children into school. It can be stated that strategic networking "improves the knowledge flow and offers participants the opportunity to attain objectives which would not be conceivable for a single actor" [44].

At the same time, it has been pointed out that managing relationships between multiple stakeholders is still problematic and is characterized by an ongoing need for a clear mission statement, adaptability, and respect for culture [45]. However, when well-coordinated, such partnerships provide the synergies, knowledge, and resources to facilitate access to crucial education services for refugees.

## VIII. CONCLUSIONS

The measures discussed above – to compassionately include displaced students, use education technology wisely, immediately convert credentials, and handle mental health concerns softly – embody the realistic empathy European neighbors must display to stand by Ukrainians during this war. However, it should also be noted that all these suggestions deal with the policies of receiving countries; at the same time, it is essential to note the courage and determination of Ukrainian educators who continue to educate the vulnerable population in the context of warfare. Their passion proves how education is not only about personal development but also about Ukraine's post-war rebuilding.

While missiles are soaring, schooling appears to be a wasted effort. Yet guaranteeing learning continuity safeguards more than academics: First, it provides children stability and normalcy, which in turn helps to build their resilience. Apart from the fact that constant education positively impacts the learner, it continues to safeguard Ukraine's human capital, creativity, and development [46]. These young people who are scattered all over Europe are the professionals who could one day come back and reconstruct – scientists to increase food production, engineers to rebuild the destroyed industries, and doctors to treat a nation that has been ravaged. Perpetuating interrupted schooling means losing generations that could participate in the nation's revival. Global leaders must therefore safeguard every child's right to education, fund distant learning, assimilate refugees into host schools, and transition qualifications seamlessly to keep learning throughout life.

Analyzing the views of migration and education, the role of critical policies of the recipient states for the displaced students' outcomes is accentuated. The segmented assimilation theory postulates that the degree of incorporation and overall academic attainment is influenced by contextual factors. These are; Assisting integration, managing centralized resources, and fast-track accreditation of Ukrainian standards can help lessen assimilation pressures. According to social capital theory, relations facilitate individual mobility; the solitary actions that link the Ukrainian students and educators with communities foster the relational assets that will drive their achievement. Lastly, the part of stage-environment fit models is given to the effects of timing; being sensitive to disrupted school transitions or delayed developmental milestones may reduce potential nasty effects at vulnerable ages.

Instructional continuity planning is just as important as planning for instructional content. That is why with proper crisis management, Ukrainian schools can maintain operational functionality. Teachers need to find other ways of delivering lessons if school infrastructures are closed down, using educational technologies appropriately. Contingency communication strategies also assist in the organization of students, parents, and personnel. It also makes sense to integrate mental health services further to support individuals experiencing trauma due to conflicts [47]. Collective measures like these maintain institutional integrity and guarantee personnel preparedness to teach continuously.

To address this educational crisis, there is a need for other sectors to come on board Managerially. Policy makers can promote refugee friendly practices, fast track the recognition of credentials and support online learning solutions. Non-governmental organizations can also ensure classroom delivery of assistance and the provision of psychosocial services. Tech partners can advise on the accessibility of distance platforms while telcos ensure the internet connection is available. Teachers across the country can discuss how they can maintain instruction in the face of disruption. Collective large-scale actions provide displaced Ukrainian students with the best possibility to continue education, and stand for the principle of learning even when their country struggles for liberty.

This terrible moment might permanently dismantle the Ukrainian possibility if we lose on coming generations. Yet, with the united voices of the global community, the youth of Ukraine will be able to foster into the rebuilders that their nation shall one day require. Supporting their schooling today is supporting Ukraine's tomorrow. Their education continuity raises the prospects of national rebirth once the fighting stops. Under these conditions, we need to offer shelter not only in homes but in schools as well to maintain Ukrainian children's chances to one day rebuild their country.

## REFERENCES

- [1]. UNHCR (2022). Ukraine refugee situation. Retrieved at: <https://data.unhcr.org/en/situations/Ukraine>, Accessed on December 2023.
- [2]. Reddick, C., & Dryden-Peterson, S. (2021). Refugee education and medium of instruction: Tensions in theory, policy, and practice. In *Language issues in comparative education II* (pp. 208-233). Brill.
- [3]. UN General Assembly (1951). The former is the convention relating to the status of refugees. United Nations, Treaty Series, volume. 189. <https://www.unhcr.org/en-us/3b66c2aa10>
- [4]. UNESCO (2022). UNESCO is ready to help scholars, students and artists who left Ukraine. <https://en.unesco.org/news/unesco-mobilizes-support-displaced-academics-students-and-artists-ukraine>
- [5]. Pearson (2022). Pearson Statement on Actions in Ukraine, Pearson Statement on Actions in Ukraine | Pearson plc

- [6]. European Students' Union (2022). Ukrainian students have a right to further their studies without experiencing the consequences of war. <https://www.esu-online.org/wp-content/uploads/2022/03/220311-ESU-Statement-of-Solidarity-with-Ukraine.pdf>
- [7]. Peschke, J. (2022, March 14). The future of Ukraine's children is what everyone wants to know. An expert explains. World Economic Forum. <https://www.weforum.org/agenda/2022/03/ukraine-children-refugees-what-will-happen-next-expert-explains/>
- [8]. Dryden-Peterson, S. (2021). Toward cognitive and temporal mobility: Language considerations in refugee education. *The Modern Language Journal*.
- [9]. Umansky, I. M. , & Reardon, S. F. (2014). Changing trends of classification of Latino English learner students in bilingual, dual immersion, and English immersion classes. *American Educational Research Journal*, 51(5), 879–912.
- [10]. McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: An analysis of articles. *Review of Educational Research*, 75, 329-364.
- [11]. CEDEFOP (2022) Greece: initiatives for the integration of Ukrainian refugees into education and the labour market, Greece: initiatives for the integration of Ukrainian refugees into education and the labour market | CEDEFOP (europa.eu)
- [12]. Dryden-Peterson, S. (2016). Refugee Education: The Crossroads of Globalization. *Educational Researcher*, 45(9), 473-482.
- [13]. Taylor, S. , & Sidhu, R. K. (2012). Supporting refugee students in schools: What is actually meant by the term 'inclusive education'? *International Journal of Inclusive Education*, 16(1), 39-56.
- [14]. Shapiro, S. (2022, April 20). Society is becoming more accepting of refugees in the US schools. It's just the first step. *Washington Post*. <https://www.washingtonpost.com/education/2022/04/20/ukrainian-refugees-us-schools/>
- [15]. Szente, J. , Hoot, J. , & Taylor, D. (2006). Responding to the special needs of refugee children: Helpful tips for educators. *Early Childhood Education Journal*, 34(1), 15-20.
- [16]. Umansky, I. M. , Hopkins, M. , & Dabach, D. B. (2020). An education deported: Mexican kids get Developing World education due to US immigration policy. *Sociology of Education*, 93(3), 270–292.
- [17]. UNICEF. (2022). Ukraine crisis: The number of children using remote learning tops 150000. <https://www.unicef.org/press-releases/ukraine-crisis-over-150000-children-benefiting-remote-learning>
- [18]. Human Rights Watch. (2022). Ukraine: Early Childhood Education for Refugee Children at Risk. <https://www.hrw.org/news/2022/06/15/ukraine-education-refugee-children-risk>
- [19]. UNESCO. (2022). UNESCO is now striving to reduce the negative effects of the war on education in Ukraine. <https://en.unesco.org/news/unesco-working-minimize-impact-war-education-ukraine>
- [20]. Teachers for Ukraine. (2022). Statistics. <https://teachersforukraine.eu/statistics?lang=en>
- [21]. Bokova, Irina. "The Future is Multilateral." *Horizons: Journal of International Relations and Sustainable Development* 7 (2016): 50-57.
- [22]. DAAD. 2022. DAAD launches Ukraine Aid website. DAAD launches Ukraine Aid website - DAAD
- [23]. LMU 2022. LMU Preparatory Program for Refugees. LMU Program for Refugees - LMU Munich
- [24]. TUB 2022. StandWithUkraine - Support Offers for Persons Affected by the War in Ukraine. Ukraine - TU Berlin
- [25]. University of Warsaw 2022. Solidarity with Ukraine – 4EU+ for Ukraine. Solidarity with Ukraine – 4EU+ for Ukraine / About the Project | en.bwz.uw.edu.pl
- [26]. UCD 2022. Support for Ukraine. Support for Ukraine - UCD Foundation
- [27]. Mendenhall, M., Russell, S. G., & Buckner, E. (2017). Urban Refugee Education: Strengthening Policies and Practices for Access, Quality, and Inclusion. Columbia University. Study funded by State Department Bureau of Population, Refugees and Migration, Microsoft Word - Urban Refugees Full Report\_FINAL.docx (core.ac.uk)
- [28]. Ernst & Young 2022. EY's initiatives, focuses on community engagement and co-creation. EY MillionYou: collaboration | co-creation | community | crowdsourcing - Home
- [29]. Morrice, Linda. "Refugees in higher education: Boundaries of belonging and recognition, stigma and exclusion." *International Journal of Lifelong Education* 32, no. 5 (2013): 652-668.
- [30]. JRS 2022. Annual Report 2022. Annual Report 2022 - JRS
- [31]. Eruyar, Seyda, John Maltby, and Panos Vostanis. "Mental health problems of Syrian refugee children: the role of parental factors." *European child & adolescent psychiatry* 27 (2018): 401-409.
- [32]. Dimitry, Lydia. "A systematic review on the mental health of children and adolescents in areas of armed conflict in the Middle East." *Child: care, health and development* 38, no. 2 (2012): 153-161.
- [33]. Alisic, Eva, Marissa Bus, Wendel Dulack, Lenneke Pennings, and Jessica Splinter. "Teachers' experiences supporting children after traumatic exposure." *Journal of Traumatic Stress* 25, no. 1 (2012): 98-101.
- [34]. Ehntholt, K. A. , & Yule, W. (2006). Practitioner Review: Evaluation and management of war-affected refugee children and adolescents. *Journal of Child Psychology and Psychiatry*, 47(12), 1197-1210.
- [35]. TENTS (2009). Multicultural education: A tool kit for teachers. TENTS (Training of European teachers to newly arriving immigrant and refugee students). Retrieved from <http://tentsproject.wordpress.com>
- [36]. Burde, D. , Guven, O. , Kelcey, J. , Lahmann, H. , & Al-Abadi, K. (2015) A synthesis of effective practices to increase children's education and learning opportunities, learning environments, and well-being amid crises. *Education Rigorous Literature Review*. Department for International Development.

- [37]. Fazel, M. , Garcia, J. , & Stein, A. (2016). The right location? Refugee adolescents' experiences accessed by school-based mental health. *Clinical Child Psychology and Psychiatry*, 21(3), pp. 368-380.
- [38]. Freeman-Green, S., Williamson, P., & E. Cornelius, K. (2023). Promoting Inclusive Practices in Education: Bridging Gaps and Fostering Independence. *TEACHING Exceptional Children*, 56(2), 68-69. <https://doi.org/10.1177/00400599231223785>
- [39]. Women's Refugee Commission (2019). Disability inclusion: Implementing the policy in the humanitarian operations. Women's Refugee Commission. Research Resources | Women's Refugee Commission ([womensrefugeecommission.org](http://womensrefugeecommission.org))
- [40]. UNESCO (2019). Embracing diversity: Framework for developing purposeful, learning promotion spaces. UNESCO.
- [41]. Taylor, S. , & Sidhu, R. K. (2012). Supporting refugee students in schools: We need to determine the meaning of the concept educational inclusion. *International Journal of Inclusive Education*, 16(1), 39-56.
- [42]. Bove, Chiara, and Nima Sharmahd. "Beyond invisibility. Welcoming children and families with migrant and refugee background in ECEC settings." *European Early Childhood Education Research Journal* 28, no. 1 (2020): 1-9.
- [43]. Lioliou, E. "Cross-Sector Partnerships to Address Societal Grand Challenges." *Journal of Management Studies* (2023).
- [44]. Hoang, Ha, and Bostjan Antoncic. "Network-based research in entrepreneurship: A critical review." *Journal of business venturing* 18, no. 2 (2003): 165-187.
- [45]. Kolk, Ans, Rob Van Tulder, and Esther Kostwinder. "Business and partnerships for development." *European Management Journal* 26, no. 4 (2008): 262-273.
- [46]. Fazel, M. , Garcia, J. , & Stein, A. (2016). The right location? Refugee adolescents' experiences accessed by school-based mental health. *Clinical Child Psychology and Psychiatry*, 21(3), pp. 368-380.
- [47]. Kathryn E. Murray, Gregory R. Davidson, & Robert D. Schweitzer, (2008). Refugee Mental Health: Psychological Wellbeing of Refugees Resettling in Australia The Australian Psychological Society Ltd, 43(1), 5-14.