



Supporting Ukrainian Students in Schools & Youth Programmes

RISE

International Rescue Committee
Refugee Integration in South East England



Supporting Ukrainian Students in Schools & Youth Programmes

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Introduction



On February 24, 2022, the Russian military invaded Ukraine. The ongoing violence in Ukraine that has resulted from the invasion could become one of the worst humanitarian crises Europe has experienced in decades, with millions of people being forcefully displaced, both internally and internationally. As of March 16, 2022, UNHCR estimated that 3.2 million people have fled to neighboring countries, including Moldova, Poland, Romania, and other regions in Europe.

As of April 25 27, 100 Ukrainian refugees have arrived in the UK¹ with many more expected to arrive over the coming months. Whilst many schools in the UK have a long history of welcoming refugee and immigrant students this briefing provides additional information specific to the situation in Ukraine and the Ukraine education system.

This brief is designed to assist that preparation, including assisting educators to:

- Develop a well-rounded understanding of the circumstances of newly arrived Ukrainian students and their families and the challenges they may face as they seek to adapt to the British education system
- Better understand the Ukraine educational system and likely educational experiences of students
- Increase awareness of the warning signs of trauma responses that students may exhibit
- Offer core considerations in working with students and their families Offer key skills and strategies that may be helpful in working with students and families
- Provide links to more information and resources



For a more detailed briefing on Ukrainian culture please refer to the [Cultural Backgrounder](#) at www.ritaresources.org.

1 Retrieved from: <https://www.gov.uk/government/publications/ukraine-family-scheme-application-data/ukraine-family-scheme-and-ukraine-sponsorship-scheme-homes-for-ukraine-visa-data>



Osada na Ochodzi



TikTok

BLAETS

Ukrainians in the United Kingdom

The situation in Ukraine threatens the lives of millions of men, women, and children who will be forced to make the decision to leave their homes behind in search of safety. Thousands of refugees will be arriving in the UK over the coming months in desperate need of a warm welcome and expert support.

The 2021 census showed that there were approximately 37,530 Ukrainian nationals living in the UK with the majority situated in London.² The Association of Ukrainians in Great Britain (AUGB) is the largest representative body for Ukrainians and those of Ukrainian descent in the UK. It exists to develop, promote and support the interests of the Ukrainian community in the UK. Since the Russian invasion of Ukraine, they have already donated £2m to their charity partners in Ukraine to provide humanitarian aid to those suffering from the war. They have also provided their community centre facilities for collection of medical and humanitarian aid to Ukraine. AUGB have worked with the government to help develop the sponsorship scheme and to shape information and advice for Ukrainians coming to the UK. They have cooperated with leading UK charities to provide verified and trusted information to help those coming to the UK.³

The UK launched a family visa scheme for Ukrainians who have an immediate or extended family member in the UK. It has also launched the Homes for Ukraine scheme to allow those without relatives in the UK to settle here. Under this scheme, people in the UK can nominate an individual or family to stay with them rent-free for at least six months. Refugees who come via the scheme will be able to live and work in the UK for up to three years and access healthcare, welfare, and schools.⁴

The government will provide funds to cover arrival costs, safeguarding inspections, and access to public services. An additional funding is available to cover educational costs for Ukrainian refugee children.⁴

2 Retrieved from: <https://commonslibrary.parliament.uk/how-many-ukrainians-live-in-the-uk/>

3 Association of Ukrainians in Great Britain. Retrieved from: <http://www.augb.co.uk>.

4 "UK Opens More Welcome Hubs for Ukrainian Refugees," *The Guardian*. Retrieved from: <https://www.theguardian.com/uk-news/2022/apr/03/uk-opens-more-welcome-hubs-for-ukrainian-refugees>

An Overview of Education in Ukraine

The Education System

An educational reform that began in 2016 has brought many changes to Ukraine's education. School education now spans 12 years instead of the previous 11 years. Children start school at the age of six and — for the last three years of their schooling — can choose between an academic orientation or a professional orientation. Complete general (non-professional) education in Ukraine includes 3 stages:

- primary school (ages 6–10)
- basic secondary school (ages 10–15)
- upper secondary school (ages 15–18)

Each of the stages can function separately, but, in practice, they all usually coexist under the same roof. Basic nine-year education is compulsory. The school year lasts from September 1 to June 1 and is divided into semesters. There are four school breaks: a week in late October, two weeks for the New Year holidays, a week at the end of March, and two to three months in the summer. School is held five or six days a week, depending on the decision of the school council. Classes last from 35 to 45 minutes. Usually there are 6 or 7 classes a day. The intervals between them are from 5 to 25 minutes, and there is no additional lunch break. There is no standardised school uniform in Ukraine although students are expected to dress smartly.

- primary school (ages 6–10)
- basic secondary school (ages 10–15)
- upper secondary school (ages 15–18)

Extracurricular activities include arts and crafts, musical pursuits, both indoor and outdoor physical activities, mother tongue enrichment, movement and dance as well as English-speaking clubs.

The majority of schools are coeducational. From the very beginning, students are divided into classes of 25 to 30 children, and continue to study as a permanent group until the end of school. This allows them to develop close friendships with their classmates. Evaluation is based on numerical grades: 12-10 is excellent; 9-7 good; 6-4 satisfactory; 3-1 unsatisfactory (fail). Approaches to the assessment of learning outcomes have changed a lot recently. Marks serve to analyse individual progress and to plan individual pace rather than simply rank pupils. They are seen as a recommendation for action, not as a sentence.

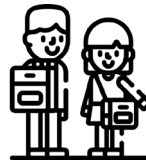


The New Ukrainian School

The New Ukrainian School is a key reform of the Ministry of Education and Science that puts forward new requirements for teachers. The new educational standards are based on, but not limited to, the Recommendations of the European Parliament and of the European Council on key competencies for lifelong learning. All competencies have the following skills in common:

- The ability to read and understand what has been read
- The ability to express ideas in oral and written forms
- Critical thinking
- The ability to logically justify a position taken
- Leadership
- Creativity
- The ability to resolve problems, estimate risks, and make decisions
- The ability to modulate emotions in a constructive manner, to apply emotional intelligence
- The ability to work together in a team

The first stage of the reform started with primary school in 2018.



Primary Education

New School's primary education consists of two cycles: first, adaptation and games (grades 1-2), and second, mainstream (grades 3-4). As a rule, education starts at the age of six.

The first cycle of primary education helps the pupil to get used to school life. No marks are given during this cycle, the aim is to help the child to gain self-confidence.

The second cycle of primary education will form a sense of responsibility and self-dependence. Subject-based study is introduced here; some subjects are marked .

The elementary curriculum consists of reading and writing in Ukrainian, basics of mathematics, English, Nature Study, Art, Music, and Physical Training. The class is supervised by one teacher who is responsible for most of the subjects, as well as the organisation of extracurricular activities.



Basic Secondary Education

They are divided between obligatory subjects, established by the Ministry of Education, and optional disciplines, introduced at the school level (four to five hours a week). In the fifth grade, all the students have classes of the Ukrainian language and literature; foreign languages (English, German, French or Spanish) and literature; mathematics and basics of computer science; Ukrainian history; nature study; music; art; physical training; household arts; and health education. Other subjects are gradually added on at different levels of instruction: world history, geography and biology in the sixth grade; physics in the seventh grade; chemistry in the eighth grade. Each subject is taught by a different teacher. All the lessons are attended by the whole class, which can include 5 to 30 people. Students are divided into subgroups for the study of foreign languages.

An evaluation is made at the end of each semester and based on the students' current performance, as well as final tests. At the end of the ninth grade, all the students take final examinations, which culminate the program of basic secondary education. Ninety-six percent of young people in Ukraine get basic secondary education, most of them by the age of 15.



Upper Secondary Education

The curriculum at upper secondary level includes more sophisticated subjects and allows for greater individual choice of disciplines. Students are evaluated on a semester basis. At the end of the eleventh grade, all the students are required to take External independent evaluation or External Independent Testing (EIT, external testing, ET), the examination for admission to universities. The results of external testing results are counted as a state of final attestation and the results of entrance examinations to higher educational institutions.

Language

Since the 2017 law “On Education,” the language of instruction in Ukrainian schools is the state language, which is Ukrainian (national minorities are guaranteed the right to study in public educational facilities, including their language alongside Ukrainian).⁶



The majority of people between the ages of 20 and 35 can speak English, but their ability varies depending on their profession and location. This percentage, for example, is extremely low in rural areas. Most teenagers in Ukraine learn English at school and are likely to have at least a very basic understanding of the language. It is important to consider that some students who speak English conversationally might not have academic fluency.



Amongst the general population Ukrainian is the first language of about 68% of the country’s 44 million residents. About 30% of Ukrainians speak Russian as their first language, while just under 3% speak Crimean Tatar, Moldovan, Hungarian, Romanian or any of the other three dozen languages spoken in Ukrainian homes.⁷

6 Marharyta Tulup, “Beyond the Scandal: What is Ukraine’s New Education Law Really About?” Retrieved from: <https://www.opendemocracy.net/en/odr/ukraines-new-education-law/>

7 Casagrande, J., 2022. A Word, Please: A few facts about the language of Ukraine, and some words we can use. *Daily Pilot*. Retrieved from: <https://www.latimes.com/socal/daily-pilot/opinion/story/2022-03-07/a-word-please-a-few-facts-about-the-language-of-ukraine>.



Educational Outcomes

Historically, Ukraine has benefited from a strong education system, one that has helped drive the country's development. According to the World Bank, the country has a highly educated labor force: 40% of people aged 25 years and older have at least some tertiary education.⁸ However, children from rural areas (which is approximately 1.2 million children) lag behind their peers in the city by an average of two and a half years, having poorer access to quality education.

According to UNESCO Ukraine has an adult literacy rate of 99.97%.⁹

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- 8 James Gresham, "Bold Education Reforms Can Lift Ukraine's Economy." Retrieved from: <https://blogs.worldbank.org/europeandcentralasia/bold-education-reforms-can-lift-ukraines-economy>.
- 9 "Ukraine," UNESCO Institute for Statistics. Retrieved from: <http://uis.unesco.org/country/UA>

Students’ Educational Experience

The new school functions based on the pedagogy of partnership. The key principles of this approach are respect for personality, dialogue, interaction, and mutual respect. An upgraded system of professional development for teachers includes courses at Institutes for Teacher Professional Development, workshops, webinars, online courses, conferences, and self-education.

As a result, interactive teaching methods (i.e., games, community and research projects, experiments, group assignments, etc.) are widely used. Pupils are involved in team activities, which contribute to their socialisation and successful adoption of social experiences. 21st-century skills are integrated

into the curriculum, so Ukrainian pupils are familiar with the instructional techniques, such as brainstorming, buzz groups, role play, etc.

Ukrainian youth have sufficient digital skills. According to PISA 2018, 89.2% of Ukrainian students reported they have computers in their homes to do homework, 58.6% of students said they own educational software, and 97.7% of students have access to the Internet.¹⁰ After the invasion Ukrainian schooling moved online, as it had done during the coronavirus pandemic and as such students should have a good understanding of online learning.

Classroom Resources

Schools are fully equipped with all the necessary resources, including school furniture, equipment, technology, curriculum materials, manipulatives, and textbooks. Equipment and library funds can be outdated in a number of schools, especially in the rural areas.

10 “Ukraine - Country Note - PISA 2018 Results,” The OECD 2019. Retrieved from: https://www.oecd.org/pisa/publications/PISA2018_CN_UKR.pdf.

Impact of COVID-19

The main challenge in the first days following the closure of the school during the initial outbreak of COVID-19 was to maintain the learning process by distance without overloading students too much.

Teachers started using Google Classroom and its features — file sharing, taking photos and attaching them to tasks, sharing files from other applications, accessing information online and offline — these were really effective for consolidating the new material and accurately assessing the students. Another challenge was to adapt the curriculum and the teaching tools and methods to the new conditions. To organise their classrooms virtually, teachers were using Zoom videoconferencing.

Nevertheless, the pandemic highlighted such shortcomings as limited access to the Internet and gadgets, poorer digital skills of children and teachers in small settlements, and worse economic opportunities for families in villages and small towns requiring additional individual support to children in the form of tutoring (which is very common in cities).¹¹

11 “Educational Inequality in Ukraine is One of the Most Serious in Europe. What Rural Schools Lack and How to Fix It,” Rubryka—Ukrainian Solution Media. Retrieved from: <https://rubryka.com/en/article/educational-inequality-ukraine/>

Caregiver Involvement



Parents are important partners of the school in the learning process: they may help to gain additional information on their children, organise educational environments, produce learning material, etc. Among the most efficient ways to engage parents in the learning process of their children, the following were identified:

1. Ensuring regular communication between parents and teacher to discuss students' progress;
2. Involvement of parents in the classroom teaching as volunteers and/or experts;
3. Organisation of seminars for the parents in order to provide them with tools to support their children's learning at home.¹²

12 Zelenska, Liudmyla, and Alla, Balatsynova, "Problem of Parents-School Cooperation in the Learning Process within the Context of Requirements of the New Ukrainian School," *UDC 37.064.1*, no.477 (June 2020): 513-521.



Considerations for Working with Ukrainian Students & Families

Placing specific demands on schools and teachers

Taking into account the challenges associated with integrating (young) Ukrainian refugees into society, educators should consider that schools are one of the first and most important services that refugee children engage with during their resettlement. Schools are uniquely placed to support the psychological well-being and acculturation of the children. They also tend to be a stabilising feature in the unsettled lives of young refugees.¹³ Teachers should reconsider their everyday practices and strategies to meet the learning needs of Ukrainian refugee students.

Supporting newly arrived children to master the language of schooling alongside maintaining and further developing their personal linguistic repertoire is key for their successful reception and integration. Educators should be sensitive, show compassion and understanding, create protective environment, and focus on establishing rapport to assist and integrate Ukrainian learners.

“As teachers, we have a very important role in facilitating the emotional well-being of our students. When they come from situations like what has been unfolding in Ukraine, that role increases exponentially.”

—Rima Gulshan, English professor

13 Arash Javanbakht, “Many Ukrainians Face a Future of Lasting Psychological Wounds from the Russian Invasion.” Retrieved from: <https://theconversation.com/many-ukrainians-face-a-future-of-lasting-psychological-wounds-from-the-russian-invasion-177986>

Facing a future of lasting psychological wounds

Until very recently, Ukrainians lived a normal life. But that changed abruptly when, over the course of a few weeks, they witnessed the invasion by the Russian army.

This fear and uncertainty were followed by direct threats to their lives and their loved ones when the full invasion began on February 24, 2022. As Ukrainian cities came under attack, civilians saw explosions and death firsthand and began experiencing immediate disruptions to basic resources like electricity, food, and water, and problems with reliable communication with loved ones.

Ukrainians are also experiencing agonising feelings of injustice and unfairness as their hard-earned democracy and freedom are being threatened.

The most common responses students are likely to have to this trauma are listed in the next section.

Children, youth and families may have had significant traumatic experiences



Cognitive

Students are likely to have erroneous self-beliefs, reduced trust in others, distorted self-image, & a disrupted healthy attachment.



Affective

Students will demonstrate fear, sadness, anger, anxiety, and poor ability to manage emotional response.



Behavioural

Student's maladaptive behaviours can include, bullying, avoidance, anger outbursts, self-injury, etc.

Common student responses to high stress and/or trauma

Cognitive	Physiological	Emotional
Dissociation	Rapid heart rate	Persistent anxious feelings
Memory Impairment	Gastrointestinal symptoms (e.g., pain, diarrhea, vomiting)	Agitation or irritability
Poor concentration	Frequent Illness	Depression or apathy
Flashbacks/Nightmares	Inability to Rest	Panic/Paranoia/Terror
Negative self-belief/image	Fatigue/Muscle tremors	Feelings of hopelessness
Reduced trust in caretakers	Visual difficulties	Shame/Guilt
Difficulty making decisions/solving problems	Hypervigilance	Grief or Sadness
Hypervigilance	Changes in appetite	Feeling numb

Behavioural	Social/Spiritual
Avoidance of people, places, thoughts, memories or feelings	Loss of meaning
Engagement in risky behaviour	Doubt/Emptiness
Aggressiveness/Outbursts	Cynicism
Poor impulse control	Isolation
Risk-taking	Lack of empathy
Sexual acting out	Inflexibility
Difficulty regulating emotions	Apathy
Poor academic engagement	Crisis of faith

Educators should prioritise the restoration of physical, psychological and emotional safety, as well as a sense of self-efficacy and control. This includes ensuring the provision of safe and healing classrooms (see below in approaches), while also being prepared to make appropriate referrals to professionals with specialised expertise. Schools and programs utilising multi-tiered systems of support (MTSS) to support students' academic and behavioural success may anticipate more students requiring Tier 2 and Tier 3 supports.¹⁴

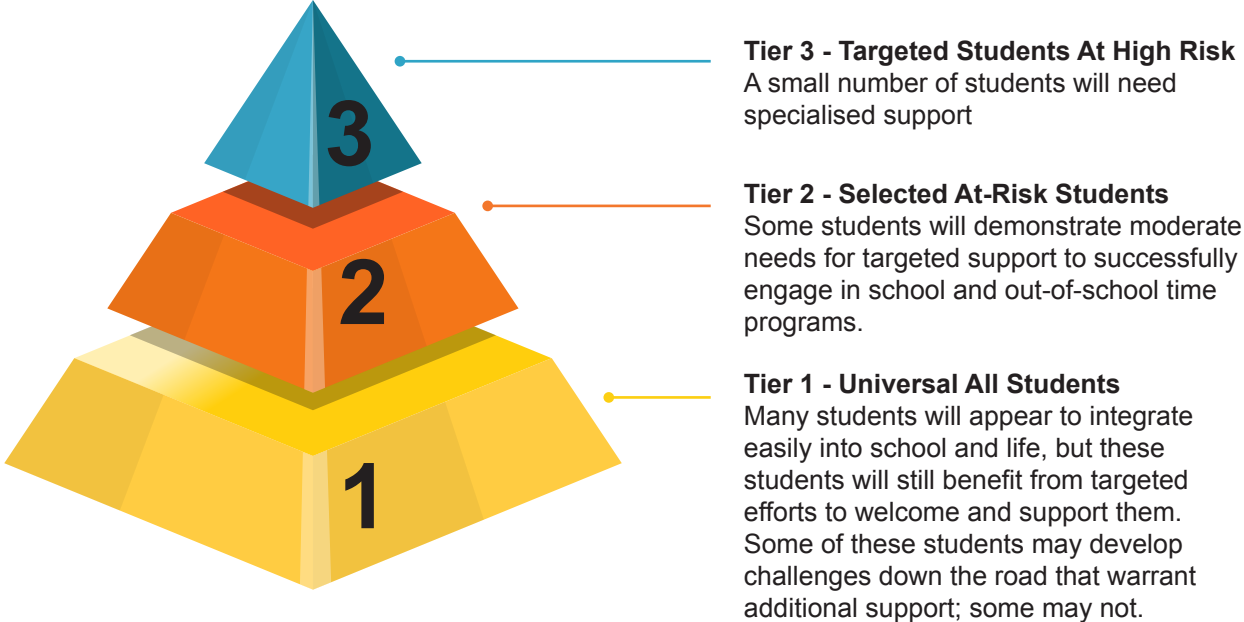


Figure 1. Welcoming Students Affected by Forced Migration, a tiered understanding

While caregivers are likely to highly value school and education, they may find it difficult to engage at a high level with school and youth program personnel, particularly during the next year. In addition, families are likely to experience challenging dynamics in the months and years ahead as children often acclimate faster to life in the United Kingdom than adult family members. Targeted efforts may be required to support communication and engagement, and educators should be patient and persistent in their engagement efforts.

14 For more on MTSS frameworks see: <https://mtss4success.org/essential-components>. Many US states have their own MTSS frameworks. MTSS frameworks typically integrate [Response to Intervention](#) approaches and [Positive Behavior Interventions & Supports](#) (PBIS).

Approaches To Welcome & Support Ukrainian Students

In this section, you will find actionable information to guide you, your colleagues, and your staff to create a welcoming, inclusive, culturally and linguistically responsive and sustaining, and healing environment for newcomer students who have experienced forced migration.



Engage
with cultural humility
and responsiveness



Ensure
linguistic and
religious access



Respect
cultural differences

Build rapport and trusting relationships with students and families

Supporting students affected by forced migration starts with forging relationships with families and their children based on trust and mutual respect — at both the individual and school/program levels. Introduce yourself and your role in the school or program community. Emphasise your desire to help every student to succeed. Be curious about your students and their families, their goals, and the things they care about. Make gestures each day communicating that you see and value them. Prepare to respectfully engage with students and their caregivers around concerns such as a daughters' participation in after school programming, while also respecting family decisions.

Culturally responsive school/program-level strategies that build trust and rapport with Ukrainian families


- Make interpretation readily available.
- Assign each student one teacher/advisor/mentor that each student can go to at all times with questions, concerns, or just to talk.
- Pair each student up with another student via a buddy system.
- Provide activities aimed at the entire family in order to promote better engagement and relationship building between families and schools/staff.
- If you have a number of Ukrainian families coming to your school or school district, consider inquiring whether caregivers would like to participate in meetings or focus groups to share information about the community's strengths, needs, and how to best support and engage them and students. Ask caregivers if they would like to co-facilitate such meetings with school personnel.
- Consider doing home visits rather than asking families to come into the office in order to communicate school expectations for students and opportunities for family engagement (e.g., school town halls, parent-teacher conferences, parent-teacher associations, etc.).
- Consider home visits to have sensitive conversations with caregivers and students, such as around mental health concerns, attendance or academic issues, etc.
- Consider creating an affinity group for Ukrainian students and families where learning and resource sharing among families could be facilitated.

Focus on strengths and be creative and open to student learning styles



Educators should not only be looking for strengths but also finding opportunities for students to display existing competencies. Allowing students who are not literate in English or are pre-literate to display their skills in other ways can be extremely valuable. Allowing them to draw, sing, write, or record poetry in their language, teach others about their culture or something they are good at, can all be valuable ways to promote self-esteem and belonging.

Being in charge of important tasks like leading the line, collecting homework, etc. can also display your sense of confidence in a child's opportunities. It is also important to notice and point out to student's strengths and skills that you see. When you point these out to students, be sure to make them specific so student's feel your praise is authentic. For example, instead of saying, "good work" say "I like the way you stuck with that maths problem until you came to a solution."



Create Healing Classrooms and Learning Spaces

When supportive relationships are coupled with safe and supportive learning environments, educators create the maximum opportunity for students — especially those recovering from traumatic events — to learn, grow, and thrive.



Sense of Control

Feeling safe and secure. Feeling your day is predictable – that you know what to expect and what is expected from you. Feeling you can influence what happens to you.



Sense of Self-Worth

Feeling capable, confident, and hopeful about having and being able to contribute to a positive future. Liking yourself, and having good self-esteem. Feeling able to achieve what you set out to do.



Sense of Belonging

Feeling included, cared for, and accepted. Feeling part of a group and valued by the community. Encouraging school clubs and sports will enhance this sense of belonging.



Positive Relationships

Having safe, stable connections with educators, staff, and other students, characterised by mutual respect, trust, transparency, and collaboration. Feeling seen, heard, understood, and valued.



Intellectual Stimulation

Understanding and seeing the value in learning goals, feeling like you have agency in how to achieve them, and feeling appropriately challenged and that you are making progress. Able to connect new material to your existing knowledge and experience, see the relevance of the learning to your life, and have opportunities to learn in a variety of ways.

The following strategies help to create Healing Classroom & Learning Spaces:

Foster predictability and consistency

Students who have experienced severe adversity need a predictable environment in order to regain a sense of stability and control in their lives.

Meet students' emotional needs

Students first and foremost need to feel safe, supported, and valued in their learning environment so their brains can relax, take in and synthesise new information and take risks in order to develop new skills.

Use positive, empowering group management

Using clear expectations, positive classroom management strategies, and applying them consistently, equitably, and calmly helps students know how to be successful. Using restorative practices to manage conflict and giving students choices about how to self-regulate empowers them as members of the community.

Use spatial design to foster trauma-informed care principles

Proactively designing learning spaces to promote safety, transparency, trustworthiness, choice, collaboration and mutuality, and empowerment help students feel safe, valued, and in control.

6 Healing Learning Space Strategies

- 1** Introduce students to the routines, expectations, key language, and ways of doing things that would be considered simple or routine tasks.
- 2** Promote student comfort and understanding by using trained adult interpreters or bilingual staff and make sure students know who they can go to with questions.
- 3** Integrate daily self-affirmations or self-compassion mindfulness exercises into your daily routine. Let students know when something out of the ordinary is going to occur and orient them to those events (e.g. bells, drills, special gatherings, outsider visits, etc.).
- 4** Let students know that it's okay to have trouble concentrating, feel overwhelmed or sad, etc. and let them know their options for when they need to step away and reset. Ask what strategies have worked for them and try to support those strategies.
- 5** Refine your learning space design to ensure it feels calm and organised and fosters student visibility, mobility, and personal space.
 - Post visual reminders of expectations and schedules to help students know what to expect throughout the day.
 - Ask students where and with whom they feel most comfortable sitting.
 - Have students help design installations of their work, items from home, or photos.
- 6** Talk to students about school clubs, sports, or other activities and encourage them to participate.

Suggested Steps To Prepare For New Arrivals

The following steps can help schools, school districts, and youth programs to prepare for newly arriving Ukrainian students and families, especially in the case of large numbers of arrivals.

Plan how to accommodate increase demand on student & family support services and how to support the staff who will engage the most with students and families, such as:

- Interpretation & translation
- School enrollment, including:
 - Procedures for supporting families who arrived without documentation such as school records
 - Educational history, literacy and numeracy, and language proficiency assessment
- Literacy, numeracy & language screening
- ESOL services
- School social workers & psychologists
- Parent & community coordinators
- Digital inclusion supports
- After school & supplemental academic support
- Transportation



Provide staff time and resources to:

- Access trainings and learning resources on topics such as:
 - › Teaching and supporting students affected by forced migration, trauma, and with limited or interrupted education
 - › Psychological First Aid
 - › Integrating literacy and language support into general education classrooms
 - › Self-care and what to do if they experience vicarious trauma
- Plan, coordinate, and collaborate
 - › Strategies to welcome and build trusting relationships with families
 - › Strategies for improving welcoming & enhancing students' sense of belonging in school
 - › Language supports, scaffolding and differentiation techniques, SLIFE student supports, etc.
- Procure and create curricular and other resources, such as:
 - › Ukraine-English bilingual books
 - › Ukraine-English bilingual dictionaries, flashcards, labels
 - › English picture dictionaries
 - › Curricular resources for students to learn about Ukraine and their new Ukraine classmates

Selected Resources for Educators & Children and Youth Programme Providers

Sources for Educator Trainings & Professional Development

- [Toxic Stress & Student Well-Being Among Students Affected by Forced Migration](#) — International Rescue Committee's self-paced e-course
- [Psychological First Aid \(PFA\) for Children](#) — This course introduces the concepts and steps involved in providing support to children following a distressing event. It includes activities that focus on the core elements of PFA and how to apply them.
- [Switchboard Technical Assistance Hub](#) — A variety of trainings on refugee children, youth, and family services and education.
- [Refugee Educator Academy](#) — Courses, community of practice, and other learning opportunities through the Carey Institute for Global Good Center for Learning and Practice
- [Immigrant Connections](#) — Fee-based courses
- [Center for Applied Linguistics](#) — Fee-based online courses educators focused on supporting literacy and language acquisition for language learners.

Curricular materials for teaching about forced migration

- [Teaching About Refugees](#) — Curricular materials from the United Nations High Commissioner for Refugees (UNHCR). Teaching materials for four age groups (spanning 6-18).

Selected pedagogical resources for teaching culturally and linguistically diverse students

- [Mutually Adaptive Learning Paradigm \(MALP\)](#) — The MALP is a culturally responsive instructional approach that supports educators of students with limited or interrupted formal education (SLIFE) and other culturally and linguistically diverse learners to transition from their preferred and customary ways of learning to Western-style formal education by integrating key elements of formal education while balancing and acknowledging their needs and preferences.
- [Culturally Responsive Teaching and the Brain](#) — This book draws on neuroscience to explain how culture affects learning and practical strategies for teachers to implement brain-compatible culturally responsive instruction.
- [Colorin Colorado](#) — A resource-packed website for teachers of English Language Learners, including videos, articles, and resource lists.

Bilingual curricular resources

- [Reading A-Z](#) — Ukrainian translated leveled books

English resources for supporting social emotional learning and well-being among children and youth affected by forced migration

- [Safe Healing and Learning Spaces Toolkit](#) (appropriate for ages 6-11)
- To learn more about SEAD approaches and to become trained on how to use the Healing Classrooms model in your school contact the IRC UK technical assistance at eurita@rescue.org.

Trauma-Informed Care & Education Resources from the National Child Traumatic Stress Network

- [Refugee Trauma Resources landing page](#)
- [Resources in Response to the Recent Terrorist Attack and Afghanistan Transition](#)
- [Trauma Facts for Educators](#)
- [Children of War](#) — A Video for Educators
- [Assisting Parents/Caregivers in Coping with Collective Traumas](#)



International Rescue Committee

Since 1933, the International Rescue Committee (IRC) responds to the world's worst humanitarian crises and helps people whose lives and livelihoods are shattered by conflict and disaster to survive, recover and gain control of their future. In more than 40 countries and over 20 U.S. cities, our dedicated teams provide clean water, shelter, health care, education and empowerment support to refugees and displaced people.

The IRC has recently launched programming in the UK, working in partnership with local councils, to provide integration support to refugees including Afghans in South East England.

RISE

International Rescue Committee
Refugee Integration in South East England

Visit <https://www.rescue-uk.org/topic/RISE> to learn more about our work in the UK. For further information, please contact josh.corlett@rescue.org.