SUMMER SCHOOL

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Educational strategies to support the inclusion of displaced pupils from Ukraine in Italian schools

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Research

Educational strategies to support the inclusion of displaced pupils from Ukraine in Italian schools

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The war in Ukraine caused a huge number of displaced people in a very short time. Amongst the refugees were many school-age children who needed to continue studying in the schools of the host countries. Host schools and teachers had to arrange inclusive strategies to integrate the displaced pupils. This study analysed the factors that facilitated the inclusion of displaced pupils from Ukraine in Italian schools during the first months of the war. We involved in the study 208 teachers from all Italian areas working at all school levels who welcomed 461 Ukrainian pupils in their classrooms. The teachers completed an online qualitative instrument in which they had the opportunity to describe their experience from a personal and a professional point of view. The findings revealed five main factors that affected the effectiveness of inclusion. On these bases, some educational guidelines are provided to support teachers and schools in arranging successful contexts and actions to welcome and include displaced children.

A study aimed to investigate the educational strategies carried out by teachers to support the inclusion of displaced pupils from Ukraine in Italian schools.

https://www.sciencedirect.com/science/article/pii/S2666374023000304

Research questions

General research question:

What were the factors that sustained the effectiveness of displaced pupils' inclusion?

Specific research questions:

(a) What were the strategies used by teachers throughout the different phases of pupils' inclusion in Italian classes?
(b) What were the strategies used by teachers to include displaced pupils with specific learning difficulties and difficulties linked to social, cultural or economic disadvantages and disabilities (SEND)?
(c) What were the most successful educational actions carried out inside and outside the classroom?
(d) Were the teachers prepared to establish inclusive strategies to face an emergency situation?

Participants

208 teachers

461 Ukrainian pupils

	Participants	%
Gender		
Male	11	5.29
Female	195	93.75
I don't wish to say	2	.96
Age		
…-29	6	2.88
30-39	21	10.11
40-49	61	29.33
50-59	92	44.23
60-…	28	13.45
Teaching experience (years)		
…-9	38	18.36
10-19	49	23.67
20-29	68	32.85
30-39	43	20.77
40-…	10	4.35

Participants

208 teachers

461 Ukrainian pupils

Teacher's role		
Class teacher	184	88.41
Special education teacher	27	11.59
School level		
Kindergarten	12	5.79
Primary (grades 1-5)	71	33.82
Lower secondary (grades 6-8)	76	36.71
Upper secondary (grades 9-13)	49	23.68
Italian area		
Northern area (Emilia-Romagna, Friuli, Liguria, Lombardia, Piemonte, Trentino, Valle d'Aosta, Veneto)	151	72.46
Central area (Lazio, Marche, Toscana, Umbria)	25	12.08
Southern area and islands (Abruzzo, Basilicata, Calabria, Campania, Molise, Puglia, Sardegna, Sicilia)	32	15.46

Experiences with pupils coming from war areas		
Never	159	76.33
Sometimes	41	19.81
Often	3	1.44
Every school year	5	2.42

Participants

208 teachers

461 Ukrainian pupils

Number of Pupils per area		
Northern area	286	62.04
Central area	76	16.48
Southern area and islands	99	21.48
total	461	

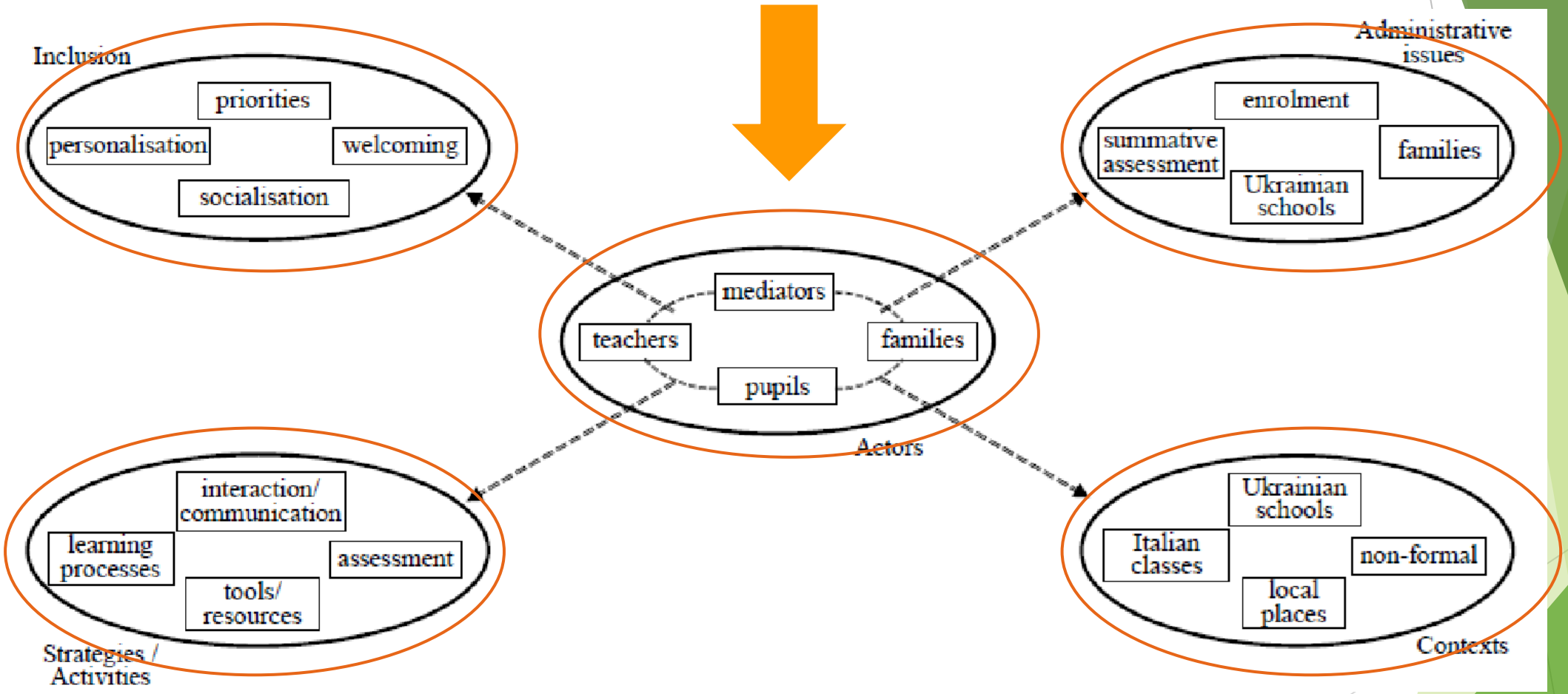
Number of Pupils with SEND	
economic, social and linguistic disadvantages	2
SpLD	3
Mild disability	3
Severe disability	3
total	11

Instrument

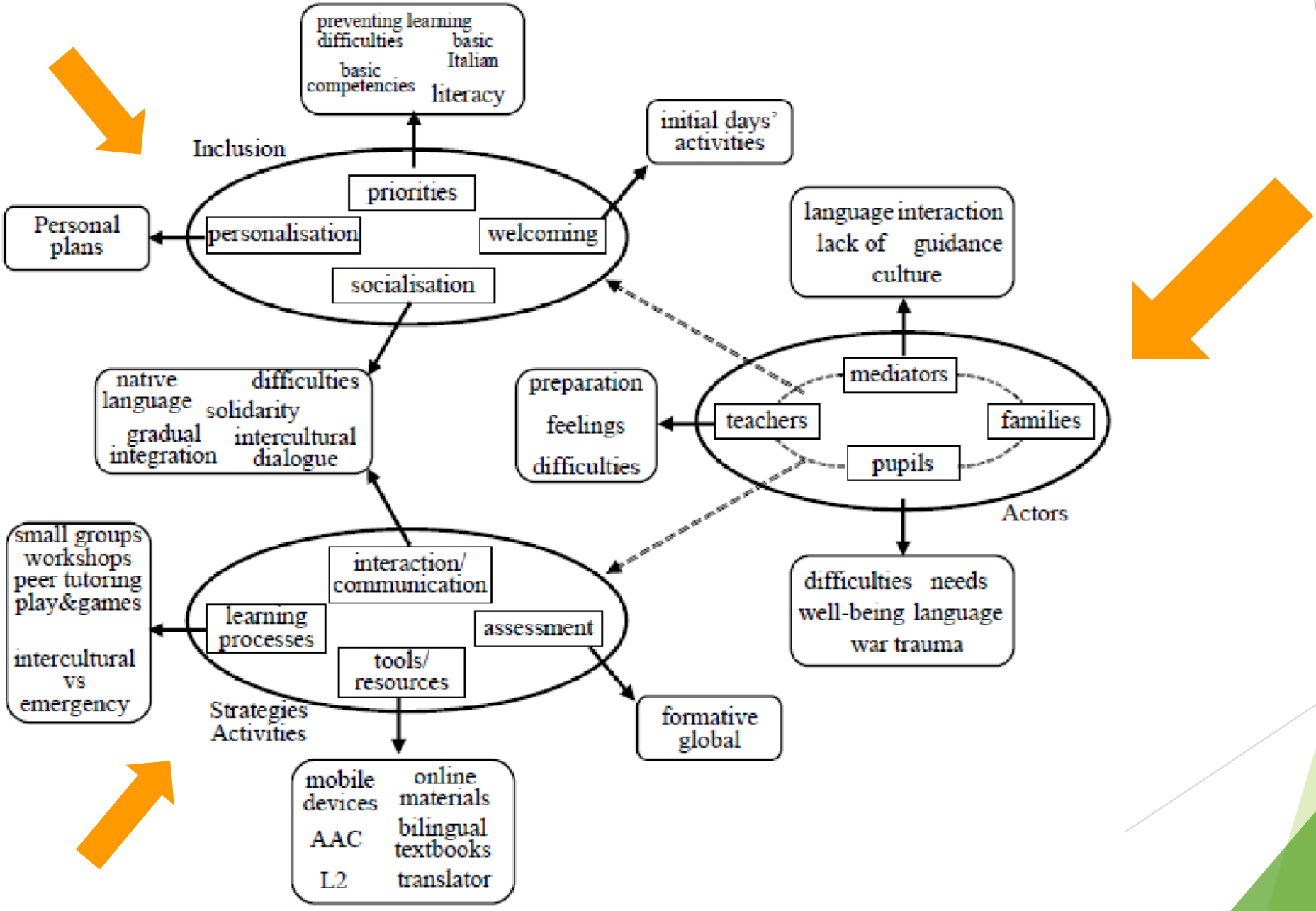
The procedure was based on a questionnaire composed of seven open-ended questions.

1. Could you tell us about your **personal experience** with Ukrainian students?
2. Can you tell us how you managed the **initial welcoming phase** of the pupil?
3. After the initial welcoming phase of the pupil, can you tell us how you **favoured/facilitated/supported the pupil's integration** in the classroom?
4. What **measures** (at an educational and didactic level) have been designed to develop the learning of Ukrainian pupils?
5. Have you had the opportunity to carry out activities with Ukrainian students with **SpLD** and/or **DISABILITIES**?
6. Has your school initiated/promoted **extra-curricular activities** (after-school activities, summer camps, sports/leisure activities) in collaboration with local entities in which Ukrainian students participated?
7. Was your **teaching experience/training sufficient** to deal with an emergency situation such as welcoming Ukrainian pupils?

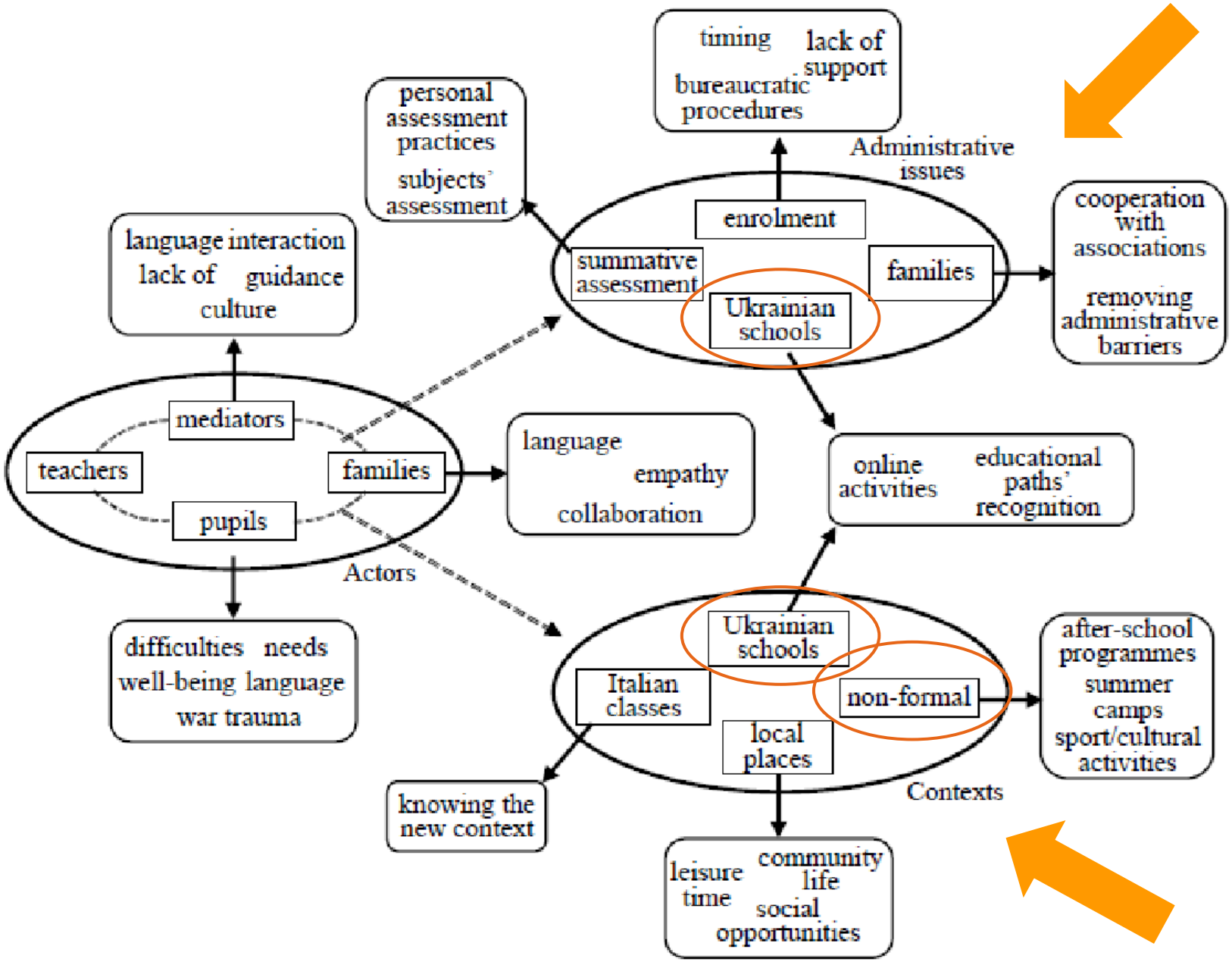
Map of categories and sub-categories



Map of categories: actors, inclusion and strategies



Map of categories: actors, administrative issues, contexts



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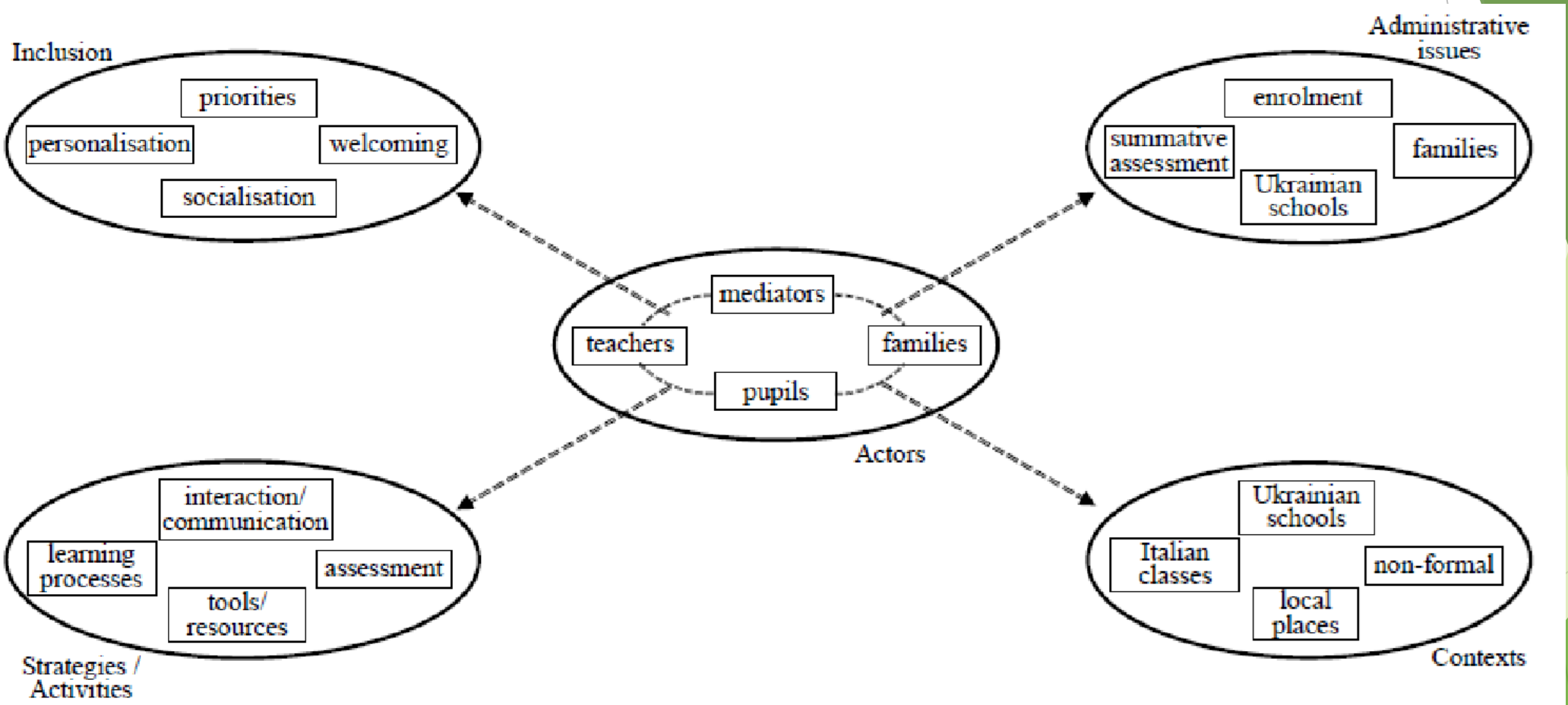
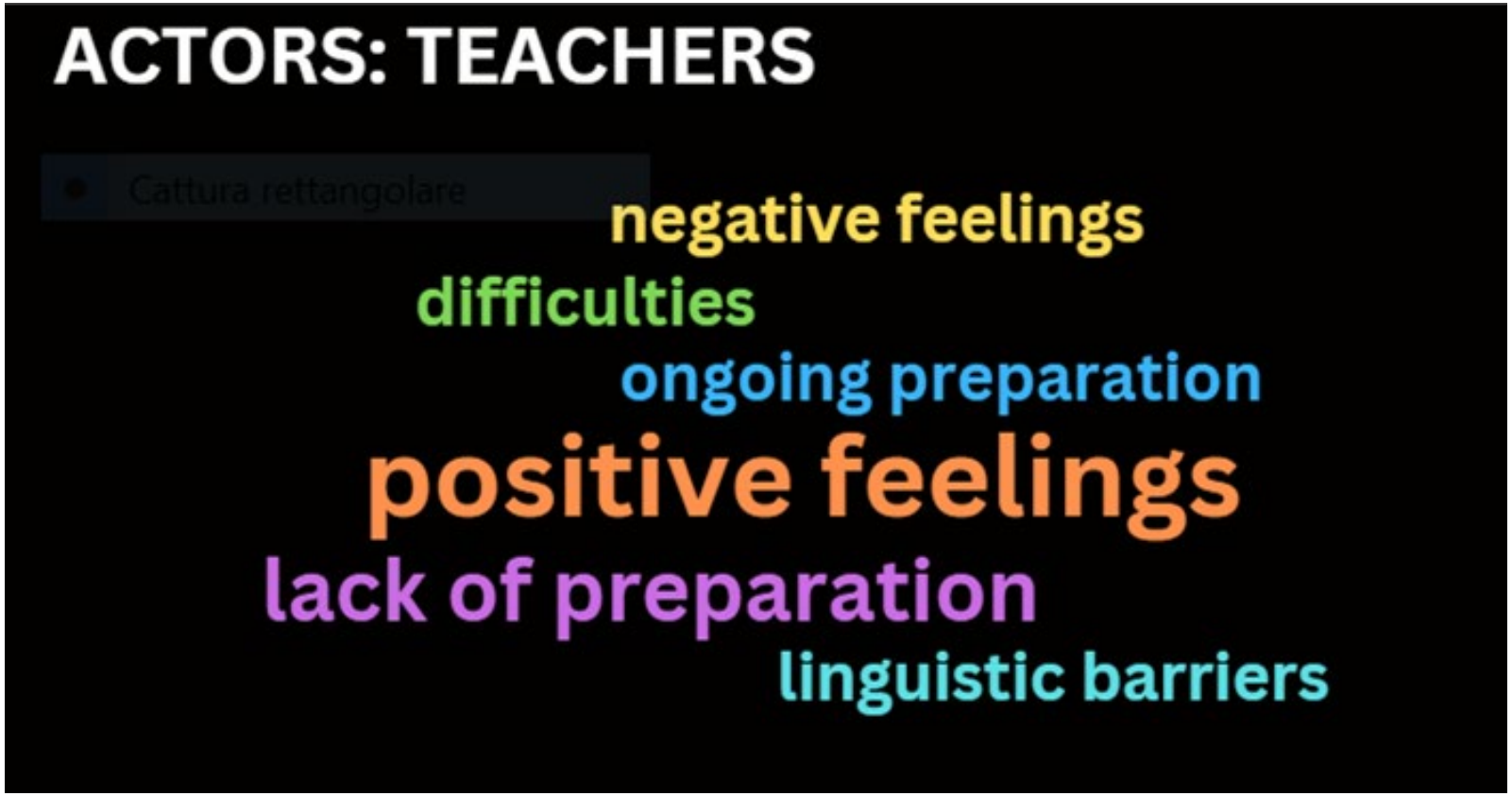


- Personal time and activities
- See parent when they felt unsafe
- Specific care and supplemental attention
- Need to express

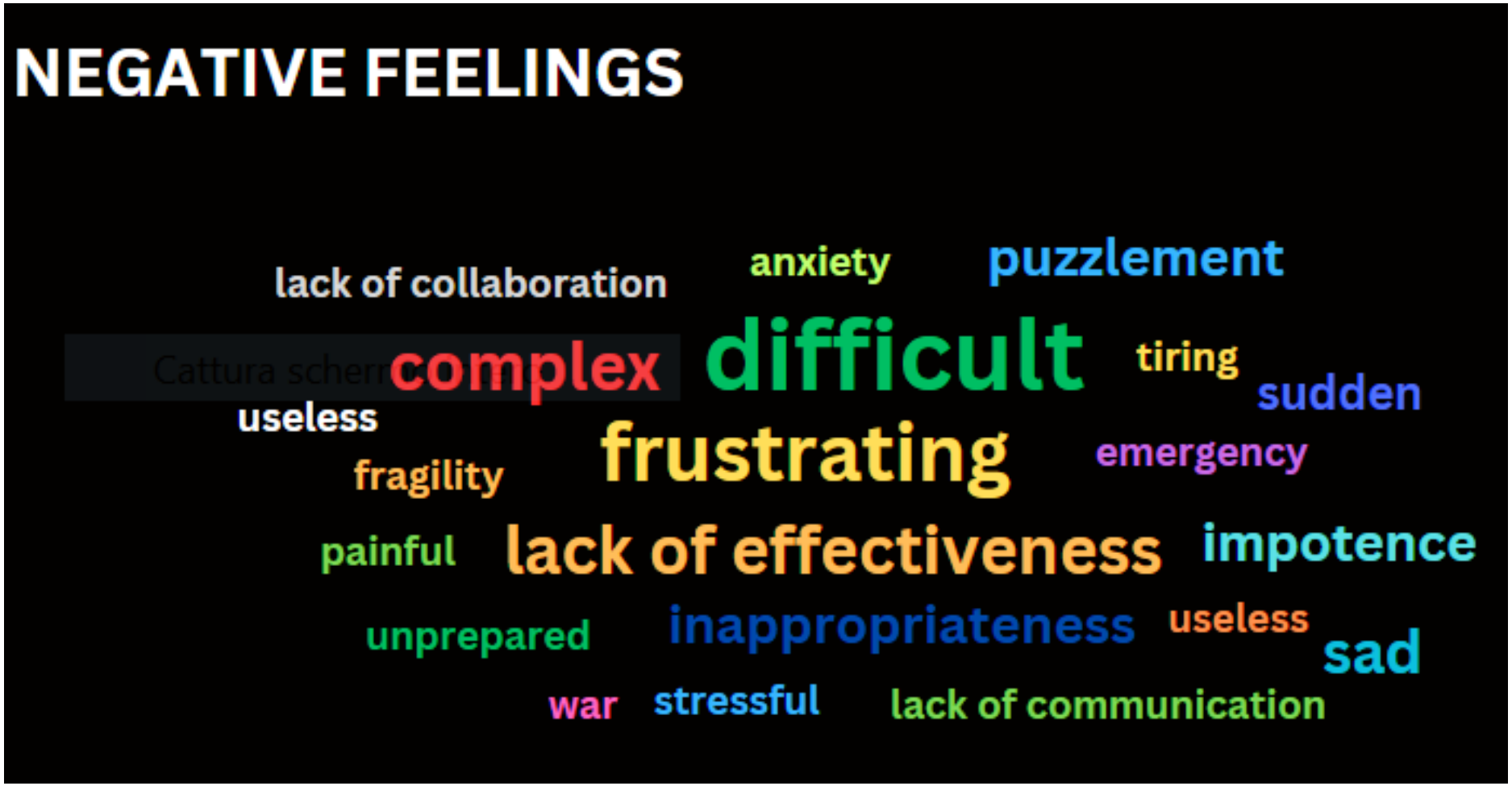
“The pupil refused to do anything and didn’t want any help”



"I attended curses to obtain materials to be used in the initial phase of welcoming pupils into the classroom."

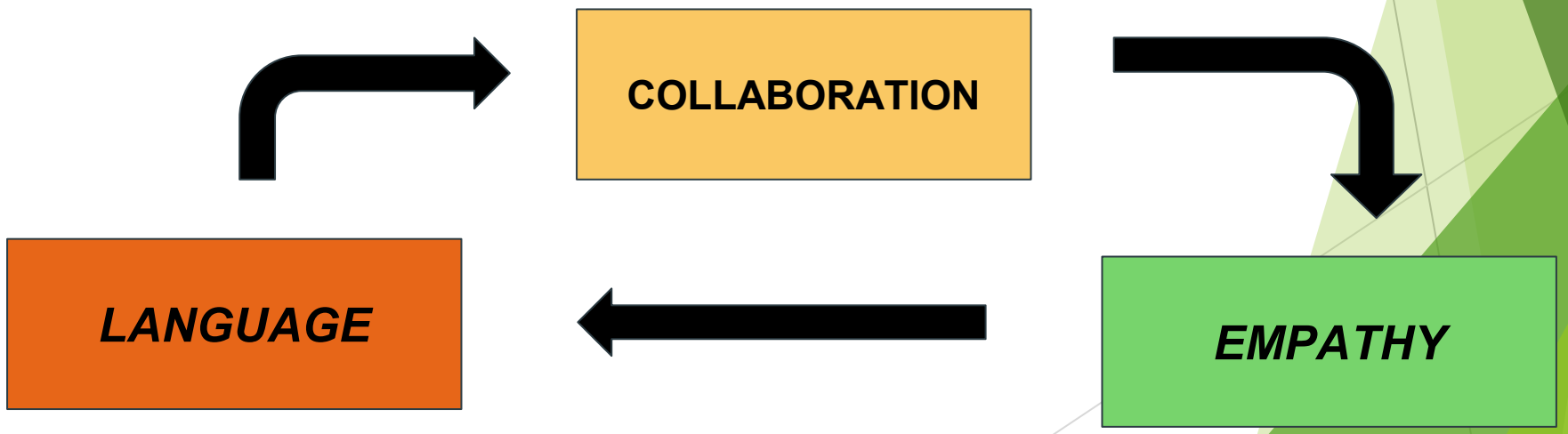
"We were not ready to face this situation at all."

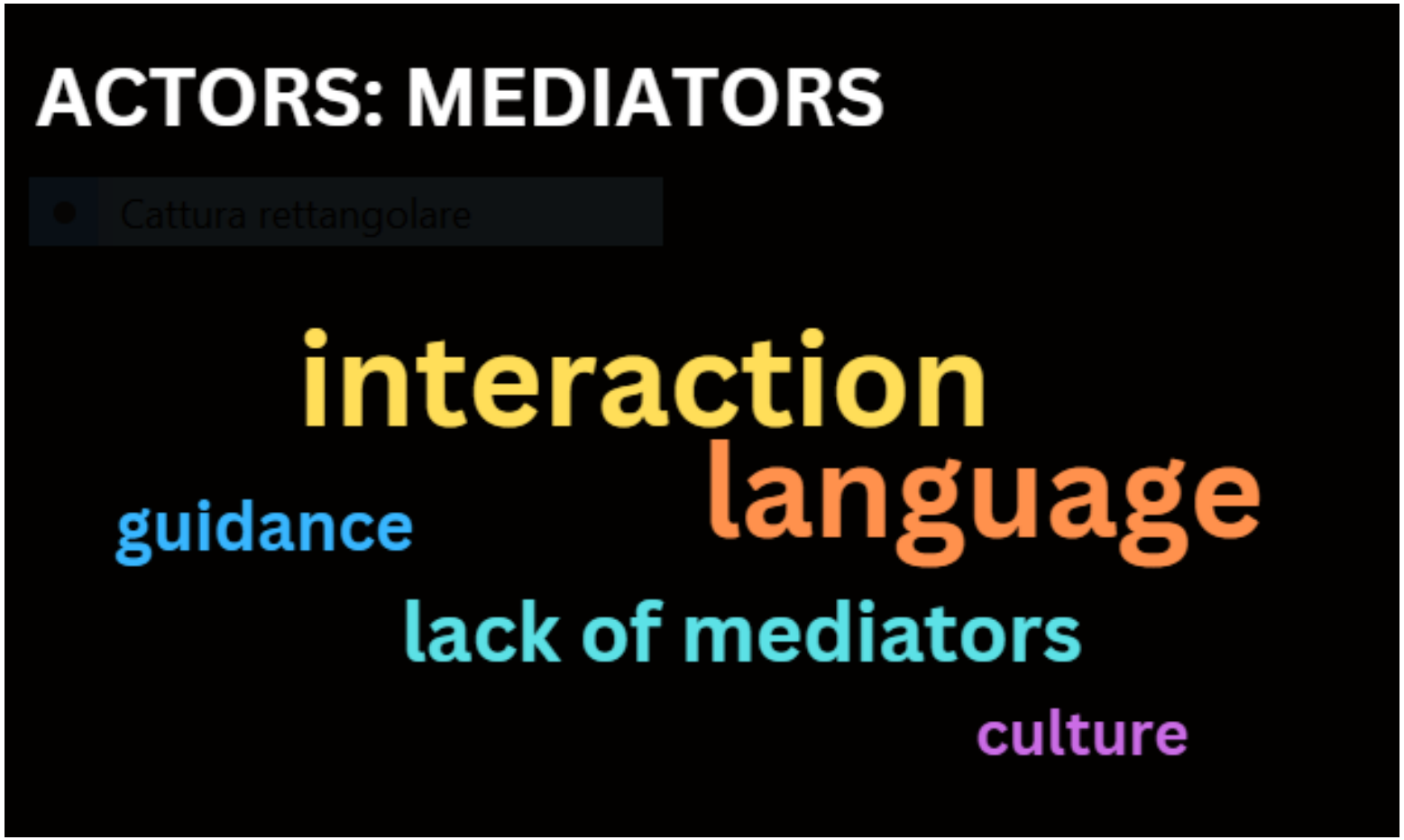
POSITIVE FEELINGS
willingness
emotional
care
collaboration
creativity
solidarity
adaptability
diversity
attention
appropriateness
touching
challenging
educational
deep
constructive
engaging
comparison
empathy
enriching/rewarding
growth
interesting
good collaboration
inclusive
formative
multiculture
trust
motivation
responsibility
sharing
warm welcoming
respect
sensitivity



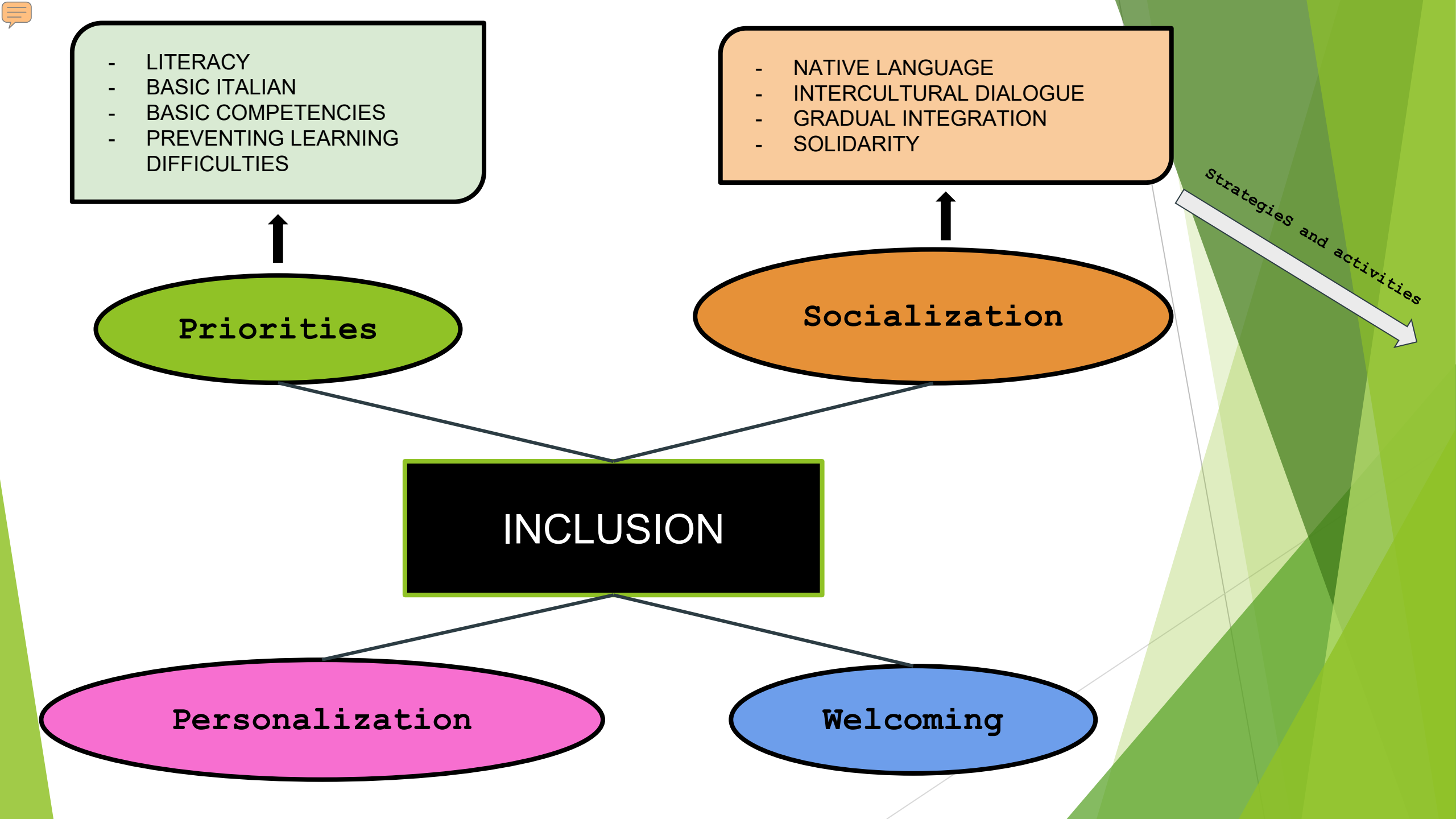
Need for more support and resources

ACTORS: FAMILIES
collaboration
language
empathy

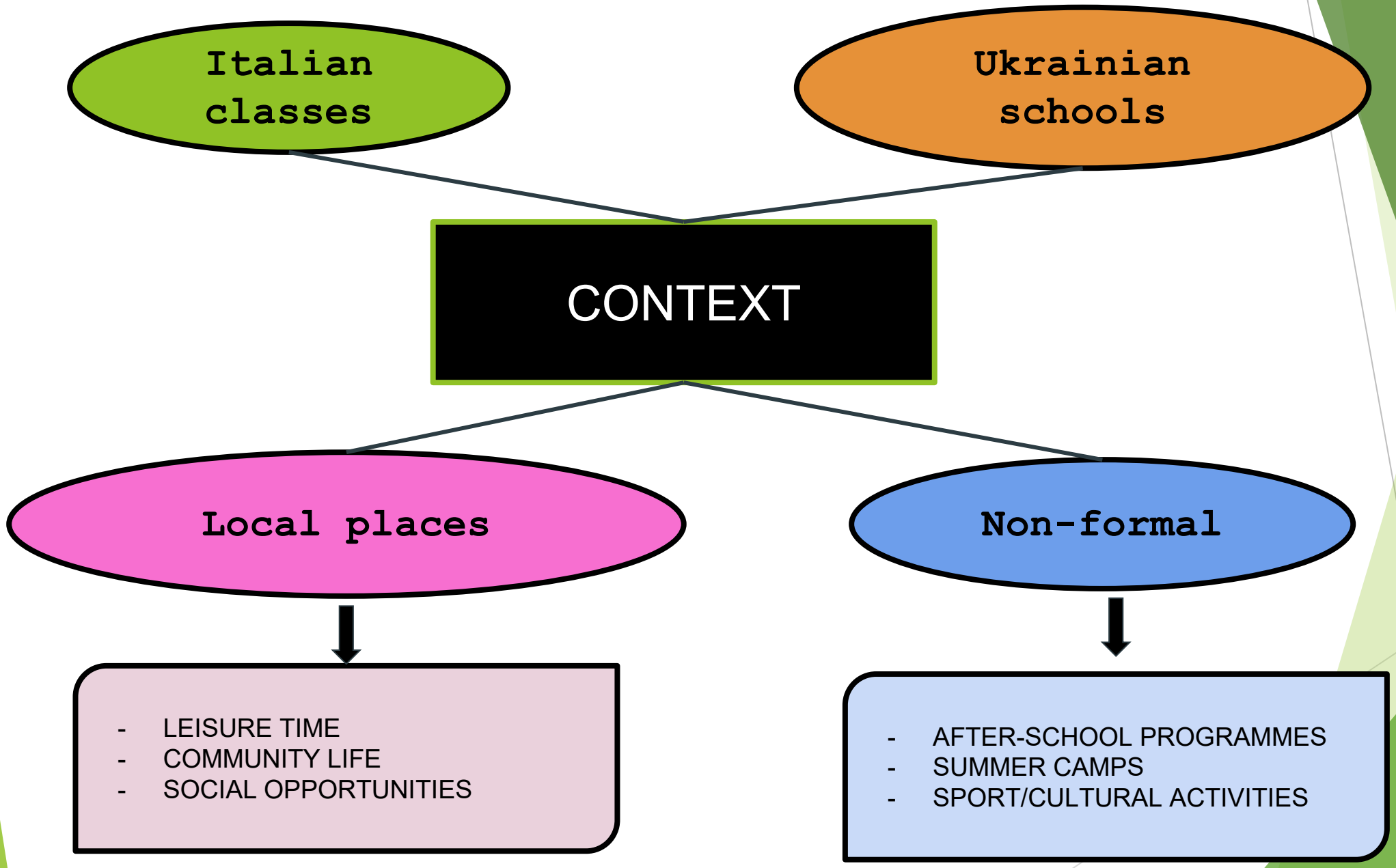

COLLABORATION
EMPATHY
LANGUAGE



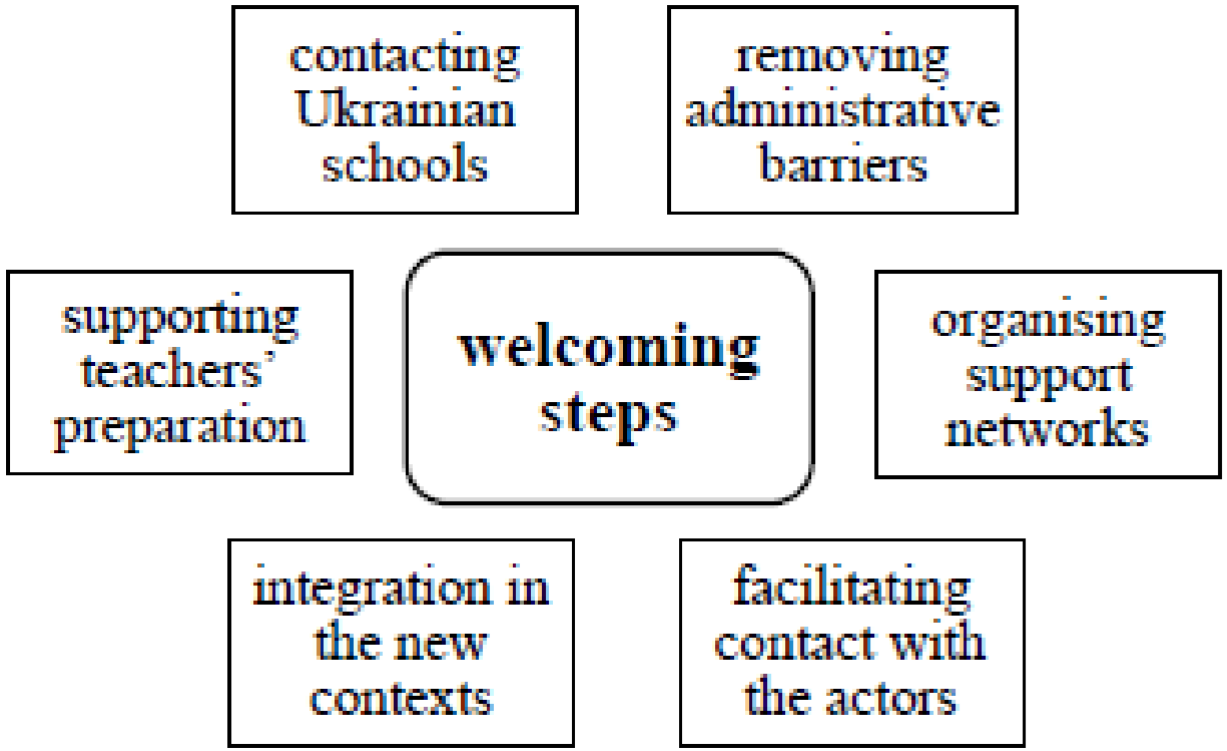
"The mediator created a kind of bridge"


- LITERACY
- BASIC ITALIAN
- BASIC COMPETENCIES
- PREVENTING LEARNING DIFFICULTIES
- NATIVE LANGUAGE
- INTERCULTURAL DIALOGUE
- GRADUAL INTEGRATION
- SOLIDARITY
Strategies and activities
Priorities
Socialization
INCLUSION
Personalization
Welcoming

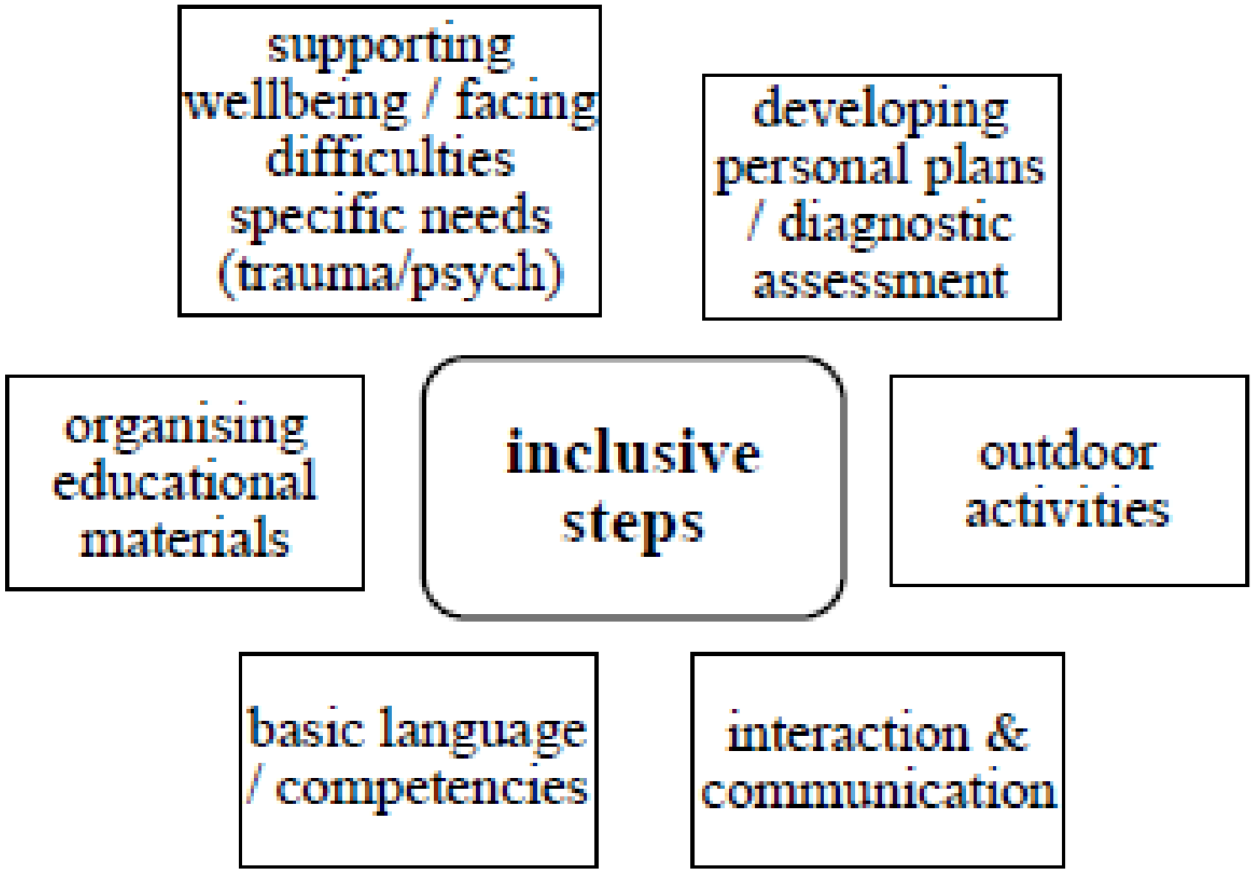
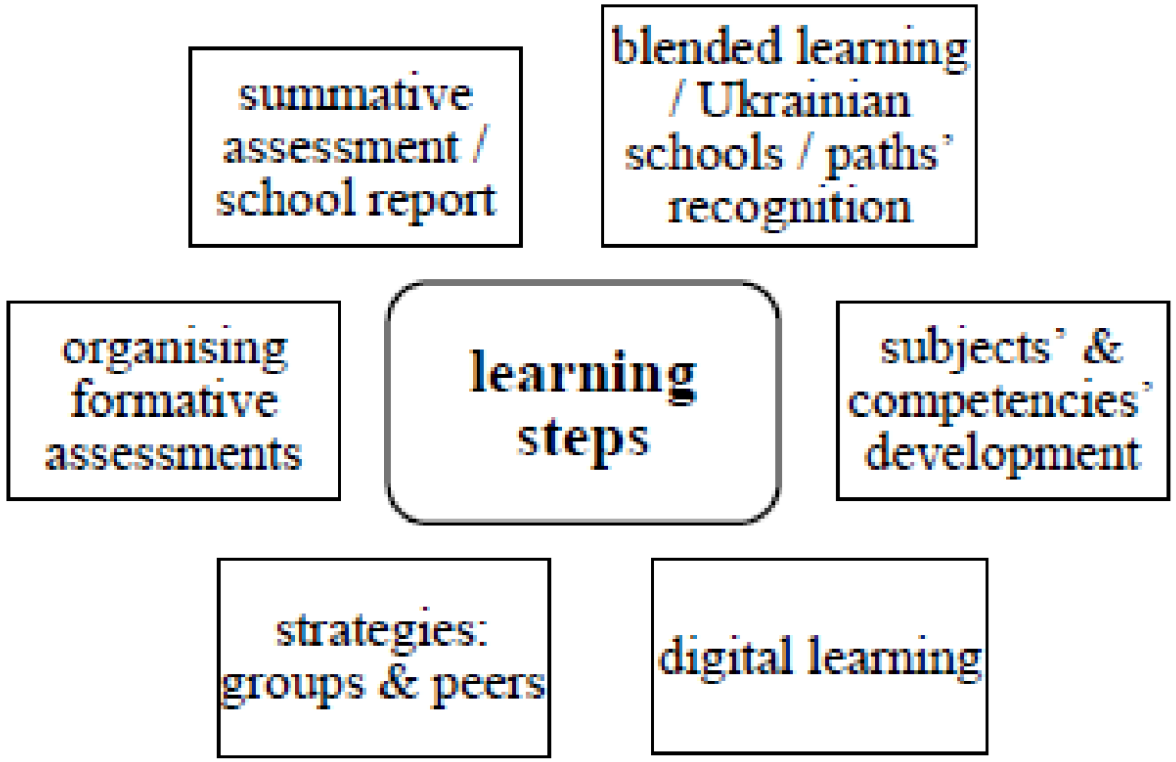
Summative assesment
Ukrainian schools
Context
ADMINISTRATIVE ISSUES
Enrolment
Families


Italian classes
Ukrainian schools
CONTEXT
Local places
Non-formal
- LEISURE TIME
- COMMUNITY LIFE
- SOCIAL OPPORTUNITIES
- AFTER-SCHOOL PROGRAMMES
- SUMMER CAMPS
- SPORT/CULTURAL ACTIVITIES

Guidelines for welcoming displaced pupils: first steps



Guidelines for welcoming displaced pupils: inclusion



Guidelines for welcoming displaced pupils: development