

SCALING DIGITAL EDUCATION IN HIGHER EDUCATION INSTITUTIONS TO SUPPORT MIGRATION CHALLENGES

Summary

This research explores the potential of digital education to address the socio-economic challenges faced by refugees and internally displaced persons (IDPs) in Ukraine and the EU. It highlights key barriers such as uncertainty about future plans, language difficulties, and reluctance to change professions. The study emphasizes the role of multilingual, inclusive platforms, flexible hybrid learning models, and collaboration between Ukrainian and European universities in facilitating skill acquisition and labor market integration. By focusing on IT and Industry 4.0 skills, digital education can promote sustainable employment, strengthen social integration, and contribute to long-term economic resilience and sustainable development.

The rapid development of digital education has brought new opportunities to address the socio-economic challenges faced by refugees and internally displaced persons (IDPs). In light of the migration crisis caused by Russia's war against Ukraine, the issue of using digital education tools to support displaced populations in the EU and Ukraine is critical. This paper explores how digital education can be scaled up to facilitate social integration, skills acquisition, and sustainable employment for refugees, addressing the challenges highlighted during the Session 4 of the Conference on Migration and Sustainable Development.

Uncertainty about Refugees. Future Plans

Refugees often face psychological distress due to a lack of clear plans for their future. This issue hinders their ability to fully engage in educational or professional activities. Digital education, through flexible and accessible platforms, can provide

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Key words:

digital education, refugees, internally displaced persons, integration, language barriers, hybrid learning, skills development, sustainable employment

displaced persons with the tools to learn at their own pace and prepare for various career paths.

Language Barriers

Many refugees struggle with integrating into host countries due to linguistic challenges. Digital education platforms can incorporate multilingual training materials and interactive language courses to help individuals overcome these barriers and facilitate their integration.

Reluctance to Change Professions

Refugees often prefer to work in their previous fields of expertise, even if these professions are not in demand in host countries. Digital education programs, especially those focusing on IT and Industry 4.0 skills, can help them adapt to new professional environments and meet the demands of the modern labor market.

Development of Inclusive and Multilingual Platforms



«Driving Economic Recovery: Scaling Digital Education Experiences in Higher Education Institutions»

Collaboration with European universities and IT companies can lead to the creation of multilingual, inclusive learning environments tailored to the needs of displaced persons. These platforms should focus on both soft skills and industry-specific technical training.

Integration of Flexible Learning Models

Introducing hybrid learning models, combining online courses and offline workshops, allows refugees to access education despite their uncertain living conditions. This flexibility ensures greater engagement and effectiveness.

Strengthening Collaboration Between Universities

Ukrainian and European universities must work together to develop joint programs aimed at

certifying the knowledge and skills gained through digital education. This certification will enable refugees to gain recognition in the European labor market.

Scaling digital education in higher education institutions offers a powerful solution to some of the most pressing challenges faced by refugees and IDPs in Ukraine and the EU. By focusing on flexible, multilingual, and accessible education, universities can empower displaced persons to overcome language barriers, acquire high-demand skills, and achieve sustainable integration into society. This approach not only addresses the immediate challenges of migration but also contributes to the broader goal of sustainable development by fostering inclusivity and economic resilience.

References

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