

## IMPROVING REFUGEES' ACCESS TO EDUCATIONAL AND PROFESSIONAL DEVELOPMENT

### Summary

This research explores educational and professional development challenges and solutions for Ukrainian refugees amid the ongoing humanitarian crisis. Highlighting successful integration programs in host countries like Germany, Poland, and France, it emphasizes combining language learning with vocational training. Key obstacles include legal, language, and financial barriers, particularly diploma recognition. Promising initiatives include online platforms, mobile educational hubs, and unified information portals, supported by international donors and the Ukrainian diaspora. The article also highlights the role of artificial intelligence in personalizing education. Comprehensive cooperation between international organizations, diaspora, and governments is essential to facilitate refugees' social integration and prepare human capital for Ukraine's future recovery.

The topicality of the topic is determined by the scale of the humanitarian crisis caused by the war in Ukraine, which forced millions of people to leave their homes and adapt to new living conditions abroad. According to the Office of the United Nations High Commissioner for Refugees (UNHCR), as of 2023, more than 5 million Ukrainians need access to education, retraining or employment. In this difficult period, education and professional development become key tools for adaptation, self-realization and creation of a basis for the future recovery of Ukraine.

The experience of host countries shows that effective educational programs for refugees should take into account not only professional requirements, but also cultural and psychological characteristics of this population category. For example, Poland and Germany have implemented integration programs that combine learning the local

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language with professional training. The Integration Courses program in Germany provides 600 hours of language training and 100 hours of sociocultural orientation, which greatly facilitates refugees' access to the labor market. Successful cases can also be found in France, where special programs have been created for refugee women that teach entrepreneurship and care work skills.

There are also examples of successful initiatives in Ukraine. The Prometheus online platform in cooperation with the Ministry of Education and Science of Ukraine offers free courses in IT, management, entrepreneurship and language training, which are designed to adapt citizens to new conditions. In addition, programs like "Action.Education" provide quick access to courses aimed at acquiring skills in demand in the global labor market. In addition, these programs integrate new

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teaching methods, in particular micro-lectures, which allow you to effectively learn the material even with limited time.

language and financial barriers. For example, in the Czech Republic and Hungary, the lack of automatic recognition of Ukrainian diplomas significantly complicates access to qualified work. At the same time, legal support, such as simplified procedures for the recognition of diplomas in Poland, demonstrates the possibility of rapid integration. In addition, some countries are considering the possibility of introducing temporary certificates for professionals, which will allow them to start working without the need for long-term confirmation of qualifications.

One of the key solutions is the creation of universal retraining programs in cooperation with international educational organizations. Programs in IT, medicine, design and project management must adapt to the demands of the labor market of the host countries. For example, Poland is successfully implementing the IT for Refugees program, which allows you to learn the basics of programming in a short time and quickly join the digital economy. In addition, platforms such as Coursera and EdX offer scholarships for Ukrainians to help them complete certified courses from the world's leading universities.

Another important step is the creation of a single information portal where refugees can find information about available educational programs, retraining courses and scholarships. Such a portal should contain a search function by country of residence, professional field and level of training. In Ukraine, similar projects are already functioning, for example, the "Education without Borders" portal, but their development requires further funding and international support. In addition, mobile applications can become a convenient tool for accessing these resources, which is especially important for people who are in remote areas or do not have a stable Internet connection.

An interesting solution could be the creation of mobile educational hubs in places where refugees live compactly. This approach will make it possible to provide access to computers, the Internet, mentor consultations, as well as organize short-term

The main challenges to the implementation of educational initiatives for refugees remain legal,

retraining courses. In Georgia, a similar project is being implemented within the framework of the UNHCR Education Hubs program, and it is already demonstrating its effectiveness in increasing the educational level among refugees. Such hubs can be implemented in Ukraine thanks to cooperation with international donors, for example, USAID or the European Investment Bank.

It is also worth noting the role of the Ukrainian diaspora in supporting educational initiatives. Ukrainians abroad can participate in the creation of educational programs, act as mentors or organize special funds to support students. For example, in Canada, diaspora organizations initiated a scholarship program for Ukrainian students studying at the country's universities. Similar initiatives in the US are aimed at attracting professionals to share experiences through online mentoring programs.

Another important aspect is the involvement of artificial intelligence technologies. Personalized educational programs created with the help of AI can take into account the knowledge level, interests and cultural characteristics of each student. In Denmark, a similar project has already been implemented to integrate refugees into the vocational training system. In Ukraine, such technologies can be adapted to specific needs, in particular through integration into existing educational platforms, such as Prometheus or Action.Education.

Access to education and professional development for refugees is a critical component of integration into new societies and preparation for the future recovery of Ukraine. For this, it is necessary to implement complex solutions, such as mobile educational hubs, unified information platforms, integration courses and the use of artificial intelligence technologies. The cooperation of international organizations, the Ukrainian diaspora and state structures will allow to effectively overcome educational challenges, ensuring social and economic adaptation of refugees and creating a powerful human resource for the restoration of Ukraine.



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