

Integration Challenges of Ukrainian Teenage Refugees in European Classrooms: A Mixed Method Analysis

Martin Köbel¹

¹ Primary Education Department, University College of Teacher Training Vienna, Austria

Correspondence: Dr. Martin Köbel, Primary Education Department, University College of Teacher Training Vienna, Austria.

Received: October 3, 2024

Accepted: November 12, 2024

Available online: November 18, 2024

doi:10.11114/ijsss.v12i6.7342

URL: <https://doi.org/10.11114/ijsss.v12i6.7342>

Abstract

This study investigates the integration of Ukrainian teenage war refugees into the educational systems of three different host countries (i.e. Austria, Germany and England). Due to rare insights this paper aims to provide a comprehensive analysis of the multifaceted challenges faced by adolescent Ukrainian refugees in the aforementioned receiving nations through both qualitative (i.e. interviews) and quantitative (i.e. questionnaires) analysis to ensure variety and transparency of data.

By examining the manifestations language proficiency, educational background, academic experience, social background and perceived barriers, this study contributes to a nuanced understanding of the multifaceted challenges faced by Ukrainian teenage war refugees in their educational journeys. The analysis revealed that social factors, including peer relationships, support networks and supportive student-teacher relationships have a huge impact on the overall well-being and integration of Ukrainian teenage war refugees in their host communities, while experienced war-related traumata and language barriers are regarded as a heavy burden. The findings aim to inform educational policies that facilitate a more inclusive and supportive environment for the successful integration of this vulnerable population.

Keywords: Ukrainian teenage war refugees, integration challenges, European educational systems, supportive environment

1. Introduction

The unprecedented influx of refugees, driven by geopolitical conflicts and socio-economic upheavals, has significantly impacted various regions of the world. Among the affected populations, Ukrainian teenagers, displaced by the Russian invasion, have sought refuge in numerous European countries. This demographic, while resilient and resourceful, faces a myriad of challenges as they endeavor to integrate into new educational environments, for example.

As a consequence of the wide-ranging attack of Russia on Ukraine, the majority of people fleeing from Russian invasion of their country are women accompanied by their children since all male Ukrainians aged 18 to 60 are not allowed to leave the country because they have to join armed forces (Qiblawi & Alvard, 2022). Despite minor differences in terms of origin, major differences among migrants and displaced people will definitely be revealed in terms of their history of origin including flight experiences, literacy embracing first (and possibly second or third) language skills; most importantly, many of the displaced children and adolescents leaving Ukraine are students at an age at which compulsory education is mandatory as it has been proven in the migration crisis of 2015/2016 (Puschautz, Dauer & Hager 2022; Blossfeld et al., 2016; Burrman & Mutz, 2016; etc.).

Austrian society including the Austrian education sector have been affected by flight and migration frequently until the recent past (e.g. riots in Hungary, wars in Jugoslavia, Syria or Afghanistan) which led to an increasing heterogeneity in Austria and Austrian class rooms. All aforementioned riots and wars including humanitarian crisis on both a personal as well as on a global level, lead, on a national basis, to questions of how to successfully integrate and potentially overcome barriers in the integration processes of newly arriving refugees have to be answered. Discussions and research have been held about whether and to what extent displaced people can be integrated 'correctly' both within as well as outside educational institutions (Teubert 2009; Kleindienst-Cachay, Cachay and Bahlke 2012) including national (Austrian Ministry of Education, 2022) as well as international (UNCHR, 2023) recommendations.

1.1 Literature Review

Discussions have been held about whether and to what extent displaced people can be integrated ‘correctly’ into target country’s educational institutions. The amalgamation of prevalent pedagogical expertise and scientific inquiry – despite lacking full-scale comprehension - provides a unique lens through which to investigate the multifaceted dimensions of integration experienced by Ukrainian teenage refugees in European classrooms. Despite certain commonalities among refugees arriving in a target country, generalizations on the basis of origin or research solely focusing on a single ‘characteristic’ (i.e. disability) are too short-sighted and in the eyes of the researcher the discussion should be aimed at a more specific discussion surpassing the superficiality of ‘inclusive-exclusive’ concepts (Dobson, 2004). The consultation of existing literature on the integration challenges faced by these teenagers in European classrooms revealed diverse aspects necessary to be addressed. Therefore, this literature review explores the most frequently described issues, focusing on: supportive learning environments (SLE), structured course-specific environments, professional skills for developing learning environments, European integration, teaching peace and conflict, improving inclusive education, and the broader context of the refugee crisis and EU border security.

Creating supportive learning environments is crucial for the successful integration of Ukrainian teenage refugees. These environments should be inclusive, culturally sensitive, and responsive to the unique needs of refugee students. Research highlights the importance of providing psychological support, language assistance, and peer mentoring programs to help refugees adjust to new educational settings (UNHCR, 2024). Schools that foster a sense of belonging and safety can significantly enhance the academic and social outcomes for refugee students (European Commission, 2024).

Structured course-specific environments tailored to the educational backgrounds and needs of Ukrainian refugees are essential (Lapshyna, 2022). These environments should include language acquisition programs, remedial classes, and culturally relevant curricula. Studies indicate that integrating refugees into mainstream classrooms with additional support can be more effective than segregated educational settings (Lewis, 2023). This approach helps in promoting social integration and reducing feelings of isolation among refugee students (European Commission, 2022). The integration of Ukrainian teenage refugees into European societies extends beyond the classroom. Policies and practices at the national and EU levels aim to facilitate this process. The European Commission has implemented various initiatives to support the education and integration of refugees, including funding for educational programs and the development of integration strategies (cf. European Commission, 2022; 2024). These efforts are crucial in ensuring that refugee students have access to quality education and opportunities for social and economic participation.

Educators play a pivotal role in the integration process. Professional development programs that equip teachers with skills in multicultural education, trauma-informed teaching, and conflict resolution are vital. Training teachers to recognize and address the specific challenges faced by refugee students can improve educational outcomes and foster a more inclusive classroom environment. Continuous professional development and support for teachers are necessary to adapt to the evolving needs of refugee students. Teaching peace and conflict resolution is an important aspect of integrating refugee students who have experienced trauma and displacement. Educational programs that focus on peace education can help students develop coping mechanisms, resilience, and a better understanding of conflict dynamics. Incorporating peace education into the curriculum can also promote a culture of tolerance and mutual respect among students from diverse backgrounds. What is more, inclusive education practices are essential for the successful integration of refugee students. This involves adapting teaching methods, curricula, and school policies to accommodate the diverse needs of all students. Research suggests that inclusive education not only benefits refugee students but also enriches the learning experience for all students by promoting diversity and intercultural understanding (Bešić, 2020). Schools should strive to create an environment where every student feels valued and supported.

The broader context of the refugee crisis and EU border security policies also impacts the integration of Ukrainian teenage refugees. The EU has faced challenges in balancing border security with humanitarian obligations. Policies that prioritize the protection and integration of refugees, while ensuring security, are essential for addressing the complex dynamics of the refugee crisis. Collaborative efforts among EU member states, as for example the “Temporary Protection Directive “of the European Commission (TPD; Council Directive 2001/55/EC), are necessary to develop comprehensive and effective integration strategies.

1.2 Objectives and Study Question

Due to the multifaceted aspects mentioned in the literature review above, the prevalent gap with regards to the integration of Ukrainian teenage refugees into European classrooms becomes obvious. Hence this paper aims to comprehensively explore the integration challenges confronted by this specific demographic within the educational context of European host countries. The research endeavors to shed light on the dynamic interplay between language acquisition, educational compatibility, academic performance, and social assimilation. By examining these facets, it is aimed to discern the pivotal factors influencing the successful integration of Ukrainian teenage refugees as well as

potential obstacles faced. Moreover, this study endeavors to contribute valuable insights to the broader discourse on refugee integration, with implications for educational policy, pedagogical practice, and societal cohesion; therefore, the subsequent research question should be answered:

1) Which institutionalized and social challenges do Ukrainian refugee students report in different European classrooms?

The design of the study, embracing participants, analysis tools and important background data will be presented first. This then is followed by the results of the mixed-method analysis of both a questionnaire (i.e. quantitative analysis) and conducted interviews (i.e. qualitative analysis) with adolescent Ukrainian war refugees. After that a discussion of experienced challenges and difficulties in the integration process of adolescent Ukrainian refugees in European classes is presented. The paper concludes with future goals, measurements and further challenges.

2. Material and Methods

2.1 Area Description

Despite ongoing war and conflicts in Eastern Ukraine, the number of Ukrainians seeking for asylum in European countries remained relatively low (Solodko and Fitisova, 2016). This circumstance, on the one hand, might be explained by the “Temporary Protection Directive“ of the European Commission (TPD; Council Directive 2001/55/EC) which provides temporary protection for displaced people due a mass influx of refugees within the borders of the European Union and, thus, exonerates the European asylum system; on the other hand, a huge proportion of affected Ukrainian citizens (7,1 million people) became internally displaced people (i.e. IDPs) in the first place (IOM, 2022).

However, Russia’s invasion of Ukraine in spring 2022 caused massive cross-border displacement and especially neighboring European countries have become destinations of Ukrainian diasporas (UNHCR, 2023) among which Germany (999.745), the United Kingdom (210.800) and Austria (104.990) have been widely affected. These three countries and Ukrainians arriving in these countries, therefore, have been chosen for further analysis. Since the majority of research being conducted in the context of refugee and migration research focuses on ‘bottom-up’ approaches (Booth, 2008; 2012; Hinz, 2013), the corresponding study question will be answered through a mixed method approach. While interviews (N= 10) with Ukrainian refugees aiming to escape war, persecution and possibly overcoming traumatization in these three countries have been conducted, the results of a questionnaire (N=30) aimed at Ukrainian adolescent refugees aged between 13 and 18 have been analyzed.

2.2 Participants

Due to the high vulnerability of refugees in general and adolescent refugees in particular many of whom having witnessed an even longer flight history including traumatization and different forms of physical as well as mental suffering (Köbel, 2022) than one might think of, displaying information on the overall aims and scopes of the research project is of tremendous importance.

After the conveyance of profound background information about the research project including the permission of the interview questionnaire in advance of the interview as well as the commitment to exclusively include notions of either the interview files or from the questionnaire in the publication process, the researcher obtained approval from all study participants.

The subsequent table and figures (table 1 & figure 1, figure 2) provide an overview of the participating refugees. While table 1 shows the interviewees for the study embracing Ukrainian refugees of different ages, sexes, varying geographical origin in Ukraine, as well as dissimilar countries of residence after their successful flight, figure 1 (host country & time of residence) and 2 (age and sex of refugees) provide an overview of the demographic information of the questionnaire respondents, among the scales age, sex and time of residence in the target country. As can be seen, triangulation ensures greatest possible variability of insights into intercourse with Ukrainian adolescent refugees.

Table 1. Sampling of interviewees¹

Name (sex)	Age	Ukrainian region of origin	Target country
Elena	42	Melitopol	Austria
Vasyl	38	Kharkiv	Austria
Olena	34	Odessa	Germany
Andriy	16	Lviv	Austria
Yuliya	17	Melitopol	Austria
Danylo	14	Poltava	Austria

¹ In the course of this study merely interviews with adolescent refugees have been further analysed.

Kateryna	51	Dykanka	England
Maria	16	Bachmut	Austria
Oleksandr	28	Kiev	England
Anastasia	14	Odessa	Germany

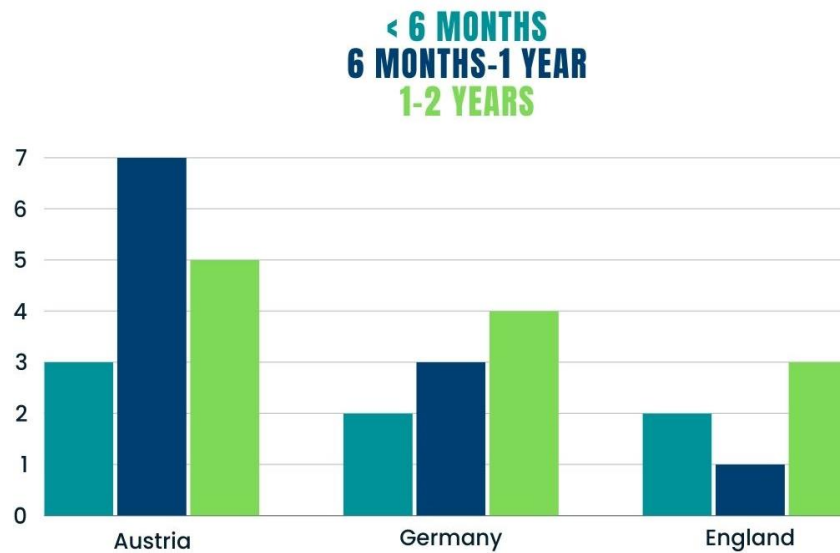


Figure 1. Host country and time of residence in the host country

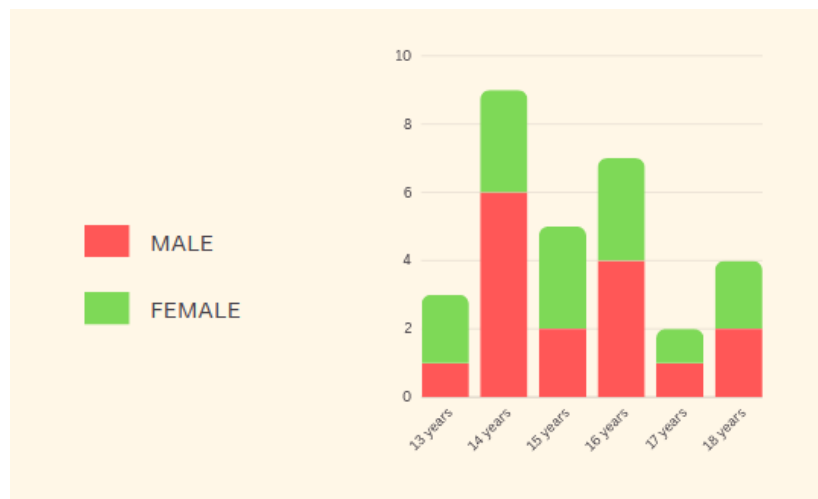


Figure 2. Age and sex of questionnaire respondents

2.3 Methods

As the majority of social settings (i.e. school classes) include ‘hierarchical aspects of inequalities’ (Lofland et al. 2006), a two-tier approach for data collection has been chosen, as already mentioned in the previous section (i.e. 2.2). Next to interviews with adolescent Ukrainian refugees which “[...] yield valid and reliable data about people’s perceptions, experiences, feelings, and beliefs” (Patton, 2003, p.2), a questionnaire survey which provides “the most economical way of gathering information from [social and educational] representations” (Bihu, 2021, p. 40) has been applied.

While the narrative approach of interviews enable a deeper understanding of the cultural, social, and psychological dimensions in a linguistically appropriate manner facilitating an open and honest dialogue, questionnaires allow researchers to quickly and effectively gain relevant information on a certain topic. The questionnaire applied for this study features both closed and open-ended questions enabling respondents to choose from predetermined answers and to answer in their own words in as much or as little detail as they want to.

As can be seen from table 1, four of the interviewees were below legal age; therefore, interviews were conducted only a) after their parent's consent and b) with their parents sitting close-by (as a moral support, if necessary). Also Potter and Hepburn (2012) analyze 'eight challenges of interview research' and highlight how to sensibly approach traumatic experiences. Likewise minor refugees participating in the questionnaire were only allowed to take part after their parents' (or legal representative's) consent.

While interviews with Ukrainian refugees living in Germany or England have been conducted online, interviews with Ukrainian refugees residing in Austria have been 'face-to-face interviews' (Cassell & Symon, 2004). In comparison, the questionnaire, once it had been established, has been spread via social media (i.e. Whatsapp). The establishment of contact with Ukrainian refugees allowing insight into personal opinions towards integration processes as well as flight experiences became easier the more refugees agreed to participate. As the Ukrainian community in Europe seems to stay in close contact, many of the study participants contacted other Ukrainians (via smart phone) and even encouraged other countrymen and countrywomen to take part in this study to "offer hope to others who are on similar journeys" (Olena, l. 59f.).

2.4 Data Analysis

Overall, a two-tier system has been applied in order to analyze both the conducted interviews as well as the questionnaire. Before the establishment of the final questionnaire, a prototype consisting of more (and sometimes irrelevant) questions than the actual one has been used, obeying Kallus' (2016) six step advice to establish and analyze data from questionnaires. The numeric account of empirical issues requires that next to a logical sequence of questions, also the number of questions should not be too high (Benesch & Raab-Steiner 2015); thus, the number of questions from the prototype questionnaire has been reduced after a first trial and feedback from other researchers.

Data derived from the questionnaire was already at the composition split into six sections, enabling an allocation of the vast quantity of data among those six pre-defined categories which are: Demographic Information, Language Proficiency, Educational Background, Academic Experience, Social Integration and Perceived Barriers. Each of these six sections consisted of both closed and open question formats, enabling participants to use both predetermined answers as well as expressing thoughts and opinions in their own words, as can be seen in figure 3:

Section 6: Perceived Barriers

13. Please list any specific challenges or difficulties you have encountered in European classrooms:

14. On a scale of 1 to 5, with 1 being the least severe and 5 being the most severe, please rate the overall level of integration difficulties you have experienced in European classrooms:

- 1
- 2
- 3
- 4
- 5

Figure 3. Extract from the questionnaire

After a large enough amount of data has been collected, respondents' answers (N=30) have been analyzed using SPSS. Anonymity of participants has been on the agenda at all stages of data collection and analysis. Questionnaire responses were analyzed using descriptive and inferential statistical methods to complement the qualitative findings. The questionnaire included Likert-scale items and multiple-choice questions that assessed students' perceptions of their classroom experiences, language proficiency, sense of belonging, social integration, and perceived support from teachers and peers. Descriptive statistics (mean, median, mode, standard deviation) were calculated to provide an overview of the responses, while inferential analyses were conducted to explore relationships between different variables.

For example, correlation analyses were conducted to examine the relationship between language proficiency and students' sense of belonging and academic confidence. Additionally, t-tests were performed to investigate differences in perceived support and sense of inclusion (i.e. social integration) across different classroom settings (e.g., mainstream vs. specialized

refugee programs). Results from the quantitative analysis highlighted that lower language proficiency was significantly associated with lower academic confidence and weaker social connections within the classroom (cf. section 3).

Next to the collection of data through questionnaires, in-depth interviews were conducted, allowing participants to share their personal stories and challenges faced during and after their forced migration and flight experiences since “all statements in interviews are influenced by the structures and [social] processes of the environment, which surround a person” (Froschauer & Lueger 1998, p. 12). After the transcription and anonymization of each interview, the researcher used content analysis (Mayring, 2022; Kuckartz & Rälaker, 2022), in which codes were applied to text passages being of high relevance for the overall study questions or the research topic as such. At this stage of data analysis it is of tremendous importance that one follows Saldana’s (2016, p. 7f.) advice:

Coding requires that you wear your researchers’ analytic lens. But how you perceive and interpret what is happening in the data depends on what type of filter covers that lens and from which angle you view that phenomenon.

The data processing from the interview files have been conducted using MAXQDA 2022. To ensure the rigor and reliability of the analysis as well as replicability of results, inter-coder reliability checks were conducted (Kaiser, 2021; Helfferich, 2011; Flick 2007; Lüders 2005).

The integration of qualitative and quantitative findings provided a comprehensive understanding of the integration challenges faced by Ukrainian teenage refugee students. Thematic patterns observed in the interview data were supported by the statistical trends identified in the questionnaire responses. For instance, language and communication barriers emerged as a critical theme in both data sets, with many interviewees expressing difficulties in adjusting to the language of instruction, a finding corroborated by the quantitative data showing a strong correlation between language proficiency and feelings of inclusion (table 2):

Table 2. Demographic structure of the samples

Category	Items	Interview Participants (n=10)	Questionnaire Respondents (n=30)
Language Proficiency	Very comfortable	1	4
	Somewhat comfortable	2	4
	Not very comfortable	3	8
	Not at all comfortable	4	14
Educational Background	Primary School		2
	Secondary	5	11
	High School	3	12
	Vocational training	2	2
	Other	-	3
Academic Experience (Performance)	Better	-	6
	Same	4	6
	Worse	6	18
Social Integration	Very positive	3	12
	Somewhat positive	3	10
	neutral	3	4
	Somewhat negative	1	3
	negative	-	1
Perceived Barriers	Not severe at all	3	3
	Slightly severe	1	5
	neutral	3	9
	Somewhat severe	3	10
	Most severe	-	3

In social settings, individual interviewees rarely use the same phrase (i.e. sequence of words) to refer to the same thing; thus, varying discussions could be summarized as different aspects of the same thing, as can be seen in the subsequent table (table 3):

Table 3. Data extract and equivalent code

Data extract	Coded theme
It's been a mix of emotions. I'm learning the language, and that's helping me connect with others. But sometimes, I still feel like an outsider.	Language proficiency
The school has been welcoming, and the teachers are understanding when I have trouble with the language.	Social integration
[...] there have been some challenges, such as the language, especially spoken Austrian language.	Perceived barriers

In order to ascertain a relatively high sensitivity towards adolescent Ukrainian refugees and simultaneously, dismissing a “one-size fits all reasoning” (Tiemann, 2015, p. 55), the main results from both the interview files and from the questionnaires will be presented in the subsequent section.

3. Results

The results of this study are presented on the basis of five main themes deduced from the six categories of the questionnaire (the demographic information is already stated in section 2.2) and interview data: 1) language proficiency; 2) educational background; 3) academic experience; 4) social integration and 5) perceived barriers. Next to statistical results of the questionnaire among Ukrainian refugees also a selection of the most prominent quotations from the conducted interviews shall emphasize the results. Crucially, statements of participants from interviews should not be regarded as the opinion of individuals, but as a comprehensive frame of common understanding (Dahlin-Ivanof & Holmgren 2017).

3.1 Language Proficiency

This category focuses on communicative skills of adolescent Ukrainian war refugees in the host country and whether or not newly arriving students have received any language support or even language support classes in the new country and its educational institutions, respectively.

The level of comfort with regards to the communication in the host country’s language (i.e. English or German) made an interesting impression. On a scale of 1 to 4 (with 1 being very comfortable and 4 being not at all comfortable), the mean was 3,4 (standard deviation 0,5) which shows that the majority of newly arriving adolescent Ukrainian war refugees does not feel very comfortable despite the high proportion (60%) that has received language support or additional language classes in the host country.

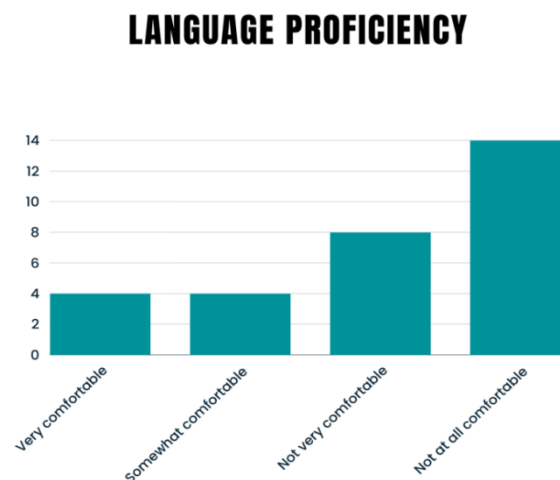


Figure 4. subjective language proficiency among adolescent Ukrainian war refugees

Language proficiency is a critical factor in the integration and academic success of Ukrainian teenage refugees. Insights gained from external studies vary from country to country. For instance, in Germany, a large-scale survey conducted by the Federal Office for Migration and Refugees (BAMF) found that only 4% of Ukrainian refugees had good or very good German language skills upon arrival, while 14% had intermediate skills. About half of the refugees were attending or had completed language courses, which are essential for improving their language proficiency and academic performance (BAMF, 2022).

The relatively low level of comfort concerning communication in the host country’s language has also been revealed in some of the interviews. For example, Maria (l. 29f.) states that: “The language barrier was a big challenge, and I felt out of

place.” Nevertheless, this critical self-evaluation in terms of language proficiency might be temporary as almost three thirds (60%) of the study participants report of attending additional language classes to communicate in the host country’s language. Similarly, also interview partners attend language classes like Danylo (l. 43f.): “I’m also attending language classes in addition to school, to learn German – this also helps me to get in contact with other people here easier.”

The connection between the level of proficiency of a language and the social integration connected to the communicative skills has, as it is indicated in the citation of Danylo, has also been proved by other studies (Barbosa & Bernardo, 2015; Sarmini, Topcu & Scharbrodt, 2020). However, further research on the relation between the level of fluency of communicating in a country’s target language and the lacking of ‘perceptions of otherness’ (Benn and Pfister, 2013) or the lacking of the ‘othering effect’ (Curle, 2020) has not yet been scientifically analyzed.

3.2 Educational Background

The section of educational background consisted of two questions – the first one referred to the type of school war refugees attended in Ukraine before moving to another country, while the second question asked about the (perceived) compatibility between previous education received in Ukraine and the education experienced in the host country.

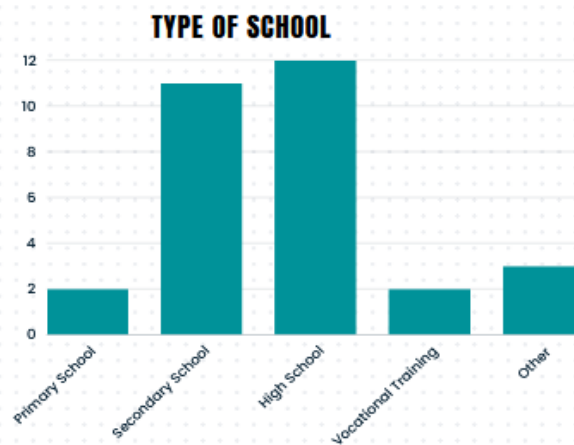


Figure 5. Type of school attended in Ukraine before moving to another country

As can be seen from the bar chart, the majority of respondents either attended secondary (N=11) or high school (N=12), while a minority attended primary school (N=2) or received vocational training (N= 2). Among the scale of ‘other’, respondents (N= 3) mentioned to attend the academic or vocational stream, each of them being a special branch of Ukrainian upper secondary (cf. Köbel, 2023a).

With regards to the latter question, 50% of respondents found their previous education in Ukraine compatible with the education in the host country, while 20% are unsure about the compatibility and another 30% regard their previous education not compatible with education received in the target country. In sum, a significant portion of respondents reported that their previous education in Ukraine was compatible with the education system in the host country. However, a notable percentage expressed uncertainty or perceived incompatibility.

Although this item (i.e. compatibility between previous and ‘new’ education) has not been specifically been asked for in the interviews, interviewees indirectly mentioned this aspect when, for example, they compared their situation in the target country with their home town or home country (Andryi, l. 38f.): “[...] I still miss our old life, our home town Lviv, my old school and it's hard to understand everything about this new place.”

3.3 Academic Experience

The section on Ukrainian war refugee’s academic experience basically dealt with the question whether or not respondents performed better in the host country’s educational institutions compared to Ukraine. 20% of respondents reported better and 20% similar academic performance in the host country compared to Ukraine, while the majority (60%) reported worse academic performance in the host country.

As can be seen a significant majority of adolescent Ukrainian war refugees experience challenges in academic performances. Asked about specific subjects Ukrainian war refugees find particularly challenging in their host country’s educational system, the country’s educational language (i.e. German or English) was reported by 90% to be most

challenging, while the remaining 10% mentioned other subjects (e.g. Math, Biology or Geography) due to perceived language barriers; consequently, communication in the country's target language and overcoming the "language barrier" (Maria, l. 30) is perceived as a major hurdle procrastinating adaptation to the new country both within and outside educational facilities.

The academic performance of Ukrainian teenage refugees varies significantly across different host countries. A report by the European Commission highlights several challenges and trends. For instance, enrollment rates for Ukrainian refugee children in host country schools have been relatively low, with figures around 40-50% for the 2021/22 and 2022/23 academic years. This low enrolment is attributed to factors such as language barriers, psychological trauma, and the preference for continuing Ukrainian online education (UNHCR, 2024).

In contrast, there are also subject which are regarded as really helpful in the adaptation process in general and, thus, also in the academic performance at schools. Physical education and sports are frequently regarded as school subjects facilitating the integration of potentially vulnerable human beings (Australian Sports Commission, 2006; Tiemann, 2013; Tiemann, 2015, Köbel, 2020). The contrast between sports and other subjects, due to the lack of the previously mentioned 'language barrier' which is extremely challenging for newly arriving students, independent of target country, is highlighted in the subsequent quotation from a 16 year old interview partner (Andriy, l. 46f.):

I do have problems to understand the content the teachers explain, because it is German. This, however is not a problem in sports – that's why I especially like sports.

Especially sports and the link between its institutionalized forms at school and popular sports outside school, once more, seems to facilitate depletion of barriers of social coexistence (Köbel, 2020); what is more, sports provides access to specific communities, which among Ukrainian teenage war refugees are regarded as invaluable to overcome problems of life:

What I really like is track and field sports. My teacher saw that I have got a talent and so she even asked me if I want to participate in a track and field club outside school. I did that and got in contact with many new and fascinating people. Training 2 times a week also helps me to get energy for the challenges and sufferings I have experienced. (Maria, l. 38-41)

3.4 Social Integration

Similar to the citation of refugee student Maria in section 3.3, 70% of respondents participate in extracurricular activities. Crucially, a link between sports within educational institutions and external providers of sports can be established which, once more, proves that sports can be an integral part of (social) integration:

Well we played a lot of football at school in sports classes and since I am a rather good player, I also played football in Ukraine, other boys from my class asked me to join the football club they are playing. Now I train 2-3x a week and even play matches at the weekends. Football helps me to forget some of my problems and I really have a good time while playing. Also the team and the team spirit helps me to focus on the positive aspects of life. (Danylo, l. 33-38)

Studies have proved that sports can be used as a tool to overcome adverse (childhood) experiences (Easterlin, Chung and Leng, 2019; Klass, 2019). Interestingly, Ukrainian war refugees (un-)intentionally integrate sports as a daily routine to surmount difficulties while engaging in social activities at the same time:

I've also found that doing activities like painting and playing sports gives me a positive outlet for my emotions. It helps me feel stronger. Especially sports – I like running which helps me to forget some of my problems at least for a short time. (Andriy, l. 27-30)

What helps me a lot is sports – I sometimes ride a horse with a school friend of mine; that's when I can forget some of my sorrows. (Yuliya, l. 26f.)

With regards to interactions with local students of their new schools, on a scale of 1 to 5 (with 1 being very positive and 5 being very negative), the mean was 2,0 (standard deviation 0,5). On average, respondents reported a moderately/somewhat positive level of interaction with local students, as can be seen in figure 6:

INTERACTION WITH LOCAL STUDENTS

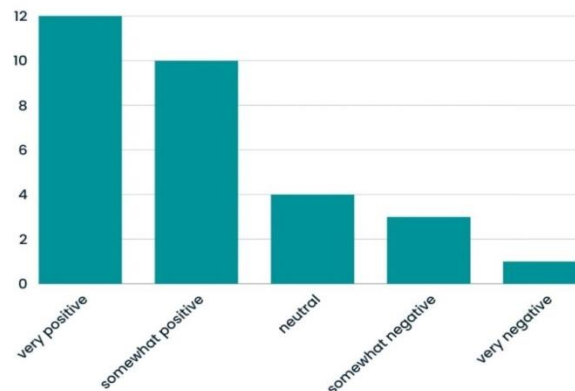


Figure 6. Perceived interaction with local students

Nevertheless, many Ukrainian students have experienced significant disruptions in their education due to the conflict, which has impacted their academic performance (UNHCR, 2024). The transition to new educational systems and curricula in host countries adds to these challenges, which will be elaborated on in the subsequent section.

3.5 Perceived Barriers

Within this section Ukrainian teenage war refugees were on the one hand asked to list specific challenges or difficulties they have encountered in their (European) classrooms; on the other hand Ukrainian students should rate on a scale of 1 to 5 (with 1 being the least severe and 5 being the most severe), the overall level of integration difficulties according to their opinion. On average, respondents rated their integration difficulties between ‘neutral’ and ‘somewhat severe’ (mean 3,2). The standard deviation (1,1) indicates a moderate level of variability in reported integration difficulties.

INTEGRATION DIFFICULTIES

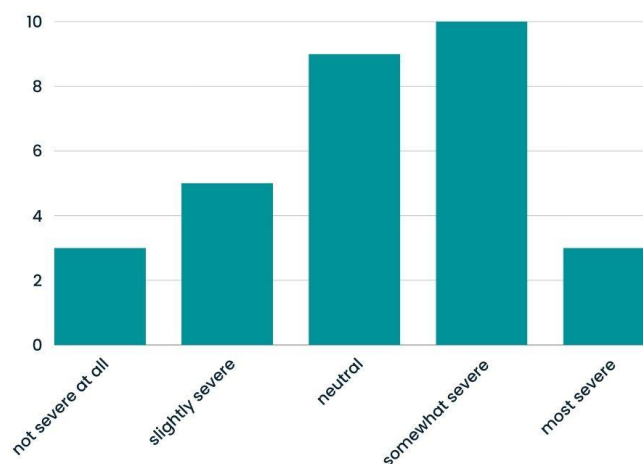


Figure 7. Integration difficulties among Ukrainian students in European classrooms

Interestingly, support provided by institutions as well as people working in educational institutions (teachers, social workers, etc.) seems to be highly appreciated: “Also the teachers were supportive and understanding when they could not follow due to language problems [...]” (Kateryna, l. 43). The support and empathy of teachers referred to in the above citation, has also been mentioned by all four teenagers interviewed. There is consensus that “the teachers in

general are really helpful here [and] some of them even offer additional help outside regular classes so that we - me and four other Ukrainians - get help" (Danylo, l. 49f.)

Nevertheless, integration difficulties are reported as moderately severe (cf. figure 7) which might be due to the already mentioned 'othering effect' (Curle, 2020). A closer look at history proves that whenever people moved or migrated aiming at finding temporal or permanent residence in another (foreign) country, the group of people living in that country consider the newly arriving people suspiciously and, thus as differently. Another explanation for the moderately severe integration difficulties reported by Ukrainian war refugees could be atrocious war experiences which can trigger psychological problems (Metzner and Mogk, 2016). As a consequence of experienced traumata, Ukrainian war refugees might not be able to fully integrate into the target country's educational institutions or society in general, as the subsequent citations prove:

The trauma of war is a heavy burden to bear. Personally, I've struggled with anxiety and intrusive thoughts. My family members have faced their own challenges in coping with the memories of the conflict. Some of them even now, a year after our flight, suffer from post traumatic stress disorders [...]. (Olena, l. 24ff.)

Currently, I live in a small town near Brighton and I joined a local football club to leisurely play football as I have done back home in Ukraine. In the beginning, let's say for the first three times, everything was okay and I got to know some new people; however, after one training I had a discussion with another player who said that Putin had to attack Ukraine to free them from Nazis – an opinion which is shocking to me; that's why I left the football club. (Andryi, l. 37ff)

My daughter once was part of a volleyball team where two of the players of her team somehow bullied her because of her lacking language skills. She was so unhappy that she quit playing. When we moved to another place, she joined another team where she is totally happy and some of the other players became real friends of hers. They also meet in the afternoon, go to the cinema, or do other activities next to training and playing volleyball. (Kateryna, l. 76ff.)

As can be seen, all three statements are marginalizing and somewhat excluding not because of Ukrainian war refugees' engagement in sports activities per se, but due to other discriminating features. While a native citizen falls victim to biased media coverage most prominently spread by Russian agitators (cf. Smart, 2022) in the first quotation above, the latter citation proves that differences caused by language serve as a distinctive feature of national identities which contribute to and even enforce inequalities (Hilt, 2016).

Future studies might have a closer look at the gap between reported integration difficulties and positive support experienced by many Ukrainian war refugees in different European classrooms, on the other hand. Crucially though, potentially experienced traumatizing events linked to war, persecution and flight, have to be considered in all forms of research on war refugees irrespective of nationality, age and other attributions.

4. Discussion

The integration of Ukrainian teenage refugees into European classrooms presents a multifaceted challenge that requires a nuanced understanding of various factors influencing their adaptation. The prevalent study aimed to explore the experiences of these young refugees, shedding light on the complexities involved in their educational integration.

One key finding of the prevalent research is the pivotal role of language proficiency in shaping the academic and social adaptation of Ukrainian teenage refugees. Language barriers emerged as a significant hurdle, impacting not only academic performance but also hindering interpersonal communication and social integration. Schools and educators play a crucial role in providing language support programs tailored to the specific needs of these students, fostering a more inclusive learning environment.

[...] The teachers were supportive and understanding when they could not follow due to language problems, but school provides additional language courses for Ukrainian refugees in the afternoon, where also the relatives of the students can join them. So me and my kids sit in the same classroom twice a week [laughs]. (Kateryna, l. 45-48)

A comparison between the analyzed host countries aiming at a promotion of language adaptation and academic integration, each country's strategy reflects its unique educational infrastructure and societal priorities, contributing to the overall goal of integrating Ukrainian teenage refugees into European classrooms which will subsequently be briefly explained:

Austria has implemented a comprehensive approach to support the linguistic integration of Ukrainian refugees. The Austrian Ministry of Education provides resources in Ukrainian and Russian to help families navigate the education system (Austrian Ministry of Education, 2024). Schools offer German language courses tailored to different proficiency

levels, and there are specific programs designed to integrate refugee students into regular classrooms. Additionally, Austria emphasizes the importance of psychological support alongside language learning to address the trauma experienced by many refugees (UNESCO, 2023).

Germany's strategy involves a robust network of integration courses funded by the Federal Office for Migration and Refugees (BAMF). These courses are available through over 1,300 local language schools and include both general and vocational German language training (Crossley-Holland, 2024). The German approach also highlights the need for psychological support and cultural integration, recognizing the unique challenges faced by Ukrainian refugees, many of whom are women and children. The classroom environment is designed to provide stability and a sense of community, which is crucial for the well-being of young refugees (BAMF, 2024).

In England, the focus is on providing a variety of English language learning resources and support systems. The Department for Education offers guidance and resources to help schools integrate Ukrainian students (Department for Education, 2022). English language learning options include in-person and online classes, with resources available from organizations like The Bell Foundation and the British Council (Ministry of Housing, Communities and local Government, 2023). Local councils and libraries also play a significant role in offering free English classes. England's strategy emphasizes flexibility, allowing students to access language support in various settings, including schools, libraries, and online platforms (Ukrainian Refugee Help, 2024).

In sum, all three countries prioritize language support as a key component of integrating Ukrainian teenage refugees; however, their approaches differ in scope and implementation: For instance, Austria focuses on a holistic approach that combines language learning with psychological support, ensuring that students are not only linguistically but also emotionally prepared for integration. Germany offers extensive and structured language courses through a well-established network, emphasizing both general and vocational language skills. The integration courses are designed to provide a stable and supportive environment for refugees, while England provides a diverse range of language learning resources and emphasizes flexibility in accessing these resources. The use of both in-person and online classes allows for a more adaptable approach to language learning.

Furthermore, the cultural adjustment of Ukrainian teenage refugees was evident in the study. The dissonance between the cultural backgrounds of the refugees and the host European countries posed challenges in social interactions and understanding academic expectations. Educators must be equipped with cultural sensitivity training to bridge this gap and create an inclusive space that respects and celebrates diverse backgrounds. However a link between sports within educational institutions and external providers of sports could be identified as crucial facilitators of adaptation:

Well we played a lot of football at school in sports classes and since I am a rather good player, I also played football in Ukraine, other boys from my class asked me to join the football club they are playing. Now I train 2-3x a week and even play matches at the weekends. Football helps me to forget some of my problems and I really have a good time while playing. Also the team and the team spirit helps me to focus on the positive aspects of life. (Danylo, l. 33-38)

The role of peer relationships and teacher-student interactions emerged as significant factors influencing the well-being and academic performance of Ukrainian teenage refugees. Establishing mentorship programs and support groups within and outside schools can enhance the sense of belonging and facilitate a smoother integration process, as the interview extract with Maria (38-41) proves:

What I really like is track and field sports. My teacher saw that I have got a talent and so she even asked me if I want to participate in a track and field club outside school. I did that and got in contact with many new and fascinating people. Training 2 times a week also helps me to get energy for the challenges and sufferings I have experienced.

While the prevalent study provides valuable insights into the challenges faced by Ukrainian teenage refugees in European classrooms, it also underscores the resilience and potential for successful adaptation with the right support structures in place. Future research should continue to explore these dynamics, considering the evolving nature of migration patterns and the ongoing global refugee crisis. On the one hand, a holistic and collaborative approach is imperative to ensure the successful educational integration of Ukrainian teenage refugees in European schools; on the other hand, inclusive education has to be improved through the reduction of barriers in learning environments. Universal Design for Learning (i.e. UDL), for example, ensures that all learners can access and participate in meaningful learning opportunities (Cast, 2024).

5. Conclusion

The main aim of this study was to analyze the challenges and potential barriers Ukrainian adolescent war refugees experience in various receiving European countries. While certain national characteristics - in terms of integrating

(adolescent) war refugees - of host countries might exist, it was not the aim of the prevalent study to analyze country-specific differences, but to dissect integration processes on a subject specific level focusing on personal characteristics. Therefore, this study sheds light on the multifaceted challenges and opportunities associated with the integration of Ukrainian teenage war refugees into Austrian, German and British classrooms. Findings underscore the importance of recognizing the unique needs and experiences of these students as they navigate the educational systems of host countries.

While acknowledging the resilience and adaptability of the Ukrainian teenage war refugees, it is evident that a comprehensive approach is required to address language barriers, cultural adjustments, and trauma-related issues (Köbel, 2022; 2023b; Metzner and Mogk, 2016). Educational institutions should prioritize inclusive teaching methods, language support programs, and cultural sensitivity training for educators to create an environment that embraces diversity and facilitates positive integration experiences (Dobson, Agrusti & Pinto, 2021).

Furthermore, the findings emphasize the necessity of ongoing research and continuous evaluation of integration strategies to adapt to evolving challenges and provide evidence-based recommendations for policymakers. Collaborative initiatives between sending and receiving countries can contribute to a more cohesive and effective support system for refugee students, promoting not only successful academic integration but also fostering a sense of belonging and community in the host countries ("I hope for a stable and peaceful life for my family and me. I want to continue my education and maybe even go to university someday [...]". Maria, l. 44 f.).

Under a European perspective of integration processes, the EU's approach to migration management and the role of the European Court of Justice are critical components in addressing the integration challenges faced by Ukrainian teenage refugees in European classrooms. These frameworks and judicial oversight mechanisms help create a balanced and humane migration system that supports both security and the rights of refugees (Andrade, 2022).

This study provides valuable insights into the integration challenges faced by Ukrainian teenage war refugees in the educational systems of Austria, Germany, and England, yet several limitations should be noted. First, the sample size, particularly for interviews (n=10), limits the generalizability of the findings across diverse refugee populations and regional contexts. Additionally, data was collected primarily through self-report measures, which may be subject to biases such as social desirability and memory recall. The cross-sectional nature of the study also restricts conclusions about long-term integration outcomes, as the dynamic experiences of teenage refugees may change significantly over time.

Future research should consider longitudinal studies to capture the evolving integration journey of Ukrainian teenage refugees, providing a more comprehensive view of how educational, social, and psychological support influences their long-term outcomes. Expanding the study to include perspectives from teachers, school administrators, and host-country peers would also offer a more holistic understanding of integration challenges and potential interventions. Furthermore, comparative studies with refugees from other conflict regions could deepen insights into whether these findings are specific to Ukrainian refugees or generalizable across different refugee populations. Within the group of 'Ukrainian refugees' stratified analysis by key demographic variables could also be applied to address the issue of heterogeneity. For example, based on the region in Ukraine they came from (e.g., Eastern vs. Western Ukraine), participants could be divided. Given that different regions may have distinct socio-political contexts and language preferences (e.g. Russian-speaking vs. Ukrainian-speaking), this can highlight any variations in integration challenges. In addition, study participants could be categorized by previous educational experience (e.g. primary vs. secondary education vs. higher education) to examine whether prior schooling affects adaptation to the host country's educational system.

As we move forward, it is imperative to build upon the insights gained from this study to inform future policies and practices that promote the holistic development and integration of teenage war refugees in diverse educational settings. The study highlights the need for comprehensive educational policies that address the specific needs of Ukrainian teenage refugees, encompassing language support, cultural sensitivity training for educators, and initiatives to foster social integration. By delineating the barriers and opportunities inherent in this process, we aspire to inform policies and practices that foster a conducive learning environment for these resilient individuals. Through this endeavor, the researcher hopes to not only enhance the educational experiences of Ukrainian teenage refugees but also contribute to a more inclusive and harmonious European society.

Acknowledgments

Not applicable

Authors' contributions

Not applicable

Funding

Not applicable

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Redfame Publishing.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

- Andrade, P. (2022). The External Dimension of the EU Immigration and Asylum Policies Before the Court of Justice. In E. Tsourdi, A. Ott & Z. Vankova (Eds.), *The EU's Shifting Borders Reconsidered: Externalisation, Constitutionalisation, and Administrative Integration. European Papers*, 7(1), 109-126.
- Australian Sports Commission (2006). *Sports Ability Activity Cards*. Belconnen: o.V.
- Austrian Ministry of Education (2022). *Third document for information on Ukraine*. Drittes Informationsschreiben zur Ukraine-Krise. Retrieved from <https://www.bmbwf.gv.at>
- Austrian Ministry of Education (2024). *Information for Ukrainian citizens*. Retrieved from https://www.oesterreich.gv.at/en/themen/menschen_aus_anderen_staaten/aufenthalt/Informationen-f%C3%BCr-ukrainische-Staatsangeh%C3%B6rige.html
- BAMF (2022). Federal Office for Migration and Refugees. *Ukrainian refugees in Germany: Escape, arrival and everyday life*.
- BAMF (2024). Federal Office for Migration and Refugees. *Project: Ukrainian Refugees in Germany*. BAMF - Bundesamt für Migration und Flüchtlinge - Integration - Project: Ukrainian Refugees in Germany.
- Barbosa, L., M. & Bernardo, M., A. (2015). The role of language in social integration of languages. In S. & I. Mozzillo, (Eds.), *Language contact. Mobility borders and urbanization*. Cambridge: Scholars publishing.
- Benesch, M.; Raab-Steiner, E. (2015). *Der Fragebogen. Von der Forschungsidee zur SPSS Auswertung* (4th ed.). Wien: Facultas.
- Benn, T., & Pfister, G. (2013). Meeting needs of Muslim girls in school sport: case studies exploring cultural and religious diversity. *European Journal of Sport Science*, 13(5), 567-574. <https://doi.org/10.1080/17461391.2012.757808>
- Bešić, E. et al. (2020). Refugee students' perspectives on inclusive and exclusive school experiences in Austria: Refugee Students' school experience. *International Journal of Psychology*, 55. <https://doi.org/10.1002/ijop.12662>
- Bihu, R. (2021). Questionnaire Survey Methodology in Educational and Social Science Studies. *International Journal of Quantitative and Qualitative Research Methods*, 9(3), 40-60. <https://doi.org/10.31124/advance.14742819>
- Blossfeld, H. P. et al. (2016). *Integration durch Bildung. Migranten und Flüchtlinge in Deutschland. Gutachten*.

- Herausgegeben vom vbw. Münster: Waxmann. Retrieved from https://www.aktionsrat-bildung.de/fileadmin/Dokumente/ARB_Gutachten_Integration_gesamt_mit_Cover.pdf
- Booth, T. (2008). Ein internationaler Blick auf inklusive Bildung: Werte für alle? In A. Hinz, I. Körner and U. Niehoff, (Eds.), *Von der Integration zur Inklusion. Grundlagen – Perspektiven – Praxis*. 53-73. Marburg: Lebenshilfe.
- Booth, T. (2012). Der aktuelle „Index for Inclusion“ in dritter Auflage. In K. Reich (ed.). *Inklusion und Bildungsgerechtigkeit. Standards und Regeln zur Umsetzung einer inklusiven Schule* (pp. 180-204). Weinheim/Basel: Beltz.
- Burrmann, U., & Mutz, M. (2016). Selbstberichtete Angst im Sportunterricht: Eine Analyse unter besonderer Berücksichtigung des Geschlechts und der ethnischen Herkunft. *Leipziger sportwissenschaftliche Beiträge*, 57(1), 95-119.
- Cassell, C., & Symon, G. (2004). *Essential Guide to qualitative Methods in organizational research*. London: Sage. <https://doi.org/10.4135/9781446280119>
- Cast (2024). *Universal Design for Learning Guidelines version 3.0*. The UDL Guidelines.
- Crossley-Holland, K. (2024). *Teaching the German Language to Ukrainian Refugees in Bamberg and the Challenges ahead in 2024*. Institut für Sozialstrategie. Teaching the German Language to Ukrainian Refugees in Bamberg and the Challenges ahead in 2024 - Institut für Sozialstrategie.
- Curle, C. (2020) 'Us vs. Them. The process of othering.' *Canadian museum for human rights*. Retrieved from <https://ssrn.com/abstract=4435809> <https://humanrights.ca/story/us-vs-them-process-othering>
- Dahlin Ivanoff, S., & Holmgren, K. (2017). *Focus groups*. Lund: Studentlitteratur.
- Department for Education (2022). Resources to help support children and young people arriving from Ukraine. Resources to help support children and young people arriving from Ukraine - GOV.UK.
- Dobson, S., Agrusti, G., & Pinto, M. (2021). Supporting the inclusion of refugees: policies, theories and actions. *International Journal of Inclusive Education*, 25(1), 1-6. <https://doi.org/10.1080/13603116.2019.1678804>
- Dobson, S. (2004). *Cultures of Exile and the Experience of Refugeeeness*. Bern: Peter Lang.
- Easterlin, M., Chung, P., & Leng, M. L. (2019). Association of Team Sports Participation With Long-term Mental Health Outcomes Among Individuals Exposed to Adverse Childhood Experiences. *JAMA Pediatrics*, 173(7), 681-688. <https://doi.org/10.1001/jamapediatrics.2019.1212>
- European Commission (2001). *Temporary Protection Directive*. Council Directive 2001/55/EC of 20 July 2001 on minimum standards for giving temporary protection in the event of a mass influx of displaced persons and on measures promoting a balance of efforts between Member States in receiving such persons and bearing the consequences thereof. Retrieved from <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32001L0055&qid=1648223587338>
- European Commission (2022). *Supporting refugee learners from Ukraine in schools in Europe*. Publications Office of the European Union. Retrieved from <https://data.europa.eu/doi/10.2797/066388>
- European Commission (2024). *European School Education Platform*. Retrieved from <https://school-education.ec.europa.eu/en/about/about-us>
- Flick, U. (2007) *Qualitative Sozialforschung. Eine Einführung* (3rd ed.). Reinbek: Rohwohlt. <https://doi.org/10.36198/9783838524184>
- Froschauer, U., & Lueger, M. (2003) *Das qualitative Interview*. Wien: Univ. Verlag.
- Helfferrich, C. (2011). *Die Qualität qualitativer Daten. Manual für die Durchführung qualitativer Interviews* (4th edition). VS Verlag für Sozialwissenschaften. <https://doi.org/10.1007/978-3-531-92076-4>
- Hilt, L. T. (2016). They don't know what it means to be a student: Inclusion and exclusion in the nexus between 'global' and 'local'. *Policy Futures in Education*, 14(6), 666-686. <https://doi.org/10.1177/1478210316645015>
- Hinz, A. (2013) ‚Inklusive Inklusion – von der Unkenntnis zur Unkenntlichkeit!? - Kritische Anmerkungen zu einem Jahrzehnt Diskurs über schulische Inklusion in Deutschland.‘ *Zeitschrift für Inklusion – online.net*. Retrieved from <https://www.inklusion-online.net/index.php/inklusion-online/article/view/26>
- IOM (2022). Ukraine Internal Displacement Report. General Population Survey. *International. Organisation for Migration Round 5*. Retrieved from <https://displacement.iom.int/sites/default/files/>
- Kaiser, R. (2021) *Qualitative Experteninterviews. Konzeptionelle Grundlagen und praktische Durchführung* (2nd ed.).

- Springer VS. <https://doi.org/10.1007/978-3-658-30255-9>
- Kallus, W. (2016). *Erstellung von Fragebogen* (2nd. Ed.). Wien: utb Verlag. <https://doi.org/10.36198/9783838544656>
- Klass, P. (2019). Team Sports May Help Children Deal with Trauma. *The New York Times*. Retrieved from <https://www.nytimes.com/2019/07/08/well/family/team-sports-may-help-children-deal-with-trauma.html>
- Kleindienst-Cachay, C., Cachay, K., & Bahlke, S. (2012). *Inklusion und Integration. Eine empirische Studie zur Integration von Migranten und Migrantinnen im organisierten Sport*. Schorndorf: Hofmann.
- Köbel, M. (2020). *Schools on the brink – geflüchtete und vertriebene Personen als Herausforderung für das System Schule und den Schulsport*. Wien: unveröff. Dissertation.
- Köbel, M. (2022). Impairment and traumatisation as crucial factors for didactics and pedagogy of adolescent refugees. *Modern Applied Science*, 16(2), 30-40. <https://doi.org/10.5539/mas.v16n2p30>
- Köbel, M. (2023a). Welcome, Ukraine - A comparative analysis of the Ukrainian and Austrian primary school curriculum. *International Journal of Creative Research and Studies*, 7(4). Retrieved from <https://www.ijcrs.org/issue-details/502>
- Köbel, M. (2023b). Ukrainian Diaspora: A Journey of Traumatization, Resilience and Hope. *Advances in Social Sciences Research Journal*, 10(11), 251-266. <https://doi.org/10.14738/assrj.1011.15901>
- Kuckartz, U., & Rädiker, S. (2022). *Qualitative Inhaltsanalyse. Methoden, Praxis, Computer-unterstützung* (5th ed.). Beltz: Juventa.
- Lapshyna, I. (2022). Ukraine – Emigration and displacement in past and present. *Migration weltweit*. Retrieved from <https://www.bpb.de/themen/migration-integration/laenderprofile/english-version-country-profiles/510002/ukraine-emigration-and-displacement-in-past-and-present/>
- Lewis, C. (2023). Ukraine war: Displaced children facing challenges in schools, EU says. *BBC News*. <https://www.bbc.com/news/world-europe-66958677>
- Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Belmont, CA: Thomson Wadsworth.
- Lüders, C. (2005). Beobachten im Feld und Ethnographie. In U. Flick, E. von Kardoff & I. Steinke (eds.). *Qualitative Forschung. Ein Handbuch* (4th ed.). 381-401. Reinbek: Rohwolt.
- Mayring, P. (2022). *Qualitative Inhaltsanalyse. Grundlagen und Techniken* (13rd ed.). Beltz: Juventa. https://doi.org/10.1007/978-3-658-37985-8_43
- Metzner, F., & Mogk, C. (2016). Auswirkungen traumatischer Erlebnisse von Flüchtlingskindern auf die Teilhabemöglichkeiten im Alltagsleben und in der Schule – Erfahrungen aus der Flüchtlingsambulanz für Kinder und Jugendliche am Universitätsklinikum Hamburg – Eppendorf. In: G. Markmann & C. Osburg (Eds.), *Kinder und Jugendliche mit Fluchterfahrung in der Schule. Impulse für die inklusive Praxis*, 48-63. Baltmannsweiler: Schneiderverlag Hohengehren.
- Ministry of Housing, Communities and local Government. (2023). *Learn to speak, read and write English: Homes for Ukraine*. Learn to speak, read and write English: Homes for Ukraine - GOV.UK.
- Patton, M. Q. (2003). Qualitative evaluation checklist. *Western Michigan University. The Evaluation center*. Retrieved from <http://wmich.edu/evaluation/checklists>
- Potter, J., & Hepburn, A. (2012). Eight challenges for interview researchers. In J.F. Gubrium & J.A. Holstein (Eds.). *Handbook of interview research* (2nd ed.). 555-570. London: Sage. <https://doi.org/10.4135/9781452218403.n39>
- Puschautz, A., Dauer, D., & Hager, J. (2022). Wie ukrainische Kinder jetzt in Österreichs Schulen lernen sollen. *Kurier. Mediaprint Zeitungs- und Zeitschriftenverlag*. Retrieved from <https://kurier.at/politik/inland/wie-ukrainische-kinder-jetzt-in-oesterreichs-schulen-lernen-sollen/401934760>
- Qiblawi, T., & Alvard, C. (2022). *Ukrainian males aged 18-60 are banned from leaving the country, Zelensky says in new declaration [CNN]*. Retrieved from https://edition.cnn.com/europe/live-news/ukraine-russia-news-02-24-22-intl/h_4309a4916d57670f85519210a07fb2c9
- Saldana, J. (2016) *The Coding manual for qualitative researchers*. California: Sage Publications Inc.
- Sarmini, I., Topcu, E., & Scharbrodt, O. (2020). Integrating Syrian refugee children in Turkey: The role of Turkish language skills. A case study in Gaziantep. *International Journal of Educational Research Open*, 1, 100007.

<https://doi.org/10.1016/j.ijedro.2020.100007>

- Smart, B. (2022). #IStandWithPutin versus #IStandWithUkraine: The interaction of bots and humans in discussion of the Russia/Ukraine war. [Cornell University]. *Physics and Society*. https://doi.org/10.1007/978-3-031-19097-1_3
- Solodko, A., & Fitisova, A. (2016). *Ukrainians seek asylum in the EU. Real refugees or economic migrants? Centre for Society and Research (Cedos)*. Retrieved from <https://cedos.org.ua/en/researches/ukraintsi-prosiat-prytulok-u-yes-spravdi-bizhentsi-chy-ekonomichni-mihranty/>
- Teubert H. (2009). *Koordination von Spitzensport und Schule: zur Lösung des Inklusionsproblems schulpflichtiger Athleten*. Baltmannsweiler: Schneider-Verl. Hohengehren.
- Tiemann, H. (2013). Inklusiver Sportunterricht: Ansätze und Modelle. *Sportpädagogik*, 37(6), 47-50.
- Tiemann, H. (2015). Inklusiven Sportunterricht gestalten - didaktisch-methodische Überlegungen. In M. Giese & L. Weigelt (Eds.), *Inklusiver Sportunterricht in Theorie und Praxis*, 53–66. Aachen: Meyer und Meyer. <https://doi.org/10.5771/9783840311192-53>
- Ukrainian Refugee Help (2024). *Help with English Language for Ukrainian refugees*. Language and Translation Support - Ukrainian Refugee Help.
- UNESCO (2023). *Austria's education response to the influx of Ukrainian students*. Austria's education response to the influx of Ukrainian students | UNESCO.
- UNHCR (2023). *Operational Data Portal. Ukraine Refugee Situation*. Retrieved from <http://data2.unhcr.org/en/situations/ukraine>
- UNHCR (2024). *Education of refugee children and other youth from Ukraine. An analysis of major challenges and trends based on Multi-Sector Needs Assessment (MSNA) and other data*. Retrieved from <https://data.unhcr.org/en/documents/details/109522>