UN REFUGEE RESPONSE COORDINATION IN ROMANIA

Education Sub-Working Group meeting

11 January 2023, 10:00 – 11.30 am

Venue- Online (Zoom)

1. Introduction and welcoming of new Education SWG members (UNICEF)
2. Coordination of the Education SWG: main survey results + introducing the 5Ws exercise (UNICEF)
3. Updates from the DSU working group on Education (JRS)
4. Experience sharing and technical discussions (solutions orientated!) on:
    1) the provision of language courses in Romanian as second language (based on brief presentation from IOM)
    2) the audience format (based on brief presentation from WB: results from the Ienachita Vacarescu pilot on inclusive teaching in audient format)
5. AOB

2. Coordination of the Education SWG: main survey results + introducing the 5Ws exercise (UNICEF)

- SWG meetings: frequency, modalities (+articulation with SDU Education meetings), MoE co-hosting
- Accessing documentation on the SWG (contact list, TORs, RRP, shared files)
- Avoiding duplication in service delivery (updating 5Ws)
- Joint planning and monitoring
- Generating and using data/evidence to inform policies
- More discussions on emerging needs and gaps+solutions (beyond just information sharing)
    - Let's start updating our 5Ws as a priority!

3. Updates from the DSU working group on Education (JRS)

- The next meeting is on 18 January, every 2 weeks. JRS launched an invitation to group members to nominate the school inspectorate. Yesterday they had a meeting and one of the issues was that the government is planning to reshape the housing and the money will be provided directly to Ukrainian beneficiaries. Children should be enrolled in schools; a proof of certificate should be issued by schools.
- Romanian language classes should be provided in an intensive way, it is still a challenge for all the actors to establish what is the focus area for the future.

- We need to get from the Ministry of Education updated information of the number of children registered to have a clearer idea of the numbers.
- Real increase numbers in Bucharest, the education hubs are filled in with all places available, there's no more place for any child to be accepted. Continue discussions for Navodari, Eforie and Mangalia.
- In Brasov to have the enrollment conducted again

4. Experience sharing and technical discussions (solutions orientated!) on:

1) the provision of language courses in Romanian as second language (based on brief presentation from IOM)

- IOM have been provided Romanian language classes for refugees, in Bucharest, Brasov and Iasi, the classes take place at their offices and online. They will have to take a placement test.
- The kids are between 3-4 years old, 5-6 years and 10-16 years. It is important to take into consideration not only the age but the educational background, it's important to know what they did before, this may be a challenge also for kids and others.
- They have a 2-month module and 3-month module for the second level and another 3-month module for upper intermediate level.
- Adults and kids:
  - https://www.romaniaeacasa.ro/wp-content/uploads/2019/02/MANUAL-limba-romana-copii.pdf
  - https://www.romaniaeacasa.ro/wp-content/uploads/2019/02/Caiet-copii-limba-romana-6-9-ani.pdf
  - https://www.romaniaeacasa.ro/wp-content/uploads/2019/02/caiet-copii-10-15-ani-A1.pdf
  - https://www.romaniaeacasa.ro/wp-content/uploads/2020/10/Coursebook-Romanian-language-for-adults-updated_compressed-1.pdf
    https://www.romaniaeacasa.ro/wp-content/uploads/2020/11/Caiet-exercitii-adulti_compressed-2-compressed.pdf
  - https://www.romaniaeacasa.ro/resurse-educationale/

- IOM updated about their pilot program in cooperation with school inspectorates, they organized Romanian language courses in public schools. They had courses in sector 2 and now the teacher left and in sector 3. The courses are in the evening. For children it is quite tiring to have the courses in the evening. The children liked it very much, 20 children coming with parents and in school 88 they have around 14.
- JRS updated about their assistance in Constanta for children, adolescents and adults and that English it is a big requirement. In Bucharest they have a problem in recruiting Ukrainian teachers. We have to look for things that were developed, for Romanian teachers speaking Russian.

2) the audience format (based on brief presentation from WB: results from the Ienachita Vacarescu pilot on inclusive teaching in audient format)

Model for accelerating integration of Ukrainian pupils in Romanian audient format

- Ienachita Vacarescu middle school Bucharest, 26 UA pupils enrolled in RO audient format, 30 days (autumn 2022), collaboration with IOM (UA mediator)

Monitoring data collected from the UA mothers and RO public schools:

- High dropout rate and concerns over capacity of audient format to prepare UA pupils to enroll formally from next school year
- RO public schools unprepared to include RO pupils and thin distribution model not making case to hire support
- Moderate but rising demand for RO schools

Baseline diagnostic:

Teaching practices

- teacher-centered
- pupils in individual desks
- no group work
- no digital devices used in lessons
- initial efforts to engage UA pupils by using phones for translation failed

UA pupil readiness and behaviors

- spoke no RO or EN
- low linguistic and learning content understanding (2.8/10)
- low digital skills (1/10), feeling isolated in class (3/10)

Digital readiness

- most classrooms equipped with digital whiteboard and teacher laptop; rarely used, mostly for screening digital content
- pupils used no digital devises
- barriers: slow internet, teacher capacities to use different applications and use them for pedagogical purposes

Intervention content

- Use of available ICT for pedagogical purposes
- UA assistant:
  - RO teacher/UA assistant coordination
  - UA assistant prepares learning aids
  - UA assistant activates routines with ICT
  - UA assistant helps RO teacher track learning progress
- Vocabulary sheets with key words for the lessons
- Group work (promoting peer learning):
  - Greater use of group work and inter-subject connections
  - Peer learning between RO and UA pupils
  - Mixed RO-UA teams

Changes in the classroom

- Improved digital skills
- Improved collaboration and presentation skills
- Improved class engagement and climate (incl bullying)

- Improved understanding of learning matter (with ICT)
- Improved teacher digital skills (incl pedagogical use of ICT)

How could the model be scaled?

- Adjustment of allocation model and selection of schools ready to welcome more UA pupils and interested in modernizing teaching practices
- Funding UA assistant program
- Providing support to these schools through mentoring program (spring/summer semester)
- Measuring the improvements/documenting the support for UA pupils for a school enrollment campaign (dedicated website)
- Making the school enrollment procedure more user-friendly

Next meeting: 25 January 2023, 10:00-11:30 am, online (Zoom)