

Literature Round Up—Sponsorship, Resettlement and Pathways to Protection

Theme: Ukraine – Impacts on Integration, Education, Housing, and Health

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(a) Integration: General

Woffhardt, A. (2022). [Caught by Surprise? How Underdeveloped Refugee Integration Policies Will Impede the Integration of Those Displaced by the War in Ukraine](#). NIEM Policy Brief, Migration Policy Group.

With the arrival in the EU of 3.5 million refugees fleeing war in Ukraine (as estimated as of June 2022) and the triggering of the EU temporary protection directive, some of the NIEM results are highly relevant in the current situation. After four months of war, and in spite of the overwhelming wish of most who have fled to return as soon as possible, there is an increasing realisation that the conflict is likely to last for longer and that member states have to find longer-term solutions for the integration of arrivals from Ukraine. In particular, NIEM indicators which measure the collaborative implementation of overall integration frameworks reveal whether countries are structurally prepared to deal with the long-term inclusion of beneficiaries of international protection (by, for example, looking at whether integration is a topic for cross-sectoral mainstreaming, whether governments support for the involvement of local and regional authorities as well as civil society, etc.).

Katsiaficas, C. & Frelak, J.S. (2022, March 8). [Integration of Ukrainian refugees: The road ahead](#). International Center for Migration Policy Development (ICMPD) Blog.

Over 2 million people have fled across Ukraine's borders following Russia's invasion on 24 February. Right now, attention is understandably focused on their entry and reception. But soon the EU will need to consider how to best help these newcomers settle in. Last week's activation of the Temporary Protection Directive gives (mainly) Ukrainians the right to access key integration-related services and employment. National administrations now face an enormous challenge to make such access a reality.

Perchinig, B. & Perumadan, J. (2022, June 1). [Are rural areas across Europe viable destinations for Ukrainian refugee women?](#) International Center for Migration Policy Development (ICMPD) Blog.

The majority of the nearly 7 million Ukrainian refugees who have left their country since the outbreak of conflict in February 2022 are women who seek protection in neighbouring countries. Many of them are currently located in national capitals or large cities. Recent discussion on how to relieve the pressure on the infrastructure of these cities has focused on accommodating refugees in rural areas. Migration and integration research highlights several important aspects regarding the integration of refugees in rural areas.

Panchenko, T. (2022). [Prospects for Integration of Ukrainian Refugees into the German Labor Market: Results of the ifo Online Survey](#). In CESifo Forum (Vol. 23, No. 04, pp. 67-75). München: ifo Institut-Leibniz-Institut für Wirtschaftsforschung an der Universität München.

In the framework of the project of the ifo Center for International Institutional Comparisons and Migration Research “Adaptation and Survival Strategies of Refugees from Ukraine in Germany: Between Work and Social Help” a quantitative online survey was conducted. This article aims at reconstructing and clarifying the socio-demographic portrait of Ukrainian refugees in Germany in order to assess their potential in the German labor market and the possible burden on the German social system. The focus of this study is also the plans and intentions of Ukrainian refugees in Germany. This study provides insights on how many Ukrainians will stay in Germany, return to Ukraine, or move to another country, and how many are ready to integrate into the German labor market.

[Neginskiy, K. C. \(2022\). *Building Career Pathways for Resettled Refugees in the United States*. Refugee Law Initiative: RLI Working Paper No. 65. School of Advanced Study, University of London.](#)

The purpose of this paper is to explore career pathways for refugees who have been resettled in third countries. A career pathway for a refugee means, how likely is it that one can find self-sustaining wages and/or a fulfilling profession in their country of resettlement, and how is that process supported by the third country.

This paper explores the aim of answering three questions: How is the United States currently addressing career pathways for resettled refugees? What career pathway innovations are happening in other countries? What recommendations could possibly produce better outcomes in the United States? First, it outlines what career pathways are, why they are important, and what are the barriers, through a literature review and secondary sources. Subsequently, it explores how the United States is currently addressing career pathways for resettled refugees, through a literature review and secondary sources. Next, in light of the current situation with Ukraine, it discusses a case study of career pathways of Soviet refugees in the United States during the 1990s, completed by surveying refugees who arrived during that time between the ages of 30-50. Then, it looks at career pathway innovations being employed in Canada and Sweden, through a literature review and secondary sources. Lastly, it offers recommendations that could possibly produce better outcomes in the United States, including recommendations for policies, programs, and businesses.

The objective of the paper is to provide recommendations to support third countries to address these issues in myriad ways, in order for refugees to move out of survival jobs and into careers with more sustainable wages, consistent schedules, and ample benefits; which will allow them to feel fulfilled while also contributing to their new homes, communities, and economies.

(b) Education

[Morrice, L. \(2022\). *Will the war in Ukraine be a pivotal moment for refugee education in Europe?*, International Journal of Lifelong Education, 41:3, 251-256.](#)

In Ukraine, there were approximately 1.67 million students in tertiary education across universities and other types of HE institutions in 2017 (WENR, 2019). Many of these students have been displaced within Ukraine or have fled to neighbouring countries. As Ukraine is a member of the Bologna process, these students should have their qualifications recognised by other universities in the European Higher Education Area. The EU and UK have granted Ukrainian nationals the right to study; initial mapping of government responses reported to UNESCO (2022) that information about

what support will be made available to enable them to access HE institutions is still limited. [...] Prior to the war there were over 76,000 international students living in Ukraine, the highest portion from India (20,000) and from Nigeria, Morocco and Egypt (Ali, 2022). [...] There have been reports that the generous welcome offered to Ukrainian nationals is not being extended to non-Ukrainian students fleeing the conflict (Ali, 2022). This racial preference and differential treatment are illuminated by the fact that at the time of writing only two European countries, Hungary and France, are identified as offering financial aid to non-Ukrainian students whose studies have been interrupted (UNESCO, 2022). Notwithstanding the discrimination, this government-level support for refugee education has upended previous expectations of refugee entitlement to higher education.

UNESCO. (2022). [Mapping host countries' education responses to the influx of Ukrainian students.](#)

From the initial findings and dominant trends: One unprecedented factor of this crisis was the early decision by the European Union to activate its temporary protection scheme allowing the millions fleeing war in Ukraine to benefit from harmonized rights. On education, EU countries are granting access to their education system to persons under 18 years old benefiting from the temporary protection status under the same conditions as their own nationals and EU citizens. Adopted on 4 March, the directive had immediate effects and prompted a dynamic influx of refugees, with Ukrainian nationals able to move freely across EU/Schengen countries. This particularity calls for increased coordination of host countries, both within and outside the EU, to assist and integrate Ukrainian learners, teachers and educational personnel in national education systems.

Universities of Sanctuary, Student Action for Refugees and Refugee Education. (2022). [Guidance for universities on responding to the crisis in Ukraine.](#)

Student Action for Refugees, Universities of Sanctuary and Refugee Education UK have compiled guidance for universities on responding to the crisis in Ukraine. The document summarises a selection of key ways in which the UK HE sector can support Ukrainian students, academics and institutions affected by the conflict. This is an attempt to tie together current initiatives that universities can engage with, advice from HE and refugee sector organisations, and feedback from Ukrainian institutions. We hope that the document can help you with work being planned in responses within your institution. As the situation is rapidly evolving, we will be updating this document regularly.

Viczko, M., & Matsumoto, R. (2022). [Problematizing Access to Higher Education for Refugee and Globally Displaced Students: What's the Problem Represented to Be in Canadian University Responses to Syrian, Afghan and Ukrainian Crises?.](#) *Journal of Contemporary Issues in Education*, 17(1), 40-56.

The UNHCR's 15by30 campaign to increase refugee student enrolment in higher education to 15% by 2030 is a lofty goal. Canadian higher education institutions have a role to play in contributing to this policy goal, along with advocacy efforts from refugee student groups, community-based organizations, government, and international organizations. The aim of this study is to look critically at how the issue of access to higher education for refugee and globally displaced people is represented through Ontario's universities' responses to federal government initiatives to crises in Syria, Afghanistan and Ukraine. In this study, we use Bacchi's (2009) "What's the problem represented to be?" approach to policy analysis and, drawing on Dillabough's (2022) critique of modernity in higher

education, we argue that university responses related to refugee and globally displaced student access to higher education offer the possibility to reflect on the paradoxical tensions of the problem space in Canadian higher education. In our findings, we discuss how the problem of refugee and displacement crisis was represented differently in response to differences in geopolitical conditions and government policies, as we demonstrate how representations of material problems and categories of “citizenship” and “geographical location” in the universities’ responses contributed to creating boundaries of inclusion and exclusion for access. Finally, we show how the creation of educational programs for “globally displaced people” during the period related to the Ukrainian crisis perpetuates the logic of colonialism in the universities’ responses.

(c) Housing

Pyle, E. & Evans, J. (2022, August 10). [*Experiences of Homes for Ukraine scheme sponsors, UK: 7 to 14 July 2022*](#). Government of UK, Office for National Statistics.

Almost three-quarters (74%) of respondents to the Homes for Ukraine Sponsor Survey were providing accommodation at the time of the survey, 7 to 14 July 2022. There was variation in how long current sponsors wanted the hosting arrangements to last: 19% intended to provide accommodation for the initially agreed period of six months, while just under one-quarter (23%) intended to provide accommodation for longer than 12 months. Of those who planned to provide accommodation for between 6 and 12 months, 7 in 10 (70%) said continued £350 monthly payments would encourage them to host for longer. Around one-fifth (21%) of current or previous sponsors reported that the rising cost of living affected their ability to provide support on the scheme "quite a lot"; a further 9% said "very much". Almost all current or previous sponsors (99%) said they regularly provided some form of support beyond accommodation; the most reported form of support was showing guests around their new surroundings (92%). Among current or previous sponsors who reported challenges of hosting, the most reported were helping guests to apply for any benefits (53%) and to access public services (46%).

(d) Health

Greenaway, C., Fabreau, G., & Pottie, K. (2022). [*The war in Ukraine and refugee health care: considerations for health care providers in Canada*](#). *CMAJ*, 194(26), E911-E915.

Canada has launched a 3-year temporary visa pathway to shelter nationals fleeing from Ukraine, which may allow for more rapid approval and integration than regular refugee pathways, but may also leave gaps in access to essential medications and social and refugee protection services. Clinical considerations for practitioners caring for people fleeing conflict in Ukraine include screening for noncommunicable and infectious diseases, anticipating mental health conditions and offering available vaccinations as needed. Key gaps in the health system in Canada include lack of universal access to interpreters and lack of supports for coordination of care across health services; addressing these will require a multistakeholder approach and multisectoral partnerships. Health care providers and civil society should take a trauma-and violence-informed care approach when engaging with people fleeing the war in Ukraine.