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# Integration of Ukrainian refugees in Belgium thanks to learning French

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**Abstract.** This paper considers the integration of Ukrainian refugees in Belgium – French Language assistance in the province of Walloon Brabant in Belgium. The learning of the local language is essential to enable them to orientate themselves, communicate and integrate into French-speaking society. Learning of French plays an essential role in the integration of these refugees in Belgium. It facilitates social interactions, access to employment and understanding of local culture. Initiatives such as the Reception and Schooling Scheme for Newly Arriving and Assimilated Students, the French Language of Education support system, the Local Integration Initiative as well as the applications and sites: Wallangues, “Bonjour Belgique”, First Aid Communication Tool, Alpha French Foreign Language Portal were developed to help Ukrainian refugees learn French, thus promoting their integration into French-speaking Belgian society. Also, several systems and structures studied to teach French quickly and effectively to Ukrainian refugees who arrive in Belgium. As a result of the study, it was found that the level and speed of progression in learning depend on the initial notions of French previously received, the personal motivation and the commitment of Ukrainian learners.

**Keywords:** French Language assistance, Ukrainian refugees, Belgium offers, Integration into French-speaking society.

## 1. Introduction

Conflict between Russia and Ukraine has generated a migration crisis in Europe without precedent since the Second World War. Among those fleeing the country, a high proportion of children and young people had to leave their homes. Many of them experienced trying and traumatic situations before leaving their country, as well as throughout their migratory journey. When they arrive in the host country, they may encounter various difficulties related to adapting to their new environment. These experiences can cause mental health disorders such as post-traumatic stress, anxiety, sleep disorders and depression [1].

Following the start of the armed conflict and given the massive influx to Europe of displaced people from Ukraine, the Council of the European Union started the temporary protection mechanism on March 4, 2022. This emergency mechanism offers immediate collective protection to displaced persons who thus benefit from harmonized rights throughout the European Union (stay rights, access to the labor market, access to housing, social and medical assistance). This temporary protection lasts up to 3 years depending on the evolution of the conflict [<https://dofi.ibz.be/fr/news/accueil-en-belgique-des-personnes-en-provenance-ukraine-bilan-apres-un-de-conflit>].

Now Belgium offers three routes to protection for people fleeing Ukraine, including eligible stateless people: refugee status, subsidiary protection, and temporary protection. In line with the decision of the Council of the EU, Belgium has extended its temporary protection scheme until 4 March 2025 [[https://www.statelessness.eu/sites/default/files/2024-05/ENS\\_Belgium\\_Ukraine\\_Country\\_briefing\\_update\\_February\\_2024.pdf](https://www.statelessness.eu/sites/default/files/2024-05/ENS_Belgium_Ukraine_Country_briefing_update_February_2024.pdf)].

The integration of Ukrainian refugees in Belgium consists of the main three elements (see Fig.1):

Right to Work: According to Belgian law, Ukrainian refugees have the right to work, and they do not need a work permit.

Right to Housing: Refugees are entitled to housing assistance in Belgium. This assistance may include temporary emergency housing, subsidized rental housing, or other forms of support.

Language Assistance: The Belgian government provides language courses and other forms of language assistance to refugees, to help them integrate into Belgian society.

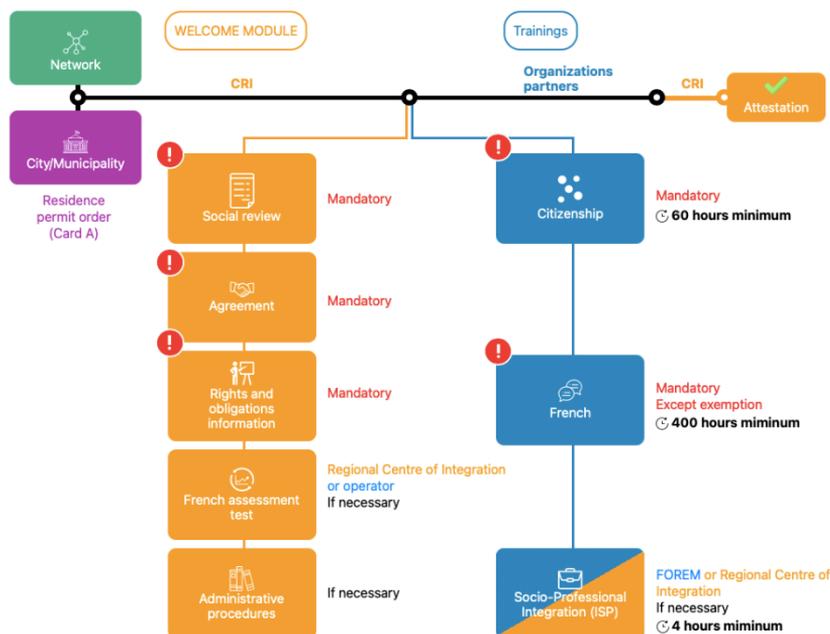


Fig. 6. Integration program in Wallon district in Belgium.  
Source: <https://parcoursintegration.be/en/>

This paper considers one element of the integration of Ukrainian refugees in Belgium – French Language assistance in the province of Walloon Brabant in Belgium. The learning of the local language is essential to enable them to orientate themselves, communicate and integrate into French-speaking society.

## 2. The representation of the population of Ukrainian refugees on the territory of Belgium

We are interested in actions undertaken by Wallonia, one of the three regions of Belgium, concerning the offers of learning of French to Ukrainians.

Currently, 4.2 million people from Ukraine benefit from the temporary protection mechanism initiated by the Council of the European Union since March 4, 2022.

The number of temporary protection certificates issued in Belgium since March 10, 2022 concerns 77,636 people. Nearly 59,000 beneficiaries of temporary protection were registered in the national register in December 2023. Currently, 19% of them are in Wallonia (which represents around 11,272 people).

Regional authorities, with the support of local authorities, mobilized their resources and actively collaborated to ensure the distribution of the reception of refugees on Belgian territory.

The distribution of refugees in the large Walloon cities compared to the rest of the country indicates in first position, the province of Liège with 6%, then the province of Hainaut 5%, the province of Walloon Brabant 3%, the province of Luxembourg 2% and finally 3% for the province of Namur [9].

### **3. Role of educational establishments in learning of French**

Schools play a fundamental role in meeting the needs of refugee learners and supporting their learning and social and emotional well-being. Here are some profiles of Ukrainian learners who can benefit from this support:

a. Children Witnesses to Violence:

- Many Ukrainian children have witnessed violence and destruction in Ukraine. They may have lost loved ones and suffered other trauma before and during their migratory journey. Their social and emotional well-being is essential for their adjustment both in education and in wider society.

b. Young people separated from their families:

- Some young Ukrainians were separated from their families during their flight. They may feel grief, anger and guilt. Their integration into schools and society will depend on the psychosocial support they receive.

c. Adaptation Difficulties:

- Upon arrival in the host country, Ukrainian learners may encounter difficulties related to adapting to their new environment. Acts of discrimination or family changes can affect their social and emotional well-being.

d. Mental Health Disorders:

- Some Ukrainian refugee learners may experience post-traumatic stress disorder, anxiety, sleep problems or depression. Their long-term care will depend on the support they receive in their host country [1].

It is essential that schools and communities provide a supportive environment to support these learners and facilitate their integration. Their social and emotional well-being is an essential component of the process of integration into their new life [1].

Faced with this situation, public authorities at all levels had to develop a specific reception program with all federal, regional and local stakeholders to meet the main needs and best welcome Ukrainian refugees.

### **4. Training offered to Ukrainian refugees to learn French**

How to teach French quickly and effectively to Ukrainian refugees who arrive in Belgium?

In Wallonia, several systems and structures are in place for the teaching of French as a foreign language:

*A. Reception and Schooling Scheme for Newly Arriving and Assimilated Students.*

*B. French Language of Education support system.*

*C. Training and Resources.*

Let us consider each of these.

*A. Reception and Schooling Scheme for Newly Arriving and Assimilated Students :*

o This system is an educational structure within educational establishments. It aims to welcome, educate and integrate newly arrived and assimilated students into mainstream education, from the third year of nursery education.

o During this intermediate stage of schooling, students benefit from intensive French teaching as well as courses relating to humanities, mathematics, science and philosophy and citizenship.

o If the organization of this educational structure is not possible in the establishment due to an insufficient number of beneficiaries, support for students is provided in the form of another educational structure: French Language of Education support system.

#### *B. French Language of Education support system:*

o The French Language of Education support system consists of granting teaching periods to a school. It aims to strengthen knowledge and mastery of the school language as well as school culture.

o It is aimed at students, including new arrivals and assimilated to new arrivals, from the third year of nursery education to the fourth year of primary education, who have obtained a grade of C in the proficiency test of the language of instructions.

#### *C. Training and Resources:*

Lack of mastery of the language often represents a hindrance in administrative procedures, hence the need to offer several possibilities for learning of French.

a. By following the integration course, which includes training in the French language. The integration course in Wallonia is a program set up to welcome and support new foreign residents in the region. The integration process is compulsory for new arrivals domiciled in French-speaking Wallonia, aged 18 to 65, of foreign nationality, legally resident for less than 3 years and having a residence permit of more than 3 months. There are key stages of the integration journey:

- Ordering a residence permit (more than 3 months): The process begins on the date the residence permit is ordered.

- Welcome module: A first step which allows you to familiarize yourself with Belgian society.

- Trainings:

\* Certificate of rights and duties is issued at the end of the training on rights and duties in Belgium.

\* Citizenship course: 60 hours minimum. The objective of the integration course is to welcome and support new foreign residents of Wallonia, to help them acquire basic knowledge about the functioning of society and social relations in Belgium, and to facilitate their integration on the territory.

\* French courses: 400 hours minimum (except exemptions).

\* Socio-professional integration: 4 hours minimum. This program makes it possible to implement professional projects and training adapted to the needs of foreign workers.

\* Evaluations: At 3 months, 6 months and 12 months to take stock of the progress of the personal and professional project.

b. By following courses given by educational establishments (social promotion education which is an educational system in Belgium which offers secondary or higher level training to adults), training operators (Walloon Institute of Alternance Training and independents and Small and Medium Enterprises which offer training for professions in a multitude of professional sectors) or associations. Concretely, the project proposes to organize intensive French Foreign Languages courses intended for adults. First, over a short period: 11 weeks from March 2022 to the end of the 2021/2022 school year and then over the entire 2022/2023 and 2023/2024 school year. These training courses are organized in around thirty establishments in Brussels

and the Walloon region. Registrations are possible thanks to the residence permit granted to Ukrainian refugees.

The School of Social Promotion of the Wallonia-Brussels Federation issues recognized certificates of success for each module of the French as a foreign language course. [6]

c. By taking free French courses accessible online according to common distance technologies [7; 8; 9] or via an application from the PC, smartphone or tablet. For example, the free Wallangues site which has an interface in Ukrainian. It aims to improve the language skills of Walloon citizens and prepare them for employment and mobility.

d. By following French e-learning courses via the "Bonjour Belgique" mobile application developed by the NGO "Bibliothèques Sans Frontières de Belgique" in collaboration with the King Baudouin Foundation. Until recently, there was no free and practical solution for learning French from Ukrainian and the Cyrillic alphabet. This specific practice considers in one of previous work [10]. Also, this is where "Bonjour Belgique" comes in. It offers an innovative method to quickly acquire French language skills, while providing cultural and practical resources to better understand Belgium. One of the characteristics of "Bonjour Belgique" is: fast and fun learning: this application offers podcasts, exercises and pre-recorded sentences to improve vocabulary, grammar and pronunciation in French. The themes are varied: this application covers 50 essential topics of daily life, such as housing, employment, healthcare and travel. For each theme, "Bonjour Belgique" offers information and cultural resources to better understand Belgium. This application received the 2023 European Language Label for its added value in learning French and its usefulness for refugees and migrants recently arrived in Belgium [3].

e. By using the FACT (First Aid Communication Tool) application to learn professional vocabulary in the maintenance professions, agriculture, horticulture and industry to be effective at work. In addition to sectoral vocabulary, there is current vocabulary and an opportunity to check your knowledge [4].

f. By consulting the Alpha French Foreign Language Portal (Portail Alpha Fle) which is intended for integration and guidance professionals. It allows you to search for training offers as part of learning of French [5].

g. Via the Local Integration Initiative which is a program set up by Wallonia to facilitate the integration of migrants and refugees. The objective of the Local Integration Initiative is to offer

- French language training to help acquire language skills.
- citizenship training so that foreigners learn the social, cultural codes and institutions of the host country.
- social support to facilitate integration into society.
- specialized legal support in foreigners' rights to help migrants understand their rights and obligations. [6].

Thus, by giving these adult refugees the opportunity to become familiar with the French language, the Walloon region contributes to helping their social and individual development.

## **5. The objectives of learning of French**

Learning of French is essential for communication, understanding and integration [11, 12]. The main objectives are to enable adult refugees to:

- Become familiar with the perception and pronunciation of the French language
- Distinguish the graphic elements of the French language
- Reproduce short and simple messages heard
- Become familiar with the essential social and cultural aspects of the country.

The work is done on four skills:

- Listening comprehension:

It is about distinguishing the different sounds of the language, capturing and recognizing the meaning of short and simple messages, in usual communication situations linked to one's experience and projects.

- Reading comprehension:

The learner finds his way in the graphic space, learns to recognize shapes, colors, acronyms, logos linked to everyday life. He can recognize the meaning of common words linked to the daily environment. He is also able to identify the nature and function of the main writings of daily life.

Learning to understand oral and written messages is a key objective.

The learner must develop the ability to grasp the meaning of texts, interpret information and react appropriately. This equally promotes mastery of written language and preparation for reading. [20].

- Oral expression:

The aim is to reproduce the sounds heard as correctly as possible and to reproduce short messages in question/answer situations, linked to simple speech acts. To master oral communication, the learner must gradually move from collusive language to understandable verbalizations that allow them to communicate effectively in society. Oral proficiency is an essential prerequisite for reading and preventing future difficulties. To achieve this, teachers offer communication situations based on shared experiences, promoting the use of syntactic structures and a diverse vocabulary. [20]

- Written expression:

The learner manages to master the layout of letters in order to reproduce words and to use graphic space correctly, as well as to reproduce a written string while respecting conventional signs. [13]

-Progress towards overall mastery of the language:

Language learning is not limited to oral communication and understanding. It also includes the observation and analysis of language as a manipulable object.

This step is crucial for an effective entry into reading and mastering the French language as a whole.

In short, learning of French plays a crucial role in academic success, professional and social integration, and must be encouraged from an early age and from the first day on Belgian territory.

## **6. The organization of French courses for foreigners**

By organizing these French as a Foreign language courses intensively in the French-speaking regions of the country, the government seeks to offer asylum seekers, driven from their homes by the conflict, a rapid possibility of integration and autonomy.

The aim of the training is such that after the first training module, people forced to stay for a longer or shorter time on Belgian territory can then, if they feel the need or simply desire it, turn to other training courses to learn the trade.

By initiating the French learning project, the Walloon region is helping to build a society that is ever more democratic and united.

French as a foreign language courses are organized by public authorities: the provinces, the municipalities and the French Community Commission of the Brussels-Capital region. Placed under the authority of elected representatives and accountable to citizens, they are guarantors of the values of democracy, pluralism and solidarity.

These French as a foreign language courses are open to all and are taught through teaching that is essentially inspired by the principles of secularism: their neutral character guarantees respect for everyone's personal convictions. Educational approaches focus on adapting practices and resources to the needs of learners, taking

into account their learning pace and their social and cultural diversity: they tend towards real equality of opportunity thanks to the appropriation of knowledge [14].

Under the terms of a decree published in the Official Journal dated May 8, Ukrainian refugees can benefit from up to 400 hours of French lessons, as part of temporary protection [15]. In Belgium, this means that Ukrainian refugees have the opportunity to take French courses to facilitate their integration and learning the language. These courses are essential to promote their adaptation and active participation in Belgian society.

Thus, Level A1 learners can follow 100 or 200 hours of lessons.

Level A includes two sub-levels: A0 (absolute beginner): learners have no prior knowledge of French and A1 (basic user): learners have basic skills for simple situations.

Level A2 learners are entitled to 100 hours of lessons. These are elementary users or false beginners, their skills are more developed for common interactions.

And Level B1 and B2 learners can also take 100 hours of lessons. The Level B1 learner is an independent user of the French language: he or she has the ability to communicate independently in various contexts.

The Level B2 learner masters everyday French, French for more complex conversations.

Before starting classes, Ukrainian refugees must take an assessment of their written and oral skills in French to determine their level.

## **7. Progress in learning French**

Ukrainians' progress in French as a foreign language may vary depending on several factors, such as their starting level, their commitment to learning and the available resources. Here are some elements that can influence their progress:

### **1. Starting Level:**

- Ukrainian learners start at different levels depending on their initial language skills. Some may already have some basic French, while others may be total beginners and start from scratch. It depends on their previous exposure to the language, their motivation and their engagement in learning. The important thing is to provide support adapted to each learner, in order to help them progress and achieve linguistic objectives.

### **2. Motivation and Commitment:**

- Personal motivation and commitment to learning are essential to progress in French as a foreign language. Learners who are motivated, consistent in their practice and who actively seek to improve their language skills tend to progress more quickly. Teachers advise them to determine from the start of learning what they want to achieve by learning French: whether for professional, personal or academic reasons, having specific goals will help you stay motivated.

### **3. Learning Environment:**

- The environment in which Ukrainian learners study French may also play a role. Formal courses, exchanges with native speakers, the use of online resources and daily practice are all factors that can promote their progress.

Alternative learning groups are also organized for foreign learners, particularly Ukrainians. They are invited to join and participate in conversation groups, language workshops or language clubs. Exchanging with other learners allows them to practice and stay motivated.

### **4. Educational Support:**

- French as a foreign language courses taught by qualified and experienced teachers are essential to guide learners in their progress. Teaching methods, interactive activities and constructive feedback contribute to their linguistic development. Learning of French can be difficult, but the main thing is to remain

persistent, not to get discouraged and accept mistakes as learning opportunities by continuing to practice.

#### 5. Regular Practice:

- Regular practice is crucial to improve your language skills. Ukrainian learners should practice listening comprehension, reading, written expression and oral communication to strengthen their mastery of French.

It is also important to dedicate time every day to learning French through reading, discussions with native speakers, and discovering of French culture.

In short, progress in French as a foreign language depends on a combination of individual factors, personal efforts and available resources.

Learning outcomes vary depending on the initial level, personal motivation and engagement of Ukrainian learners.

Some may progress quickly and reach a sufficient level of communication to integrate into Belgian society, while others may require more time and practice.

### 8. Learning of French in practice

As said above, currently, around 11,272 people benefiting from temporary protection are present in Wallonia, a French-speaking region of Belgium. This represents 19% of the total Ukrainian refugees in Belgium. The distribution of refugees in the large Walloon cities is as follows: Province of Liège: 6%, Province of Hainaut: 5%, Province of Walloon Brabant: 3%, Province of Luxembourg: 2%, Province of Namur: 3%.

Currently, around 1,250 people benefiting from temporary protection are present in the province of Luxembourg in Belgium. This represents 11.5% of the total Ukrainian refugees in Wallonia<sup>10</sup>. The province of Luxembourg has therefore welcomed a significant number of Ukrainian nationals who benefit from rights harmonized throughout the European Union, in particular rights of residence, access to the job, access to housing and social assistance and medical, as well as learning one of the country's three languages, in this case, it is French.

However, it is important to note that the success percentage of French learners cannot be directly calculated from these figures, because they do not only represent people who have completed their language training. Some may still be learning or have specific needs that are not captured in these statistics.

#### 8.1 Levels of progression in learning of French

This study is based on a sample of 41 people who took French courses from April 2022 to the present. On the scale of French courses organized and financed by Local Integration Initiative, this represents the following figures (Table 1):

Table 2. Progression of Ukrainian learners in learning of French

	Those who have progressed to Level B1	Those who have not progressed much, Level A2 maximum	Those who have left the country
Number of people	10	26	5
Percentage	24.4 %	63.4 %	12.2 %

This data shows that the largest percentage of learners have the tendency to stagnate in learning of French.

Learning French can be a challenge for Ukrainians newly arrived in Belgium. Here are some possible causes of stagnation in their learning:

##### a. Cultural and Linguistic Shock:

- Switching from one language to another, especially when the two languages are very different, can be difficult. Ukrainians may encounter difficulties related to French pronunciation, grammar and vocabulary.

- Culture shock can also play a role. Adapting to a new culture, new habits and an unfamiliar environment can be unsettling.

In Belgium, several programs and initiatives aim to help migrants, including Ukrainians, to overcome cultural and linguistic shock. These include language courses and the integration course, of course, but also individual support when volunteers and professionals help to understand the local culture, navigate the administrative system and adapt to their new environment.

Ukrainians are also invited to cultural workshops that explain Belgian culture, customs, gastronomy and history to promote mutual understanding and conviviality between communities.

Intercultural exchanges are at the center of meetings between Belgians and migrants, which allows Ukrainians to share their own culture and learn more about Belgium.

It is essential that Ukrainians newly arrived in Belgium benefit from these resources to facilitate their adaptation and integration in their new host country.

b. Trauma of the conflict experienced:

- Many Ukrainians have fled their country due to the conflict. The trauma of violence, loss of loved ones and destruction can affect their psychological well-being and their ability to focus on learning of French. The psychological after-effects can make it difficult to concentrate, memorize and communicate. It is therefore important to adapt teaching methods to take these factors into account and support learners affected by these traumas to take into consideration the individual experiences of learners in order to promote successful integration into French-speaking society and culture [21].

c. Social isolation:

- Some Ukrainian refugees live alone in Belgium, far from their family and friends. Social isolation can make learning more difficult because they have fewer opportunities to practice the language with native speakers or other learners. Additionally, isolation can lead to stress and anxiety, which can affect concentration and memorization when learning a new language. As a result, without social interaction, motivation to learn can decrease and make it difficult to adapt to Belgian culture and social norms. Interactions with other people can build motivation and engagement [22].

To overcome these challenges, it is important that Ukrainians actively seek opportunities to interact with other people, join language groups, participate in cultural activities and engage in Belgian social life.

d. Learning Conditions: Learning conditions, quality of teachers and available resources may vary.

- French lessons can be demanding, especially for teenagers and young adults who also have to adapt to a new school system. Adapting to a new school system in Belgium can be a challenge, but there are ways to make this transition easier. You must find out about the Belgian education system and understand the teaching levels, subjects, exams and rules specific to each region (Wallonia, Flanders, Brussels) as well as familiarize yourself with your rights as a foreign student, with financial aid, scholarships and support services. It is essential to establish contacts with teachers, classmates and parents, which is possible through school life and extracurricular activities.

Staying open-minded allows you to discover new teaching methods, different customs and traditions.

e. Motivation and Objectives:

- Personal motivation plays a key role in learning a language. Some Ukrainians may lack motivation if they do not immediately see the benefits of mastering French because interactions with locals, access to employment and participation in community life are limited or non-existent.

- Having clear goals, such as pursuing higher education (B1 level is required) or finding a job (minimum A2 level is required), can help maintain motivation.

Thus, the motivation of Ukrainians in learning French is varied, but it generally aims to promote their integration and success in Belgium.

In short, learning of French by Ukrainians is a complex process that depends on many individual and contextual factors. It is important to provide appropriate support and create a favorable environment to facilitate their linguistic and cultural integration [17].

### **8.2 Motivation depends on gender**

Learning of French may vary between Ukrainian men and women (Table 2), but it is essential to note that these differences are not strictly gender-related.

*Table 3. Differentiation between Ukrainian men and women based on motivation to learn French*

	Men	Women
Number of people	15	26
Percentage	36.6 %	63.4 %

Here are some general observations:

#### 1. Motivation and Objectives:

- Personal motivation plays a key role in learning of French. Some individuals, whether men or women, may be more motivated than others to learn French based on their personal goals (e.g., pursuing education, finding a job, etc.).

#### 2. Prior Experiences:

- Previous experiences with other languages can influence learning French. For example, if a Ukrainian man or woman already has Russian skills, this may make learning French easier due to some linguistic similarities.

#### 3. Social and Cultural Environment:

- Ukrainian men and women may have different social networks, which may affect their exposure to French. For example, if a Ukrainian woman has more opportunities to practice French in her social circle, she can progress more quickly.

#### 4. Attitudes and Perceptions:

- Attitudes towards learning of French may vary. Some people may view learning as an exciting challenge, while others may view it as difficult or daunting.

In short, there is no intrinsic difference between Ukrainian men and women in learning of French. Each individual is unique and their learning experience depends on various personal and contextual factors [18].

## **9. Conclusion**

Since the start of the conflict between Ukraine and Russia, the Belgian authorities have worked together to best welcome Ukrainian people who have fled their country. The Council of the European Union has activated the temporary protection mechanism, offering immediate collective protection to people displaced from Ukraine in Europe. Currently, more than 4.2 million people benefit from this mechanism in Europe, including 77,636 in Belgium [23].

The National Crisis Center worked with all partners to facilitate the registration, reception and support of Ukrainian people.

Learning of French plays an essential role in the integration of these refugees in Belgium. It facilitates social interactions, access to employment and understanding of local culture. Initiatives such as the Reception and Schooling Scheme for Newly Arriving and Assimilated Students, the French Language of Education support system, the Local Integration Initiative as well as the applications and sites: Wallangues, "Bonjour Belgique", First Aid Communication Tool, Alpha French Foreign Language Portal were developed to help Ukrainian refugees learn French, thus promoting their integration into French-speaking Belgian society.

It is noted that the level and speed of progression in learning depend on the initial notions of French previously received, the personal motivation and the commitment of Ukrainian learners.

Some of them progress quite well and are quickly able to reach a sufficient level of communication to integrate into Belgian society, find work, and continue their studies. Others need more time to learn French well enough. They lack motivation, because they do not see the immediate benefit of integrating into Belgian society, and language practice because they feel socially isolated and lost in the new life in the new host country.

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Published online by Institute of Cited Scientists (ICS), Cyprus, two times a year since 2020, Journal of Digital Art & Humanities (JDAH) is an international peer-reviewed journal which aims at the latest ideas, innovations, trends, experiences and concerns in the field of the arts & humanities. Our journal bridges the humanities, artistic, and scientific disciplines. It is a nexus for information exchange among academia and industry addressing theory, criticism, and practice.

**The main goal** of this journal is to efficiently disseminate original findings generated by human brain with utilizing modern information/digital technologies with multidisciplinary approach.

**Topics discussed** in this journal include (but are not limited to) the following: Cultural Symbols and Heritage in Digital Age; Neural Networks and Services; language assistance to refugees as protection mechanism; E-budgeting practices in province.

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