

Ukraine crisis response report 2022



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Ukraine crisis response in 2022

Production: Benjamín Arcos and Ana Jiménez, MEAL Unit

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Framework and scope of action

Access to inclusive, quality education and protection in all situations, including humanitarian crisis contexts, are fundamental rights for all children and adolescents.

Internally displaced persons and refugees, victims of the conflict in Ukraine, are suffering an extreme humanitarian crisis. Children, especially girls and women, are the worst victims of the crisis, with the greatest risk of being left unprotected. In addition, children and adolescents are having very limited access to education, which was already greatly exacerbated during Covid-19.

From Educo, and in collaboration with the ChildFund Alliance, we have promoted emergency education and psychosocial support for children and adolescents affected by the crisis in Ukraine during 2022.

Two projects have been carried out, one in Ukraine (Reni and Izmail districts, Odessa Oblast) through the local partner Smart Osvita and in collaboration with ChildFund Deutschland, and another in Moldova (Chisinau and Criuleni districts) in collaboration with We World.

The total budget is €657,700 to be implemented between 2022 and 2023. This report covers the specific actions carried out between July and December 2022 (included), and will be completed in 2023 once the actions planned for the following period have been completed.



Achievements and impacts

Achievements

Our response has focused on 4 main lines of work, implemented by our local partners:

- **Supported 1050 internally displaced children to improve school performance and learn content and knowledge missed** (implemented by Smart Osvita in Ukraine).

Main activities:

- Catch-up classes organisation, including preparation catch up program, development of pre and exit tests and payment of teachers
- Running of catch-up classes online in Math, English and Ukrainian language:
 - o 1479 lessons held online
 - o 21 teachers who held lessons online
- Running of catch-up classes in Lviv:
 - o 1465 lessons held offline (3 times a week for 3 hours during 5 weeks)
 - o 48 teachers were involved in teaching offline

- **Improved the wellbeing of 953 internally displaced children with non-formal education, extracurricular activities, social-emotional learning (SEL) and social cohesion promotion in Ivano-Frankivsk** (implemented by Smart Osvita in Ukraine)

Main activities:

- 77 children and adolescent benefit from psychosocial support
- 876 children and adolescent benefit from leisure, recreational and summer camp activities (taekwondo, mathematics, NASA Kids' Club and free walks) including a one-month inclusive camp in Kyiv for a limited number of children (7-9), some of whom had autism
- Number of meals/snacks provided to children
 - o Mountain tent camp (10 days) - 35 children - 3 meals a day and 2 snacks
 - o Day camps Goira (30 days) - 95 children - 1 meal and 2 snacks
 - o Inclusive camp (1 month) - 7 children - 3 meals a day
 - o Kaizen day-camps (20 days) - 32 children - snack and fruits 1 time a day
 - o Kaizen-camp in Mykytyntsi (5 days) - 28 children - snack and fruits 1 time a day

Children and adolescent express an improvement in their emotional wellbeing:

- 237 responses to an online feedback form were collected.
- 100% of the interviewed parents said that as a result of attending the proposed activities, the child's emotional state has improved.
- 100% of respondents left positive feedback.

- **Promote the continuity of education of Ukrainian children learning abroad** (implemented by Smart Osvita)

"Stay with Ukraine" is a Ukrainian studies component that meets the need for knowledge of students who were forced to leave Ukraine and are currently studying abroad. This program is designed for students in grades 5-11 in such subjects as the Ukrainian language, Ukrainian literature, and the history of Ukraine. Lessons consider the fact that students already have classes in other schools and have different time zones.

Main activities:

- 811 school children of 5-11 grades who study abroad and participate in "Stay with Ukraine" project
- 60 groups with participants in each grade that work within "Stay with Ukraine"
- 36 teachers of Ukrainian language, Ukrainian literature and history who participate in "Stay with Ukraine" project

Children and adolescent express their satisfaction with the online studying process within "Stay with Ukraine":

- 186 responses to an online feedback form were collected from the participants of "Stay with Ukraine" – students, parents and teachers.
- 100% of the interviewed parents said that they see a very good progress in the knowledge of their children as well as a high level of motivation to join lessons, to participate in all the project activities, and to learn more at home.
- 100% of students are very happy about the project, they gladly join classes and feel the importance of being united with other Ukrainian children, and continue learning the Ukrainian language, literature and history.
- 100% of teachers determined the importance and positive impact of the project on the Ukrainian school children.
- 100% of respondents left positive feedback.

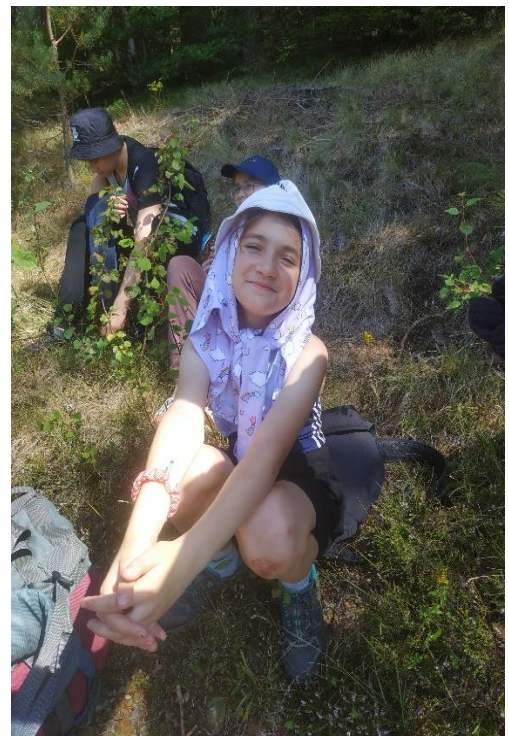
- **To improve refugee children/adolescent wellbeing in Moldavia, with a particular attention to vulnerable groups** (implemented We World in Moldavia)

Main activities:

- 133 Refugee children and adolescents have access to recreational activities, including sports activities and creative workshops:
 - o Organization of a chess competition for adolescents, sports activities, and creative workshops for 79 children and adolescents
 - o Organization of trips for 54 children and adolescents and 17 parents and caregivers, in various locations around Moldova including visits to chocolate and honey factories, and meals in restaurants

In total, the direct and indirect participants between July and the end of December 2022 were as follows:

	Total	Boys / Men	Girls / Women
Children and adolescents	2.814 (Smart Osvita) 133 (We World)	1.325 87	1.489 46
Direct Participants	2.947	1.412	1.535
Indirect Beneficiaries	7.403 (Smart Osvita) 52 (We World)		
Total	10.402		



Impacts

The following positive impacts have been highlighted in the implementation of the project during 2022:

- The target group gained access to catch-up classes provided by first-class teachers and improved their subject test results in math and Ukrainian
- Psychological state of children improved, they received professional support from a psychologist
- IDP Participants of the camps and extra-curriculum activities made friends with local kids
- Students continue learning the key topics in History, Literature and Language. They are not overloaded and learn only main topics and main issues. They Stay with Ukraine even while studying abroad
- “Stay with Ukraine” participants are very active, motivated in their studying, they made new friends and learned to work both in their local schools and in the Project
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An unplanned negative impact has also been observed: Smart Osvita team obtained an enormous amount of stress preparing the project in confined time limits



Risk and challenge management and coordination

Risk and challenge management

A risk analysis was carried out from the beginning of the project and a mitigation plan was presented. These risks have been monitored and mitigation actions have been put in place:

- Safety of study: Face-to-face classes have been interrupted several times due to air alerts. Some students in war-torn, and especially occupied, regions experienced internet interruptions that made it difficult for them to join and participate in classes. Use only of places that have shelters, acting strictly according to government protocol (going to the shelter every time the air rage alarm goes off). Online education has been boosted to increase access to children, both inside and outside Ukraine.
- Stress and trauma changes in emotional state of children during war: The work of psychologists in the prevention of bullying, decrease of stress and anxiety of children has been key. Also the accompaniment of a doctor in the activities. With the start of the new academic year in September 2022, the psychologist detected cases of bullying in some of the children, and it was possible to act quickly by working with the children and their families.

Regarding the difficulties encountered, the close monitoring by the local partner's team has enabled solutions and adjustments to be made, despite the difficult context:

Problem	Explanation	Solution
Forming individualized groups and schedules, which fit all children's need.	In Smart Osvita's initial Google Form call for applications for face-to-face catch-up classes, parents were asked to pick up to three subjects of their choice. Many packed more than 3 subjects. Everyone was choosing a unique set of subjects for his/her child. For instance, one 6-grade student could be looking forward to studying math, Ukrainian and English, while another would prefer math, physics, and chemistry. This is very different from what one can see in a regular school. It was a real challenge to create groups and schedules that fit diverse	All student info was exported from google Forms to a table in a Coda.io document. All students have been divided into single-subject-groups. This required creating separate rosters for each school. Every single-subject-group has been assigned its unique schedule according to teacher preferences. Schedules have been combined manually to preclude interlapping. The conflicts between schedules have been resolved manually. After this algorithm has been piloted with the Lviv Academic Gymnasium, it has been applied to the rest of the face-to-face schools in Lviv. Call for application for online studies has been adjusted to reduce the complexity of the process. All the forms were looked through and the coordinator communicated with each

	interests and are practically feasible for teachers	parent individually. Working days' groups were divided into two days-schedule - Monday - Wednesday - Friday and Tuesday - Thursday - Friday at 19:00 (Kyiv time). So, children have 1 lesson per day in the evening in order not to overload them after their local schools. It suited for children in the best way, as they had a possibility to visit their local school, to have time for rest after local lessons and to join our classes. Besides, groups were formed in a way to have at least 6-10 children in each group, as it was the best quantity for efficient studying. For those who couldn't join groups on weekdays classes on Saturday were suggested. We understood the necessity for families to spend time together on the weekend, so we planned the schedule for Saturday groups to start lessons in the morning and hold three lessons one-by-one with 20 minutes break between them. The lessons start at 10:00 and end at 13:00 (Kyiv time).
Organizing teachers, distributing information about groups and schedules to students and parents	As schedules differed in a meaningful way from those teachers, students and their parents see in ordinary schools, there was a need to organize user friendly informing.	Four open Coda.io pages with group rosters, schedules, entry and exit tests, learning programs have been created for teachers and students/parents. School discussion groups have been set up in Viber and Telegram. A Telegram chat-bot has been developed. It informed students and parents about timetable and imported zoom-links from Coda.io doc..
Maintaining high attendance level and per-student financial efficiency.	The project design supposed that groups are composed of 10 students. However, the previous experience was that only 25% to 35% of applicants join classes in reality. Project coordinators needed to increase attendance level and to find the reasons and suggest decisions in case of some problems or obstacles for children to join the lessons.	The initial size of single-subject-groups was set to 12-18, depending on subject, to allow further attendance reduction. It was not possible to make group size any bigger, as we risked exceeding the maximum number of students allowed by schools (which is limited by capacity of their bomb shelters). Several waves of calls have been made via a call centre to identify those really willing to come. The teachers have their lists of children in each group they work with and they control

		<p>the attendance at every lesson. Twice a month project coordinators control the attendance lists to see the percentage of children who regularly miss the lessons. Coordinators have individual communication with parents to find out the reasons and to provide them with solutions. After a few months of an ongoing project, parents became more responsible as they started to inform a teacher in the group about the absence of their child for some reason (illness, competitions, traveling, etc). The teachers always organize lessons in an interesting and involving way to increase children's motivation to join the lessons.</p> <p>After two weeks of classes the groups have been revamped (small groups combined or made redundant).</p>
Having catch-up classes in Kyiv	We planed to conduct catch-up classes in Kyiv and had the agreement with Kyiv city department of education and schools. However, schools could not prepare shelters on time and we could not conduct catch-up classes in schools without shelters.	Conducted catch-up classes in Lviv offline. Those students, who registered for study in Lviv were offered online learning.
Maintaining FranKolo during summer holidays	Some teachers went on holidays, as well as parents with kids. Other parents could not spend much time with kids during summer holidays because of work.	Temporarily made "Klapytk" a day camp for children and some other clubs remained as clubs.
Rescheduling FranKolo activities in September	New academic year began in different formats in different schools. Some of them worked offline on a regular basis, some - with a blended format.	New timetable was developed and groups formed. We conducted a relaunch of FranKolo in September. With new clubs, new locations, new timetable.
Involving 600 students for the "Stay with Ukraine" project	Despite almost 1000 registrations on the course, only 235 kids attended the lessons.	Additional promotion conducted, new groups formed with new timetable.
Organizing teachers and	As we have 36 teachers involved in the project, there	In order to efficiently coordinate teacher's work and plan their lessons a general

<p>building sufficient communication with them</p>	<p>was a necessity to make the appropriate schedule for them and let them choose the groups according to the grades they prefer to make their work efficient. All the teachers have been informed about all the rules within the project, regarding lesson organization, children’s attendance control and reports needed. A special guideline has been developed for the teachers who joined the Project.</p>	<p>project schedule was created. It combined all the lessons in all 60 groups. All the teachers have access to it and can see their schedule, group number and timing as well as link to online class from any device. There are three Viber groups that were created to communicate with teachers. One group is for general information, news, instructions, reminders within the project. There are also two separate groups for language/literature and history teachers. Each teacher also has his or her folder on Good Drive with all the groups, lists, documents and attendance checks, screen reports. Teachers are also added to Telegram groups of classes where they teach.</p>
<p>Designing of programs and testing within “Stay with Ukraine” component</p>	<p>School year in Ukraine starts in September, so the Smart Osvita team tried to keep up with the same timing. Some groups started studying in September but the majority joined the project in October and November. Besides, according to the Ukrainian school program the quantity of hours per week for language, history and literature is more than one hour. So, there was a need to balance the project program to cover all topics from the Ukrainian school program but within less hours.</p>	<p>Special project programs for each subject were developed by methodologists. These programs include all the important topics for a certain subject and grade and are planned within a certain number of hours (1 hour per week per each subject). In such a way, all children have a possibility to study according to the Ukrainian school program and receive the important scope of knowledge per each subject. It was quite important to understand the efficiency of program organization and the level of knowledge children got from lessons, so we planned to have 4 tests during the year. The first testing was done in December, three more are planned to be in February, April and May. The tests were developed by teachers for all 5-11 grades. We received results and analysis from each teacher to understand how to move further and which topics require some additional attention from teachers and students.</p>
<p>Forming groups for students who live and study in the USA within “Stay in Ukraine” component</p>	<p>When Smart Osvita opened a registration for “Stay in Ukraine” online studying, there were requests and questions from families who currently live in the USA. We faced the problem of time difference, which means children in the US couldn’t join any of the open groups -</p>	<p>We discussed this question with the teachers and found those who were ready to teach on Saturday and Sunday evening (morning time in USA). Parents agreed with such a proposal. We opened 2 groups that work on Saturdays and Sundays at 18:00-21.00 (Kyiv time).</p>

	neither on the weekend nor during the weekdays.	
Scheduling of classes during winter holidays for students within "Stay with Ukraine" component	In November we realized that winter holidays in all the countries around Europe as well as in the USA are not at the time as in Ukraine. So we had to find a solution to organize a studying process during this winter time. We asked the opinion of participants and their parents and they didn't want to stop or decrease the number of classes. Teachers also were ready to work during this time. We understood the necessity to make days off for Christmas (December 25th), New Year (January 1st) and Orthodox Christmas (January 7th). So it was mostly about Saturday and Sunday groups, as holiday dates were exactly on these week days according to the calendar.	Almost all the participants voted to continue studying during winter break. They had more free time due to the holidays in their local schools and showed a great interest in our classes. So we left Monday-Friday groups working without any changes in their schedules. Holiday dates in December and January were replanned as extra classes in November and December (period before winter break). Teachers agreed to these changes and parents also accepted this solution with understanding.
Technical problems (lack of electricity and Internet connection) experienced by teachers in Ukraine	After October 10th when the first attacks on the infrastructural objects around the whole Ukraine started, the teachers who work from Ukraine faced the problem with electricity and Internet connection. Since they needed a stable and fast Internet to be able to hold online classes in Zoom, planned and spontaneous electricity switch offs became a very big problem. Mobile Internet was not a reliable option in this situation.	All teachers are very dedicated and responsible as well as very flexible when it comes to finding solutions. When they experienced technical problems at home they tried to find another place like coworking or an office with Internet and electricity to hold the lesson. Some teachers even managed to organize the lessons right in the street, in cafes, petrol stations, the places which had generators and Internet. Since teachers have a great experience in working with children it didn't really influence how the lesson went. Teachers are always in touch with project coordinators via Telegram, Viber or sms as well as they are in touch with children in their groups. So in case of necessity they have many options to inform about any changes or urgent obstacles. If they cannot find any solution to technical issues, they discuss the appropriate time to reschedule the lesson in their Telegram groups.

Coordination

Internal coordination:

- There has been strong internal coordination among the local partner team, as well as between the local partner and Educo. Communication has been very efficient and fluid, which has facilitated coordination and adjustments when necessary.

Coordination with institutions:

- In Ukraine, offline remedial classes have been conducted jointly with the Lviv city administration (education department). The department provided the schools that wanted to participate in the project. One of the requirements was to have a shelter in the building. The department disseminated the information to the local media in order to get as many students as possible to participate in the project.
- In Ukraine, in Ivano-Frankivsk, summer camps and Frankolo were organised jointly with local initiatives. This partnership was established in April and continues today.
- In Moldova, WeWorld team is an active member of the Inter-Agency coordination structure ensuring active participation in the Working Groups meetings, including the Child Protection working group, and the inclusion and livelihood WG.

Lessons learned and good practices

Lessons learned

- Our experience showed that only 50–60% of those who fill out applications for the free lessons later join the classes. Personal contacts through emails and messengers to provide more information and clarify the hesitating points increase this number up to 75–80%.
- Outsourcing of a call-center permitted establishing a more effective connection with the applicant parents.
- Fear for relatives participating in active combat operations in the ranks of the Armed Forces or sadness for loved ones abroad and adapting to live school or mixed learning (a week live, a week online) after a long break also accumulates stress.
- The camp was difficult emotionally, because each child experienced a lot, and therefore it was involuntarily reflected in spending time in the camp.
- It is very difficult to correct some issues when the project is going on for some months. So more time for better planning should be considered. The preparatory stage of a long-term complex project should last not less than 3–4 months.
- The studying process should start only after effective planning and when the call for applicants is over. When some students start studying in September and then the majority join in October and November it makes the learning process difficult for children as well as it requires more effort and dedication from teachers' side.
- Better planning is also needed in work with teachers. The team of teachers who work in the project should all join at the same time at the beginning. Proper comprehensive instructions should be delivered to them including all the requirements and expectations throughout the whole project, teaching programs and materials they should use in their work etc. If all the teachers use the same programs, same instruments, same activities it is easier to manage the project as well as the comparative analysis will be more appropriate.
- Although studying within the project is not obligatory, it is very important to control the attendance of students in each group regularly and react immediately when the student misses classes to understand the reasons. The quantity of children in each group should be balanced and remain 10–12 in each class.
- Technical problems that occurred after October 10th because of the attacks on the infrastructural objects throughout Ukraine proved that in such projects a flexible and

stress resistant team of managers and coordinators is a big advantage. This concerns the teachers as well – due to the great experience of teachers, their motivation and soft skills, ability to react and adjust to various circumstances this project didn't lose its consistency and effectiveness.

- All the channels of communication (Telegram, Viber messengers, good forms) proved to be very effective to organize a large number of students, their parents and teachers.
- The roles and responsibilities of 2 project coordinators were distinctly defined – one is responsible for students and parents, another is responsible for teachers. It allowed them to focus on their tasks and support the participants in their needs in real time 24/7. It became very essential when technical problems with electricity and Internet connection arose after October 10th.
- Some agreements should be fixed in writing. So, at the planning stage of the project, we had an agreement with Cambridge Assessment to involve their teachers in the project (to teach English as part of ketchup classes) and to develop entrance–exit testing. However, the partner did not fulfill his promises. If we were able to quickly find teachers on our own, then the children passed the test, but these data do not provide an opportunity to measure the delta in knowledge.
- An IT team consisting of at least a system architect and a database expert should be part of the project from the outset. IT solutions and services should be taken into consideration in the early stages of the project design (and budget). In our case, we needed a combination of CRM, school information system, and learning management system. As we had none available, we collected and processed data in Coda.io plus Google Sheets, which worked for us but still requires an advanced level of DB-management expertise. Coda.io proved to be a versatile tool allowing to process data and monitor processes via custom-made dashboards.
- Financial management and legal processes should be re-defined and optimized in order to process large amounts of documents and data.

Good practices

- Teachers were provided with clear-cut guidelines. Some additional online meetings were organized for teachers to discuss programs and testing for children and share their views on how to better implement these activities.
- Parents have been provided with an opportunity to speak out their voice via an anonymous feed-back form. The overwhelming majority of responses was positive and friendly.

- Medical personnel were involved in the project to support students in case of emergency or any other health issues of students. During air rage alert all the students went to the school shelters and continued study (if that was possible). Qualified medical personnel was present during all catch-up classes in brick-and-mortar schools in Lviv.
- All staff of summer camps participated in the training, organized by Smart Osvita with support of Childfund Deutschland before start of the project. They learned how to define children with trauma and react properly. A special welcome meeting was implemented for teachers to discuss all the approaches as well as humanitarian principles.
- Smart Osvita team ensures compliance with Child Protection, CRA, Gender, Participation, Non-discrimination and Environmental approaches, as well as Humanitarian Principles.
- The project terms have been followed strictly. In particular, remunerations for the teachers has been paid in a timely manner, which required a great deal of overall coordination.
- The project in Moldavia embraces the nexus approach as it provides relief to Ukrainian children and adolescents affected by the conflict in Ukraine through the organization of recreational activities, as well as promoting social cohesion at the local level by involving the host community. As such, the project incorporates a medium-term development strategy to allow the integration of Ukrainian refugees within the Moldovan society by building and strengthening social relations between the two targeted population
- Collecting regular feedback from students, parents and teachers became a very good practice to monitor the situation and meet all the needs that occur during the project. The overwhelming majority of responses was positive and friendly. All participants accept changes with understanding, they are very flexible and open. A specific report on satisfaction is being prepared for dissemination during the month of February 2023.



Children's voices

"I missed a lot in my school. I improved my knowledge in the summer, so it was easier to study later. Thank you."

Mykhailo, 11 years old

"These lessons are very useful and valuable for me. I'm abroad and it helps me not to forget and continue learning Ukrainian language, literature and history of Ukraine. Thank you very much to the organizers and teachers for this amazing opportunity!!! I always want to have Ukraine in my heart.

UA ♡ ♡"

Anastasia, 11 years old

"I am happy that such course was created, I thank you to the people who decided to help children abroad with their education in order to keep up with the program and be able to come back to the Ukrainian schools."

Sofia Prokopenko, 11 years old

"I liked studying at the summer school, because I met many new friends there. We experienced many exciting moments together."

Bozhena, 11 years old (on the base of Lviv school)

"I am very grateful that you created this course. I refreshed my knowledge from subjects which were important for me. It was time to prepare well, and this form of classes is very convenient and comfortable for that. Teachers explained everything interestingly and clearly ;)"

Eugeniya, 16 years old
