

Preventing a Lost Generation in Ukraine: Recommendations for Supporting Education in Emergency Humanitarian Response

May 27, 2022

Ha Yeon Kim^a, Salim Salama^b, Celine Ammash^a, J. Lawrence Aber^a | ERICC

Note. This brief was produced by the Education Research in Conflict and Protracted Crisis (ERICC) programme. ERICC is managed and implemented through a multi-county multi-organization partnership led by the International Rescue Committee and NYU Global TIES for Children, and supported by the UK Foreign, Commonwealth and Development Office (FCDO). The findings, interpretations, and conclusions expressed here are entirely those of the author(s) and do not necessarily represent those of the ERICC Programme, our funders, or the authors' respective organizations.

Suggested citation:

Kim, H. Y., Salama, S., Ammash, C., & Aber, J. L. (2022). *Preventing a lost generation in Ukraine: Recommendations for supporting education in emergency humanitarian response* (ERICC Policy Brief No. 1). Education Research in Conflict and Protracted Crisis (ERICC) Consortium.
<https://doi.org/10.6084/m9.figshare.20292042>

The Russian invasion of Ukraine on February 24, 2022 and the attacks on Ukraine's civilians and its infrastructure have quickly created a humanitarian tragedy and the fastest-growing refugee crisis since World War II¹. Nearly 4,000 civilians have been killed, 7.7 million people internally displaced (IDP) within Ukraine, and over 6.6 million Ukrainians became refugees in host countries as of May 25, 2022—half of them are children. The international community has joined forces to support those affected by the Russian invasion of Ukraine² (see **Annex A** for a summary of the impacts of the Russian invasion on Ukrainian children's education and global actors' support identified so far).

Despite growing recognition of needs³ and increasing investment⁴, and its critical role in humanitarian responses (see **Annex B**), education is still largely deprioritized in the acute and rapid-onset phases of humanitarian crises like the current Ukraine crisis. However, access to education is often cited as one of the top immediate needs and priorities listed by both parents and children, both at the onset of the crises (including the Ukraine crisis) and in protracted crises⁵. Indeed, access to education is frequently identified as critically lacking, across different crisis settings⁶. With over 1,830 educational institutions damaged⁷ and 35% of the population displaced, threats to Ukrainian children's safety, wellbeing, and learning continue to amass and the need for access to quality education is dire.

This brief is prepared to provide recommendations on promising and practical approaches to support education during the acute crisis period in Ukraine and to mitigate the impacts of the Russian invasion on children's learning and wellbeing. It is primarily designed to support multilateral and bilateral organizations, as well as other actors and stakeholders, to identify priorities and approaches to support education for children affected by the Ukraine crisis. In this brief, we provide:

1. An overview of the **conditions of education for Ukrainian children** thus far
2. Options and priorities for supporting the children affected by the Russian Invasion, both (a) for the **children remaining in Ukraine** and (b) for the **Ukrainian refugee children in neighboring host countries**.
3. State of evidence and implications of future responses and research

This brief is intended to provide initial ideas and recommendations based on existing

^a NYU Global TIES for Children

^b UK Foreign, Commonwealth and Development Office (FCDO)



practices and evidence when available. It is not intended to provide an overarching guidance or setting standards for general educational provision in humanitarian settings⁸.

To do so, we conducted a rapid scoping study, via (a) media review and web search (Annex A), (b) key informant interviews (KIIs) with 9 experts in international organizations leading the Ukraine response and/or have extensive knowledge and experience in the field⁹; and (c) targeted literature search to provide evidence for promising responses identified from the media/web search, KIIs, on-going responses, and what we identified as priorities given the existing evidence in the field and lessons learned from other crises. We also have circulated the initial draft to another group of experts and incorporated their feedback and perspectives.

2. Conditions of Education for Ukrainian Children

In this section, we summarize unique assets and challenges present in developing and implementing education crisis responses to reach children affected by the Russian invasion of Ukraine. See Annex A for detailed information and examples.

Assets: Existing systems, capacity, and geopolitical conditions are critical enablers for supporting the education of children affected by the crisis in Ukraine.

- **Robust investment in the education system, pre-2022 invasion:** Ukraine has one of the highest rates of public spending on education in the world (6% of GDP) and with the smallest average class sizes globally (1:9 teacher to student ratio¹⁰). As of 2012, Ukrainian students had 11 years of compulsory school and 100% youth literacy rate¹¹. Despite making a significant investment, the Ukrainian education system faced longstanding challenges prior to the invasion, including: low quality learning, inadequate skill-building, deteriorating public trust in education, and unequal access to early-childhood education in rural areas¹². In 2017, the Ministry of Education and Science (MoES) launched an education reform initiative (the New Ukrainian School), focusing on teacher workforce development and training; curriculum reform with the inclusion of key life competencies and skills, and investment in data collection.
- **Post-COVID distance/digital learning systems:** Thanks to the establishment, usage, and familiarity of distance-learning mechanisms during the COVID-19 pandemic, the Ukrainian MoES was able to rapidly “reopen” schools in war-affected regions largely via distance learning. Soon after the Russian invasion, nearly 3 million children began online learning instruction, some with the online presence of their teachers and others without¹³.
- **Strong government and national/local organization capacity during the crisis:** The Ukrainian MoES has proven its capacity in managing and adapting its formal education system to respond to the crisis, continuing to provide education under the Ukrainian national curriculum for their children in-country and abroad. It is also maintaining a strong presence and leadership in coordinating and galvanizing international support for Ukrainian children’s education. See [MoES proposal](#)¹⁴ for their priorities.
- **International support and prompt and welcome refugee reception in neighboring countries:** Initial reception and support for Ukraine refugees to date have been overwhelmingly positive in neighboring countries. The European Union’s Temporary Protection Directive (2022) provides the same right to those children who are fleeing their conflict-affected country to enjoy equal rights in any EU country. Consequently, Ukrainian children have access to the state education systems of host countries in the EU. See Annex A Table A1 for a high-level description of these international responses.

Challenges: However, the sudden onset of the crisis has posed significant challenges:

- **Safety issues and unpredictability of conflict.** As the war continues and battlegrounds shift, the conditions remain perilous and unpredictable. The safety threats, damage to education infrastructure, and mobility of children and teachers create various obstacles



to education provision, including: difficulty resuming in-person education, precarious living conditions, unequal access to technological resources, impacts of armed conflict, displacement, and family separation on the physical and mental health of children, caregivers, and teachers, as well as their ability to learn, care for, and teach.

- **Coordination:** Despite the MoES's and Education Cluster's leadership in coordination, lack of information on actors and activities within the education sector were frequently brought up during key informant interviews, indicating information flow and coordination challenges as international actors start organizing and mobilizing their responses.
- **Lack of micro-level data:** Information and data on children's needs for, access to, and experience of education are lacking, especially in active conflict areas and areas under Russian control. Key informant interviews surfaced needs for localized data, e.g., maps of the geographic area that needs support and on-going and planned education and mental health service provision, for planning service provision in the areas where it is most needed. A MoES-led nation-wide needs assessment is on-going at the municipal level (results to be available by the end of May) to inform the next rounds of responses.

2. Options and Priorities for Supporting Education During Ukraine Crises

In the following two subsections, we describe options and priorities for supporting the children affected by the Russian Invasion, focusing first on children in Ukraine and then focusing on refugee children who have fled Ukraine. For each case, we also suggest critical conditions to be considered and to be met for successful educational crisis responses in each context—organized by five conditions for success, identified through key informant interviews (See Annex C).

2a. For children in Ukraine: During acute crisis and beyond

Given the strong presence and capacity of the Ukraine MoES and local actors in the country, the international actors should prioritize working with local actors as equal partners, focus on supporting and complementing local capacity, as well as providing financial and technical support where there are gaps.

- **Protection/safety/first aid training:** The utmost priority for any humanitarian programming. Experts we interviewed suggested education programming in acute crisis settings should include safety drills and other trainings on step-by-step dos and don'ts in emergency situations. The MoES has identified first aid training for students of grades 10-11 and teachers in secondary education institutions remaining in Ukraine as one of the priority areas seeking support¹⁵. Psychological/MHPSS first-aid training in response to trauma events should also be considered as a priority for teachers and children¹⁶.
- **Supporting formal education systems:** While Ukraine public education is relatively well capacitated and actively responding to the crisis, many educational facilities are damaged and systems and workforce are compromised; and a large portion of Ukraine's budget for education was sequestered and transferred to Ukrainian Armed Forces as a response to the Russian invasion, resulted in a significant gap in the education budget and 10% pay cut in teacher salary. To maintain, rebuild, and adapt, Ukraine public education system will need sustained financial support from the international community. Such sustained, direct financial support is to be accompanied by transparent monitoring mechanisms to ensure accountability and prevent problems due to capacity constraints and other challenges that have been seen in other crisis settings (e.g., misappropriation of funds, "ghost" teachers on payroll)¹⁷. However, such monitoring should incur minimal burden to the system and should avoid creating a parallel system.
- **Distance learning support:** As mentioned above, MoES is implementing digital education systems to provide education during the crisis. They also have initiated partnerships with multiple organizations to improve and develop distance learning curricula, contents, training, ecosystems, and data systems (e.g., digital learning

passport, gamified primary education program)¹⁸. These existing distance learning systems can serve as platforms to add other programming as well, including informal remedial education programming and ALP during the summer. Combined with the strategic provision of digitally-enhanced safe-space where needed (see section 2b for details), this distance programming can help children to continue and catch up on their formal education. While considered to be a viable strategy to substitute for in-person learning in rapidly-changing crisis contexts¹⁹, evidence of effectiveness of digital distance learning is still very limited. This is despite its wide adoption during the COVID-19 pandemic and increasing implementation in humanitarian settings²⁰. As is the case with distance learning in non-humanitarian settings²¹, access and take up, modality, continuity, and quality of distance education should be closely monitored and evaluated for equity and effectiveness and further improved with evidence-based programming. Adult learning support, as well as mental health support, for parents and teachers to adopt and support their children via digital means are also necessary but overlooked area of needs²².

- **Universal psychosocial support (PSS) and social and emotional learning (SEL) for all children:** The media review and key informant interviews we conducted suggested this is an area that Ukraine system will need international actors' support. Specifically, experts highlighted the opportunities and importance of adding universal PSS and SEL programming and incorporating trauma-informed practice in existing educational programming (in-person or digital). MoES has published a series of materials to provide psychological support via multiple platforms²³, and initiated partnerships with internal actors to fill this gap. Emerging evidence from rigorous research suggests that embedding explicit PSS and SEL instruction in educational programs can provide promising results for conflict-affected children's school outcomes and social and emotional development²⁴. However, for such programming to be effective, it needs to be designed based on contextually and culturally relevant and appropriate values, skills, and practices²⁵, which can be facilitated by investment in developing locally-led SEL learning standards and framework (see example in Lebanon SEL framework development²⁶). Explicit and sustained teacher training and support, such as coaching and peer support are essential for the successful implementation of PSS and SEL programs, especially in the context where such programs are not previously widely implemented or accepted. However, evidence of the effectiveness of teacher support mechanisms for PSS and SEL programming implementation is scant, and implementation without sufficient understanding of the context and conditions may result in a negative impact on teachers' wellbeing²⁷.
- **Targeted mental health support for children.** While effective universal PSS and SEL interventions may work well for most children, children at higher risk, such as refugee children who experienced trauma and violence and are exposed to tremendous adversity due to an evolving crisis²⁸, need additional support to heal their psychological wounds and recover their mental health before they are able to learn and benefit from academic and SEL programming. However, the majority of affected children have limited access to evidence-based mental health services, and many with clinical conditions or in need of psychosocial support remain undetected and unsupported. The shortage of mental health professionals in Ukraine, even prior to the crises, is likely to be a significant challenge²⁹. There are innovative, feasible, evidence-based approaches available to address children's mental health needs in crisis-affected settings. Examples include: phone-delivered psychological intervention implemented by Médecins du Monde³⁰; transdiagnostic and common elements treatment approaches to address the most common mental health challenges (e.g., anxiety, depression, PTSD) conducted by trained and supervised community care providers and nonspecialists. WHO's Mental Health Gap Action Programme provides mental health care, psychosocial assistance, and medication in low-resource settings³¹. Indeed, the evidence for effective mental health support for crisis-affected children is growing³².
- **Teacher mental health and SEL support:** Teachers are the front-line responders in the



context of crisis and continue to be held accountable for the health, learning, and wellbeing of children they teach even in war zones. Such demands and volatility are particularly acute in fragile and conflict-affected situations already strained by conflict and displacement, further risking students' learning and exacerbating stress and mental health difficulties. Yet it is precisely these contexts where educational systems provide the fewest resources to support teachers. Teachers' mental health, professional wellbeing, and quality of classroom interactions have radiating impacts on teachers' attendance and retention, as well as on effective teaching practices³³. All of this has significant downstream consequences for children's learning and wellbeing³⁴. Support for teachers' mental health and social and emotional capacity through teacher training and coaching support can be instrumental to support children's learning and wellbeing. While there are promising programs and strategies to address teacher mental health and SEL in humanitarian context is starting to emerge³⁵, little evidence on such programs exists. Further investment and evaluation of such teacher-support programs, informed by innovative MHPSS programming in humanitarian contexts described above, are needed.

- **Caregiver and household support:** While access to education is one of the top priorities for Ukrainian parents even during the crisis³⁶, their access to information and resources that enable their children's access to education are likely to be limited, especially under the conditions of active conflict. In addition, the experience of war trauma and displacement can affect their capacity to care for and engage with their children, and support their children's engagement in education³⁷. To support families' safe and sustained access to education, donors should consider cash support³⁸, providing access to digital devices and the internet, and access to mental health and wellbeing services, as well as access to information on safety, services, and education access, are necessary for them to be able to support their children's education.
- **Supporting education in territories under Russian control:** Currently, there is very little information and access to children in Russian-occupied territories in eastern Ukraine; however, recent news articles report schools and educators being subjected to and resisting and threats and violence against educators, abduction of education authorities, and coercion and pressure to teach Russian curriculum and language³⁹. The larger international community can come together to relieve pressure on educators and forced deployment of curriculum, and negotiate access. However, it is unlikely for international actors or the Ukrainian government to be able to deploy direct services in those regions given political challenges and sanctions. In such cases, for the most part, access, provision of programming, and curricula are typically negotiated by local community leaders and educators to negotiate area by area, school by school⁴⁰. While there may be a viable distance education solution and other options, any support for education in this case should prioritize the safety of children and education personnel.
- **Building coordinated strategies for sustainable longer-term response.** In preparation for protracted crises, and the recovery and rebuilding phase, the international community needs to work closely with the government and local actors to develop coordinated strategies for sustainable long-term support, focusing on mitigating the impacts of an interruption in schooling and longer-term protection and recovery from direct and indirect exposure to war and violence. These may include ALP and remedial education as well as universal and targeted psychosocial support and social and emotional learning programming in schools for children; physical rebuilding of the educational facilities for schools; cash transfers for households with children to support their continued educational investment⁴¹; and maintaining, improving, and rebuilding national education systems and teacher workforce for the government.

2b. For refugee children abroad: During acute crisis and transition to integration

According to the Global Compact on Refugees⁴² and UNHCR Refugee Education 2030 strategies⁴³, the international communities' mandate is to prioritize support for the Ukrainian refugee children's integration into the host country education systems. However, unlike other



crises, many Ukrainian refugees are likely to go back to Ukraine, given the strong capacity of the Ukrainian government and systematic and wide-spread family separation, as the men of fighting-age were banned from leaving Ukraine. The international communities need to navigate the unique reality of the crises while ensuring support for both the refugee child population who will voluntarily repatriate and those refugee children who will transition to host-country education systems. Support for refugee children's education from the Ukrainian national system during the transitional period is critical to maximize continuity and minimize disruption in education for both cases. For sustainable longer-term integration, it is necessary to provide interim support via informal and community-based education and MHPSS supports along with support for teachers and refugee caregivers, as well as host-country children, while strengthening the capacities of host country systems.

- **Distance learning within the Ukrainian system:** MoES is coordinating and setting up processes for Ukrainian students and teachers abroad to learn and teach via online schools with the Ukrainian curriculum and schedule⁴⁴. The digital Ukrainian Education Hubs for Ukrainian students abroad are currently being built to organize an effective educational process under the national curriculum that is approved by the MoES who are forced to stay abroad during the war. Supporting distance learning with national education systems at least till the end of the school year, in this case, can not only provide continued education for children who will go back to Ukraine without minimal disruption; but also can support the completion of the current grade level curriculum with credit for those who choose to transition to host-country education⁴⁵.
- **Safe Spaces with digital education and social-emotional supports for children on-the-move:** Safe Spaces, including Child Friendly Spaces (CFS), are widely-implemented interventions to increase children's access to safe environments and promote their psychosocial well-being⁴⁶. The evidence of effectiveness of Safe Spaces in humanitarian settings is limited, but existing evidence suggests potential benefits, especially for the psychological wellbeing of girls⁴⁷. While education is not a primary function of most Safe Spaces interventions, the availability of the Ukrainian distance learning system presents an opportunity for such interventions to provide access to education at a relatively low cost—if equipped with devices and internet access⁴⁸. A network of digitally-enhanced safe spaces in collection centers⁴⁹ along the migration route for internally displaced and refugee children may mitigate the impact of the interruption during migration for children and families that are highly-mobile and have limited access to resources.
- **Caregiver and household support:** Similar to the response for caregivers in Ukraine, supporting caregivers and household as a whole, via providing access to jobs, income (cash transfers as an interim measure⁵⁰), access to information on options for various educational programming for their child, as well as access to evidence-based mental health and wellbeing services are critical to support their children's education. In-person education programming, either in the form of formal education or informal after-school programming, can also serve as child-care while they are engaged in livelihood activities, encouraging their continued investment in education for their children in their new country. In addition, education programs should consider Ukrainian language translation support for parents to ensure meaningful parent involvement and informed decision-making in their children's education⁵¹.
- **Informal education programming: remedial, ALP, language support.** As the end of the school year is approaching, the summer break presents an opportunity to provide much-needed programming that can aid children who are considering transitioning to host country education for the new school year; and to help those who experienced a significant interruption in their schooling during forced migration to begin to catch up. Existing evidence from other crisis contexts on informal education provision by NGOs for such programs as after-school **remedial support**, coordinated with public school systems, have shown significant impact in improving children's academic performance in humanitarian contexts⁵²; and informal **Accelerated Learning Programs (ALP)** have shown impacts on enrollment, completion or transition to the formal system⁵³, as well as



academic performance⁵⁴. Given the negative impacts of being placed in lower grade levels than expected for age on children's academic, as well as social and emotional development⁵⁵, these programs are critical for children to be ready to transition into formal schooling in a new grade level. To do so, providers will need to consider both Ukrainian and host-community curricula with Ukrainian language support. In addition, **community-based language summer camps** can provide not only an opportunity to learn the instructional language of the host-country, but also could cultivate a sense of belonging in the community and investment in learning for newly-resettled students⁵⁶.

- **Strengthening the capacity of the host-country system:** As we have seen in the Syrian crisis and others, large influxes of refugee children to public schools put huge strains on resources and capacity in national school systems, which also affects the host-country teachers and students. Supporting the host-country systems to build up surge capacity with temporary support, e.g., supplementing teacher salaries to hire Ukrainian refugee teachers and additional teachers⁵⁷; providing teacher training and professional support on Ukrainian language support and host-country language instruction, as well as training on MHPSS and SEL support⁵⁸; and non-government agencies providing supplementary community-based education and MHPSS supports for the short-term⁵⁹; and longer-term financial support for building sustainable teacher workforce and training, as well as education, mental health and social services capacity strengthening to meet the increased demand is necessary.
- **SEL programming for all children, based on contextually- and culturally-appropriate SEL learning standards and frameworks.** SEL programming provided to both host country and refugee children can be a viable pathway to the successful integration of refugee children into host-country education, by providing capacity and skills to co-exist and promote positive school environments for both refugee and host-country children. Evidence on promising SEL programming in crisis-affected settings is emerging; it is also increasingly clear that coherent and consistent SEL support needs contextually and culturally appropriate SEL learning standards and frameworks for sustainable and effective SEL support⁶⁰. Host country governments and international actors should: (a) support developing, adapting, and implementing national/subnational SEL learning standards and frameworks, that are relevant and appropriate for the culture and context; (b) equip teachers with tools to support children beyond academics through pre-service and in-service training; and (c) invest in monitoring and evaluation research of the SEL programming, using scientifically sound methods and tools, to identify promising practices and improve them.

3. State of Evidence and Implications for Future Responses and Research

The options and priorities discussed in this brief are largely based on stakeholder priorities and common practices in other crisis settings, and promising strategies to explore given the unique assets and conditions of the Ukrainian crisis. We provided evidence when available; however, education research in conflict and crisis contexts is still an emerging field. And despite rich information available from qualitative studies, journalistic accounts, needs assessments, monitoring reports, and guidance and guidelines on programming, the evidence of educational program effectiveness in humanitarian settings is still largely limited in general, and especially scarce in acute crises context. Even less is known about the risks and facilitating factors of implementation of any of the strategies discussed. Such lack of evidence is even more pronounced in strategies to support educators, families, host communities, and local stakeholders—those traditionally considered not as target beneficiaries of the humanitarian education programming. However, emerging evidence and theories suggest that education provision solely focused on children's learning is rarely successful; rather, education systems need to be understood, evaluated, and supported as a whole, so are different domains of needs within a child⁶¹. The future responses to education crises in Ukraine and abroad, as well as education research in crises-affected settings in general, shall benefit from efficient and rigorous program evaluation research to identify



effective programming that can improve the learning and wellbeing of children in crises context without causing harm; and holistic responses through coordination and development and implementation of strategies to support various needs of the child, family, community, and education systems concurrently.

Every crisis is different, and recommendations made here may not be relevant in other crises or even in the near future in Ukraine. However, systematic cumulation of data and evidence can help plan and prepare for the responses to future crises, with sufficient financing and coordination.

-
- ¹ Bilefsky, D., Pérez-peña, R., & Nagourney, E. (2022). *The roots of the Ukraine War: How the Crisis developed*. The New York Times. <https://www.nytimes.com/article/russia-ukraine-nato-europe.html>
- ² Operational Data Portal, 2022
- ³ World Humanitarian Summit, Comprehensive Refugee Response Framework on the NY Declaration
- ⁴ E.g., EU maintained at 10% of the humanitarian budget as of 2019 (https://ec.europa.eu/echo/what/humanitarian-aid/education-emergencies_en) and the Education Cannot Wait, the United Nations global, billion-dollar fund was launched in 2016 to provide coordinated and sustainable support for education needs in crisis-affected contexts.
- ⁵ International Rescue Committee (IRC). (2022). IRC assessment of humanitarian needs of refugees fleeing Ukraine in Poland. International Rescue Committee. <https://www.rescue.org/report/irc-assessment-humanitarian-needs-refugees-fleeing-ukraine-poland>
- Save the Children. (2015). What do children want in times of emergency and crisis? They want an education [Data set]. Save the Children. https://doi.org/10.1163/2210-7975_HRD-9831-2015006
- ⁶ OHCA, REACH, & SNAP. (2014). Syria Multi Sector Needs Assessment (MSNA). Humanitarian Liaison Group based in Turkey.
- ⁷ The Ministry of Education and Science of Ukraine. (2022). Overview of the current state of education and science in Ukraine in terms of russian aggression (as of May 16-21, 2022). <https://mon.gov.ua/eng/ministerstvo/diyalnist/mizhnarodna-dilnist/pidtrimka-osviti-i-nauki-ukrayini-pid-chas-vijni>
- ⁸ for such guidance, see INEE minimum standards (<https://inee.org/minimum-standards>) and other resources, such as INEE, MYAN, NRC, and RET et al. (2017: <https://resourcecentre-drupal.savethechildren.net/node/12387/pdf/desk-review-of-programming-guidelines-for-adolescents-and-youth-in-emergencies.pdf>)
- ⁹ key informant interviews were conducted to identify needs, challenges, priorities of the educational response in acute crises as well as the international actors' priorities approaches to initial educational responses with 9 target organization members and experts in the education in emergencies response, across funders (3), Ukraine Education Cluster (2), IRC (3), and USAID (1), identified by the ERICC researchers.
- ¹⁰ Kahkonen, S. (2018). *Why Ukraine's education system is not sustainable*. The World Bank. <https://www.worldbank.org/en/news/opinion/2018/09/12/why-ukraines-education-system-is-not-sustainable>
- ¹¹ UNESCO. (2022). UNESCO's Global Education Coalition responds to Ukrainian call for support. <https://www.unesco.org/en/articles/unescos-global-education-coalition-responds-ukrainian-call-support#:~:text=UNESCO%27s%20Global%20Education%20Coalition%20pledged,Ministry%20on%2015%20March%202022>
- ¹² UNICEF. (n.d.). *Education programme*. (n.d.). <https://www.unicef.org/ukraine/en/education-programme>
- ¹³ Kamenetz, A. (2022). *Millions of Ukrainian children are still in school despite the War*. NPR. <https://www.npr.org/2022/04/05/1090821103/ukrainian-children-are-still-in-school-despite-the-war>
- ¹⁴ <https://drive.google.com/file/d/1e3ze9ZJLBZ6COEhCoeXNjLfua1Blc8j/view?usp=sharing>
- ¹⁵ *ibid*.
- ¹⁶ Betancourt, T. (May 2026, 2022). Personal communication,
- ¹⁷ Dolan, J., Ndaruhutse, S., & Winthrop, R. (2012). Building effective teacher salary systems in fragile and conflict-affected states. 56.
- ¹⁸ Learning passport: <https://ukraine.learningpassport.unicef.org>; CWTL (War Child): gamified primary



- education programme
- ¹⁹ Jordan, K., David, R., Phillips, T., & Pellini, A. (2021). Education during the COVID-19: Crisis Opportunities and constraints of using EdTech in low-income countries. *Revista de Educación a Distancia (RED)*, 21(65). <https://doi.org/10.6018/red.453621>
- ²⁰ Education Endowment Foundation. (2020). Remote learning: Rapid evidence assessment. Education Endowment Foundation. https://edtechhub.org/wp-content/uploads/2020/04/Remote_Learning_Rapid_Evidence_Assessment.pdf
- Joynes, C., & Gibbs, E. (2020). An overview of emerging country-level responses to providing educational continuity under COVID-19: What's working? What isn't? (p. 30) [Report for EdTechHub (ODI)].
- Taftaf, R., & Williams, C. (2020). Supporting Refugee Distance Education: A Review of the Literature. *American Journal of Distance Education*, 34, 5–18. <https://doi.org/10.1080/08923647.2020.1691411>
- UNESCO, & Global Education Coalition. (2021). Supporting learning recovery one year into COVID-19: The Global Education Coalition in action. <https://unesdoc.unesco.org/ark:/48223/pf0000376061>
- ²¹ Cappelle et al., 2021; Scarpellini et al., 2021
- ²² Davis, C. R., Grooms, J., Ortega, A., Rubalcaba, J. A.-A., & Vargas, E. (2021). Distance Learning and Parental Mental Health During COVID-19. *Educational Researcher*, 50(1), 61–64. <https://doi.org/10.3102/0013189X20978806>
- ²³ Examples include: <https://mon.gov.ua/ua/psihologichna-turbota-vid-svitlani-rojz>; <https://t.me/pidtrumaidutuny>
- ²⁴ Deitz et al., 2021; Lasater et al., 2022
- ²⁵ Bailey, R., Raisch, N., Temko, S., Titus, B., Bautista, J., Eniola, T. O., & Jones, S. M. (2021). Innovations in Social and Emotional Learning Research and Practice: Building from Evidence and Applying Behavioral Insights to the Design of a Social and Emotional Learning Intervention in Northeast Nigeria. *International Journal of Environmental Research and Public Health*, 18(14), 7397. <https://doi.org/10.3390/ijerph18147397>
- ²⁶ Caires, R., Tubbs Dolan, C., Kotob, W., Kaloustian, G., Harb, N., Ahmadi, S., Zoghbiul, S., Bailey, R., Temko, S., Nelson, B., & Jones, S. (2022). Starting from square two: Building a cohesive, national SEL framework in Lebanon (p. 146).
- ²⁷ Wolf, S., Torrente, C., Frisoli, P., Weisenhorn, N., Shivshanker, A., Annan, J., & Aber, J. L. (2015). Preliminary impacts of the “Learning to Read in a Healing Classroom” intervention on teacher well-being in the Democratic Republic of the Congo. *Teaching and Teacher Education*, 52, 24–36. <https://doi.org/10.1016/j.tate.2015.08.002>
- ²⁸ Reed, R. V., Fazel, M., Jones, L., Panter-Brick, C., & Stein, A. (2012). Mental health of displaced and refugee children resettled in low-income and middle-income countries: Risk and protective factors. *The Lancet*, 379(9812), 250–265. [https://doi.org/10.1016/S0140-6736\(11\)60050-0](https://doi.org/10.1016/S0140-6736(11)60050-0)
- Sirin, S. R., & Rogers-Sirin, L. (2015). The educational and mental health needs of Syrian refugee children. Migration Policy Institute Washington, DC.
- ²⁹ Identified in a key informant interview with an expert in a bilateral organization
- ³⁰ Pluess, M., McEwen, F., Hadfield, K., Biazoli, C., & et al. (2021). Delivering Psychological Therapy to Refugee Children via Telephone (Research for Health in Humanitarian Crisis) [Research Brief]. Research for Health in Humanitarian Crisis Programme (R2HC), Elrha. <https://www.elrha.org/programme/research-for-health-in-humanitarian-crises/>
- ³¹ <https://www.who.int/teams/mental-health-and-substance-use/treatment-care/mental-health-gap-action-programme>
- ³² Betancourt, T. S., Meyers-Ohki, S. E., Charrow, A. P., & Tol, W. A. (2013). Interventions for children affected by war: An ecological perspective on psychosocial support and mental health care. *Harvard Review of Psychiatry*, 21(2), 70–91. <https://doi.org/10.1097/HRP.0b013e318283bf8f>
- Jordans, M. J. D., Pigott, H., & Tol, W. A. (2016). Interventions for children affected by armed conflict: A systematic review of mental health and psychosocial support in low- and middle-income countries. *Current Psychiatry Reports*, 18.1(9). <https://doi.org/10.1007/s11920-015-0648-z>
- Troup, J., Fuhr, D. C., Woodward, A., Sondorp, E., & Roberts, B. (2021). Barriers and facilitators for scaling up mental health and psychosocial support interventions in low- and middle-income countries for populations affected by humanitarian crises: A systematic review. *International Journal of Mental Health Systems*, 15(1), 5. <https://doi.org/10.1186/s13033-020-00431-1>
- ³³ Li Grining, C., Raver, C. C., Champion, K., Sardin, L., Metzger, M., & Jones, S. M. (2010).



- Understanding and improving classroom emotional climate and behavior management in the “Real World”: The role of Head Start teachers’ psychosocial stressors. *Early Education and Development*, 21(1), 65–94. <https://doi.org/10.1080/10409280902783509>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- ³⁴ Jeon, L., Buettner, C. K., Grant, A. A., & Lang, S. N. (2019). Early childhood teachers’ stress and children’s social, emotional, and behavioral functioning. *Journal of Applied Developmental Psychology*, 61, 21–32. <https://doi.org/10.1016/j.appdev.2018.02.002>
- McLean, L., & Connor, C. M. (2015). Depressive Symptoms in Third-Grade Teachers: Relations to Classroom Quality and Student Achievement. *Child Development*, 86(3), 945–954. <https://doi.org/10.1111/cdev.12344>
- ³⁵ E.g., <https://www.warchildholland.org/intervention-core/>
- ³⁶ IRC, 2022
- ³⁷ Keresteš, G. (2006). Children’s aggressive and prosocial behavior in relation to war exposure: Testing the role of perceived parenting and child’s gender. *International Journal of Behavioral Development*, 30(3), 227–239. <https://doi.org/10.1177/0165025406066756>
- Khamis, V. (2016). Does parent’s psychological distress mediate the relationship between war trauma and psychosocial adjustment in children? *Journal of Health Psychology*, 21(7), 1361–1370. <https://doi.org/10.1177/1359105314553962>
- ³⁸ Austrian, K., Soler-Hampejsek, E., Kangwana, B., Wado, Y. D., Abuya, B., & Maluccio, J. A. (2021). Impacts of two-year multisectoral cash plus programs on young adolescent girls’ education, health and economic outcomes: Adolescent Girls Initiative-Kenya (AGI-K) randomized trial. *BMC Public Health*, 21(1), 2159. <https://doi.org/10.1186/s12889-021-12224-3>
- Cluver, L., Meinck, F., Doubt, J., Ward, C., Lombard, C., Shenderovich, Y., Steinert, J., Romero, R., Medley, S., Redfern, A., Salah, N., De Stone, S., Ncobo, L., Lachman, J., Tsoanyane, S., Loening, H., Byrne, J., Sherr, L., Casale, M., ... Sibanda, N. (2018). Cash plus Care: Parenting support and violence reduction programme associated with reductions in adolescent HIV-risks in South Africa: A cluster randomized trial of a DREAMS and 4Children-implemented programme “Parenting for Lifelong Health.” *AIDS* 2018, 21. <https://ora.ox.ac.uk/objects/uuid:e983f211-d8d0-44ab-acc9-ca7caa222ca7>
- Little, M. T., Roelen, K., Lange, B. C. L., Steinert, J. I., Yakubovich, A. R., Cluver, L., & Humphreys, D. K. (2021). Effectiveness of cash-plus programmes on early childhood outcomes compared to cash transfers alone: A systematic review and meta-analysis in low- and middle-income countries. *PLoS Medicine*, 18(9), e1003698. <https://doi.org/10.1371/journal.pmed.1003698>
- Sherr, L., Macedo, A., Tomlinson, M., Skeen, S., & Cluver, L. D. (2017). Could cash and good parenting affect child cognitive development? A cross-sectional study in South Africa and Malawi. *BMC Pediatrics*, 17(1), 123. <https://doi.org/10.1186/s12887-017-0883-z>
- ³⁹ CNN, L. S.-M. and O. O. (2022, May 16). This is what the “Russification” of Ukraine’s education system looks like in occupied areas. CNN. <https://www.cnn.com/2022/05/16/europe/russia-ukraine-education-intl-cmd/index.html>
- Krivoshcheyev, P., & Crimea.Realities. (2022, May 23). Ukrainian Teachers Balk As Moscow Seeks To Impose “Russian Standards” In Occupied Territories. Radio Free Europe/Radio Liberty. <https://www.rferl.org/a/ukraine-kherson-education-russian-occupation/31862426.html>
- ⁴⁰ Key informant interview with two NGO experts
- ⁴¹ *ibid.*
- ⁴² United Nations. (2018). Global Compact on Refugees – Booklet. <https://www.unhcr.org/publications/brochures/5c658aed4/global-compact-on-refugees-booklet.html>
- ⁴³ UNHCR. (2019). Refugee education 2030: A strategy for refugee inclusion. UNHCR. <https://www.unhcr.org/publications/education/5d651da88d7/education-2030-strategy-refugee-education.html>
- ⁴⁴ <https://mon.gov.ua/eng/ministerstvo/diyalnist/mizhnarodna-dilnist/pidtrimka-osviti-i-nauki-ukrayini-pid-chas-vijni/yak-organizuvati-navchannya-dlya-ukrayinskih-ditej-za-kordonom>
- ⁴⁵ Key informant interview with Education Cluster coordinators
- ⁴⁶ The Alliance for Child Protection in Humanitarian Action. (2019). Resources for Safe Spaces for Children in Humanitarian Settings: Overview. The Alliance for Child Protection in Humanitarian Action. <https://alliancecpha.org/en/child-protection-online-library/resources-safe-spaces-children->



humanitarian-settings-overview

- ⁴⁷ Stark, L., Robinson, M. V., Seff, I., Gillespie, A., Colarelli, J., & Landis, D. (2021). The Effectiveness of Women and Girls Safe Spaces: A Systematic Review of Evidence to Address Violence Against Women and Girls in Humanitarian Contexts. *Trauma, Violence, & Abuse*, 1524838021991306. <https://doi.org/10.1177/1524838021991306>
- ⁴⁸ Key informant interview with two NGO experts
- ⁴⁹ Key informant identified Save the children is implementing such programming in refugee collection centers
- ⁵⁰ Austrian et al. (2021); Cluver et al. (2018); Little et al.(2021); Sherr et al. (2017).
- ⁵¹ Cureton, A. E. (2020). Strangers in the School: Facilitators and Barriers Regarding Refugee Parental Involvement. *The Urban Review*, 52(5), 924–949. <https://doi.org/10.1007/s11256-020-00580-0>
- Koyama, J., & Bakuza, F. R. (2017). A timely opportunity for change: Increasing refugee parental involvement in U.S. schools. *Journal of Educational Change*, 18(3), 311–335. <https://doi.org/10.1007/s10833-017-9299-7>
- ⁵² Brown, L., Kim, H. Y., Tubbs Dolan, C., & Aber, J. L. (in press). Remedial programming and skill-targeted SEL in low-income contexts: Experimental evidence from Niger. *Journal of Research in Educational Effectiveness*.
- Tubbs Dolan, C., Kim, H. Y., Brown, L., Gjjicali, K., Borsani, S., Houchaimi, S. E., & Aber, J. L. (2021). Supporting Syrian Refugee Children's Academic and Social-Emotional Learning in National Education Systems: A Cluster Randomized Controlled Trial of Nonformal Remedial Support and Mindfulness Programs in Lebanon. *American Educational Research Journal*, 000283122110629. <https://doi.org/10.3102/00028312211062911>
- ⁵³ Longden, K. (2013). Accelerated learning programmes: What can we learn from them about curriculum reform. Background Paper ForEFA Global Monitoring Report, 14.
- Shah, R. (2017). Improving children's wellbeing: An evaluation of NRC's Better Learning Programme in Palestine. Norwegian Refugee Council. <https://www.nrc.no/globalassets/pdf/evaluations/nrc-blp-palestine-full-report.pdf>
- ⁵⁴ Diazgranados Ferráns, S., Lee, J., Ohanyido, C., Hoyer, K., & Miheretu, A. (2022). The Cost-Effectiveness of an Accelerated Learning Program on the Literacy, Numeracy and Social-Emotional Learning Outcomes of Out-of-School Children in Northeast Nigeria: Evidence from a Mixed Methods Randomized Controlled Trial. *Journal of Research on Educational Effectiveness*, 0(0), 1–32. <https://doi.org/10.1080/19345747.2022.2037799>
- ⁵⁵ Kim, H. Y., Brown, L., Tubbs Dolan, C., Sheridan, M., & Aber, J. L. (2020). Post-migration risks, developmental processes, and learning among Syrian refugee children in Lebanon. *Journal of Applied Developmental Psychology*, 69, 101142. <https://doi.org/10.1016/j.appdev.2020.101142>
- ⁵⁶ Symons, C., & Ponzio, C. (2019). Schools Cannot Do It Alone: A Community-Based Approach to Refugee Youth's Language Development. *Journal of Research in Childhood Education*, 33(1), 98–118. <https://doi.org/10.1080/02568543.2018.1531450>
- ⁵⁷ For example, Poland is experiencing teacher shortage and in need to support new teacher hire (<https://notesfrompoland.com/2022/03/16/polish-schools-hunt-for-new-teachers-as-tens-of-thousands-of-ukrainian-refugees-join-classes/>); and hiring Ukrainian teachers as a part of Cash for Work programme that allows emergency employment of Ukrainian teachers as assistants to Polish teachers (<https://www.themayor.eu/en/a/view/teachers-from-ukraine-to-be-employed-in-polish-schools-10221>)
- ⁵⁸ For example, UNICEF is partnering with Warsaw and Krakow municipalities to support training of over 30,000 teachers on MHPSS, language pedagogies and formative assessments, and catch-up learning. [https://www.unicef.org/media/119086/file/ECARO-Humanitarian-SitRep-No.7-\(Ukraine-Refugee-Response-in-Neighbouring-Countries\)-19-April-2022.pdf](https://www.unicef.org/media/119086/file/ECARO-Humanitarian-SitRep-No.7-(Ukraine-Refugee-Response-in-Neighbouring-Countries)-19-April-2022.pdf)
- ⁵⁹ From key informant interviews with NGO experts
- ⁶⁰ Caires et al. (2022)
- ⁶¹ Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. Lerner M. & W. Damon (Eds.), *Handbook of child psychology* (Vol. 1, pp. 793–828). John Wiley & Sons Inc.
- Cicchetti, D., & Aber, J. L. (1998). Contextualism and developmental psychopathology. *Development and Psychopathology*, 10(2), 137–141. Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312(5782), 1900–1902. <https://doi.org/10.1126/science.1128898>



Kaffenberger, M., & Spivack, M. (2022). System Coherence for Learning: Applications of the RISE Education Systems Framework. Research on Improving Systems of Education (RISE). https://doi.org/10.35489/BSG-RISEWP_2022/086

Pritchett, L. (2015). Creating Education Systems Coherent for Learning Outcomes: Making the Transition from Schooling to Learning (p. 47) [Working Paper]. Research on Improving Systems of Education (RISE).

Thelen, E. (1996). A dynamic systems approach to the development of cognition and action. MIT press.



Ukraine Media Review Summary
Prepared by Celine Ammash | ERICC
As of May 27, 2022

This media review:

- 1) Presents the media coverage of the impacts of the Ukraine crisis on children's education.
- 2) Summarizes international stakeholders' assessment and responses to support children affected by the Ukraine crisis based on web search.

On February 24, 2022, the international community began to witness a humanitarian crisis unfold within minutes. As stated by the United Nations, the Ukraine crisis has quickly become the fastest-growing refugee crisis since World War II (Bilefsky et al., 2022). Civilians, schools, hospitals, and homes have been and continue to be under attack, which has prompted an immediate response from international governments and ministries of education, international non-governmental organizations, and professionals within the field of international development, education, and humanitarian action. With **nearly 4,000 civilians killed, 7.7 million internally displaced people (IDP) within Ukraine, and over 6.6 million Ukrainian refugees** in host countries as of May 25, 2022, the international community has joined forces to support those affected by the Russian invasion of Ukraine. (*Operational Data Portal, 2022*).

According to UNICEF, half of all Ukrainian refugees and IDPs are children. More than 1 million children have already arrived in Poland, with hundreds of thousands in surrounding countries like Romania, Moldova, and Hungary (*Two million refugee children flee war in Ukraine in search of safety across borders, 2022*). **Of the 7.7 million IDPs living in Ukraine, 50% are school-aged children** (*7.1 million people displaced by the war in Ukraine: IOM survey, 2022*). As the numbers and security situation evolve, the direct and indirect impact of the crisis on Ukrainian children's safety, wellbeing, and learning continues to amass. This report reviews the impacts of the Ukraine crisis on children's education presented in media and other sources and summarizes international stakeholders' assessment and responses to support children affected by Ukraine crisis based on web search. The methodology used for gathering the latest information on the crisis was primarily a web search using keywords such as, "Ukraine crisis impact on education," "immediate response to Ukraine crisis," and "Ukraine children needs assessment" to find news articles, press releases and reports, as well as a targeted search of the international humanitarian organizations, governments, Education Cluster and Working Group websites, and UN agencies and their data portals.

IMPACTS

Attacks on education facilities. Over 1,830 educational institutions have been damaged or destroyed in the country so far, with roughly 580 being preschool institutions (The Ministry of Education and Science of Ukraine, 2022). Almost half of these attacks have been in eastern Ukraine, where roughly half a million Ukrainian children lived prior to the start of the conflict. Just within the city of Kharkiv, 50 schools have been destroyed. (*Ukraine: More than 20 schools attacked on average every day since escalation of war, April 4, 2022*).

Teacher shortage. These attacks have exacerbated the already existing issue of high teacher shortages within the Ukrainian educational system. Most teachers in Ukraine are women, and the majority of people fleeing the country are women and children, therefore there has been a



significant challenge within the country to find enough teachers for the remainder of the school year and possibly future years.

Remote learning and access gaps. Thanks to the establishment, usage, and familiarity of distance-learning mechanisms during the COVID-19 pandemic, the Ministry of Education and Science of Ukraine was able to re-open schools after the two-week break that was put in place at the beginning of the conflict ended. In March, nearly 3 million children began online learning instruction, some with the online presence of their teachers and others without (Kamenetz, 2022). Such rapid re-opening of classes is an extremely unique to the Ukraine situation, as Ukraine is the first population affected by crisis and conflict to have a distance-learning mechanism established for immediate, emergency use. Although the use of online learning has benefitted millions of children in Ukraine, there remains a significant population without access to adequate resources necessary for online learning. Nearly 350,000 children remain without access to education and require immediate educational and technological support, such as basic writing materials, school textbooks, and internet connection (Howard, 2022).

Language barriers in host countries. Ukrainian refugee children living in host communities are also facing challenges of their own. According to the UN, Ukrainian refugee children are struggling with language barriers in host-country schools and have not been provided adequate psycho-social support to cope with the crisis and moving to a new country (*Ukraine: UNESCO's response to children's education needs* 2022). There is a strong need for bilingual materials, Ukrainian language training for host-country teachers, translation applications and interpretation services, and beginner host-country language instruction for Ukrainian children. In addition, host-country teachers need professional psycho-social training to support their incoming students and create a safe-space environment.

RESPONSES

To respond to these urgent needs, the International Rescue Committee (IRC) conducted a needs assessment of Ukrainian children living in Poland. IRC¹ found that **fifty-six percent of Ukrainian children in Poland are attending their Ukrainian school online** (*IRC assessment of humanitarian needs of refugees fleeing Ukraine in Poland, 2022*) The remainder of children have enrolled in public schools in Poland, but **10-20% of the informants shared their concern that the Polish educational system will not be able to sustain the influx of Ukrainian children.** As a result, there are three models of refugee education being considered in Poland by the IRC:

1. Ukrainian-only schools that are funded by the Polish government but follow the Ukrainian curriculum and transcript system.
2. Preparatory classes that students would attend for one year to learn Polish (and some 'light' educational curriculum) before joining the Polish school system.
3. Full integration into Polish schools, with language tutoring after school and other assistance where feasible.

Poland is one example of a European Union country that continues to strategize and provide support for Ukrainian refugee children. **The European Union activated its Temporary Protection Directive**, which allows those who are fleeing their conflict-affected country to enjoy equal rights in any EU country. This includes access to the state education system for children

¹ IRC conducted 33 interviews with NGO actors and additional service providers, four focus groups with families, and circulated a family survey to over 500 Ukrainian families,

under 18 years of age (*Temporary protection*, 2022) As a result, Portugal, Romania, Czech Republic, Slovakia, Italy, and many more nations have immediately opened their classrooms to Ukrainian children. In Italy, over £1 million has been granted to enroll Ukrainian students in the national education system. In **Romania**, 45 elementary schools and 10 high schools have begun offering classroom instruction in the Ukrainian language. In **Portugal**, the national educational system has started providing transition classes, which helps familiarize students to their new education system and language of instruction. In addition, the Portuguese educational system has begun training school counselors in psychosocial support. Lastly, schools in **Paris** have created a 'Ukraine crisis unit' for teachers to support them in welcoming trauma-affected students (*Mapping host countries' education responses to the influx of Ukrainian students*, 2022).

International non-governmental organizations have been leading the efforts in providing support for Ukrainian children as well.

UNICEF is carrying out an initiative to provide seven neighboring countries with critical educational support and protection services for Ukrainian children and families. Within its \$28 million fund, UNICEF will provide education supplies, facilitate access to temporary learning, establish recreational and early-childhood development activities, and support host governments with integrating Ukrainian children into their national education systems (*Ukraine emergency response in neighbouring countries*, 2022).

UNESCO's Global Education Coalition is leading the efforts in providing online learning to students and teachers in Ukraine. The coalition is an alliance of 200 public and private partners, such as Apple, Google, and Microsoft. These partners have pledged to provide online courses on trauma-informed teaching, 1,000 scholarships for Ukrainian higher education students, and translation services for educational content, among other types of support (*UNESCO's Global Education Coalition responds to Ukrainian call for support* 2022).

Education Cannot Wait (ECW) has partnered with the **Government of Moldova** to ensure that Ukrainian refugee children have access to safe and protective learning opportunities. ECW's \$6.5 million grant has begun providing support for the education in emergencies response in Moldova with partners FCDO/United Kingdom, USAID, and Theirworld. In April, USAID announced an additional \$18 million to ECW's efforts (*Education cannot wait in Moldova with strategic partners scaling-up its Ukraine crisis regional education response to US\$6.5 million for crisis-affected children and youth*, 2022). Nations like Moldova are in serious need of continued international support, especially since 97% of Ukrainian refugees in Moldova are still out of school (Omer, 2022)

The Ministry of Education and Science of Ukraine and local agencies have additionally been supporting Ukrainian students, both in and out of Ukraine. The Ministry has been partnering with organizations like the Association of Preschool Education Workers and the Junior Academy of Sciences of Ukraine to strengthen the educational experience during the crisis. Both partnerships have been providing new opportunities and materials to students of all ages to expand their knowledge and educational experiences. Examples include, implementing choreography and exercise lessons, and inviting Noble Peace Prize winners to speak with students (The Ministry of Education and Science of Ukraine, 2022). In addition, War Child Holland has teamed up with the Ministry to provide a tablet-based curriculum focusing on literacy, numeracy, and social-emotional learning.

Education has quickly risen as one of the top priorities for humanitarian responses to Ukraine crisis in media coverage and international communities' announcements and pledges. However, despite the high-profile and rapid announcements and resource allocations, the deployment of the fund and services are largely in planning stage. We plan to continue to monitor and update further development in conditions and support of education for children affected by Ukraine Crisis to inform policy and programmatic decisions. See list of humanitarian responses announced, planned, and implemented to support education of children affected by the Ukraine Crisis below:

International Education Responses

Green: European Union Ministries of Education

Purple: International NGOs

Yellow: Ministry of Education and Science of Ukraine & local agencies

Please note that the following information is based on a web search undertaken as of May 27, 2022 and therefore is not necessarily comprehensive and do not contain the information on the responses announced after that date. All responses are hyperlinked in the first column for ease of reference.

Government/ Organization	Goal	Scale	Type	Description
European Union Ministries of Education	Immediate integration into the host country's education system	Ukrainian refugee children in EU host countries	Program implementers and funders	The EU countries directive grants access "to persons under 18 years-old benefiting from the temporary protection status under the same conditions as their own nationals and EU citizens"
Portugal	–	–	–	Providing transition classes, familiarizing students with their local education system, providing counselors for psychosocial support, and consistent evaluation of competencies to track integration
Romania	–	–	–	45 elementary schools and 10 high schools offering instruction in Ukrainian
Austria, Hungary, France, Poland, and Romania	–	–	–	Allowing Ukrainian students to access higher education institutions, waiving tuition fees
Croatia, Czech Republic, and	–	–	–	Created handbooks on how to protect students' mental health, prevent conflict

ERICC | Education Research in
Conflict and Protracted Crisis
ERICC POLICY BRIEF No.1: ANNEX A.

Slovakia				in class, and talk about sensitive topics
Paris	–	–	–	Schools have created a ‘Ukraine crisis unit’ to provide teachers with an online pamphlet on how to welcome students who have suffered trauma
Italy	–	–	–	1 million will be used specifically to include Ukrainian students in the national education system
UNICEF	To provide critical educational support and protection services for Ukrainian children and families	7 neighboring countries covered under UNICEF’s response	Program implementer	Provision of education and recreational supplies for children and adolescents, facilitate access to temporary learning, recreational and early childhood development activities; support host-government in coordination and integration of children into national education systems.
UNESCO	UNESCO’s Global Education Coalition pledged to support Ukraine’s efforts to provide online learning and psycho-social counselling to students and teachers in the country	Ukrainian IDP students	Funders and implementers	The Global Education Coalition, established in March 2020 to maintain learning continuity during COVID-19 pandemic, is an alliance of 200 public and private partners active in over 100 countries that matches expertise with needs in an agile and rapid manner. Support from the partners ranged from scholarships for learners, free access to accredited courses, translation of educational content, crisis-sensitive teacher training and professional development support for teachers.
Education Cannot Wait	The Global Education Coalition, established in	\$6.5 million + \$18 million	Funder and program	Expanding on Education Cannot Wait’s US\$5 million Ukraine First Emergency

	March 2020 to maintain learning continuity during COVID-19 pandemic, is an alliance of 200 public and private partners active in over 100 countries that matches expertise with needs in an agile and rapid manner. Support from the partners ranged from scholarships for learners, free access to accredited courses, translation of educational content, crisis-sensitive teacher training and professional development support for teachers.	from USAID	implementer	Response grant announced in March, ECW announced a new, initial US\$1.5 million allocation to support the education in emergencies response for the Ukraine refugee crisis in Moldova while on mission with strategic partners USAID, FCDO/UK, and Theirworld. ECW works with governments, donors, UN agencies, civil society organizations and other strategic partners to ensure continuity of education for children impacted by the crisis.
Jacobs Foundation; War Child Holland	To ensure that children affected by the crisis can continue to learn.	1 million CHF (Swiss franc) to War Child Holland	Jacobs Foundation as the funder; War Child Holland as the implementer	War Child Holland will support the Ukrainian Ministry of Education in providing remote learning to children in Ukraine and those displaced by the conflict.
UNICEF and European Union	EU to provide additional funding to bolster UNICEF's initiative to reach 1.7 million Ukrainian people with life-saving assistance.	Nearly 870,000 Ukrainian children in Ukraine	EU as the funder (9 million euro); UNICEF as the implementer	The funding will support critical services for children and families, including access to health care, safe water and hygiene, child protection, education and multi-purpose cash support.
UNICEF	To provide mental health and psychosocial support (MHPSS)	Ukrainian children	UNICEF as implementer; Microsoft as	Learning Passport - a Microsoft UNICEF product that is broken down by audiences (teachers, social workers,

ERICC | Education Research in
Conflict and Protracted Crisis
ERICC POLICY BRIEF No.1: ANNEX A.

			technical support	primary and secondary edu. All sourced in Ukrainian. Focused on MHPSS learning.
Ukraine MoES and Polish National Agency for Academic Exchange	to allow students to study in Poland	Ukrainian students	Implementer	Launch the “Solidarni z Ukraina” program to allow students to study in Poland, prepare doctoral dissertations or participate in other forms of education
Ukraine MoES and the Association of Preschool Education Workers	To provide materials to strengthen the preschool education experience during crisis	Ukrainian preschool-aged children	Implementer	Information materials include exercises, choreography video lessons, developmental video lessons, etc.
Ukraine MoES	To further support Ukrainian refugee children in Poland	Ukrainian refugee children in Poland	Implementer	1,302 copies of textbooks from the reserve fund of educational literature were allocated to Ukrainian students who were forced to leave to Poland
Ukraine MoES and the Junior Academy of Sciences of Ukraine	To provide the platform for dialogue between Ukrainian children and global Nobel laureates and scientists	Ukrainian children in Ukraine	Implementer	The Junior Academy of Sciences of Ukraine launched “Lectures of the Future,” where students had the opportunity to talk to Nobel Peace Prize winners.
Ukraine MoES	To train teachers on psychological support for children	In-service teachers in Ukraine	Implementer	On May 12 and 13, 2022, the training course “Providing Psychological Assistance to Children Suffering from Traumatic Actions” began and was attended by 28 teachers from 16 oblasts of Ukraine
Ukraine MoES and War Child Holland	To close critical gaps in literacy, numeracy, and social-emotional learning for grades 1-3; provide online	Ukrainian children; normally grades 1-3	Implementer	Can’t Wait To Learn - tablet-based, gamified, and self-paced literacy and numeracy curriculum. Originally in English, Arabic, and French, and adding

	curriculum without internet access needed			Ukrainian. Includes social-emotional learning.
--	---	--	--	--

References

- Bilefsky, D., Pérez-peña, R., & Nagourney, E. (2022). *The roots of the Ukraine War: How the Crisis developed*. The New York Times. <https://www.nytimes.com/article/russia-ukraine-nato-europe.html>
- Education Cannot Wait. (2022). *Education cannot wait in Moldova with strategic partners scaling-up its Ukraine crisis regional education response to US\$6.5 million for crisis-affected children and Youth*. <https://www.educationcannotwait.org/ecw-mission-to-moldova/>
- European Commission Migration and Home Affairs. (2022). *Temporary protection*. https://ec.europa.eu/home-affairs/policies/migration-and-asylum/common-european-asylum-system/temporary-protection_en
- Howard, T. V. (2022). *More than 350,000 school children without access to education as Russia invades Ukraine, new report finds*. CBS News. <https://www.cbsnews.com/news/unicef-ukraine-education-report-more-than-350000-students-without-access-to-education/>
- International Organization for Migration. (2022). *7.1 million people displaced by the war in Ukraine: IOM survey*. [https://www.iom.int/news/71-million-people-displaced-war-ukraine-iom-survey#:~:text=Geneva%20%E2%80%93%20Over%207.1%20million%20people,Organization%20for%20Migration%20\(IOM\)](https://www.iom.int/news/71-million-people-displaced-war-ukraine-iom-survey#:~:text=Geneva%20%E2%80%93%20Over%207.1%20million%20people,Organization%20for%20Migration%20(IOM))
- International Rescue Committee. (2022). (rep.). *IRC assessment of humanitarian needs of refugees fleeing Ukraine in Poland*. <https://www.rescue.org/report/irc-assessment-humanitarian-needs-refugees-fleeing-ukraine-poland>
- Kamenetz, A. (2022). *Millions of Ukrainian children are still in school despite the War*. NPR. <https://www.npr.org/2022/04/05/1090821103/ukrainian-children-are-still-in-school-despite-the-war>
- Omer, S. (2022). *Ukraine Crisis: Facts, faqs, and how to help*. World Vision. <https://www.worldvision.org/disaster-relief-news-stories/ukraine-crisis-facts-faqs-and-how-to-help#impact>
- Operational Data Portal. Ukraine Refugee Situation. (2022). <https://data2.unhcr.org/en/situations/ukraine>
- ReliefWeb. (2022). *Mapping host countries' education responses to the influx of Ukrainian students*. <https://reliefweb.int/report/ukraine/mapping-host-countries-education-responses-influx-ukrainian-students>
- ReliefWeb. (2022). *Ukraine: More than 20 schools attacked on average every day since escalation of war*. <https://reliefweb.int/report/ukraine/ukraine-more-20-schools-attacked-average-every-day-escalation-war>
- The Ministry of Education and Science of Ukraine. (2022). *Overview of the current state of education and science in Ukraine in terms of russian aggression (as of May 16-21, 2022)*. <https://mon.gov.ua/eng/ministerstvo/diyalnist/mizhnarodna-dilnist/pidtrimka-osviti-i-nauki-ukrayini-pid-chas-vijni>
- UNESCO. (2022). *UNESCO's Global Education Coalition responds to Ukrainian call for support*. <https://www.unesco.org/en/articles/unescos-global-education-coalition-responds-ukrainian-call-support#:~:text=UNESCO%27s%20Global%20Education%20Coalition%20pledged,Ministry%20on%2015%20March%202022>
- UNICEF. (2022). *Two million refugee children flee war in Ukraine in search of safety across borders*. <https://www.unicef.org/press-releases/two-million-refugee-children-flee-war-ukraine-search-safety-across-borders>



UNICEF Europe and Central Asia. (2022). *Ukraine emergency response in neighbouring countries*. <https://www.unicef.org/eca/ukraine-emergency-response-neighbouring-countries>

United Nations. (2022). *Ukraine: UNESCO's response to children's education needs*. <https://news.un.org/en/story/2022/03/1115122>



The Case for Education in Emergencies in Acute/Rapid-Onset Crises
Prepared by: Ha Yeon Kim, Salim Salama, Celine Ammash, Larry Aber | ERICC

Historically, the right to education has been deprioritized in humanitarian responses. Despite growing recognition and increasing investment, education is one of the least funded humanitarian areasⁱ. In most cases, educational needs are often omitted from needs assessmentsⁱⁱ during the acute and rapid-onset phases of humanitarian crises. However, when asked, access to education was one of the top immediate needs and priorities listed by both parents and children, both at the onset of the crises as well as in mid-term and protracted crisesⁱⁱⁱ. Indeed, access to education frequently was identified as critically lacking, especially in active conflict across different crises settings^{iv}.

We argue that **education plays a critical role** during the acute and rapid-onset phase of crises in three key areas:

- **Protection & well-being:** Education services can provide **safe physical spaces** for children to learn and develop. It can also provide **psychosocial support** for children who are affected by war and violence, by providing a sense of normalcy and routine, as well as belonging and social and emotional support, mitigating the immediate impact of trauma and disruption and providing sense of hope for the future and sources of supportive relationships^v. In addition, in the longer term, equitable access to education is associated with reduced propensity to participation in future conflict and violence^{vi}.
- **Learning:** Education provision early during acute crises can mitigate the negative impact of disrupted education on learning. A recent study suggests that children in low- and middle-income (LMIC) countries could lose more than a full year's worth of learning even from a three-month school closure^{vii}. And longitudinal data suggests the impact of short-term closures can decrease learning and earning as much as two decades later^{viii}. Continued access to education, however limited, can **prevent future school dropout and reduce learning loss**. In addition, emerging evidence suggests that educational programming equipped with explicit **social emotional learning** instruction can support children developing social and emotional skills necessary to navigate the challenges of lives in conflict-affected context^{ix}.
- **Access points for other services & support:** Education programming also can serve as an access point to provide information and other humanitarian services during acute crises to children and families. In-person education programming can serve as a safe child care option for the family, a time parents can use for livelihood activities and to attend to other necessities^x. It can provide access points for sharing vital information and services to the child and family, including nutrition, health, WASH, that can help them navigate the unpredictable and hazardous living conditions in crisis settings^{xi}.

For more resources and information, see INEE's resource collection for education advocacy (<https://inee.org/collections/advocacy>).

ⁱ <https://inee.org/collections/education-financing>

ⁱⁱ From two key informant interviews with NGO experts

ⁱⁱⁱ International Rescue Committee (IRC). (2022). IRC assessment of humanitarian needs of refugees fleeing Ukraine in Poland. International Rescue Committee. <https://www.rescue.org/report/irc-assessment-humanitarian-needs-refugees-fleeing-ukraine-poland>

Save the Children. (2015). What do children want in times of emergency and crisis? They want an education [Data set]. Save the Children. https://doi.org/10.1163/2210-7975_HRD-9831-2015006

^{iv} OHCA, REACH, & SNAP. (2014). Syria Multi Sector Needs Assessment (MSNA). Humanitarian Liaison Group based in Turkey.

^v Betancourt, T. S. (2005). Stressors, Supports and the Social Ecology of Displacement: Psychosocial Dimensions of an Emergency Education Program for Chechen Adolescents Displaced in Ingushetia, Russia. *Culture, Medicine and Psychiatry*, 29(3), 309–340. <https://doi.org/10.1007/s11013-005-9170-9>



-
- Graham, H.R. et al (2016). Learning Problems in Children of Refugee Background: A Systematic Review. *Pediatrics*, 137(6).
- ^{vi} Burde, D., Kapit, A., Wahl, R. L., Guven, O., & Skarpeteig, M. I. (2017). Education in emergencies: A review of theory and research. *Review of Educational Research*, 87(3), 619–658.
<https://doi.org/10.3102/0034654316671594>
- ^{vii} Kaffenberger, M. (2021). Modelling the long-run learning impact of the Covid-19 learning shock: Actions to (more than) mitigate loss. *International Journal of Educational Development*, 81, 102326.
<https://doi.org/10.1016/j.ijedudev.2020.102326>
- ^{viii} Andrabi, T., Daniels, B., Das, J. 2020. Human Capital Accumulation and Disasters: Evidence from the Pakistan Earthquake of 2005. RISE Working Paper Series. 20/039. https://doi.org/10.35489/BSG-RISE_WP_2020/039
- ^{ix} Deitz, R., Lahmann, H., & Thopmson, T. (2021). Social and Emotional Learning (SEL) Sysematic Review [Report for USAID, Bureau for Africa’s Office of Sustainable Development, Education and Youth Division]. Dexis Consulting Group.
- Lasater, M. E., Flemming, J., Bourey, C., Nemiro, A., & Meyer, S. R. (2022). School--based MHPSS interventions in humanitarian contexts: A realist review. *BMJ Open*, 12, e054856. <https://doi.org/10.1136/bmjopen-2021-054856>
- ^x From key informant interviews with NGO experts
- ^{xi} Aguilar, P., & Retamal, G. (2009). Protective Environments and Quality Education in Humanitarian Contexts. *International Journal of Educational Development*, 29(1), 3–16.
<https://doi.org/10.1016/j.ijedudev.2008.02.002>
- World Food Program. (2015, November 13). Around The World In 80,000 Schools. Human Development Project. <https://medium.com/human-development-project/around-the-world-in-80-000-schools-f1e0e487f4d9>



Conditions For Successful Education Responses During Acute Crises
Prepared by: Ha Yeon Kim, Salim Salama, Celine Ammash, Larry Aber | ERICC

Interviews with practitioners involved in crisis planning, as well as a review of the literature highlighted five critical conditions that need to be in place to successfully develop and implement programming and policies that effectively provide education for children during the acute crisis phase. Here, we describe key conditions to consider in development and implementation of educational responses.

1. **Data:** A comprehensive needs assessment is essential to guide emergency and longer-term educational strategies in each setting disrupted by humanitarian disasters. Data collection decisions should be responsive to the immediate needs of decision makers and useful for planning. In addition, monitoring and evaluation data and evidence generation on the educational programming are critical to advocate for the needs for and effects of education during the acute crises, where such evidence is sorely lacking. To do so, investment in building sustainable and strong data systems to track children’s movement, access, and education and holistic learning progression will be necessary to continuously monitor, evaluate, and provide necessary services and support for the children and programming.
2. **Financing:** Sufficient funds should be mobilized (a) to match the scale of immediate needs for education in both the affected country and the host countries, and (b) to support longer-term sustainable financing plans to ensure recovery and adaptation of the affected education systems. Such sustained direct financial support is to be accompanied with a transparent monitoring mechanism to ensure accountability and prevent problems due to capacity constraints and other challenges that have been seen in other crises settings (e.g., misappropriation of funds, “ghost” teachers on payroll). However, such monitoring should incur minimal burden to the system and should avoid creating a parallel system.
3. **Coordination:** Effective local/national and international coordination is necessary for a systematic and holistic response. International stakeholders should continue to develop their ways of working, and local and national actors should be central in this coordination effort as partners and equals to all the international members of the Education Cluster and Working Groups. Coordination between the following areas/actors are highlighted as critical conditions for success throughout the key informant interviews:
 - a. ***across international and national stakeholders in education, with local actors as equal partners and leads*** of the education clusters and technical working groups to ensure responses meet their needs and priorities and led by their expertise and operational capacities.
 - b. ***across IDP and refugee responses, e.g., coordination between Education Cluster (in-country) and Education Working Groups (refugee),***
 - c. ***across humanitarian sectors in Cluster and Technical Working Group structure (e.g., health, child protection, WASH, MHPSS, etc)*** to ensure coherence, complementarity, and identification and prioritization of needs.
4. **Localization of financing, delivery, and contents:** Local actors’ capacity to operate on the ground may vary, or it may not be possible to directly work with local authorities due to sanctions and other reasons. However, when the conditions permit, localization is key to effective educational responses especially during the acute crises phase. Prioritizing financing, operations, and locally-led or co-constructed program development can lead to successful implementation of the education support in crisis contexts.



- a. **Financing** local actors with immediate operational capacity on the ground, instead of direct implementation by international organizations, ensures effective programming.
 - b. **Program delivery** should be in accordance with local laws, rules, and norms.
 - c. **Learning contents** should be adapted, and developed to be aligned with the national education systems of the country of origin or of the host country, and relevant, valued, and appropriate in context and culture of the target population.
5. **Equity:** Considerations for educational provision for the most vulnerable children should be at the heart of the educational responses, for protection and equitable provision of services. To do so, education stakeholders should prioritize targeted data collection to identify children in increased risk conditions and with additional vulnerability (e.g., such as those with disability, social-economically marginalized, mental health difficulties, displaced, experienced family separation/loss, and other form of acute trauma and loss) and their needs (e.g., accessibility technology, cash support, access to mental health or other services, safe space) and financing, coordinating, and developing concrete plans for providing adequate additional support are necessary ensure equitable access to and quality of education for all children.

In the table below, we present recommendations to ensure these critical conditions for success to be met in the context of Ukraine Crisis: for children in Ukraine, and for Ukrainian refugee children abroad.

Table B1. Recommendations to Ensure Conditions for Success in Ukraine Crisis Response.

	For Children in Ukraine	For refugee children abroad
Data	Collect data on mobility patterns and conduct holistic education and social-emotional needs assessments; build sustainable data systems to track and continuously monitor progress; invest in generating rigorous research evidence generation of education programming to identify strategies that maximize children’s learning and wellbeing and prevent harm.	
	Support Ukraine national and local actors to lead holistic education and social-emotional needs assessments	Coordinate data collection and information sharing across the hosting countries and Ukraine government.
Financing	Plan and provide coordinated and sustainable financing to local government and actors to sustain, expand, and adapt education systems capacity to respond to the crises; consider direct cash support for families where needed	
	Prepare financial scenario planning to meet changing demands and needs as crises evolve	Continue to finance hiring of refugee educators; allocate funds for supporting host-community children and education systems in addition to refugee children
Coordination	Coordinate with other humanitarian sectors to utilize education programming as access points for other life-saving services	
	Prioritize coordination with the Ukraine government, via the Education Cluster; actively seek out, map and partner with local	Prioritize and manage relationships with both host country and Ukrainian government; align and coordinate refugee responses (via

	actors and ensure their presence in strategic fora; and	UNHCR-led Education Working Group) with in-country (MoES and Education Cluster) policies and responses
Localization	Support development and adaptation of culturally- and contextually-appropriate academic and social and emotional learning standards and contents (both digital and in-person), through partnership with local actors.	
	Invest in and support projects and programming led by MoES and local actors for planning, implementation, and monitoring.	Respect and support learning and accreditation of the education system that families prefer (Ukrainian vs. host-country); support host-country education systems' capacity; provide language instruction, ALP, local curriculum tutoring for refugee children enrolled in host-country schools; provide contextually appropriate universal SEL and teacher training for both host-country and refugee children to build supportive school environment.
Equity	Identify high-risk children and invest in providing necessary support to access education for children with additional vulnerability, such as those with disability, social-economically marginalized, mental health difficulties, displaced, experienced family separation/loss, and other form of acute trauma and loss	
	Identify children in high-risk condition of conflict-affected areas, including without access to school facility, electricity, internet and digital devices, children remaining in active war zones and in territories under Russian control	Identify and provide necessary support children at high-risk condition as refugees, including those with high-mobility, staying in shelter or temporary housing facilities, experienced family separation/loss.