Final report

# UKRAINE EDUCATION NEEDS ASSESSMENT SURVEY

(6 MAY – 24 JUNE 2022)

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# BACKGROUND

Since 24 February 2022, an **estimated 5.7 million school-aged children** in Ukraine (ages 3-18) have been affected by the war. According to the Ministry of Education and Science of Ukraine, as of 24 June 2022, 1849 educational facilities have been damaged amid ongoing hostilities and 212  have been completely destroyed.[1] According to the latest figures from OHCHR, 277 children have been killed, with another 456 children injured, mostly due to the use of explosives in built-up, urban areas.[2] Per UNICEF estimates **3,3 million children need educational support** and **2,2 million need protection services, 2,8 million children are estimated  to be internally displaced**.[3]

On 6 May 2022, Ministry of Education and Science of Ukraine (MESU), Institute of Educational Analytics (IEA) and Ukraine Education Cluster conducted a nation-wide Needs Assessment Survey (NAS) of the local self-governance authorities at the level of hromadas[4] to better understand their situation and urgent needs in education sector. The survey covered preschool, general secondary, extracurricular and vocational (technical) education levels.

Questions in the online survey enabled hromada representatives to estimate and report on the challenges and needs under the following sections: 1) educational infrastructure and access, including digital needs; 2) IDP learners (after 24 February 2022); 3) IDP teachers

(after 24 February 2022); 4) professional needs of teachers; 5) needs in mental health and psychosocial support (MHPSS) for teachers and learners; 6) inclusive education; 7) financial management.

The online survey was disseminated at the entire territory of Ukraine via MESU cascading information inquiry process  of education departments at the oblast and hromada level. As of 6 June 2022, out of 1451 a total of 1045 (79%) hromadas have responded to NAS. This response rate varied by oblast with no data available from Autonomous Republic of Crimea and limited response rates coming from hromadas in Luhanska, Mykolaivska, and Zaporizka oblasts (below 50%).

The findings presented in this report rely on the data inputs received directly from hromada representatives via the NAS between 6 May and6 June 2022 as well as from additional follow up data gathering and actualization conducted by MESU with the help of local education authorities during the period of 1-8 of June 2022. Furthermore, this report highlights the challenges and changes in Ukraine's education system brought up by the ongoing war by evaluating the current trends against the baseline indicators of pre-war period. It also incorporates existing secondary data and needs assessments conducted after 24 February 2022 by UN agencies, MESU, INGOs, and other relevant actors.

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1. Ministry of Education and Science of Ukraine, Official Monitoring Site
2. UNICEF,  Briefing Note on the Situation of Children in Ukraine, 14 June 2022.
3. UNICEF, Humanitarian Action for Children (HAC), 11 April 2022.
4. In Ukraine hromada is the Admin 3 level subdivision, preceded by Admin 1: oblast and administrative unit 2: raion.

## HIGHLIGHTS

Hromadas reported the total of **164 thousand IDP learners** as per NAS record. The lead hosting regions are Vinnytska, Ivano-Frankivska, Kyivska, Lvivska, Zhytomyrska and Khmelnytska oblasts.

Oblast level education authorities reported the total of **43 thousand teachers evacuated** from their territories.[5] Oblasts with the highest teacher outflow rates are Kharkivska, Zaporizka, and Kyivska.

**Access to high-speed internet and lack of technological devices** are considered the biggest challenge for the continuity of online teaching and learning.

The education sector is currently in need of additional **203 thousand tablets and 165 thousand laptops (computers) for teachers and learners** to continue with online (distance) education.

**MHPSS is required at scale** for learners and teachers alike across Ukraine.

**Close to 3 500 educational institutions are used for humanitarian purposes** as shelters for IDPs, centers for collecting and distributing humanitarian aid, preparing food for IDPs, etc.

5. Currently it is possible to locate IDP teachers if they officially register, otherwise it is hard to trace the exact numbers, especially given that the movement of IDPs across Ukraine continues.

## EDUCATIONAL INFRASTRUCTURE

Ukraine has the total of 31 347 educational institutions for preschool and school-aged children (ages 3-18), out of which 1735 have been damaged and 200 completely destroyed according to the counts provided by MESU as of 24 June 2022 and presented in the table below.

Table 1.

**Damages to Educational Infrastructure** (MESU, 24 June 2022)

| Type of instituion | Total Number | Damaged | Completely Destroyed |
|---|---|---|---|
| Preschools | 14 974 | 675 | 54 |
| General secondary schools | 13 991 | 873 | 123 |
| Special secondary schools | 310 | 38 | 5 |
| Extra-curricular education institutions | 1351 | 49 | 8 |
| Vocational education institutions | 685 | 100 | 10 |

An average of 22 schools a day come under attack in Ukraine since the start of the war. About 43% of attacks on schools have taken place in eastern Ukraine, where more than 400,000 children were living before the conflict escalated on 24 February.[6]

In addition to physical damage of infrastructure, hromadas reported the use of education premises for humanitarian purposes other than education. The total of 3,5 thousand

such institutions have been identified under NAS, which is about 11% of educational institutions for preschool and school-aged children in Ukraine. The highest numbers were reported in Dnipropetrovska, Rivnenska, Kirovogradska, Ternopilska and Lvivska oblasts.

Educational institutions are primarily used as shelters for IDPs and centers for collecting and distributing humanitarian aid for communities and for preparing food

6. Save the Children, Press Release, April 2022.

for IDPs. If kept for humanitarian needs, educational premises might no longer be accessible for learners of these institutions in the coming academic year. When combined with the number of institutions being damaged or destroyed, the share of schools and kindergartens potentially inaccessible for children in Ukraine increases to 17%.

Based on the count of hromadas that are currently situated in the zone of hostilities or are temporary occupied or are encircled provided by the Ministry of Reintegration of

the Temporary Occupied Territories as of 7 June 2022,[7] it is possible to estimate the number of schools, children and teachers at those territories potentially influenced by the war. According to the data estimates by MESU, 2169 schools with 703 215 learners and 64 507 teachers were present at these territories before the escalation of 24 February 2022. These estimates amount roughly to 17% of students and 15% of teachers of general secondary education in Ukraine.

7. Ministry of reintegration of temporary occupied territories of Ukraine, List of hromadas in the areas of hostilities, temporary occupied and encircled, 7 June 2022.
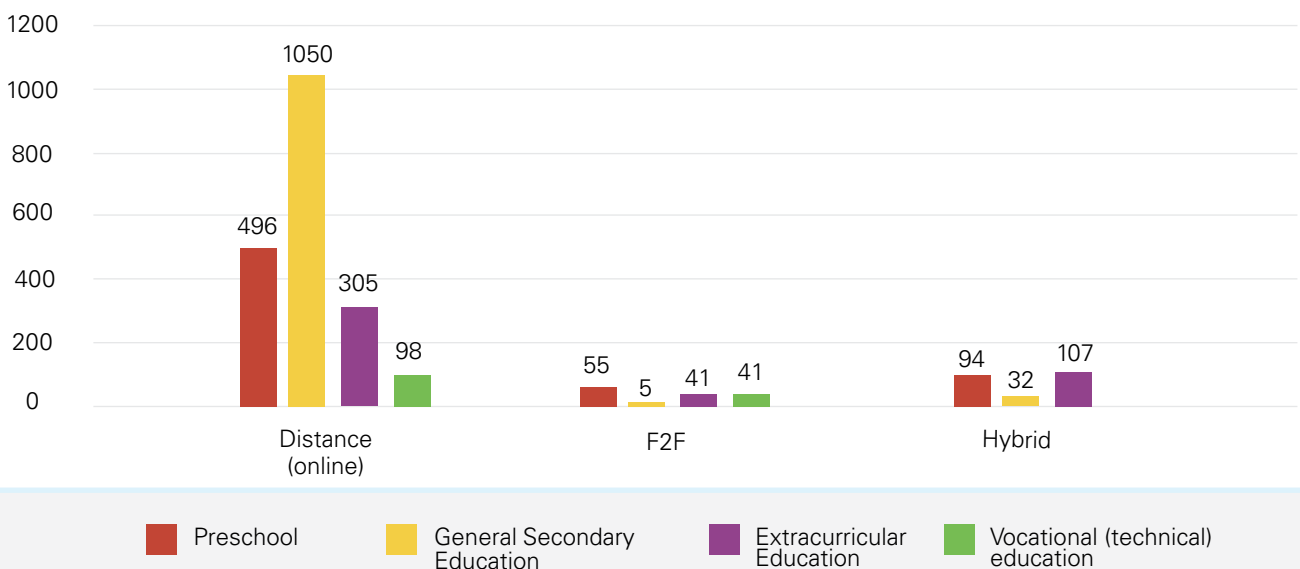
## ACCESS TO EDUCATION

After the two-weeks break since 24 February 2022, the education process resumed on March 14 in the regions where the security situation allowed it predominantly in an online (distance) format. To enable online education modality, the Learning Without Borders project for grades 5 through 11 was launched jointly by the MESU and the Ministry of Culture and Information Policy of Ukraine, as well as by Ukrainian TV channels and online platforms. UNICEF-supported All-Ukrainian School Online was recommended by MESU as a platform for distance

education. On March 14, UNICEF and MESU jointly launched an online kindergarten for children aged 3 to 6.

According to the survey data on 6 June 2022, education continued at all levels of education in 95% of hromadas mainly in distance (online) format and was also made available for those who evacuated or moved abroad. As of 23 May 2022, according to MESU, only 5 out of 25 regions have some schools initiating face-to-face or blended learning.

Figure 1.

**Distribution of hromadas by the modality of education process**



It is believed that the majority of Ukrainian children have been able to access online and distance learning since February despite school closures. However, the share of children who resumed their education varied across education levels. According to NAS, 75% of hromadas identified that nearly all (76-100%) of students of general

secondary and vocational (technical) education resumed their studies. At the same time, preschoolers returned to studying only in 27% of hromadas, while in 212 hromadas none of the preschool pupils and in 90 hromadas very few pupils (1-25%) resumed their education as seen from the figure below.

Figure 2.

**Number of hromadas by the share of children returned to studying**
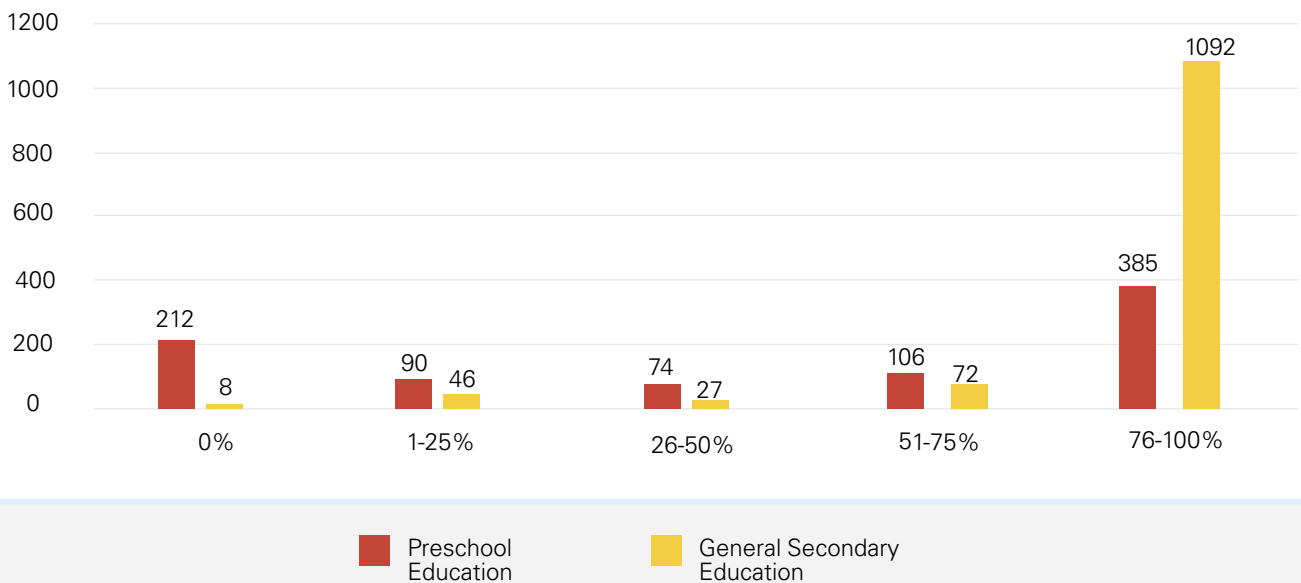


Oblasts with the poorest record of preschool children return rates are Chernihivska, Luhanska, Mykolaivska, Odeska, Khersonska.

An assessment of children needs during the war, conducted by Gradus Research survey in April 2022, showed that 66% of the respondents believe that the quality of education services got worse compared to the pre-war period. Yet, the same survey pointed out that parents believe setting up the education process is a priority need for children during the war coming ahead of money, clothing, school supplies, or psychosocial support (PSS).[8]

The biggest challenges in organization of distance (online) education are access to highspeed internet, lack of devices for online teaching and learning, shifting security situation across regions, and lack of digital skills.

8. Gradus Research, Changes in Children's Lives During the War: Analytical Report, April 2022.

Table 2.

**Challenges to Online Teaching and Learning**

| Challenges | Number of hromadas |
|---|---|
| High Speed Internet Access | 825 |
| Lack of Technical Devices | 747 |
| Security Situation | 621 |
| Lack of Digital Skills | 272 |
| Household Duties' | 206 |
| Other | 56 |

In addition, about 200 hromadas referred to the burden of household duties as an additional challenge for teachers in facilitating online education. Recent rapid gender analyses of Ukraine reported that women's care burden has increased significantly since February 2022 with the lack of education facilities and institutions open, their engagement in volunteer activities and men's absence due to engagement in the Armed Forces of Ukraine.[9] Given that most teachers in Ukraine are women this may put an additional challenge for them to continue delivering as educators.

While hromadas generally did not report the shortage of teaching personnel under the NAS, they nevertheless pointed to the growing percentage of teachers being involved in humanitarian activities beyond education. Most hromadas reported up to 25% of teaching personnel engaged in additional humanitarian duties, yet there were many revealing this share to be between 76 to 100% for teachers of preschool and general secondary education. This, however, might further exacerbate an already challenging education context with significant number of teachers evacuating and those who stay at the workplace getting their time engaged in additional care duties at home and humanitarian activities beyond teaching.

Hromadas that reported the suspension of education process pointed to the security situation in the region as the main reason for it.

9. UN Women and CARE International, Rapid Gender Analysis of Ukraine, May 2022.

## IDP LEARNERS AND TEACHERS

In Ukraine, 7.1 million people are internally displaced, including up to 2.8 million children.[10] Given the challenges of accurate information gathering and recording of IDPs, there are still gaps in disaggregating this data by age groups, education levels and places of residence. In this regard, the NAS provides helpful insight into the composition of IDP learners and teachers. However, the limits of data gathering should also be recognized here, with the overall numbers likely being higher than reported.

Hromadas reported receiving the total of 164 thousand IDP learners since 24 February 2022. Out of those over 43 thousand are preschoolers (of which 709 registered as children with SEN), 120 thousand general secondary education students (of which 1617 are children with SEN), and 1039 students of vocational (vocational and technical) education (11 are students with SEN).

10. UNICEF, Humanitarian Action for Children (HAC), 11 April 2022.

Figure 3.



**Distribution of IDP learners by oblast** (after 24 February 2022)

Legend:
- Preschool Education
- General Secondary Education
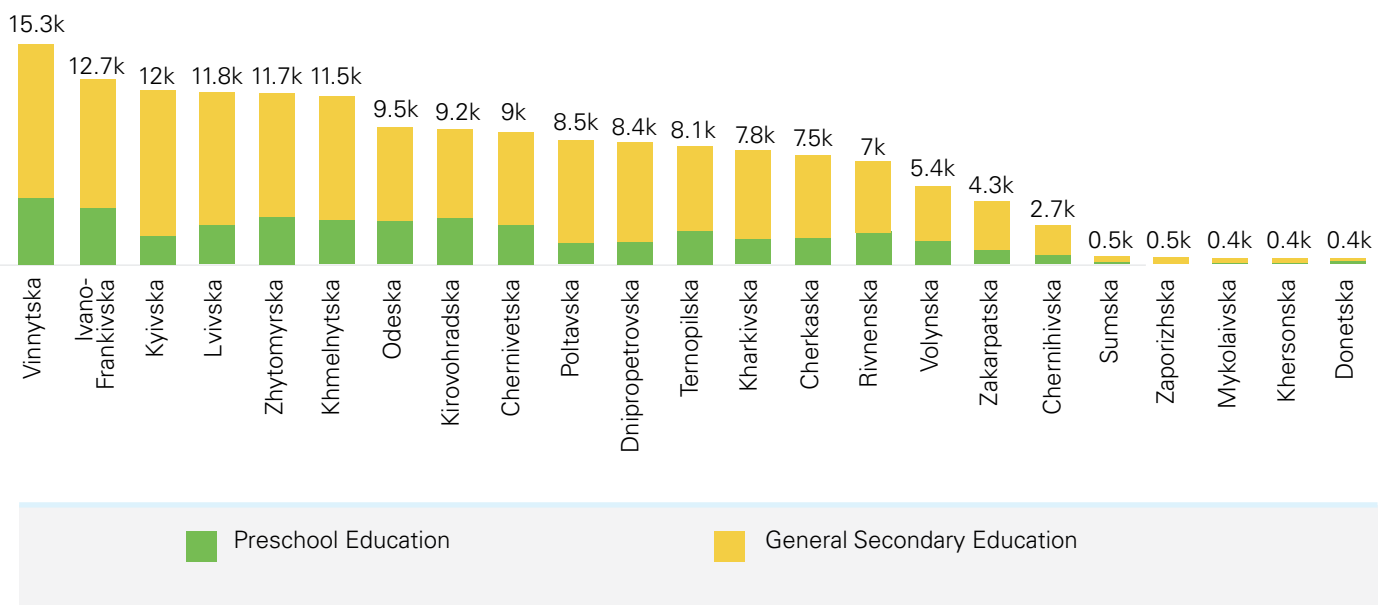
The gender distribution of evacuated learners remained balanced as reported by most of hromadas. Yet, the numbers for displaced female adolescents were generally reported higher than for male adolescents, which is consistent with the latest IOM data signaling that the share of men within the IDP population continues to shrink.[11]

Children of general secondary education (6-16 y.o.) constitute the largest share of all IDP learners. Their number more than doubled from roughly 52 thousand in

September 2021 to 120 thousand between March and June 2022.

The receiving regions for this category of IDP learners also changed as the comparative table below demonstrates. In 2021, the regions hosting the most of school-aged IDPs were Donetska, Kharkivska, Dnipropetrovska, Luhanska oblasts and Kyiv city, whereas at present the lead hosting regions are Vinnytska, Ivano-Frankivska, Kyivska, Lvivska, Zhytomyrska and Khmelnytska oblasts.

11. IOM, Ukraine Area Baseline Report Round 5, May 2022.

Table 3.

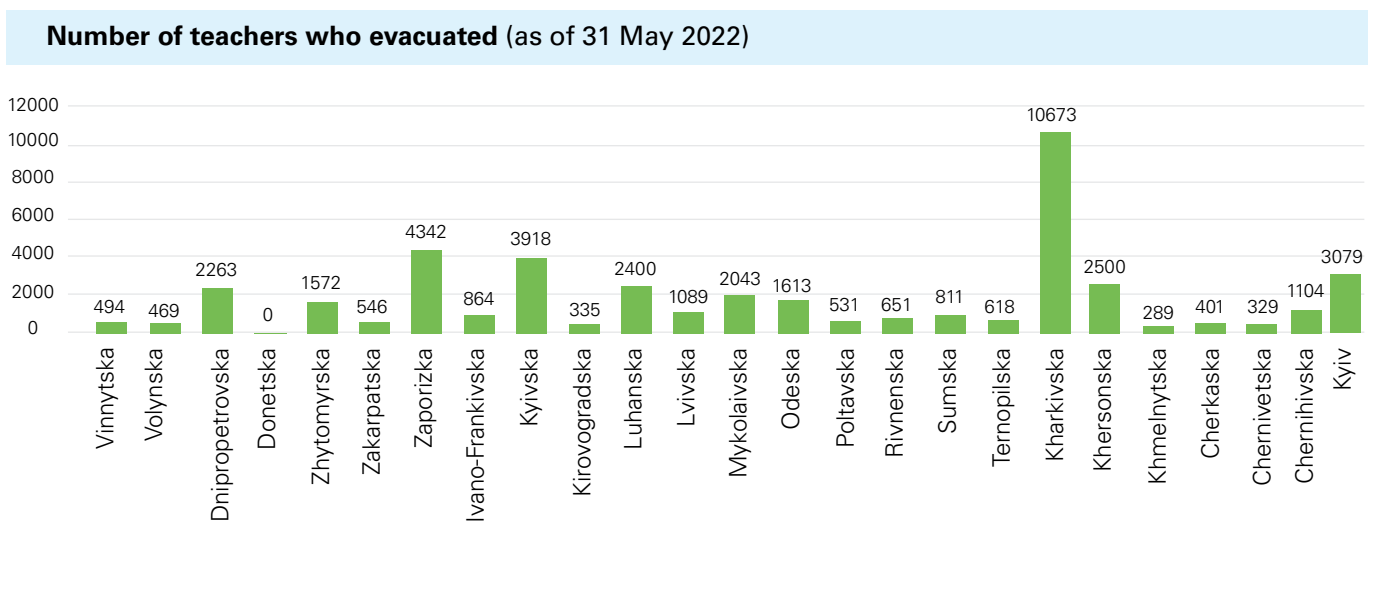**Distribution of IDP learners by oblast before and after 24 February 2022**

| Region | Number of IDP learners | |
|---|---|---|
| | September 2021 | after 24 February 2022 |
| Vinnytska | 731 | 10692 |
| Volynska | 315 | 3432 |
| Dnipropetrovska | 4 196 | 6851 |
| Donetska | 10 802 | 156 |
| Zhytomyrska | 633 | 8377 |
| Zakarpatska | 304 | 2703 |
| Zaporizka | 2 552 | 448 |
| Ivano-Frankivska | 360 | 8905 |
| Kyivska | 4 346 | 9948 |
| Kirovohradska | 452 | 6068 |
| Luhanska | 3 567 | N/A |
| Lvivska | 684 | 9058 |
| Mykolaivska | 898 | 339 |
| Odeska | 2 990 | 6406 |
| Poltavska | 1 345 | 7051 |
| Rivnenska | 350 | 4863 |
| Sumska | 652 | 380 |
| Ternopilska | 181 | 5671 |
| Kharkivska | 5 042 | 6111 |
| Khersonska | 774 | 297 |
| Khmelnytska | 648 | 8469 |
| Cherkaska | 844 | 5645 |
| Chernivetska | 256 | 6189 |
| Chernihivska | 679 | 2066 |
| Kyiv | 8 674 | N/A |
| **Ukraine** | 52 275 | 120125 |

Not all IDP learners have yet officially enrolled in education institutions in their new places of residence. MESU data suggest that as of June 11, 2022, 5261 children among IDPs are enrolled to the preschool education institutions and 79,015 internally displaced children have joined learning in schools at the places of their temporary residence.[12] It should also be noted that not all IDP children changed their place of studying. Given the new geography of IDPs (as shown above) the education systems of western and central oblasts are likely to experience overstretch in receiving displaced learners in the coming academic year.

12. MESU Situation Update, June 11 2022.

As of 31 May 2022, oblasts' level education authorities reported the total of 43 thousand teachers who evacuated from their territories. Oblasts with the highest teacher outflow rates are Kharkivska (10 675), Zaporiz'ka (4342), and Kyivska (3918). While close to 450 hromadas reported they have IDP teachers on their territory but collecting the exact numbers remains a challenge, as not all teachers register as IDPs or change to another education institution. Thus far, the number of teachers officially registered as IDPs remains critically low (1415 - as reported under NAS).

Figure 4.



**Number of teachers who evacuated** (as of 31 May 2022)

For teachers who did not relocate the war context created an increased demand in specialized skills. Up to 70% of hromadas believe that teachers would benefit from professional development training and consultations. Among the desired topics for professional development

of teachers are orientation on rapid PSS (52%), pre-medical first aid (43%), EORE (39%), trauma-aware teaching (38%), facilitation of online learning (30%), conflict-sensitive education (25%).

# NEEDS IN MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT (MHPSS)

So far, more than two million children have fled the war in Ukraine while an estimated 5.7 million remain inside the country,[13] in grave risk of physical and emotional harm as large-scale fighting continues in the east and south of the country and the risk of air strikes remains high at the entire territory of Ukraine. In many cases children have been the victims of violence, including gender-based violence or witnesses to it. A significant number of children and teachers currently remain in the

temporary occupied territories without a safe possibility to evacuate, suffering limited or no access to fresh water, food, healthcare, education or MHPSS. All these factors increase the risks for children to experience emotional harm and develop mental health issues including depression and post-traumatic stress disorder, resulting in emotional and physical symptoms as well as pose risks and challenges to children's development.[14]

13. Save the Children, Press Release, April 2022
14. DFS, Ukraine Conflict Analysis - The Impact of the Conflict on Children, 22 April 2022

Given the current context, MHPSS for children comes as an immediate and widely recognized priority. In this regard, over 50% of all hromadas reported on the NAS believe that the ability of children to study significantly deteriorated due to war and up to 80% believe it would be useful to provide additional psychosocial support to learners. Similar trend is reported by Gradus Research survey, where 50% of respondents noted that the mental health of children got worse compared to the pre-war period.

It should also be recognized that teachers in Ukraine face the same war context and experience a similar array of complexities as the children and adolescents they teach. Teachers' wellbeing is essential not only as a goal in itself but also in relation to the quality of support they are able to provide for the learners. Yet, teachers' needs in MHPSS are often overlooked. As the survey demonstrated, only one third of hromadas identified that their teaching personnel needs psychosocial support with another one third finding it difficult to evaluate teachers' PSS needs. At the same time, over 80% of hromadas would welcome additional MHPSS activities and initiatives for their teachers.

According to the Ukrainian Prosecutor General, reports have already surfaced of cases of sexual violence against women, children and older persons, which are now under investigation.[15] Reports on gender-based violence (GBV) against children on territories controlled by Russian forces were also reported by Human Rights Watch.[16] While the risks of GBV remain high especially in the military-controlled areas, establishing strong support and referral system for such cases continues to be the challenge. Based on the NAS data, little over 35% of responded hromadas identified the need in additional psychological support to survivors of conflict-related gender-based violence, with another 40% reporting difficulty assessing the need for such support.

15. OCHA, Ukraine: Humanitarian Impact Situation Report, 4-6 April 2022.
16. Human Rights Watch, Ukraine: Apparent War Crimes in Russia-Controlled Areas, 3 April 2022

# INCLUSIVE EDUCATION

Before the war, Ukraine had more than 90,000 children living in various residential care institutions. Many of them have been relocated after 24 February from eastern Ukraine to other institutions in the west of the country without any documentation and tracking. Newly-formed sites and camps, meanwhile, have limited accessible and inclusive services.[17] Furthermore, as the NAS data revealed, the host communities have limited resources and capacities to ensure high quality education for children with disabilities.

17. UNICEF, "Ukraine War Response: Children with Disabilities", June 2022

Table 4.

**Needs in equipment for inclusive education**

| Type of equipment (resources) needed | Number of hromadas with identified need |
|---|---|
| Training for teachers on inclusive education | 958 |
| Methodological materials on the organization of inclusive education | 835 |
| Equipment for access to the educational institution for childre with disabilities | 690 |
| Equipment for organization of inclusive education | 985 |
| Training and methodological materials on gender-sensitive education | 233 |
| Methodological materials to prevent and refer incidents of gender-based violence (sexual violence, domestic violence) | 224 |

| Type of equipment (resources) needed | Number of hromadas with identified need |
|---|---|
| Equipment for children with SEN ( in specialized class-rooms of general secondry schools | 348 |
| Equipment for organizing learning process for children with SEN (incl. distance learning) in specialized schools | 72 |
| Equipment for organizing learning process for children with SEN (incl. distance learning) in learning-rehabilitation centers | 60 |
| Supportive equipement for children with SEN, particularly those with eyesight and hearing impairment (incl. for distance learning) | 357 |

Close to 40% of hromadas lack enough technical means for organizing the learning process of children with SEN. 60% of hromadas reported the need in equipment for the organization of inclusive education and the need for relevant training for teachers. Close to 40% of hromadas need equipment for children with disabilities to be able to access educational institutions. Additional needs in equipment and materials for inclusive education are also linked to the increased number of IDP children in the host communities that require support.

## DIGITAL NEEDS

Online education enables the majority of learners to continue their studies amid war. Yet, as noted below the lack of digital devices was named as one of the biggest barriers to the organization of online education. According to the MESU actualized data the education sector in Ukraine is currently in need of **203 thousand tablets and 165 thousand laptops (computers)** along with other equipment listed below. Disaggregated at hromada level this data serves as the basis for MESU to prioritize and allocate relevant donor assistance to the areas with the most urgent needs.

Table 5.

**Needs in devices for online teaching learning by oblasts**

| Region | Number of | |
|---|---|---|
|  | tablets | laptops |
| Vinnytska | 5988 | 9653 |
| Volynska | 4595 | 5101 |
| Dnipropetrovska | 4166 | 14 498 |
| Donetska | 202 | 2427 |
| Zhytomyrska | 894 | 10 577 |
| Zakarpatska | 8119 | 4469 |
| Zaporizka | 26 562 | 11 017 |
| Ivano-Frankivska | 29 017 | 8533 |
| Kyivska | 22 897 | 10 538 |
| Kirovohradska | 4028 | 3859 |
| Luhanska | 22 136 | 1549 |

| Region | Number of | |
| --- | --- | --- |
| | tablets | laptops |
| Lvivska | 9391 | 9587 |
| Mykolaivska | 16 167 | 2614 |
| Odeska | 6411 | 8193 |
| Poltavska | 5549 | 4427 |
| Rivnenska | 1468 | 8229 |
| Sumska | 1773 | 5063 |
| Ternopilska | 13 674 | 6105 |
| Kharkivska | 1277 | 8448 |
| Khersonska | 79 | 1741 |
| Khmelnytska | 2764 | 6946 |
| Cherkaska | 3892 | 5731 |
| Chernivetska | 745 | 1971 |
| Chernihivska | 2161 | 6315 |
| Kyiv | 8607 | 7718 |

Needs in additional digital hardware and software equipment include the following types (in descending order of demand) as summarized in the table below. While distributing devices (tablets and laptops) for teachers and learners remains essential, sustainable online education cannot continue without taking into consideration these additional needs in equipment and software.

Table 6.

**Needs in additional digital equipment and software**

| Type of software | |
| --- | --- |
| OC Windows 10+ | 49,26% |
| Microsoft Office | 34,83% |
| Antivirus software | 14,34% |
| Software for automation of the educational process (electronic diaries and journals, etc.) | 1,57% |
| **Type of equipment** | |
| Headphones | 45,04% |
| Webcams | 31,77% |
| Headset (headset) | 4,34% |
| Graphic tablets | 3,27% |
| Network cable (internal) twisted pair (meters) | 2,73% |
| Computer speakers | 2,63% |
| Acoustic systems (speakers) | 1,61% |

| Type of equipment | |
|---|---|
| Interactive kit (board / panel + projector) | 1,57% |
| Wireless microphones | 1,49% |
| Multifunction devices (including laser and 3D printers) | 1,46% |
| Computer mice | 1,52% |
| Document camera | 0,95% |
| Projectors | 0,64% |
| Network cable (external) twisted pair (meters) | 0,21% |
| Computer keyboards | 0,12% |
| Monitors | 0,09% |
| Flipcharts | 0,07% |
| Smart TV | 0,07% |
| Flashdrives | 0,06% |
| Switches on 16 ports | 0,07% |
| Uninterruptible power supply unit | 0,05% |
| Wi-Fi access points | 0,05% |
| Batteries 12V, 7.0 Ah | 0,03% |
| Jack RJ45 | 0,03% |
| Wi-fi routers | 0,03% |
| Scanners | 0,03% |
| 3D printers | 0,02% |
| Servers | 0,02% |
| Laminators | 0,01% |
| VR glasses | 0,01% |
| Language audio-office | 0,01% |

## FINANCIAL NEEDS

Overall, hromadas reported that they have technical, organizational and financial capability to continue paying salaries for teachers of the education institutions they manage. About 40 hromadas reported technical difficulties with processing financial operations due to various reasons.

Some operational difficulties were identified such as access to e-signature for remote crediting of salaries, access to the teachers' data for salary calculation, access to the departments of education and accounting for signing relevant documents. Currently, these technical issues are picked up by relevant military administrations at oblast level for seeking timely solutions. At the same time, about 30% of hromadas reported a shortage of finances to pay teachers under educational subvention and shortages of the local budget for the maintenance of educational institutions.

# METHODOLOGY

The online survey was disseminated at the entire territory of Ukraine via MESU cascading information inquiry from education departments in hromadas and in oblasts. Hromadas were identified as the most appropriate level to provide the general assessment of the situation in the education sector and to understand regional differences and gaps. To compensate for the lack of direct access to institutions (schools) the survey was designed to disaggregate data at least by the levels of education (preschool, general secondary education, extracurricular education, VET). Gender disaggregation and targeted questions to learn about the needs of children with special education needs were also included.

Due to the nation-wide nature of the survey as well as limited time and human resources available to gather more robust data, NAS incorporated only quantitative questions. No follow up qualitative inquiries were made at this stage of the assessment at oblast, hromada or institution level. While those would provide greater and more contextual insights, the existing data still gives enough variation to estimate key trends in the education sector of Ukraine. Qualitative inquiries might still be considered as a follow up to this exercise later.

Data was collected remotely via an online survey of hromada representatives responsible for education. The collection tool was created and uploaded into Kobo Toolbox for use by respondents directly (on smartphones, tablets and or laptops/PCs). In addition, MESU collaborated with oblast level authorities to collect data from hromadas that might be beyond the reach of the MESU communication system. MESU also conducted follow up data gathering at the oblast level to verify and actualize reports on certain indicators that were difficult to obtain at hromada level. NAS was based on volunteer sampling meaning that the sample was biased towards accessible education authorities within each oblast depending on the security conditions, which accounts for a varying response rate of hromadas across oblasts.

To ensure the transparency of analysis and to enable better access to primary information the raw data on which this report is based on is available to partners upon request from Ukraine Education Cluster.