

Ukraine

Education Sectoral and OR+ (Thematic) Report

January – December 2018



Sofiya, 4 years, is playing with ECD kit provided by UNICEF
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B. Table of Contents

Abbreviations and Acronyms	2
Executive Summary	3
Strategic Context in 2018	4
Results in the Outcome Area	4
Constraints and Lessons Learnt	8
Financial gap	
Future Work Plan	
Expression of Thanks	
Annexes	

C. Abbreviations and Acronyms

CSE	Conflict sensitive education
ECD	Early Childhood Development
ECE	Early Childhood Education
ECERS	Early Childhood Environment Rating Scale
ECS	Education Cluster Survey
GoU	Government of Ukraine
IISTT	Institute of In-service teacher training
HNO	Humanitarian Needs Overview
LSE	Life skills education
MoES	Ministry of Education and Science
NGCA	Non-government controlled areas

D. Executive Summary

Now in its fifth year, the conflict in eastern Ukraine continues to have a strong impact on the lives of Ukrainian children and particularly to those living near the 'contact line' where fighting remains a daily occurrence. Between January and December 2018, an estimated 16 educational facilities were damaged by shelling and 50 facilities temporarily closed hampering children from access to safe learning¹. According to the 2019 Humanitarian Needs Overview (HNO²), some 500,000 children continue to be in need of humanitarian assistance.

In 2018, UNICEF Ukraine continued making progress towards increased quality and inclusive education for all including access to early learning within the framework of the ongoing education reform, known as the 'New Ukrainian School'. The reform looks broadly at preparing a new generation of Ukrainian school graduates to be equipped with the necessary life skills, knowledge and critical thinking to successfully transit

¹ Education cluster in Ukraine, 2018

² Available at <https://www.humanitarianresponse.info/en/operations/ukraine/document/ukraine-2019-humanitarian-needs-overview-hno>

to adulthood and access the labour market. UNICEF Ukraine is working closely with the Ministry of Education and Science (MoES) to support this reform process and to further define the concept of safety in Ukrainian schools. UNICEF is particularly committed to linking humanitarian, recovery and development approaches and activities, to ensure acute needs are met, while fostering the resilience of affected communities and self-recovery of displaced families.

In 2018, the UNICEF's humanitarian interventions improved safe learning environments for children in the east of Ukraine, reaching **136,053 children and teachers** in both government and non-government-controlled areas of Donetsk and Luhansk regions. To ensure uninterrupted access to early childhood education services (ECE), quality education, life skills education (LSE), and safe schooling, UNICEF's education interventions prioritized most vulnerable girls and boys affected by the conflict with focus on **children living within 20 kilometres of the line of contact, on both sides**.

UNICEF provided support to the MoES for the implementation of Early Childhood Environment Rating Scale (ECERS) study-a tool designed to assess group programmes for preschool-aged children- and conducted a rapid review of the Early Learning Context, which is being used to align the Basic Standards of Pre-school Education with international ECE standards.

The 'Safe Schools' modelling has become the entry point for UNICEF's support to national education reform, with a particular emphasis on acquisition by children of key life competencies and crosscutting skills, pedagogy of partnership, motivated teachers and ensuring inclusiveness across the education spectrum. All 14 educational facilities of the Safe School modelling have started the implementation of their annual individual action plans. These plans are co-financed by local authorities and were informed by rapid needs and gaps assessments and consultations with teachers, students and community, with the aim at increasing the safety of children and applying new, student-centred teaching methodologies, building life skills including civic engagement. In addition, Ukraine mainstreamed competency-based learning and LSE in the 'New Ukrainian School' reform agenda. UNICEF and the MoES have deployed the Life Skills Education (LSE) teacher training nationwide through an on-line course completed by **21,000 teachers** to date and reaching an estimated 240,000 children.

On adolescents and youth, UNICEF promoted and supported adolescents and youth participation to contribute meaningfully to their communities, while further building their skills and capacities for the 21st century through UPSHIFT and small grants projects on civic engagement.

UNICEF continued to encourage member states to sign and invoke the "Safe School Declaration" as an instrument to ensure protection of schools from attack for educational professionals and members of the armed forces in areas near the contact line.

E. Strategic Context in 2018

In 2018, the Government adopted in 2018 the 'New Ukrainian School' approach that set out values and principles of the pedagogy of partnership and promoted inclusive education (IE) and the child-centered model of education. As part of "New Ukrainian School" approach, the government also developed and introduced a 'Safe Schools' concept that integrated the principles of child friendliness, school safety and a protective learning environment. It supported crucial priority areas of the Ministry's education reform throughout policy and curricular changes at national level, notably the acquisition by children of key life competencies and crosscutting skills, motivated teachers, and stronger focus on children.

As an additional pillar to their new approach, the MOES recently introduced the Programme for International Student Assessment (PISA). PISA aims at assessing the levels of literacy as defined by "capacity to apply

knowledge, analyze, reason, communicate, interpret and solve real life problems”. This approach is consistent with UNICEF’s notion of “competency-based quality education”.

On pre-school education, the waiting lists for pre-schools enrolment decreased from 46,898 in 2017 to approximately 39,000 in 2018. However, access to Early Childhood Environment (ECE) remained a challenge, particularly for children in rural areas. Young children living with disabilities continued to have fewer opportunities to access ECE across the country. This is true despite progress achieved and the doubling of the number of kindergartens with inclusive groups from 425 in 2017 to 578 in 2018.

Ukraine made significant progress through a series of structural, legislative, financial and programmatic initiatives in the area of inclusive education. Legal amendments and financial initiatives were introduced such as central budget subvention towards inclusive education for municipalities, revision and raise of salaries for teachers, who work with children with disabilities; securing additional funding for teacher-assistants, and setting the parameters of partnership between schools and experts on special education to name just a few.

Combined with deinstitutionalization efforts, these initiatives resulted in the enrollment of 11,700 children with special needs in schools, a 61 per cent increase from previous year. Financial and legal support were also secured for the newly established network of Inclusive Resource Centers (IRCs). By end of 2018, almost 500 Centers were reported to be created and functioning.

The armed conflict in the east of Ukraine continues to endanger the physical and psychological well-being of children, especially those living along the ‘contact line’ where active hostilities are most intense and threaten education facilities. The conflict has worsened pre-existing gaps in education, especially as regards to the quality of teaching and learning. The access has also been a major challenge in Donetsk and Luhansk regions particularly in areas where children live and/or attend school in areas at continued risk of shelling.

While the intensity of shelling remained relatively consistent throughout the year, the number of children killed or injured confirmed the continuing severity of the threats facing children and their caregivers on both sides of the contact line in Donetsk and Luhansk Regions. From 1 January to 31 December 2018, OHCHR recorded 279 conflict-related civilian casualties: 55 killed (32 men, 15 women, 6 boys and 2 girls) and 224 injured (122 men, 70 women, 16 boys, 7 girls and 9 adults whose sex is yet unknown). This is a 53.8 per cent decrease compared with 2017, when 604 civilian casualties (117 killed and 487 injured) were recorded, and the lowest yearly civilian casualties during the entire conflict period. Of the civilian casualties, 119 resulted from mine related incidents and ERQ handling (34 killed and 85 injured).

According to the 2019 HNO, since the start of the conflict over 750 educational facilities have been damaged due to hostilities. More than 242,000 children and teachers in schools located along the ‘contact line’ regularly experience shelling and face extreme levels of mine contamination. More than 150 schools in eastern Ukraine were concerned about their proximity to military activities and 62 schools reported unexploded ordnance near them³.

The 2018 Education Cluster Needs Survey reveals that estimated number of children in surveyed education facilities who would benefit from a range of resilience strengthening life skills programmes – including conflict sensitivity, peace promoting content and coping skills is minimum of 94,000 children. Up to 74% of education facilities within 5 km of the contact line (GCA) reported that either they do not have a proper safe space or equipped bomb shelter.

F. Results in the Outcome Area

³ Education Cluster in Ukraine, 2018

Education in Emergency

In 2018, the UNICEF's humanitarian interventions improved safe learning environments for children in the east of Ukraine, reaching 136,053 children and teachers in both government and nongovernment-controlled areas of Donetsk and Luhansk regions. To ensure uninterrupted access to ECE, quality education, LSE, and safe schooling, UNICEF's education interventions prioritized most vulnerable girls and boys affected by the conflict with focus on children living within 20 kilometres of the line of contact, on both sides.

In total **46,000 children benefitted from supplies** provided to schools and kindergartens in the conflict-affected Donetsk and Luhansk regions including 19,000 reached through ECD and educational kits and a further **27,000 through different educational supplies** including sport equipment, school furniture and kindergarten supplies. **Winter clothing was provided to 2,000 children** residing in non-government controlled areas. The rehabilitation of 50 preschool premises in government-controlled areas of Donetsk and Luhansk regions and in Kharkiv, Dnipropetrovsk and Zaporizhzhya regions was completed providing early childhood development opportunities to **1,061 children** through the creation of new kindergarten seats. Emergency repairs were completed in 33 schools in both government and non-government controlled areas near the contact line and resulted in **over 7,000 children** having uninterrupted access to learning opportunities in safe spaces.



A girl received the UNICEF Educational Kit in the backpack, Popasna School #20, Luhansk region

In addition, UNICEF completed its 'access to education' campaign for children residing in nongovernment-controlled areas. In close partnership with local civil society, UNICEF raised the awareness of children on learning opportunities and as a result, facilitated access to online learning for **12,000 children** and access to higher education for **1,749 students** who entered university in 2018.

High-level advocacy continued for the endorsement of the Safe School Declaration by the Government of Ukraine and publication materials were provided to raise awareness on the protection of schools from military attacks for 650 educational professionals and members of the armed forces in areas near the contact line. UNICEF, Save the Children and the UN Education Cluster joined their advocacy efforts towards the endorsement of the Safe School Declaration by the Government of Ukraine, including two round table events, which contributed to an official recommendation to sign the declaration issued by the MoES to the Vice Prime Minister.

Through its continued leadership of the Education cluster, UNICEF focused on strengthening coordination with actors on both sides of the line of contact. Together with Save the Children and UNICEF, the Cluster supported an introduction of Conflict Sensitive Education (CSE) in 2018, delivering on the plan to instil local knowledge on and create CSE champions for Ukraine. The CSE capacity development programme targeted national and local authorities and education actors working close to the contact line.

Inclusive quality preschool education

Successful partnership between UNICEF and the NGO 'Step by Step' resulted in improved access of over **2,300 children** to inclusive quality environment in preschools in Donetsk and Luhansk regions. Activities included capacity building of over 350 teachers on inclusive environment, awareness raising of over 250 parents on inclusive education and provision of 60 inclusive early childhood development kits. Supporting the ongoing education reform, UNICEF developed and published a manual for preschool teachers on the

establishment of quality inclusive environment, which aims to develop key competencies of preschool teachers and children ensuring smooth transition of children from pre-school to competency-based primary education.

UNICEF recruited an international expert to provide technical support on increasing access to quality and inclusive early learning. The expert conducted a rapid review of the early learning context in Ukraine during September-November 2018. The subsequent report was discussed and presented to the Ministry of Education and Science and other stakeholders. The findings in the report will support mapping of UNICEF activities to support the Ministry in strengthening the pre-school education system and identify strategic advocacy messages, strategic policy priorities and programmatic entry points with potential for impact and scale. UNICEF also supported the Ministry to evaluate the quality of preschool education through participation of Ukraine in ECERS assessment.

UNICEF continued the development of partnership with MoES, local and international NGOs to identify early learning alternatives and create a roadmap for alternative models for further modelling across Ukraine. UNICEF recruited a national consultant to provide expertise in alternative modalities of preschool education. The review of the modalities will be finalized by April 2019. Based on the results of the assessment, 10 alternative modalities will be identified and some of them will be implemented in three amalgamated communities in the east.

A Knowledge, Attitudes and Practices Survey (KAP) on early childhood development (ECD) and early learning targeting households with children, preschool teachers and decision-makers started with the aim to increase demand for quality and inclusive ECE among parents through the nationwide C4D campaign. The C4D campaign is currently on-going.

Life skills education

UNICEF worked closely with regional and local departments of education and science to increase resilience, strengthen peer and teacher connectedness and support the development of positive coping mechanisms among the most conflict-affected children through the development of key life skills. Over **4,600 teachers** were trained on LSE through on-line and face-to-face trainings and subsequently used the knowledge and tools provided during the training to integrate life skills learning into the curriculum reaching 95,096 children in government- controlled areas of Donetsk and Luhansk regions.

In addition, UNICEF and the MoES initiated the scaling up of the LSE programme through in-service teacher training institutes and included it in the National Plan of Action for Children for the period up to 2021. Through the developed online module, over **21,000 teachers** across the country completed the LSE course reaching an estimated 240,000 children and UNICEF is piloting the inclusion of a civil engagement module under the LSE programme in 860 schools in eastern Ukraine.

Advocacy round tables and workshops on the LSE methods and the 'Safe School' Concept were organized at the national and regional levels with participation of more than 150 representatives of the Institutes of In-service teacher training (IISTTs) from 25 regions, MoES, departments of education and science and policymakers and technical staff. The round table discussions were conducted aimed at expansion of the LSE online course and integration of LSE learning programmes into MoES' in-service teachers' training and curriculum.

Safe Schools

UNICEF supported the national education reform through modelling of 'Safe Schools,' with particular emphasis on children acquiring key life competencies and crosscutting skills, pedagogy of partnership, motivated teachers and ensuring inclusiveness across the education spectrum. In 2018, UNICEF started a

'Safe School' Modelling in 14 education facilities in Donetsk and Luhansk oblasts aimed at contributing to the development of an inclusive, safe and violence-free environment.

The 'Safe School' Modelling provided a significant contribution to development of safe and enabling learning environments for children in Donetsk and Luhansk regions. UNICEF took a complementary approach to activities with the aim to accelerate the action for the conflict-affected children and ensure better support to them. For this, UNICEF worked closely with the MoES, local education authorities, the Education Cluster and implementing partners to ensure a continued access to quality education for children in communities that experience the highest levels of continued violence in the east of Ukraine. All 14 schools and kindergartens were selected for the project in consultation with the local departments of education of Donetsk and Luhansk regions.

UNICEF and MoES developed and introduced a 'Safe Schools' concept that integrated four core standards of child-friendliness, physical school safety and protective learning environment. The Concept supported crucial priority areas of the Ministry's education reform throughout policy and curricular changes at national level, notably the acquisition by children of key life competencies and crosscutting skills, pedagogy of partnership, motivated teachers, and a focus on the pupils.

In 2018, UNICEF modelled the Safe School Concept in 14 selected schools in the Donetsk and Luhansk regions through the implementation of the following activities:

- Assessment of the selected 14 conflict-affected schools using on-line tool and development of school profiles and timebound action plans with activities that needed to be done in order to reach the quality standard in four 'Safe School' dimensions;
- Development of the on-line teacher-training module on 'Safe and a Child-Friendly Schools'. During 2018 over 800 teachers and education professionals across Ukraine, including 402 from Donetsk oblast and 76 from Luhansk oblast, took an online course on a Safe and a Child-Friendly School, reaching at least 5,780 children. The course is available online: <http://scfs.multycourse.com.ua/ua/>
- Promotion of the 'Safe School' concept among school administrators, parents, community, NGOs and education officials to raise awareness and increase engagement in the process through advocacy round tables, workshops, formal and informal meetings;
- Development of action plans to reach the four core quality standards of 'Safe Schools' (child-friendliness, physical school safety and protective learning environment, and participatory governance). Activities included in the plans were co-financed by local authorities and UNICEF provided technical support for their implementation. These plans were informed by rapid needs and gaps assessments as well as teachers, students and community consultations aiming to increase the safety of children and apply new, student-centred teaching methodologies, building life skills, including civic engagement;
- Over 160 teachers and education professionals were trained to provide mediation services and conflict resolution practices in 14 'Safe Schools' benefitting over 4,000 children and adolescents to set up violence-free environment and provide restoring mechanisms. Up to 100 adolescents were trained on mediation technics and methods to provide peer-to-peer mediation and awareness raising events. The schools were provided with leaflets, manuals and textbooks on mediation. Teachers also strengthened their skills and knowledge in psychosocial support;
- Up to 50 teachers from 14 'Safe Schools' were trained on life skills with the aim at cascading a training on LSE to the other school teachers;

- Over 30 teachers were trained on inclusive learning and on developing key competencies in children and adolescents.

The Mid-term project review conducted by the MoES confirmed a considerable progress in implementation of the schools' action plans towards achieving four standards of 'Safe School' due to UNICEF's and implementing partners' support. The final assessment of 'Safe Schools' modelling project will be conducted at the end of 2018-2019 school year.

Adolescent and Youth

As part of the support to the development of evidence based policies in the context of the reform, UNICEF developed a research tool to assess the impact of risk exposure on adolescent development and the protective nature of the education system plays in mitigating the impact of risk exposure for different groups. The tool was endorsed by the Government as an impact assessment tool for joint pilot projects, while UNICEF is supporting the implementation of related interventions.

On youth engagement and participation, UNICEF supported the Government in the development of the national youth strategy 2020-2025 and model of youth participation. U-report expanded to 74,000 Ureporters (70% of girls and 30% of boys) engaged through weekly polls and was regularly used by central institutions including the Ministries of Justice, Youth and Sports, Social Policy and recently Health to engage young people. An additional 10,000 young people were reached through Uambassadors' peer-to-peer campaign and a further 360 received legal counseling through uPartners.

Additionally, UNICEF UPSHIFT programme was launched in Kharkiv city, Eastern Ukraine's largest city. Four waves were organized so far with the participation of 40 teams of young people trained to build skills and capacities suitable for the 21st century, including designing and implementing social impact projects. A small grants project promoting civic engagement was also launched in the conflict-affected areas of Donetsk and Luhansk oblasts reaching 1,619 adolescents through 26 projects in its first wave. While UNICEF promoted girls empowerment through the UPSHIFT programme, their participation reached up to 72%. This was communicated widely through social media, while joining efforts with more than 75 partners in support of the United Nations Secretary-General's campaign UNiTE to End Violence against Women (UNiTE).

Constraints and lessons learned

The modelling of the 'Safe School' demonstrated how teachers could embrace different skills to support student well-being and change their classroom practices. These interventions served as an entry point for UNICEF's support to the national education reform, with particular emphasis on extending pre-school education opportunities, enhancing a competence-based approach and ensuring inclusiveness across the education spectrum. They also provided a unique opportunity to engage in a national dialogue on the quality of education and on the learning outcomes.

A key lesson learnt is the importance of daily coordination of all the activities among the key stakeholders, i.e. the Ministry of Education and Science, local authorities, the Educational cluster, international partners and local NGOs. This effective coordination mechanism of all the education interventions enabled UNICEF to provide broader support, to ensure better quality support and to reach more children with critical education opportunities. UNICEF will continue its close cooperation with the MoES, its regional departments and other actors in the field to provide effective support to children in Ukraine.

Humanitarian access remained an overall concern, in particular to NGCA and in areas near the 'contact line' (0-15 km zone) due to ongoing hostilities and the heavy presence of mines. Closure of checkpoints caused delays for timely implementation of programme activities and related travels. The design of the UNICEF's operation had anticipated some of these challenges. Sub-offices located near the contact line were established to effectively monitor the situation of children and women and respond quickly. The larger UNICEF office based in Kyiv, which has more resources provided back up support to these operations. It has also provided technical aid and financial assistance and strategic guidance including liaison with UN and other development partners.

The security situation is another key concern especially due to limited access to education facilities located in 0-5km along contact line. It poses security risks to schoolteachers who need to travel to attend training and also limitations in accessing learning materials on-line due to lack of Internet. In addition, despite the significant international support to humanitarian and recovery interventions in conflict-affected areas of Eastern Ukraine, critical public infrastructure, including educational, health, social facilities, lack major financial investments from central government. This calls for increased technical support from partners, enhanced coordination among actors and further advocacy with government, including through humanitarian clusters.

Finally, fund-raising both for the humanitarian and development sectors remains challenging. UNICEF Office in Ukraine will submit funding proposals to specific donors, but will also reach out to new partnerships, including the private sector.

G. Financial Analysis

Table 1: Planned budget for the thematic sector

OUTCOME/OUTPUTS	Funding Type ¹	Planned Budget for 2018
OUTCOME: INCLUSIVE AND QUALITY SCHOOL EDUCATION AND EARLY LEARNING	ORR	1,302,000
	RR	160,000
	ORE	3,050,000
ACCESS TO QUALITY AND INCLUSIVE EARLY LEARNING	ORR	150,000
	RR	160,000
	ORE	250,000
PROVISION OF QUALITY AND INCLUSIVE, VIOLENCE FREE EDUCATION	ORR	0
	RR	0
	ORE	200,000
SUPPORT TO THE COMPLETION OF A FULL CYCLE OF EDUCATION	ORR	500,000
	RR	0
	ORE	2,700,000
SUPPORT YOUTH ENGAGEMENT AND RESILIENCE	ORR	652,000
	RR	0
	ORE	0
Total		4,612,000

Table 2: Country-level Thematic contributions to thematic pool received in 2018

Thematic Contributions Received for Thematic Pool 4 by UNICEF Ukraine in 2018 (in US Dollars)

Donors	Grant Number	Contribution Amount	Programmable Amount
Global	SC189904	338,014.45	316,683.00
UNICEF-Ukraine (VISA)	SC1899040091	60,000.00	57,142.86
Slovak Committee for UNICEF	SC1899040036	42,198.07	40,088.17
UNICEF-Ukraine (ING)	SC1899040088	7,995.13	7,595.37
Total		448,207.65	421,509.40

Table 3: Expenditures in the thematic sector by results area: **Learn****2018 Expenditures by Key-Results Areas (in US Dollars)**

Organizational Targets	Expenditure Amount			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	932,084	2,103,528	3,224	3,038,836
22-02 Learning outcomes	48,195	1,175,799	136,258	1,360,252
22-03 Skills development	318,431	906,088	178,566	1,403,085
Total	1,298,710	4,185,415	318,048	5,802,173

**All expense amounts are provisional and subject to change.*

Table 4: Thematic expenses by results area: **Learn****2018 Expenditures (Thematic) by Key-Results Areas (in US Dollars)**

Fund Category	All Programme Accounts	<input type="button" value="v"/>
Year	2018	<input type="button" value="v"/>
Business Area	Ukraine - 4410	<input type="button" value="v"/>
Prorated Goal Area	22 Learn	<input type="button" value="v"/>
Donor Class Level2	Thematic	<input type="button" value="v"/>

Row Labels	Expense
<input type="checkbox"/> Other Resources - Emergency	43,597
22-01 Equitable access to quality education	5,160
22-02 Learning outcomes	1,271
22-03 Skills development	37,166
<input type="checkbox"/> Other Resources - Regular	86,266
22-01 Equitable access to quality education	1,857
22-02 Learning outcomes	55,334
22-03 Skills development	29,074
Grand Total	129,863

**All expense amounts are provisional and subject to change.*

Table 5: Expenses by Specific Intervention Codes: Learn

2018 Expenditures Specific Intervention Codes (in US Dollars)

Fund Category	All Programme Accounts	
Year	2018	
Business Area	Ukraine - 4410	
Prorated Goal Area	22 Learn	
Fund Sub-Category	(Multiple Items)	
Row Labels	Expense	
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)		1,488,364
22-01-04 Provision of (formal and non-formal) secondary education (including in temporary learning spaces)		978,299
22-01-99 Technical assistance - Equitable access to quality education		392,233
22-02-07 Provision of early learning / pre-primary education teachertraining		1,059,946
22-02-11 Provision of inclusive teacher training for children with disabilities		931
22-02-15 System strengthening - early learning / pre-primary standards and governance		-201
22-02-18 System strengthening - learning assessment systems		33,364
22-02-20 System strengthening - teacher development, management, andsupport		193,754
22-03-02 Provision of skills development for adolescents (10-19 year-olds) (including in temporary learning spaces)		500,579
22-03-04 System strengthening - mainstreaming of skills development within national education/training system		19,173
22-03-07 System strengthening - life skills (for personal empowerment, active citizenship, etc.)		250,119
22-03-99 Technical assistance - Skills development		336,566
26-01-01 Country programme process (including LUNDAF planning and CCA)		769
26-01-03 Humanitarian planning and review activities (HRP, RRP, UNICEF HAC)		4,786
26-02-01 Situation Analysis or Update on women and children		6,079
26-02-02 MICS - General		2,771
26-02-04 Stimulating demand for and capacity to use data		8,257
26-02-06 Analysis of data		5,659
26-02-08 Programme monitoring		197,322
26-02-09 Field monitoring		944
26-03-01 Advocacy and partnership-building for social behaviour change		26,534
26-03-02 Capacity and skills development for social behaviour change		21,154
26-03-03 Children, adolescent and youth engagement and participation		22,319
26-03-04 Community engagement, participation and accountability		43,349
26-06-04 Leading advocate		4,418
26-06-05 Leading voice		9,369
26-06-06 Supporter engagement		96
26-06-07 Leading brand		3,780
26-06-08 Emergency preparedness (cross-sectoral)		4,070
26-07-01 Operations support to programme delivery		170,827
27-01-06 HQ and RO technical support to multiple Goal Areas		11,479
28-07-04 Management and Operations support at CO		5,063
Grand Total		5,802,173

*All expense amounts are provisional and subject to change.

Table 6: Planned Budget for 2019

OUTCOME	Funding Type ¹	Planned Budget for 2019	Funded Budget for 2019	Shortfall as of 23.03.2019
INCLUSIVE AND QUALITY SCHOOL EDUCATION AND EARLY LEARNING	ORR	1,302,000	1,484,720	0
	RR	160,000	193,038	0
	ORE	3,050,000	842,179	2,207,821

H. Future work plan

In 2019, UNICEF will continue expanding access to inclusive and quality school education and early learning for all children, while supporting the reform process towards improving the quality of education and learning outcomes for all children, including those living in the conflict areas.

UNICEF will consolidate the innovations introduced in the various education settings as a part of humanitarian response in east of Ukraine with a view to shifting to quality-oriented interventions for improved learning outcomes. UNICEF will provide technical support to the MoES to develop a Concept of quality pre-school education and will support the Ministry to ensure access to quality early learning through alternative

models of pre-school education in selected communities. In addition, UNICEF will launch nationwide C4D campaign on quality and inclusive ECE targeting parents, preschool teachers and head of amalgamated communities.

Further discussion with MoES and regional IISTTs are planned as well as conducting workshops and the round tables to integrate life skills and competency-based learning for primary schools to the IISTTs curriculum across Ukraine.

In 2019, UNICEF will finalise the 'Safe School' modelling in 14 education facilities by supporting implementation of their action plans across all four standards while ensuring conducive and protective environment for children and building their resilience. UNICEF is documenting the results of the modelling through internal and external assessment tools, such as self-assessments by facilities, supervisions, pre- and post-surveys by the external party and regular project monitoring activities like field visits, focus- groups and key informants' interviews. These is being used to both fine-tune the project design and activities, but also to provide project documentation for translation to key policy makers, programme managers and implementers. Together with partners, UNICEF and MoES will conduct the 'Safe School Conference' in October 2019 to present the results of modelling, share good practices and discuss the recommendations for scaling up nationally. UNICEF will aim at expansion of the 'Safe School' Concept across Ukraine and its integration into Ministry of Education and Science (MoES) In-Service Teachers' Training system and curriculum. Further discussion with MoES and regional IISTTs are planned as well as conducting workshops and the round tables to disseminate the 'Safe School' model across Ukraine.

On adolescents and youth, UNICEF will continue to promote and support adolescents and youth participation to contribute meaningfully to their communities, while further building their skills and capacities for the 21st century.

I. Expression of thanks

UNICEF Ukraine's interventions in 2018 would not have been possible without the financial support from contributors to the Global Education Thematic funding, including ING Bank Ukraine, VISA Ukraine and Slovak Committee for UNICEF, as well as ECHO, EU, UNOCHA, the Governments of Japan, Poland and Estonia, Education Cannot Wait, German National Committee for UNICEF and Swiss National Committee for UNICEF. Thanks to this financial support, UNICEF contributed to support the on-going education reform and build the resilience of conflict-affected children and to improve access to a safe and protective learning environment in Donetsk and Luhansk regions. UNICEF Ukraine, on behalf of all children of Ukraine, would like to thank donors for their continuous support.

Annex

Thank you for being a valuable partner of UNICEF. We strive to improve our reporting on results, and are grateful for any feedback you can provide at the following link: [English version](#)