



MINISTRY
OF EDUCATION AND
SCIENCE OF UKRAINE



**EDUCATION
CANNOT
WAIT**



**Multi-Year Resilience Programme
(MYRP)
Ukraine
2024-2026**



Multi-Year Resilience Programme- Ukraine



March 2024 - February 2026



MYRP Request – US\$ 35 M

ECW funding – US\$ 18 M

MYRP Gap – US\$ 17 M



ECW Grantees		Allocation US\$	Locations
	KSE Institute	US\$ 9,434,750 M	Dnipro, Zaporizhzhia, Sumy, Mykolaiv, Kharkiv, Kherson, Chernihiv, Kyiv
	Finn Church Aid	US\$ 8,565,250 M	Sumy, Poltava, Dnipro, Zaporizhzhia, Odesa
Gender Lead Organization		Ed Camp	
MYRP Nexus Pillar		Localisation	



> 41,000

Total girls and boys to be reached



55%

% of Girls to be reached



> 12,000

of teachers supported with professional development & well-being



> 23,000

of children to be reached with digital devices



> 13,500

of girls and boys in alternative education



> 25,500

of girls and boys reached with MHPSS

Summary of Ukraine Multi-Year Resilience Programme

The crises brought on by the COVID-19 pandemic and followed by the full-fledged war against Ukraine since 2022 have had a devastating impact on the progress that Ukraine had made over the preceding years. This has resulted in the largest humanitarian crisis in Europe in decades, with significant human, economic and social losses. War has severely undermined the human security of the entire Ukrainian population. Children located in the most intense war-affected areas live under constant threat and often lack basic needs and services. Hundreds of educational institutions were damaged, destroyed or vandalized. As of today, 3,570 education institutions have been damaged, of which 341 have been destroyed¹. Most of the damage has occurred in the east and south of Ukraine, but education infrastructure in the northern part of the country has also faced numerous attacks. Almost half of the affected education facilities are schools.

The Education Cannot Wait (ECW) facilitated Multi Year Resilience Programme (MYRP) will target the ten most conflict-affected regions in the east, north and south of the country (see map on previous page). The MYRP will be delivered through two consortia, one led by a national NGO (Kyiv School of Economics (KSE) Institute) with local partners and a second consortium led by an international organization, Finn Church Aid (FCA) with local partners under the leadership of Ukraine Ministry of Education and Science and the Ukraine Education Cluster. FCA will target Sumy, Poltava, Dnipro, Zaporizhzhia, and Odesa regions, while KSE Institute and its partners will cover Mykolaiv, Kharkiv, Kherson, Chernihiv and Kyiv regions as well as the overlapping regions with FCA of Dnipro, Zaporizhzhia and Sumy. The programme will provide direct support to 41,000 and indirect support to at least 150,000 girls and boys.

ECW aims to achieve the following outcomes through the MYRP over the next two years:

- Outcome 1: Physical learning environments in war-affected communities are safe and accessible to ensure access to education for girls, boys, and adolescents.
- Outcome 2: Learning outcomes are improved through ensuring equal access to quality education under New Ukrainian School and Vocational Education Training (VET) reforms for war-affected communities.
- Outcome 3: Girls, boys, and adolescents, particularly the most disadvantaged have access to multiple learning pathways, learning recovery opportunities and well-being services.
- Outcome 4: Learning environments in Ukraine are built based on the principles of gender equity and inclusivity, meeting the needs of girls, boys, and adolescents with special educational needs and disabilities and those from the most vulnerable social groups.

The MYRP advances priorities responding to urgent needs of children to continue their education and support the Ministry of Education and Science to continue with its education reform, including:

- Girls and boys, including adolescents, will have greater access to safe and protected learning spaces that have been renovated and equipped with bomb shelters. In addition to providing physical safety, the MYRP includes Mental Health and Psychosocial Support (MHPASS) and well-being interventions to support children and teachers to manage trauma caused by the war and displacement.
- Ukrainian teachers will receive professional development, training, and support, including well-being support, to continue to deliver learning to children in school and remotely; and importantly, on the revisions being introduced through the New Ukrainian School Reform.
- Reaching children where they are is critical to ensuring learning continuity. While it may not be feasible in the short term for children to access physical schools, the MYRP advances two approaches to bridge the physical learning gap. Consortia will establish Digital Learning Centres as alternative learning spaces for distance education and extracurricular activities. These Digital learning spaces will be established in communities where school access is not possible. Additionally, the MYRP will support the Ministry's Device Coalition initiative.

¹ [Education is in Danger Website](#)

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1. Situation Analysis to Identify the Added-Value of the MYRP

Brief overview of the current context

The crises brought on by the COVID-19 pandemic and followed by the full-fledged war against Ukraine since 2022 have had a devastating impact on the progress that Ukraine had made over the preceding years. This has resulted in the largest humanitarian crisis in Europe in decades, with significant human, economic and social losses. War has severely undermined the human security of the entire Ukrainian population. Children located in the most intense war-affected areas live under constant threat and often lack basic needs and services. Hundreds of educational institutions were damaged, destroyed, or vandalized. As of today, 3,570 education institutions have been damaged, including 341 destroyed². Most of the damage has been sustained in the eastern and southern regions of Ukraine, but educational infrastructure in the northern part of the country has also faced numerous attacks. Almost half of the affected education facilities are schools. Many schools, kindergartens and colleges do not have properly equipped bomb shelters or shelters. Those located close to the borderlines cannot conduct on-spot education due to high risks of shelling. In the beginning of the school year 2023/2024, 76% of general education institutions and 52% of preschool facilities in Ukraine had protective structures.

There are multiple reports of Russian troops using education facilities as staging areas. Communities and school management report looting of education infrastructure, learning materials, electronic devices, furniture, and items from the food units located at schools. Since February 2022, at least 80% of the learning process is conducted online in war-affected regions. Tens of thousands of children, aged 8 and 9 years, have never physically attended schools with many of them not having technical means for distance learning. This creates significant disparities in terms of learning outcomes and access to education especially between urban and rural, hard-to-reach areas.

War has caused massive displacement of millions of people both internally and beyond Ukraine. Latest data available shows that at least 1.5 million³ (25%) internally displaced persons (IDPs) in Ukraine are children. Among them, more than 225,000 are school children. An estimated 77% of internally displaced children have witnessed bombing and shelling. According to a survey conducted by the International Organization for Migration (IOM), the eastern, central, and northern macro-regions of Ukraine host the largest share of IDPs. More than half (57%) of all internally displaced children registered in schools are now located in these macro-regions. Around 11,000 teachers left Ukraine since February 2022 and the number of displaced teachers has reached 43,000 with highest rates of departures from Kharkiv, Kyiv and Zaporizhzhia regions⁴.

Many communities that host internally displaced persons are coupled with double or triple workloads and new roles, due to the low capacity of local schools. Many schools organize several shifts per day, which shorten the duration of lessons and puts additional workload on teachers. Households often move from place to place, due to failing to find job opportunities or simply lack of accommodation. Most of those displaced are women and children. Constant distress, violence, lack of stability and very often simple socialization factors have enormous psychological impact on children and adolescents. Teachers experience psychological issues as well and their distress is coupled with increased workloads and new roles, including the need to address the psychosocial needs of their students.

While online education is essential to ensure continuity of education for girls and boys in war-affected areas, it does not replace the in-person learning experience where children can learn, play, socialize with their peers, interact with teachers, and access a range of support from trusted adults. Some 75% of parents reported their children had symptoms of psychological trauma, and 1 in 6 of them declared impaired memory, shorter attention span, and decreased ability to learn. Some education communities carry psychological tests to estimate the level of distress among children. Results show that children are losing basic instincts and do not experience fear of death or loss of family members.

² [Education is in Danger Website](#)

³ [International Organization for Migration: Ukraine Internal Displacement Report](#)

⁴ [Ukraine Education Needs Assessment Survey](#)

In a survey, conducted by the Psychological Service for Education Sector, between November and December 2022, 75% of the interviewed school children experienced stress. Some 54% of interviewed Ukrainian teachers are professionally “burned out” because of teaching during the war and around 80% of the interviewed teachers said that their workload was increasing. Moreover, 46% identified psychological support as a top priority for their schools.

Requests for providing psychosocial and socio-pedagogical assistance to children and families from among IDPs prevails. In 2022, the Psychological Service for Education Sector received 221,664 requests regarding internally displaced children of which 44% were direct appeals from children themselves. The number of appeals regarding support of children from among the affected population amounted to more than 446,000.

After February 2022, education was effectively resumed via three learning modalities:

- face-to-face education (7,148 schools with 1.9 million students).
- online education (2,653 schools with 907,000 students).
- blended learning (2,983 schools with 1 million students).

Due to the security situation and lack of equipped shelters such a ratio will most probably remain relevant for the next school year with a slight change thanks to ongoing shelter construction and school rehabilitation projects. Each of these modalities has its own specific needs and challenges described below.

Importance of resilience

The current situation challenges the survival of the education system as well as the resilience of every child, teacher and parent living in Ukraine. In this way, resilience for Ukraine involves fostering adaptability, which means providing quality education even in the face of ongoing war but also supporting the well-being of children and educators. Another essential element of Ukrainian resilience is promoting social support networks and empowering communities to overcome obstacles and to be self-sustainable especially when it comes to education.

For girls, boys, and young people, it is important to keep studying via accessible modalities. Face-to-face education remains the priority as socialization is a crucial element of children’s growth and development. However, in those places where in-person education is currently limited, other education modalities such as blended or distance learning should be effectively adopted.

Resilience prioritizes inclusivity. Efforts should be made to create a safe and accessible environment for all, considering the needs of the most vulnerable, disadvantaged, or marginalized groups of children. Providing equal access to learning opportunities, tools, and motivation to develop their potential as well as sense of belonging is the utmost priority.

Finally, resilience for educators involves equipping them with tools to adapt their teaching methods in disrupted environments but also providing training on dealing with their own trauma. Supporting professional development will help teachers stay up to date with teaching methods and pedagogical strategies embedded in the New Ukrainian School Reform. In addition, teachers and educators in general can play a key role in fostering community connections and development.

Education needs overview

The Education sector in Ukraine lacks centralized data collection on education in emergencies (EiE) that would help to ensure comprehensive policy and decision-making as well as deliver well-tailored interventions. This includes collecting more disaggregated data, so the specific needs of diverse groups of children, educators, communities can be identified.

Problems with electricity supplies and access to the internet became the main challenge for the majority of teachers in terms of organizing the distance learning in the 2022/2023 school year with the worst situation being in the south of Ukraine⁵. Among the 1.5 million children learning online, 327,881 of them do not have

⁵ [Study of the quality of the organization of the educational process in the conditions of war in 2022/2023 \(SURGe\)](#)

access to computers or any device. Of this, 96,449 children are in critical need from the most vulnerable social groups, including IDPs located in war-affected regions. Considering the type of settlement, more girls and boys have access to education in cities than in villages. These differences are especially evident among girls and boys from socially vulnerable categories. Families with more than one child cannot afford to buy additional devices for children and schools do not have enough devices to lend.

Lack of physical learning spaces caused by massive damage to education establishments and shortage of properly equipped shelters is a significant constraint for switching back to in-person education. Communities need support in rehabilitation of educational institutions, building shelters and creating alternative learning spaces where recovery demands significant investments.

Learning losses caused by frequent changes of learning modalities, unstable conditions for proper organization of lessons and learning processes (air raid sirens, power outages, interruptions with the internet etc), all combined, have significantly affected the stability of education as well as learning outcomes. From the moment of the large-scale invasion in February 2022, air raid alerts have sounded more than 21,000 times, constantly interrupting the learning process. According to the observations of primary and secondary school teachers, the results of students' studies have deteriorated in core subjects. Once again, such deterioration is more visible in rural areas than in the cities. Experts working with children in rural areas report there are primary school age children who do not have foundational skills in writing or reading. The Programme for International Student Assessment (PISA) results 2023 reflects the challenges the education system in Ukraine faces at this moment.

The results of these challenges are that while the pre-war Ukraine education system outpaced its regional neighbours in eastern Europe in terms of students' learning resilience, estimates of learning losses due to the ongoing war suggest that learning outcomes are now below the lowest-performing countries in Europe. It requires an urgent search for well-tailored solutions, such as conducting learning gap assessments, introduction of catch-up programmes and interventions as well as tutoring services for those students that are considered at risk of dropping out⁶.

To address the emotional and mental well-being of children and adolescents, programmes that offer counseling, peer support and creative outlets that can help them cope with distress should be delivered. Equipping children and young people with soft skills such as critical thinking, communication, and problem-solving is a very important aspect that will enhance their ability to adapt to challenges and current circumstances. Support and continuation of the New Ukrainian School (NUS)⁷ Reform is essential.

Certain geographic locations in Ukraine have been more adversely affected by the crisis, particularly those near active conflict zones or those who host the greatest number of IDPs. Ten regions in the east, south and north of Ukraine experience more frequent and intense attacks, leading to heightened physical and psychological stress for children, educators, and communities. Additionally, these regions have limited access to resources and infrastructure and are particularly vulnerable, as their capacity to withstand the challenges posed by the crisis is diminished.

Financial context and funding opportunities

The on-going war has inevitably led to increased defense expenditures. The reduction and repurposing of the budget has led to a suspension of funding for education. In the financial year 2022 and 2023 the support of New Ukrainian School – the key reform in the education sector of Ukraine - was cut from the state budget. Inability to implement the reform as well as the inability to finance it continues to slow down the progress and negates the efforts made by the education community in Ukraine. Even though the indicators of the state budget were prepared in conditions of a high degree of uncertainty, and the main financial resources of the country were directed to defense capability, two new subventions were introduced for education in 2023 to ensure safety and security of the education system. It includes:

- subvention for the provision of safe conditions in school facilities (building/equipping of shelters) – US\$ 37 million.

⁶ [World Bank. Education: Impact of the War in Ukraine](#)

⁷ [New Ukrainian School Concept](#)

- subvention for the purchase of school buses – US\$ 55.5 million.

To cover the most urgent needs and ensure continuation of education, the Ukrainian Government is mobilizing international support and cooperates with development partners comprising institutional donors, governments, international funds, and local and global businesses. The Ministry of Education and Science works closely with the Education Cluster and the Sectoral Working Group on Education and Science (LEG) both of whom have successfully shaped an international coalition of development partners. Activities and plans of the Education Cluster and LEG are highly aligned with those of the Government.

The largest chunk of international assistance is provided to general school education (38 projects and programmes), higher education (24) and VET (20⁸). Support is focused on light rehabilitation and safe learning environments, provision of learning materials, quality distance education, catch-up education and MHPSS.

In 2022, the European Union allocated EUR 100 million for the reconstruction of schools (as part of the Fast Recovery Plan). It is expected that most educational institutions (74 schools in total) will be renovated with the funds in 2023/2024 school year. DG ECHO has also allocated EUR 15 million for the safe return to education of Ukrainian students through Finn Church Aid. It also allocated EUR 14 million to repair 50 damaged schools through UNDP and coordination of the Ministry of Community Development, Territories, and Infrastructure. Finally, the European Union has provided EUR 14 million in funding for the procurement of school buses.

UNICEF – the ministry’s largest partner – provides comprehensive support to the Ukrainian Government and takes leadership in humanitarian relief and child protection. Since February 2022, UNICEF has provided support to almost 1.5 million children to access formal and non-formal education, including early childhood education. Almost 300,000 children have received psychosocial support, life skills education and participated in social and emotional learning nationwide. Additionally, approximately 770,000 children across Ukraine have benefitted from supplies such as Early Childhood Development (ECD) kits, recreation kits, school-in-a-box kits, individual kits, and others. In addition, UNICEF and partners were able to create safe spaces for children at schools and strengthen access to online learning and teacher training.

Since May 2022, the Ministry of Education and Science has been working closely with the Global Partnership for Education (GPE) to secure US\$ 40 million in funding through various GPE mechanisms. In June 2023, the Ministry of Education and Science together with UNICEF and UNESCO secured the first tranche of US\$ 25 million that is focused on: support to general secondary education through procurement of approximately 18,000 electronic devices and textbooks for 6th grade; elaboration of catch-up interventions; strengthening the capacity of educators to deliver MHPSS; teacher professional development under the New Ukrainian School Reform; and development of e-governance for the education sector.

In 2022, the education sector received significant support from the private sector. Google has donated 50,000 Chromebooks for teachers while HP in cooperation with Microsoft and the Global Business Coalition for Education donated 38,000 laptops. The Ministry of Education and Science has recently launched a [public dashboard](#) for monitoring distribution of donated devices.

Focus on inclusivity

It is estimated that over 7,000 girls and boys study in special classrooms for children with special education needs and disabilities and over 40,000 study in inclusive classrooms. Almost 11,000 pupils study under pedagogical patronage. A National Education Survey carried out by UNICEF⁹ in 2022 revealed that host communities have limited resources and capacities to ensure high quality education for children with special education needs. Close to 40% of communities lack sufficient technical means for organizing the learning process and 60% of communities reported the need for equipment for the organization of inclusive education and the need for relevant training for teachers. Close to 40% of local communities 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.

⁸ Annual Report under August Conference 2023

⁹ [Ukraine Education Needs Assessment Survey 2022](#)

There are regions where many of the specialists left or work remotely as there is no possibility to work offline. Many children have moved too and receive services online or do not receive them at all. Overall, the situation in the western part of Ukraine is better, however, many Inclusive Resource Centres are overloaded by internally displaced children with special education needs and disabilities. In most cases, schools with inclusive classrooms or Inclusive Resource Centres are left to their own resources.

On the territories close to active combat zones or unoccupied territories there is a lack of basic equipment - batteries for hearing kits, broken wheelchairs and eyeglasses that need to be fixed. Children often do not have access to assistive technologies. During distance learning most children with special education needs and disabilities fall behind. They are not in touch with teaching assistants (educators who work with students with special education needs and disabilities), cannot join online classes and they need more time and attention. Such children do not have developed individual learning pathways or get enough correctional and development services.

There is a lack of MHPSS activities for students with special education needs and disabilities. In most cases parents are left alone with the problem and are not equipped with recommendations or approaches that would help them to educate children. MHPSS support should also focus on parents.

Regarding face-to-face education, most students, including children with special education needs and disabilities study in two or even three shifts, thus, schools must shorten the duration of lessons, which creates extra difficulties and obstacles.

Recent years have shown efforts to promote inclusivity and improve the rights of people with disabilities. Ukraine ratified the UN Convention on the Rights of Persons with Disabilities in 2017, and several laws and policies have been implemented including the Law on the Social Protection of Disabled People. The Office of the First Lady of Ukraine has been actively promoting inclusivity as the top-priority with a particular focus on creating a barrier-free environment for children and building social and education inclusion. To support this endeavor the National Programme for Mental Health and Psychosocial Support¹⁰ was approved in 2022.

In April 2023, the Government approved the Concept of Security of Educational Institutions¹¹, which sets out its comprehensive strategic vision of creating a safe learning environment in educational institutions and organizing equal, proper, and safe conditions for education and teaching including for girls and boys with special education needs and disabilities. Approaches and strategies stipulated in these documents will constitute a part of this MYRP.

Girls and boys in Ukraine have parity in terms of access to education. However, the ongoing situation brings new challenges and intensifies hardships that girls and boys from vulnerable social groups face on a daily basis. A Rapid Gender Analysis conducted by UN Women suggests that the impact of the war is particularly disproportionate for marginalized groups, such as female-headed households, IDPs, Roma people, LGBTQIA+ and people with disabilities. Women and children constitute the majority of those displaced within and outside of the country, and they face significantly increased safety and protection risks. Incidents of gender-based violence (GBV), particularly domestic violence and conflict-related sexual violence, are increasing, but services for gender-based violence survivors are not provided in full.

In addition, certain sectors require specific attention to the gender-differentiated needs within the crisis. These include addressing issues related to limited access to adequate WASH (Water, Sanitation and Hygiene), such as menstrual health and hygiene needs, gender-specific needs in MHPSS. Leveraging women's participation and leadership in the crisis response is not only vital to ensure that humanitarian efforts respond to the gender-specific and intersectional needs, but also a strategic investment in stronger community engagement, resilience, and self-reliance.

¹⁰ [Link to the program overview](#)

¹¹ [Link to the concept](#)

2. MYRP Response Strategy

War affected children in Ukraine are accessing education and support to ensure his or her well-being		
Internally displaced children, children located close to active combat zones age 3-18		Preschool, school and VET educators
1. Physical learning environments in war-affected communities are safe and accessible to ensure access to education for girls, boys and adolescents	2. Learning outcomes are improved through ensuring equal access to quality education under New Ukrainian School and VET reforms for war-affected communities	3. Girls, boys and adolescents, particularly the most disadvantaged have access to multiple learning pathways, learning recovery opportunities and well-being services
1.1. Education institutions are equipped with functional shelters where girls, boys and educators are safe and can access learning activities	2.1. Girls, boys and educators have access to learning content, including digital one, based on newly established educational programs and standards	3.1. Girls, boys and adolescents have access to face-to-face extracurricular activities, community-based education and services, and teachers have access to community of practice
1.2. Damaged education facilities that need light rehabilitation interventions are renovated	2.2. Teacher's professional development is ensured through introduction of teacher's trainings and programs under NUS and VET standards	3.2. Learning gaps assessment and catch-up activities are introduced to ensure recovery from learning losses
Output 1.3 Girls, boys and education institutions are equipped with devices and connectivity	2.3. Girls and boys are equipped with learning materials and kits to support learning activities	3.3. Girls, boys and adolescents have access to MHPSS and SEL to address trauma-related impacts and barriers
1.4. Digital Learning Centers are established in rural areas for restoring education and extracurricular activities	2.4. Research and quality data collection is available to ensure monitoring, analysis and data-driven policy-making	3.4. Girls and boys that do not have access to offline learning are engaged in online activities to ensure quality distance education
4. Learning environment in Ukraine is built based on the principles of gender equity and inclusivity, meeting the needs of girls, boys and adolescents with special educational needs and disabilities and those from the most vulnerable social groups		
4.1. Professional development of educators and managers in project-supported educational institutions ensures integration of gender-sensitive, non-discrimination and inclusive approaches into curricula and training materials		
4.2. Rehabilitated and new educational spaces within project-supported institutions provide an inclusive, non-discriminatory and gender-sensitive environment		
4.3. Implementation of relevant policies and staff capacity building in such areas as gender equality, inclusiveness, and non-discrimination in the education sector		

Based on the sectoral analysis and education needs overview, this MYRP will focus on achieving four programme outcomes to ensure equitable access to education and well-being of children and teachers in Ukraine. Thematic outcomes of the programme cover infrastructure components (Outcome 1), soft activities to ensure continuity of education (Outcome 2) and extracurricular educational services aimed at learning recovery and supporting the well-being of girls and boys (Outcome 3). The programme includes a cross-sectoral outcome that is focused on ECW priority areas: gender and inclusivity and support to the most disadvantaged girls and boys including children with special education needs and disabilities.

In terms of geographical coverage MYRP interventions will be focused on territories located close to the active combat zones, newly accessible (de-occupied) territories and regions hosting a substantial number of IDPs, in eastern, southern, and northern parts of Ukraine. International consortia will target Sumy, Poltava, Dnipro, Zaporizhzhia, and Odesa regions, while local consortia will cover Mykolaiv, Kharkiv, Kherson, Chernihiv, Kyiv regions overlapping with Dnipro, Zaporizhzhia and Sumy oblasts.

This geographical scope represents the most vulnerable and marginalized groups of children and educators that have low access to learning and teaching experience and, thus, require the most urgent and diversified support. The MYRP is developed on the zonal differentiation approach to provide well-tailored support to children and teachers with diverse needs in different contexts. The programme intends to target children aged 3-18. Although a significant part of the MYRP concentrates on general secondary education, early childhood education and VET sub-sectors are included in the framework. Moreover, the MYRP will support educators, including those from emergency affected schools, colleges, and Inclusive Resource Centres.

Each output of Outcome 1 will include measures and activities to be taken to ensure access of children with special education needs and disabilities to the physical learning spaces (shelters, bomb shelters, Digital Learning Centres-DLCs and renovated education facilities), in those communities where such children are enrolled in the education system. Under Outcome 2, MYRP partners will develop and implement professional development programmes for educators to address learning gaps and losses including among children with special education needs and disabilities. In addition, specialized training for Inclusive Resource Centres to support children with disabilities will be carried out. Under Outcome 3, at least 3% of all direct activities and services that target children and adolescents will be focused on children with special education needs and disabilities.

The programme will also focus on reaching those from poor-host community settings, hard-to-reach areas, and children at risk of dropping out from schools or colleges. To reach target groups, MYRP partners will closely cooperate with local authorities, the Education Cluster, and representatives of the regional education ecosystems. The Ministry of Education and Science will constantly provide consortia with relevant information and facilitate communication with regional authorities when necessary. The MYRP is designed to be implemented for 24 months. The programme is expected to provide direct support for 41,000,800 and indirect support to at least 150,000 girls and boys.

Outcome 1: Physical learning environments in war-affected communities are safe and accessible to ensure access to education for girls, boys, and adolescents.

The focus of this outcome is to facilitate a safe return to face-to-face education where the security situation allows. MYRP partners will create safe and accessible physical learning spaces for children and teachers by renovating and equipping shelters for schools and kindergartens. In addition, shelters for institutions for postgraduate teachers' education will be retrofitted.

Consortia will ensure light and medium rehabilitation of schools and kindergartens damaged by military attacks. Partners will equip VET institutions (vandalized or/and with a high number of IDPs) with devices, multimedia, and digital equipment. Finally, consortia will establish Digital Learning Centres – alternative learning spaces for distance education and extracurricular activities. Digital Learning Centres will be established in war-affected communities, rural areas that have low-capacity mobilizing support and those hosting many IDPs.

Consortia members will work closely with the Education Cluster, Ministry of Education and Science and regional education departments to identify locations and institutions that are in critical need and are not covered by other programmes or development partners. Every shelter will be equipped with modern furniture for playing and learning activities, electronic devices, learning and didactic materials and connectivity. Spaces will be designed to foster a positive learning environment, catering to various age groups, and learning formats. Every space will be designed considering safeguarding principles, security, and inclusivity standards. Consortia will be responsible for procuring, distributing, and installing infrastructure items.

In those communities where traditional face-to-face learning is not accessible due to active hostility and proximity to border lines with aggressor countries, members of international consortium will ensure procurement and distribution of the devices for students. Devices will be distributed to most disadvantaged girls and boys through the regional departments of education based on the fixed needs, regularly collected by the Ministry of Education and Science of Ukraine.

MYRP support will partially close the critical need of pupils and VET students from ten Ukrainian regions where at least 70% of the learning process is carried out online. To ensure inclusivity, the consortium will focus on students from most vulnerable and marginalized social groups, including internally displaced children, children from large and low-income families, children with special education needs and disabilities and children deprived from parental care.

Distributed devices under this MYRP will be outlined in the [public dashboard](#), launched to ensure transparency of the process. For better monitoring and integration of devices into the learning process, partners will ensure the procurement of device management licenses that will allow tracking location and usability of the equipment.

To ensure devices are handed over to students and properly integrated into the learning process local consortium partners will establish an implementation office. Such offices will consist of managers working closely with the Ministry of Education and Science and targeted regions to make sure that every device is actively used for learning purposes as well as provide recommendations on efficient integration of devices into the learning process on the regional, community and institution level.

Outcome 2: Learning outcomes are improved through ensuring equal access to quality education under New Ukrainian School and VET reforms for war-affected communities.

This outcome focuses on 'soft' components of the programming with an emphasis on teacher professional development, procurement of learning materials and development of digital content, collection of EiE data and research.

Partners will implement a scholarship programme for educators that will be focused on teaching soft skills, non-discrimination, and community of practice approach under the New Ukrainian School (NUS) Reform. In addition, training and mentorship programmes for beginner-teachers will be developed and carried out to attract young talented professionals.

Consortia will design and develop learning materials for teachers (lesson plans with integrated content for All Ukrainian School Online) and provide training for teachers on learning gaps assessment as well as effective methods of catch-up education and tutoring under the New Ukrainian School Reform.

Partners will also focus on promotion of already developed digital content. This implies promotion of public platforms and projects for digital and blended learning, notably [All-Ukrainian School Online](#) (grades 5-11) and [Cannot Wait to Learn](#) (grades 1-4), Educational Platform POVIR (grades 7, 9, 11) targeting ten regions of Ukraine where distance learning prevails. This digital content based on the Ukrainian curriculum and standards is essential for schools and students studying online or in blended modality. Comprehensive promotion of these platforms through digital marketing techniques will improve awareness and engagement

of All-Ukrainian School Online and Can't Wait to Learn and increase the number of active users including children that will be provided with devices under the MYRP. Consortia members will work with an agency that provides services in advertising.

Partners will also concentrate on capacity building of regional Inclusive Resource Centres to provide support for children with special education needs and disabilities. Additional activities will improve crisis management in VET by training vocational school managers and administrators. A series of regional conferences for educators in peer-to-peer formats will be held to strengthen the implementation of the New Ukrainian School Reform where projects and methodologies will be scaled up via deployment on national platforms to cover as many educators as possible.

Consortia members will deliver learning kits and materials to preschool institutions to support early childhood development. Modular educational programmes for VET on soft skills, entrepreneurship embedding inclusivity components will be designed and distributed.

Lastly, partners will carry out research studies on the effectiveness of teaching methods and various learning modalities in the EiE context. The programme will also support the establishment of a programme office for EiE data, research, and analysis. The programme office will be responsible for carrying out regular national and local monitoring assessments as well as provide regular reports on EiE in Ukraine, situational analysis and clear recommendations for decision-makers and stakeholders. Policy recommendations will be formulated regarding the quality, accessibility, performance, and development of secondary education, with a focus on areas affected by the war. The office will work with early childhood, schools, and VET sub-sectors. It will also cover cross-sectoral areas, such as inclusivity, gender, and digitalization.

A programme office will also be established by consortium partners to work closely (as part of the Ministry of Education and Science ecosystem) and be aligned to the needs of the Ministry of Education and Science of Ukraine, LEG and Education Cluster as well as governmental agencies working in the field of education on the national level and subordinated to the Ministry of Education and Science, including Institute of Education Analytics, Ukrainian Center for Education Quality Assessment.

Outcome 3: Girls, boys, and adolescents, particularly the most disadvantaged have access to multiple learning pathways, learning recovery opportunities and well-being services.

This outcome contributes to the advancement of informal educational services to ensure learning recovery and well-being of children. This encompasses MHPSS-focused activities, personalized tutoring, catch-up initiatives, promotion of active citizenship, gender equity and inclusivity and projects aimed at building networks, communities, and empowering youth.

Digital Learning Centres will provide a wide spectrum of activities and services for children, including students with special education needs and disabilities and will be established in those areas where children are isolated and do not have access to offline and online education. Specific activities for children with special education needs and disabilities will be defined by MYRP partners based on the needs and requests of communities. Digital Learning Centres have a standardized approach but also consider specific needs of children, teachers and parents living in the settlement to facilitate community-based education.

To achieve these objectives, partners will deliver education catch-up models to primary school students based on the development of cross-cutting skills and the New Ukrainian School Reform. Various interactive extracurricular activities will be carried out based on learning gap assessments. Consortia will provide direct tutoring activities for secondary school students affected by the crisis, including pupils with special education needs and disabilities. Additional activities will be carried out to prepare high school students for exams and the National Multidisciplinary Test. Implementing partners will create online and offline summer catch-up programmes and provide funding for school-led tutoring.

In terms of MHPSS-related activities, individual and group psychological training sessions will be conducted for students. Partners will develop and carry out Social Emotional and Ethnical Learning (SEE¹²) activities, including workshops for New Ukrainian School Reform teachers. Additionally, the Youth Mental Health Ambassador Programme and Mental Health Awareness Campaign will be carried out where education services will be delivered through established Digital Learning Centres, targeted hub schools and Inclusive Resource Centres.

When defining the conceptual principles and planning activities aimed at MHPSS, consultations were held with: the Coordination Centre for Mental Health under the Cabinet of Ministers of Ukraine; the communication campaign team of the All-Ukrainian Mental Health Programme; the MHPSS technical working group of Ukraine; and experts of the project "Together for teachers" from Teach for Ukraine. Separate consultations with the leading Ukrainian experts in MHPSS were also held.

To avoid duplication of efforts in the same geographic areas, MYRP partners will work closely with the UNICEF Ukraine country office to align catch-up and tutoring activities. The same approach will be applied in relation to MHPSS interventions. Partners' activities will be synchronized with the UNESCO project office, who is leading and coordinating MHPSS in the sector of education.

Monitoring and evaluation will be integral, allowing for flexible adjustments and collecting empirical data that will be further used to shape and deliver quality policy measures. A monitoring and evaluation system will be put in place to measure the impact of the tutoring and catch-up interventions. Monitoring and evaluation of catch-up activities will be focused on quantitative but also qualitative sound analysis to measure the impact of proposed interventions. Results of such analysis will be shared with the education community, experts in tech-enabled learning and government representatives to find the best solutions to scale up catch up and to accumulate more relevant data in the area that clearly lacks evidence. This will then be used to improve policies and strategies being developed in Ukraine to accelerate and provide a framework for remedial education. In this case, monitoring and evaluation for Output 3.2 can be considered as a separate programme activity not the part of overall programme monitoring and evaluation.

To ensure effective integration of devices into the learning process, local consortia will be focused on ensuring students that study online, including children that will be provided with devices under MYRP, have access to curricula plans, extracurricular content, and activities to engage them in the education process. It will also make efforts to improve digital engagement and digital literacy, media literacy and online security of students to make sure that devices are used in the most effective way. Moreover, consortium members will plan a set of engagement activities in online modalities, including educational and entertaining events, workshops, lectures, contests, and career-guidance services.

Outcome 4: Learning environments in Ukraine are built based on the principles of gender equity and inclusivity, meeting the needs of girls, boys and adolescents with special educational needs and disabilities and those from the most vulnerable social groups.

This outcome is focused on a cross-cutting gender approach to provide principles of gender equity, inclusivity, and non-discrimination in education in three directions:

1. Teacher training on gender competence with a focus on non-discriminatory content and teaching. This output will be based on the national framework on gender equity in education, developed under the auspices of the First Lady of Ukraine.
2. Embedding gender equity principles, inclusion, and non-discrimination in education in the programming during design and restoration of learning spaces, content development and provision of educational services.

¹² <https://www.edcamp.ua/en/seelukraine-en/>

3. Implementation of a Gender Lead Organization-function by capacity building of consortia partners on gender equity, inclusivity, and non-discrimination approaches in education to make gender equality a meaningful part of their activities, both within the project scope and beyond. In doing so, the Gender Lead Organization will also make every attempt to ensure that the needs and capacities of each organization are carefully analyzed, and the recommendations and capacity building activities respond to each partners unique needs and roles within the programme.

Overall, the Gender Lead Organization (EdCamp) will implement, through a set of well-structured activities:

- Consortium capacity building including Local Women Organizations
- Activity implementation
- Monitoring, Evaluation and Reporting
- Awareness and Partnerships initiatives

The MYRP Grantees and Monitoring, Evaluation, Accountability, Learning (MEAL) staff will develop all forms for data collection about beneficiaries of the programme. In Ukraine, according to the national law, MEAL staff will use the official system of defining a person with a disability.

Partners will mainstream gender equality components and prevention of gender-based violence systematically in all thematic areas and working modalities. An end-to-end non-discriminatory and gender-sensitive approach will be applied. All materials and products will be developed with special attention to non-discrimination language, with special consideration to experts. Through MYRP consortia, members will ensure universal access to inclusive and quality education for all children and teacher training on gender equality issues, non-discrimination, and inclusion on education. Furthermore, the training under Outcome 2 will have a specific focus on increasing the capacities of teachers to respond to the MHPSS inclusion of children with special educational needs and disabilities. The programme's design and policies will be in line with international standards, including the Inter-Agency Standing Committee's (IASC) guidelines for the inclusion of persons with disabilities.

Furthermore, it is worth noting that many children with disabilities are living in institutions and are provided with specialized education. Monitoring and evaluation tools will continue to ensure disaggregation of data on age, sex, and other diversities so that programme interventions are truly transformative of gender inequalities. All activities and distribution will be implemented with a gender lens to ensure gender balance and mitigate any harm to women and girls.

While designing the gender component of the MYRP, partners held consultations with: NGO EdCamp- the leading organization on gender and the organizations which are now part of the consortium (most of the international partners working in Ukraine on the topic had previous experience of working with EdCamp Ukraine); the Government Commissioner for Gender Policy; the working group of the Ministry of Education and Science of Ukraine on ensuring equal rights and opportunities for women and men; and Women's NGOs ('Gender Culture Center' and Association of Woman of Ukraine, NGO 'Action'; NGO "Bureau for Gender Strategies" , NGO 'La Strada', Gender Information Analytical Center 'Crona' , NGO 'Ukrainian Woman Veteran Movement').

The [Concept on the security of education institutions](#), [Education Cluster Strategy 2023-2025](#), [Strategy for Gender Equality in Education until 2030](#) and [National Strategy for Creating a Barrier-Free Space in Ukraine until 2030](#) will be considered while implementing MYRP activities.

The MYRP framework was designed to cover key needs and priorities in the EIE context and is aligned with Education Cluster plans and strategies as well as priorities of the education community identified in the [Vision of the Future of Education and Science of Ukraine](#). It also matches with priorities stipulated in the [Rapid Damage and Needs Assessment 2 of the World Bank](#).

Localization and humanitarian-development nexus

The MYRP is primarily focused on the education in emergency response, however it intends to create a sustainability model where local communities and education institutions can operate as largely self-supporting actors to continue effective implementation of interventions launched under this MYRP. To ensure sustainability and long-term impact, localization efforts of consortia will be focused on building long-term partnerships with local actors, investing in their capacity development, fostering participation and local leadership, and advocating for the inclusion of local actors in humanitarian coordination and funding systems. By strengthening the capacity of local institutions in various areas and sub-sectors, the MYRP will serve as a framework for transitional actions helping to shift from education in emergency contexts to recovery-driven programming.

Sustainability plans will be developed with regards to local organizations delivering this MYRP. Implementation of the MYRP by local partners along with international organizations will foster knowledge 'spillover' among other NGOs and education communities in the country. This will strengthen the overall capacity of civil society dealing with the sector of education in delivering large-scale programmes and projects. It will also strengthen gender and inclusivity capacity, gender mainstreaming at country level.

Seven local organizations out of 10 in this MYRP are led by women and are represented by a line-up of female experts in the education sector. These organizations are actively involved in the humanitarian response in Ukraine as well as decision-making at the central level. Women-led organizations in Ukraine know and understand the needs of affected children and educators as well as the needs of people in the communities, are the first to reach them, and often have access to marginalized populations that international actors do not.

The MYRP will partially close the existing data gap in the humanitarian and education sector to deliver more accurate and relevant policy measures in the short and long-term perspective. It will also facilitate the work of development partners, the Education Cluster and the LEG throughout the design and implementation of humanitarian and development plans or recovery strategies in Ukraine education sector.

3. Strategy for Sustainability

All members of the consortia have considerable experience in fundraising activities. Both consortia will run fundraisers for education needs in partnership with the Ministry of Education and Science and the Education Cluster to mobilize additional funding and match the programme resources. MYRP partners will:

- **leverage existing networks** with a variety of development partners, including institutional donors, global funds, private sector entities, and philanthropic organizations engaging the Ministry, Education Cluster and LEG
- **develop proposals:** detailed, evidence-based funding proposals that highlight the impact and importance of the MYRP. These proposals will be tailored to the interests and goals of potential donors, showing how their contributions will make a difference.
- **host fundraising events:** a series of fundraising events will be organized, both online and in-person. These will raise awareness about the MYRP, generate funds, and provide opportunities to engage directly with potential donors.
- **build public/private partnerships:** partners will actively seek collaborations with businesses and corporations that align with the goals of the MYRP. These partnerships can provide significant funding and resources, as well as opportunities for corporate social responsibility initiatives.
- **promote success stories:** both consortia will regularly share updates and success stories from the MYRP to demonstrate its impact. This will not only maintain transparency with current donors, but also encourages additional funding by showing the tangible difference their contributions can make.
- **raise global awareness:** MYRP consortia will look for opportunities to take advantage of global events and international conferences to mobilize additional support and draw attention to the MYRP as well as the needs and challenges of children and educators in Ukraine. INEE (Inter agency

Network for Education in Emergencies) Platforms and the Global Education Cluster platforms can also be mobilized for this.

Upon mobilization of the additional funding partners will use the existing framework to scale up objectives and projects outlined in Section 2. At the same time, it is important to leave room for flexibility and adapt the MYRP to needs that might emerge during the programme implementation. In this regard, MYRP partners will closely monitor the dynamics and touch base with the Ministry of Education and Science, Education Cluster, LEG and local stakeholders on a regular basis.

4. Implementation & Accountability

Consortia complementarity and added value

The MYRP will be implemented by an international consortium led by Finn Church Aid (FCA) and a local consortium led by Kyiv School of Economics (KSE). Partners will combine global expertise in implementing large-scale multi-year programmes in crisis areas worldwide with profound experience of local organizations working with local communities, educators, and government agencies in Ukraine. Such partnerships ensure complementarity, bring added value to this MYRP, and significantly raise the chances of effective delivery of programme outcomes.

Partners led by FCA have already built a lineup of strong local organizations through The Empowering Children Through Education consortium based on strong and successful working relationships between Development of Civic Competences in Ukraine (DOCCU), Go Global, and MriyDiy organizations. DOCCU, Go Global, and MriyDiy's extensive experience and knowledge of the Ukrainian education sector are complemented by FCA's technical expertise in EiE, Child Protection, and project and consortium management. In addition, all local partners have experience working in all target areas of the FCA consortium: Sumy, Poltava, Dnipro, Zaporizhzhia, and Odesa oblasts. As the consortium lead, FCA has over a decade of experience in EiE in fragile contexts, including refugee-hosting countries, promoting access to gender-sensitive and safe learning environments and quality learning for children, adolescents, and youth. FCA is an active member of the Global Education Cluster, the INEE Steering Group, and the UNESCO Teacher Task Force.

The local KSE consortium is composed of leading educational organizations in Ukraine, each with a major influence on teaching and research development within the country. Since 2014, consortium partners have operated within the EiE context across various educational sub-sectors. They have a proven record of accomplishment of collaboration with international financial institutions, global organizations, donors, and diplomatic missions in the education sector. Each organization possesses robust capacities, enabling them to effectively achieve the programme's objectives, with the potential to mobilize between 100 and 300 professionals. This combined strength ensures a well-resourced team adept at managing the diverse requirements of this call. Geographically, its members span the entire country, covering areas specifically targeted under the MYRP, including the Mykolaiv, Kharkiv, Kherson, Dnipro, Zaporizhzhia, Chernihiv, Kyiv, and Sumy regions.

The consortium model is designed to ensure the capacity and expertise required to address all four MYRP outcomes. Within the programme, each partner will lead in their respective areas of expertise, ensuring a holistic delivery of the programme's objectives. Concurrently, a high level of coordination will be maintained to prevent resource misallocation and to guarantee complementarity of interventions. The KSE consortium is represented by NGO Osvitoria, ICF savED, NGO Teach for Ukraine, NGO EdCamp, NGO Projector.

Governance Structure

The governance structure for the MYRP will consist of the Ministry of Education and Science of Ukraine, ECW Focal Point for Ukraine, Education Cluster representatives, consortia leads and Gender Lead Organizations to be delivered via monthly based meetings. It will allow partners to track their progress,

exchange information on potential bottlenecks, and carry out additional consultations when necessary. Such periodic reviews and reflections will help make necessary adjustments to ensure accountability is maintained.

In addition, the Ministry of Education and Science will appoint technical focal points for each thematic component of the MYRP to facilitate implementation of the programme on an operational level. Technical focal points will be responsible for supporting partners upon requests through providing additional information, facilitating contacts with local stakeholders, experts, and consulting on regulation in their field of expertise to support day-to-day programme management. Such modality is used to implement Phase I of the GPE Multiplier for Ukraine and proved its effectiveness.

To ensure the implementation of all the gender deliverables, the consortia appointed the GLO-function that will be represented by local organization EdCamp.

In addition, member(s) of consortia, responsible for promotion and awareness raising of the MYRP and its activities in Ukraine will be appointed to design and deliver a communication plan in cooperation with the Ministry of Education and Science and ECW when necessary.

Monitoring, reporting, and learning

Consortia will identify a lead organization responsible for collecting and synthesizing information and submitting narrative reports to ECW. In addition, consortia will provide regular updates to the Education Cluster to ensure transparency and openness. Consortia will use Education Cluster monitoring and reporting system - *ActivityInfo* to report on beneficiaries reached with educational support in line with Education Cluster guidelines and standards. The Education Cluster will support the capacities of consortia partners to make the best use of *ActivityInfo* to track and monitor their progress towards MYRP outcomes and targets and will provide regular analysis to partners on the remaining gaps as well as update on other partners' EiE work to avoid duplication. It will facilitate communication among grantees, partners, and relevant education authorities. This will also help in sharing experiences, lessons learned, and challenges faced.

Regular reports will include details about MYRP activities, progress, and outcomes. These reports will be reviewed to ensure alignment with objectives and commitments. A monitoring based on the results framework will be established to track the effectiveness of programme's components.

To identify the need for course correction, grantees and partners will engage with various stakeholders, including girls, boys, educators, parents, caregivers and communities through feedback mechanisms, surveys, and consultations. This will help incorporate their perspectives and needs into the programme.

Consortia will practice peer learning. Peer-to-peer activities among grantees and partners can lead to shared insights and best practices, enhancing accountability through collective knowledge. In the long-term, it will also facilitate the 'spillover' effect as local MYRP partners can share insights and experience with other members of the education community in Ukraine.

Annex A - Results Framework

Number	Level	Result statement	Indicator	Contributing agencies	Unit of measurement	Method of verification	Year of baseline	Baseline Total	Baseline Female	Baseline Male	Target Total	Target Female	Target Male
1	Outcome	Physical learning environments in well-served communities are safe and accessible to ensure access to education for girls, boys and adolescents	Number of ICMI-supported learning spaces whereby girls, boys and adolescents have access to formal or non-formal education?	All donor line	Number A	Partner report	2024	0	0	n/a	54	55%	48%
1.1	Output	Education facilities are equipped with functional toilets where girls, boys and adolescents are safe and access to learning activities	Number of well-served girls, boys and adolescents using ICMI-supported education facilities equipped with toilets and functional infrastructure	CS?	Number A	Partner, ISL	2024	0	0	n/a	15,160	n/a	n/a
1.2	Output	Damaged education facilities that need light interventions are renovated	Number of teachers having access to professional development, including for teaching CWD based on renovated facilities for Post-Graduate Teacher Education	ICA	Number A	Partner report	2024	0	0	n/a	200	100	20
1.2	Output	Damaged education facilities that need light interventions are renovated	Number of ICMI-supported pre-tertiary students that have been rehabilitated	Ovetosha, ICA	Number A	Partner report	2024	0	0	n/a	12	n/a	n/a
1.5	Output	Girls, boys and education facilities are equipped with devices and connectivity	Number of girls and VET students that received devices for learning	ICA	Number A	Quality assurance report, partner's disclosure	2024	0	0	n/a	22,293	n/a	n/a
1.5	Output	Girls, boys and education facilities are equipped with devices and connectivity	Number of ICMI-supported education facilities (pre-tertiary and VET) equipped with devices and connectivity	Partner, ICA	Number A	Partner's reports, Supply reports	2024	0	0	n/a	21	n/a	n/a
1.5	Output	Girls, boys and education facilities are equipped with devices and connectivity	Percentage of devices, including personal under MTRF, actively used by girls, boys and education	CS?	Percentage %	Partner report	2024	42.0%	0.0%	n/a	30.0%	n/a	n/a
1.4	Output	Digital Learning Centers are established in rural areas for extending education and enhancing livelihoods	Number of girls, boys and adolescents visiting Digital Learning Centers established under MTRF	SaVIB, DOCCU	Number A	Partner's reports, field visits reports	2024	0	0	n/a	3,100	n/a	n/a
2	Outcome	Learning outcomes are improved through ensuring equal access to quality education under New Ukrainian School and VET reforms for well-served communities	Number of boys, girls and adolescents (i) have access to quality learning content and materials (ii) number of teachers trained	All donor line	Number A	Summative evaluation	2024	0	0	n/a	1,11,205	64,965	46,240
2.1	Output	Girls, boys and education have access to educational content, including digital content, based on newly created educational programs and standards	Number of education developed learning and didactic materials	NOCam, CoGlobal, DOCCU	Number A	Partner's reports	2024	0	0	n/a	1,130	1,070	31
2.1	Output	Girls, boys and education have access to educational content, including digital content, based on newly created educational programs and standards	Number of girls, boys and adolescents using digital content	Ovetosha	Number A	Partner's reports	2024	3,00,002		n/a	900,002	33,000	43,000
2.1	Output	Girls, boys and education have access to educational content, including digital content, based on newly created educational programs and standards	Number of VET students learning based on developed and field-tested educational programs	Partner	Number A	Partner report	2024	0	0	n/a	1,200	960	340
2.2	Output	Teacher's professional development is used through studies of teacher's training and programs under NUS and VET Standards	Number of teachers, faculty leaders and other numbers of teachers/teachers completed training courses/programs under the MTRF	NOCam, Ovetosha, FIU, Partner, ICA, DOCCU	Number A	Training reports, partner's reports	2024	0	0	n/a	3,813	3,198	617
2.5	Output	Girls and boys are equipped with learning materials and kits to support learning activities	Number of pre-tertiary children received learning kits and materials	ICA	Number A	Partner's reports, Supply reports	2024	0	0	n/a	40	37	3
2.4	Output	Research and quality data collection is available to ensure monitoring, analysis and data-informed policy-making	Index to which data is used to monitor progress in well-served communities	CS?		Partner report	2024	0	0	n/a	1	n/a	n/a
2.4	Output	Research and quality data collection is available to ensure monitoring, analysis and data-informed policy-making	Detailed assessment as a further implementation of New Ukraine School Charter in a recovery context	Ovetosha		Partner report	2024	0	0	n/a	1	n/a	n/a
2.4	Output	Research and quality data collection is available to ensure monitoring, analysis and data-informed policy-making	Index to which evidence informs policy and practice pathways implemented in a context	CS?		Partner report	2024	0	0	n/a	6	n/a	n/a
3	Outcome	Girls, boys and adolescents, particularly the most disadvantaged have access to multiple learning pathways, learning recovery opportunities and well-being services	Number of ICMI-supported girls, boys and adolescents who received educational and WFP services	All donor line	Number A	Summative evaluation	2024	0	0	n/a	26,400	11,880	9,720
3.1	Output	Girls, boys and adolescents have access to inclusive activities, community-based education and services, and teachers have access to community of practice established DDC	Average number of primary and secondary school students, associated education and received education on WFP services (DC established under MTRF)	SaVIB, Ministry, DOCCU	Number A	Reports from DDC, Partner's reports	2024	0	0	n/a	3,100	4,433	5,943
3.2	Output	Learning activities and catch-up activities are introduced to ensure recovery from learning loss	Number of well-served girls, boys and adolescents who participated in catch-up activities (learning, summer camps, exam preparation, etc. not based on DDC)	FIU, NOCam, Ministry	Number A	Partner's reports	2024	0	0	n/a	15,300	7,423	6,877
3.2	Output	Learning activities and catch-up activities are introduced to ensure recovery from learning loss	Number of teachers and faculty leaders and faculty staff learning activities, catch-up and tutoring activities	FIU, NOCam	Number A	Partner's reports	2024	0	0	n/a	1,420	1,221	39
3.5	Output	Girls, boys and adolescents have access to MFPD and 3PL activities (unrestrained impacts and barriers)	Number of well-served girls, boys and adolescents who participated in MFPD and 3PL activities (not based on DDC)	NOCam, DOCCU, FIU	Number A	Partner's reports	2024	0	0	n/a	5,300	n/a	n/a
3.4	Output	Girls and boys that do not have access to WFP or learning are engaged in other activities for recovery from learning loss	Number of well-served girls, boys and adolescents engaged in other learning activities	FIU	Number A	Partner's reports	2024	0	0	n/a	7,000	n/a	n/a
4	Outcome	Learning environment in Ukraine is built based on the principles of gender equality and inclusivity, meeting the needs of girls, boys and adolescents with special educational needs and disabilities and those from the most vulnerable social groups	Number of ICMI-supported heads/administrators that demonstrate increased knowledge on gender-related topics	NOCam		Summative evaluation	2024	0	0	n/a	9,000	3,370	630
4.1	Output	Professional development of educators and managers is project-supported educational institutions ensures integration of gender-responsive, non-discriminatory and inclusive approaches into curricula and teaching materials	Number of teachers/administrators trained on gender-responsive/trauma-informed content	NOCam	Number A	Partner's reports	2024	0	0	n/a	6,000	3,380	420
4.1	Output	Professional development of educators and managers is project-supported educational institutions ensures integration of gender-responsive, non-discriminatory and inclusive approaches into curricula and teaching materials	Number of teachers/administrators trained on CB content	NOCam	Number A	Partner's reports	2024	0	0	n/a	5,000	2,790	210
4.2	Output	New hybrid and non-educational spaces with project-supported institutions, provide an inclusive, non-discriminatory and gender-responsive environment	Number of supported learning spaces whereby CWD have easy access to the education	NOCam	Number A	Partner's reports	2024	0	0	n/a	400	n/a	n/a
4.3	Output	Implementation of internal policies and self-capacity building in such areas as gender equality, inclusiveness, and non-discrimination in the education system	Number of policies/plans/strategies promoting gender-responsive/trauma-informed content implementation through ICMI-supported programs	NOCam	Number A	Partner's reports	2024	4	0	n/a	13	n/a	n/a
4.4	Output	MTRF has gender capacity development embedded in the programme	GDG functions in place	NOCam		Yes					Yes		

Number of children and adolescents to be reached

CHILDREN AND ADOLESCENTS REACHED JOINTLY														
TOTALS		GRANT REFERENCE NUMBER: AUTO (for individual reporting only)		GRN Pending		Grantee organization: (auto)		Multiple Grantees		Date of reporting update: (dd-mm-yy)		MANUAL		
41,053	TARGET													
LEVEL OF EDUCATION AND SEX BREAKDOWN														
		Pre-Primary		Primary		Secondary		Unknown level of education		Total				
		F	M	F	M	F	M	F	M	F	M	Total		
FORMAL EDUCATION														
Number of girls, boys, and adolescents (3-18 years old) reached with ERM assistance through formal education	Refugee	Target										-	-	
		Reached											-	-
	IDP	Target	63	52			5,586	4,570			5,649 (53%)	4,622	10,271	
		Reached											-	-
	Other affected populations (including Host populations)	Target	171	140			16,780	13,712			16,901 (53%)	13,852	30,752	
		Reached											-	-
	Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target											-	-
		Reached											-	-
	TOTAL	Target	294	191	-	-	22,345	18,282	-	-	22,550 (53%)	18,473	41,053	
		Reached											-	-
Children with disabilities (cross-cutting: for all type of beneficiaries)	Target	5	4	-	-	447	366			452 (53%)	369	821		
	Reached											-	-	
NONFORMAL EDUCATION														
Number of girls, boys, and adolescents (3-18 years old) reached with ERM assistance through non formal education	Refugee	Target										-	-	
		Reached											-	-
	IDP	Target											-	-
		Reached											-	-
	Other affected populations (including Host populations)	Target											-	-
		Reached											-	-
	Type of beneficiary unknown (choose only if you don't know the category of beneficiaries)	Target											-	-
		Reached											-	-
	TOTAL	Target	-	-	-	-	-	-	-	-	-	-	-	-
		Reached											-	-
Children with disabilities (cross-cutting: for all type of beneficiaries)	Target											-	-	
	Reached											-	-	

Annex B – MYRP Budget

Outcome/output	KSE Institute	Finn Church Aid	Total
Outcome 1. Physical learning environments in war-affected communities are safe and accessible to ensure access to education for girls, boys, and adolescents			
Output 1.1 Education institutions are equipped with functional shelters where girls, boys and educators are safe and can access learning activities	US\$ 1,050,000	US\$ 291,900	US\$ 1,341,900
Output 1.2 Damaged education facilities that need light rehabilitation interventions are renovated	US\$ 200,000	\$ 699,340	US\$ 899,340
Output 1.3 Girls, boys and education institutions are equipped with devices and connectivity	US\$ 450,000	US\$ 4,409,343	US\$ 4,859,343
Output 1.4 Digital Learning Centres are established in rural areas for restoring education and extracurricular activities	US\$ 367,200	US\$ 350,000	US\$ 717,200
Outcome 2. Learning outcomes are improved through ensuring equal access to quality education under New Ukrainian School and VET reforms for war-affected communities			
Output 2.1 Girls, boys and educators have access to educational content, including digital one, based on newly established educational programs and standards	US\$ 967,000	US\$ 682,820	US\$ 1649820
Output 2.2. Teacher's professional development is ensured through introduction of teacher's trainings and programs under NUS and VET standards	US\$ 788,000	US\$ 183,000	US\$ 971,000
Output 2.3 Girls and boys are equipped with learning materials and kits to support learning activities	US\$ 350,000	US\$ 72,450	US\$ 422,450
Output 2.4 Research and quality data collection is available to ensure monitoring, analysis and data-driven policymaking	US\$ 360,000	US\$ 52,000	US\$ 412,000
Outcome 3. Girls, boys, and adolescents, particularly the most disadvantaged have access to multiple learning pathways, learning recovery opportunities and well-being services			
Output 3.1 Girls, boys and adolescents have access to extracurricular activities, community-based education and services, and teachers have access to community of practice in established DLCs	US\$ 832,800	US\$ 530,020	US\$ 1,362,820
Output 3.2 Learning gaps assessment and catch-up activities are introduced to ensure recovery from learning losses	US\$ 1,040,000	US\$ 38,231	US\$ 1,078,231
Output 3.3 Girls, boys and adolescents have access to MHPSS and SEL to address trauma-related impacts and barriers	US\$ 380,000	US\$ 25,000	US\$ 405,000
Output 3.4 Girls and boys that do not have access to offline learning are engaged in online activities to ensure quality distance education	US\$ 250,000	-	US\$ 250,000
Outcome 4. Learning environment in Ukraine is built based on the principles of gender equity and inclusivity, meeting the needs of girls, boys and adolescents with special educational needs and disabilities and those from the most vulnerable social groups			
Output 4.1 Professional development of educators and managers in project-supported educational institutions ensures integration of gender-sensitive, non-discrimination and inclusive approaches into curricula and training materials	US\$ 20,000	-	US\$ 20,000
Output 4.2 Rehabilitated and new educational spaces within project-supported institutions provide an inclusive, non-discriminatory and gender-sensitive environment	US\$ 19,000	-	US\$ 19,000
Output 4.3 Implementation of relevant policies and staff capacity building in such areas as gender equality, inclusiveness, and non-discrimination in the education sector	US\$ 13,000	-	US\$ 13,000
Output 4.4.GLO function in place	US\$ 18,000	-	US\$ 18,000
Total Programme Costs	US\$ 7,105,000	US\$ 7,334,104	US\$ 14,439,104
Total Operational Costs	US\$ 1,711,250	US\$ 670,818	US\$ 2,381,818
Total Indirect Costs	US\$ 618,500	US\$ 560,327	US\$ 1,178,827
Total Budget	US\$ 9,434,750	US\$ 8,565,250	US\$ 18,000,000

Annex C – Grantee Risk Assessment Matrix

The risk matrices will be reviewed and updated again prior to the start of implementation to ensure they reflect the current situation and for all potential risks, including safeguarding concerns.

- **KSE Institute:** <https://shared-assets.adobe.com/link/76c00e03-6a31-486b-6b12-8abf98ed5c8c>
- **Finn Church Aid:** <https://shared-assets.adobe.com/link/7d726481-b50f-48aa-5a3f-fc4853df8242>