

**REPORT ON THE IMPLEMENTATION
OF THE PROJECT “EDUCATION FOR LIFE: UKRAINIAN CONTEXT”
IN 2020–2023**

The Project “Education for Life: Ukrainian Context” is an innovative technology for professional development of teachers working with students from the war-affected areas of Ukraine.

Organizations that have implemented the Project:

H.S. Skovoroda Kharkiv National Pedagogical University, Non-Governmental Organization “Education of the XXI century.”

Project partners:

We cooperate with 18 regional institutions of postgraduate pedagogical education, the ‘Publishing House “Intellect of Ukraine”’ Limited Liability Company, and the State Institution “Institute for Children and Adolescents Health Care of the National Academy of Medical Sciences of Ukraine.”

The goal of the Project is to ensure equitable access to quality education, contributing to short-, medium-, and long-term improvement of its quality.

The main areas of activity of the Project team are the preparation and delivery of the courses, supervision of participants, and the organization and maintenance of online communities.

The target audience of the Project is teachers working with students affected by the war.

In 2020, the following teachers were covered: 1st grade — 261 people; 2nd–3rd grades — 396 people; 5th grade, the Ukrainian Language and Literature — 217 people; 5th grade, Foreign Literature — 70 people; 5th grade, Mathematics — 87 people; 5th grade, the subject “Studying Together” — 67 people; 5th grade, the subject “Nature Science. My Planet Earth” — 67 people; 5th grade, the subject “Nature Science. Your Physical Discoveries” — 60 people; 6th–7th grades, Biology — 32 people; 6th–7th grades, Geography — 34 people; 6th–7th grades, Physics — 23 people; 6th–7th grades, Chemistry — 19 people; 6th–7th grades, the subject “Fundamentals of Self-Management” — 5 people; 10th–11th grades, Biology — 16 people; 10th–11th grades, Geography — 15 people; 10th–11th grades, Physics — 10 people; 10th–11th grades, Chemistry — 13 people; 10th–11th grades, History — 18 people; 10th–11th grades, Mathematics — 16 people; 10th–11th grades, the Ukrainian Language and Literature — 36 people.

In 2020, the Project’s Professional Development Program covered a total of 1,462 teachers.

In 2021, the following teachers were covered: 1st grade — 320 people; 2nd–3rd grades — 352 people; 5th grade, the Ukrainian Language and Literature — 242 people; 5th grade, Foreign Literature — 139 people; 5th grade, Mathematics — 225 people;

5th grade, the subject “Studying Together” — 189 people; 5th grade, the subject “Nature Science. My Planet Earth” — 139 people; 5th grade, the subject “Nature Science. Your Physical Discoveries” — 135 people; 5th grade, History — 451 people; 6th–7th grades, Biology — 103 people; 6th–7th grades, Geography — 98 people; 6th–7th grades, Physics — 31 people; 6th–7th grades, Chemistry — 34 people; 10th–11th grades, Biology — 17 people; 10th–11th grades, Geography — 12 people; 10th–11th grades, Physics — 16 people; 10th–11th grades, Chemistry — 13 people; 10th–11th grades, History — 14 people; 10th–11th grades, Mathematics — 17 people; 10th–11th grades, the Ukrainian Language and Literature — 17 people.

In 2021, the Project’s Professional Development Program covered a total of 2,564 teachers and trained 206 coaches.

In 2022, the following teachers were covered: 1st grade — 323 people; 2nd–3rd grades — 305 people; 5th grade, the Ukrainian Language and Literature — 190 people; 5th grade, Foreign Literature — 85 people; 5th grade, Mathematics — 182 people; 5th grade, the subject “Studying Together” — 174 people; 5th grade, the subject “Nature Science. My Planet Earth” — 95 people; 5th grade, the subject “Nature Science. Your Physical Discoveries” — 82 people; 5th grade, History — 254 people; 6th–7th grades, Biology — 137 people; 6th–7th grades, Geography — 113 people; 6th–7th grades, Physics — 74 people; 6th–7th grades, Chemistry — 81 people; 10th–11th grades, Biology — 137 people; 10th–11th grades, Geography — 16 people; 10th–11th grades, Physics — 25 people; 10th–11th grades, Chemistry — 21 people; 10th–11th grades, History — 14 people; 10th–11th grades, Mathematics — 37 people; 10th–11th grades, the Ukrainian Language and Literature — 31 people.

In 2022, the Project’s Professional Development Program covered 2,254 teachers in total.

In 2023, the following teachers were covered: 1st grade — 331 people; 2nd–3rd grades — 258 people; 5th grade, the Ukrainian Language and Literature — 283 people; 5th grade, Foreign Literature — 125 people; 5th grade, Mathematics — 226 people; 5th grade, the subject “Studying Together” — 184 people; 5th grade, the subject “Nature Science. My Planet Earth” — 145 people; 5th grade, the subject “Nature Science. Your Physical Discoveries” — 114 people; 5th grade, History — 246 people; 6th–7th grades, Geography — 173 people; 6th–7th grades, Physics — 131 people; 6th–7th grades, Chemistry — 134 people; 10th–11th grades, Biology — 29 people; 10th–11th grades, Geography — 28 people; 10th–11th grades, Physics — 35 people; 10th–11th grades, Chemistry — 18 people; 10th–11th grades, History — 39 people; 10th–11th grades, Mathematics — 44 people; 10th–11th grades, the Ukrainian Language and Literature — 45 people.

In 2023, the Project’s Professional Development Program covered 2,588 teachers in total.

The main impact areas of the Project:

1. Social impact. The authors' technologies of remote education and access to the materials of the "Intellect of Ukraine" Project, which has been successfully operating for 15 years, will allow teachers to close the learning gaps of students by promoting their development of literacy and independent learning skills.

2. Psycho-social support. The introduction of psychological first aid technology into the educational process allows students to cope with traumatic war experiences, and supervision helps to strengthen teachers' resilience.

3. Economic impact. By introducing STEM education, students gain the skills they need for a successful future. This will contribute the country's economic growth.

4. Education impact. The technologies that saturate every lesson with values will increase the civic engagement of teachers and students and promote the development of democratic values.

5. Political impact. The authors' technologies will enable trained teachers to provide equal access to quality education, including for students in the de-occupied territories.

6. International impact. Our patented innovative technologies for literacy, math and science education, which have proven effective in war conditions, can be useful for countries facing global crises. We offer our support to teams working to improve education in these countries and look forward to UNESCO's assistance in this area.

Achievements. The research, which included 8,821 participants, was conducted in 2020–2023 using the defined criteria and indicators for evaluating the Project's effectiveness.

Research methods: expert evaluation, focus groups, monitoring and evaluation of students' performance, observations, testing, questionnaires, surveys, interviews, and statistical data grouping methods.

Key results for 2023 (2020–2022 see on the website https://www.osvitaxxi.org.ua/?page_id=5967)

Professional growth of course participants. The participant number with the optimal level of readiness to teach war-affected students increased by 45% compared to the beginning of the courses; those with a sufficient level increased by 29%. The basic and initial levels decreased by 23% and 51%, respectively.

Scientific validity and innovativeness of the Project are confirmed by the scientific and innovative base accumulated at the time of the research: 2 all-Ukrainian conferences, 3 international meetings, 9 seminars; 15 scientific articles;

4 Doctoral and 3 PhD theses; 20 teacher professional development programs; 7 YouTube channels.

Quality of the organization and implementation of courses and supervisions. According to the survey, the participants noted the high quality of the organization and implementation of courses (96%) and supervision (92%).

Social significance of the Project is recognized as high (annual expansion of the project school network, increasing the number of partners, high appreciation of the interaction with local communities and the communication strategy by the respondents).

The research confirmed the Project's effectiveness in meeting the challenges of ensuring equitable access to quality education for war-affected students in the context of military aggression. As a result, our team will be working to expand the Project in 2024.

Prospects for the Project development. In line with the Project's goals, we intend not only to further institutionalize our work, but also to attract new Ukrainian and international partners. This will allow us to preserve and use the results of the Project to ensure a sustainable impact on the development of education, improve teacher professionalism, and expand the Project.

Achieving this goal involves:

1. *Submitting educational programs for professional development courses* for teachers working with war-affected students for *approval by the Ministry of Education and Science of Ukraine*. This will ensure their long-term use in educational practice.

2. We have identified the *risks* that may arise during the implementation and development of the Project, as well as measures to prevent them.

Financial difficulties related to inflation and lack of sufficient resources.

The Project implementation process may be complicated by the high inflation rate of the national currency (hryvnia) placing a serious financial strain on participants and partners, and a lack of resources for the implementation of the professional development program for teachers working with war-affected students.

To prevent this, we are actively engaging and plan to engage donor organizations and are seeking new partners, as securing stable funding is a key factor in the successful implementation of the Project.

We have developed an effective fundraising strategy that includes systematic activities to obtain financial resources. Our team plans to improve this approach to ensure the financial sustainability of the Project during the war and postwar period.

High level of psycho-emotional stress and the presence of mental disorders in some participants in the educational process.

As a result of the war, participants in the educational process are experiencing a high level of psycho-emotional stress. This can cause serious mental disorders in both teachers and students.

The high level of psycho-emotional stress and the presence of psycho-emotional disorders among participants in the educational process caused by the long-term (since 2014 in the Eastern and Southern regions of Ukraine) and large-scale (since February 24, 2022) war is a serious problem that requires the joint efforts of doctors, psychologists, and teachers to solve.

To solve this problem, H.S. Skovoroda Kharkiv Pedagogical University and the Non-Governmental Organization “Education of the XXI century” together with our partner, the State Institution “Institute for Children and Adolescents Health Care of the National Academy of Medical Sciences of Ukraine,” will conduct a research work at the national level about the “Psychological and Pedagogical, and Medical Support for Participants in the Educational Process in the War and Postwar Period” in 2020–2025.

At the same time, the professional development program for teachers has been improved and is planned to be further enhanced to include trainings on psychological first aid and emotional support, stress resilience, positive thinking, and emotional intelligence both during courses and supervision. In addition, we plan to improve the supervision system and the online community work aimed at discussing difficulties and overcoming emotional stress.

Insufficient level of participants’ mastery of remote education technologies, overcoming learning gaps, STEM education, learning skills, literacy.

To improve the quality of teachers’ preparation for working with students affected by Russia’s aggression, we have included these technologies in the professional development program.

Insufficient provision level of participants of professional development courses with training-methodological materials that ensure the solution of the Project’s tasks.

The solution of the Project’s tasks may be hampered by the insufficient level of provision of the educational process participants with the necessary training-methodological materials.

To prevent this, we are actively attracting and plan to attract donor funds and funds from our partners, because only with sufficient funding will we be able to provide participants in the educational process with. The Project “Education for Life:

Ukrainian Context” is the embodiment of a unique state-public and civil society partnership in Ukraine. Involving H.S. Skovoroda KhNPU, the NGO “Education of the XXI century,” the SI “Institute for Children and Adolescents Health Care of the National Academy of Medical Sciences of Ukraine,” and 18 regional institutions of postgraduate pedagogical education, the Project convincingly demonstrates the effectiveness of such partnerships, which ensure the sustainability and success of the initiative.

3. *Preparing 110 coaches and supervisors*, most of whom work in regional institutions of postgraduate pedagogical education. This ensures that our original technologies can help train other categories of teachers.

4. *Posting of the Project’s training materials for participants on the website of the Non-Governmental Organization “Education of the XXI century.”* The training-methodological kits for students and unique original technologies are designed to provide professional support for teachers and can be effectively used in full-time and remote learning. After testing and improving the comprehensive teacher development program, we plan to introduce it at Kharkiv Pedagogical University to train future teachers.

This paves the way for the implementation of the Project’s replication plans. It also contributes to the further expansion of cooperation in the field of student education and teacher professional development, and thus creates favorable conditions for ensuring the quality of education in Ukraine during the war and postwar period.

5. *Conducting an online communication campaign about the Project, UNESCO’s role in its implementation and contribution to the development of education in the world.* This allows us to achieve the Project’s goal of ensuring equitable access to quality education for war-affected students, draw attention to the problem, and enlist the support of the international community in solving it.

By combining a broad communication strategy, UNESCO support, and active engagement with local communities, the Project demonstrates a powerful social impact aimed at ensuring accessible and quality education for all, regardless of social status or place of residence.

5. *Openness to partnership and support for educators working to improve education systems in countries experiencing global crises.* Our innovative technologies have proven to be effective even in times of the war. We are also committed to strengthening our cooperation with UNESCO to emphasize the importance of education in the modern world and contribute to the achievement of the Sustainable Development Goals.

General conclusions.

The Project “Education for Life: Ukrainian Context” is an innovative initiative that addresses the problem of professional development of teachers working with students affected by the war in Ukraine. We have a positive experience of its implementation.

In 2020–2023, a total of 9,074 teachers participated in the Project’s professional development courses. The result of the Project implementation is the coverage of war-affected students with remote education, prevention of illiteracy, bridging learning gaps, providing psychological first aid to students through teachers’ mastery of our technologies and access to authors’ trainings for course participants (training-methodological materials for grades 1–11).

Our Project harmoniously fits into UNESCO’s efforts to ensure equitable access to quality education and effective response to current global challenges. This allows us to demonstrate concrete steps towards achieving the educational goals set by UNESCO.

Responsible person:

**Scientific Supervisor of the Project,
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Iryna Gavrysh