



# Education Assessment Key Findings

MOLDOVA | August 2023

@REACH, Chisinau, 2023

**REACH**

Informing  
more effective  
humanitarian action



Regional Refugee Response  
for the Ukraine Situation



**UNHCR**  
The UN Refugee Agency



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A light gray world map is centered in the background, overlaid with a complex, low-poly geometric pattern of thin lines. The map shows the continents of North America, South America, Europe, Africa, Asia, and Australia. The text '01' is positioned above the main title.

01

# Main Objectives

# Main Objectives

- 1 To understand the **access to** and the **conditions of Ukrainian online education** for school-aged refugee children in Moldova, incentives of online education, and the impact of remote learning on children's **social-emotional well-being**.
- 2 To explore the **experiences and conditions** of Ukrainian refugee children enrolled in Moldovan schools, and of their caregivers, regarding the **enrolment procedure, continuous learning and in-school social cohesion, social-emotional well-being**.



# Research Questions

1. To understand the **factors influencing the choice of education modality** by caregivers (Ukrainian online schooling or in -person schooling in Moldova)
2. To explore the **perception of barriers and facilitators to enrolment for in-person schooling in Moldova** for Ukrainian refugee children aged 6-17 years
3. To understand **how children perceive their education** since their displacement
4. To understand the **learning conditions and challenges of following Ukrainian online learning** from teacher and student's perspectives
5. To understand the **perceived quality of Ukrainian online learning and in-person schooling** in Moldova among the refugee children and their caregivers
6. To obtain a general sense of the **social and emotional well-being of refugee children** following Ukrainian online learning as well as those attending in-person schooling in Moldova
7. To understand the **needs of Moldovan teachers** to cope with the influx of refugee students
8. To assess the **level of social cohesion between refugee and Moldovan children** following both learning modalities (online and in-person)
9. To provide perspectives on what **future education policies**, opportunities, pre-requisite/ conditions etc. could assist refugees in accessing Moldovan in-person schooling

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**02**

# Methodology

# Methodology

## 16

### Focus Group Discussions (FGDs)

FGDs with Ukrainian refugee children ages 6-17 years:

- 12 FGDs with refugee children conducting online Ukrainian schooling and 4 FGDs with children conducting in person Moldovan schooling in Chisinau.

Discussions were conducted in small groups in child-friendly spaces.

## 25

### Informant Interviews (IIs)

- IIs with 13 Parents/Caregivers with children ages 6-17 conducting online Ukrainian schooling, and 12 Parents/Caregivers with children conducting in person schooling in Chisinau.

Semi-structured interviews were conducted face to face.

## 18

### Key Informant Interviews (KIIs)

- KIIs with 6 Moldovan primary school teachers, with 5 Moldovan secondary school teachers, and with 4 Ukrainian online schoolteachers.
- 1 education authorities from the Chisinau Municipality, 2 education authorities from the Ministry of Education and Research.

Semi-structured interviews were conducted face to face, interviews with Ukrainian teachers were conducted online.

Data was collected from June 19<sup>th</sup> to July 14<sup>th</sup>, 2023 in Chisinau

# Sampling

## FGDs children in person

### Primary school

Total FGDs: 2

Ages: 8-11 years

N=6 children (3 male, 3 female)

### Secondary school

Total FGDs: 2

Ages: 11-15 years

N=7 children (3 male, 4 female)

## FGDs children online learning

### Primary school

Total FGDs: 6

Ages: 8-11 years

N= 22 children (12 male, 10 female)

### Secondary school

Total FGDs: 6

Ages: 11-17 years

N=24 children (12 male, 12 female)

	Ukrainian Online education				In-person Moldovan education				
	Primary school		Secondary school		Primary school		Secondary school		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
FGDs with children	3	3	3	3	1	1	1	1	16 FGDs
IIs with caregivers	6		7		5		7		25 IIs
KIIs with Moldovan school teachers					6		5		11 KIIs
KIIs with local authorities					1				1 KII
KIIs with Ukrainian online schoolteachers	4								4 KIIs
KIs with national authorities					2				2 KIIs

- FGDs with children were separated by gender and age to assess possible differences in experiences.
- IIs with Caregivers and KIIs with Moldovan schoolteachers were separated by child's grade level.





03

# Limitations

# Limitations

## Limitations:

- The sampling frame was non-randomized, non-random sampling may introduce selection bias into the data.
- Certain indicators may be under-reported or over-reported due to a respondent bias (subjectivity and perceptions of respondents).
- Purposive sampling strategy reduces the generalisability of data, so any information captured is only indicative of those sampled.
- Nonresponse to questions asked to children or adults can introduce bias in results.

## Timing of assessment:

When interpreting findings, users should keep in mind that data collection was conducted from June 19<sup>th</sup>, 2023, to July 14<sup>th</sup>, 2023. Due to the volatility of the situation and high level of movement, findings should be interpreted as a snapshot of the situation of refugees at this time.




# 04

## Key Findings



This symbol is used throughout the presentation to highlight a gender difference when apparent.

A light gray world map is centered in the background. Overlaid on the map is a complex, low-poly geometric pattern of thin, light gray lines that form a network of triangles across the entire image. The text is centered over the map.

# Perspectives on Learning Modalities

# Perspectives on Online Learning



Almost all primary school children that reported liking online learning are male, while all children that reported disliking online education are female.

*"We don't get the knowledge we need, and the lessons only last 25 minutes."*  
(secondary school child's perspective on online learning)

Online Education

## What children like about online schooling

### Primary school online children

- Children are **not clear if they enjoy learning online**, many say 'yes' but there are many 'no' or 'maybe' responses. Those that do enjoy learning mostly **like that their teachers are the same from Ukraine**, being able to **lie about schoolwork without anyone noticing**, being able to start class when they wake up, as well as various school subjects.

### Secondary school online children

- Some children like online schooling, the majority report **waking up later** is the main incentive, as well as **studying at home and not having to physically go to school**. The children also report being able to multi-task, fewer lessons, as other reasons they like online schooling. Most children report having the same teacher from Ukraine.

## What children dislike about online schooling

- Children that reported **disliking learning online** or are unsure (maybe like it), report that the **lessons are not always clear, and the internet is poor**. Some reported that there are **too many teachers and lessons**, school is boring, and would like interaction with classmates.

- Most children report disliking online schooling for reasons such as **lack of learning quality of online versus in person learning**, the desire to socialise, being bored at home, lack of communication with teachers, and disruptions to internet.



# Perspective on the Opportunity to Go to School in Moldova

*"No. I wouldn't want to, because it would be difficult, because I don't know anything here, I don't know the teachers, I won't have any friends. I don't want to go to a Russian school because it won't be our school there, there won't be teachers, there won't be my colleagues." (primary school child response about taking in person schooling in Moldova)*

Online Education

## Primary school online children

- Children were asked if they would like to go to school in Moldova. The majority reported 'no'. The main concerns surround the familiarity the children have with their teachers in Ukraine and the language, classmates which they like. For example: the children worry that it would be too difficult to make new friends, not wanting to learn Romanian or Russian, worrying about conflicts that might take place between children ("kids fight and say bad words"), and that the teaching would not be clear.
- The children that would like to go to school in Moldova reported being excited to make new friends, that they like it in Moldova, and like to try new things.

## Secondary school online children

- The students were mixed about wanting to go to school in Moldova if they could or if they would stay with online schooling. Those that did not want to go to school were concerned that the program in Moldova was too different between countries, did not want to leave their class in Ukraine, and were worried about the language.
- Of those that reported wanting to go to school most were excited about meeting new classmates or teachers, some would only if they did not have to leave their school in Ukraine. Female children were more interested in going to school in Moldova than male children.



# Perspectives on In-Person Learning

*"There is Romanian language and I'm not very good at learning it." (primary school child speaking about difficulties in school)*

In-Person Education

## What children like about in-person schooling

### Primary school in-person children

- All children reported **liking going to school in Moldova**. The things they like include, **spending time with friends and learning various subjects in school**. Children reported needing space to do lessons or technology, **but many did not need anything for school**.

### Secondary school in-person children

- All children like or maybe like attending school in Moldova. Children like **their classmates most, and that the teachers explain the lessons so it is clear for them**. Children like certain subjects, the quality of the school, teachers, and that some children have the same hobbies. **Overall, the learning quality was reported as being good**.

## What children dislike about in-person schooling

- The children were asked what is hard about school. Children were mixed, some did not like **getting up in the morning for school**, one did not like **math lessons**, children did not like **Romanian lessons**.

- Children mostly **dislike Romanian language because they are not good at it**, two children also believe that a **teacher discriminates against them because they are from Ukraine**, and do not like that the children talk about politics.

# Key Summary- Learning Perspectives

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- Most children taking online classes dislike or are unsure if they like online schooling while no child taking in person classes reported disliking attending school in Moldova.
- Children taking classes online mainly enjoy the familiarity with their Ukrainian teachers and being able to stay at home. The majority reported not wanting to go to school in Moldova, preferring instead to continue online classes.
- Children attending school in person enjoy their classmates and the explanation of lessons by teachers. The children dislike getting up in the morning and certain lessons such as Romanian language with which they have trouble, and political talk among children. Some reported discrimination by teachers against Ukrainian children.

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# Enrolment Decision-Making

# Moldovan Education Authorities

## Education services and enrolment options

There are many types of education and alternative services available for refugee children. **These include basic education access, recreation centers, and various nonformal activities.** The services are the same that are available to Moldovan children.

- Children are accessing these services mostly through **classroom instruction**. Many are also **using summer camps or extracurricular activities**.
- A list of institutions where **Ukrainian refugee children can enrol** was established by the government to identify schools for caregivers to enrol their children. Access to classroom learning can be done through an application, and provision of identification documents.

*"We do not differentiate between children from the Republic of Moldova and refugee children, the whole spectrum that is offered to children from the Republic of Moldova is also offered to refugee children from Ukraine"* (Authority reporting about the education services available for refugees)



# Caregiver Perspectives on Child Enrolment

Online Education



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*"No, because of the language barrier and we didn't want to lose the school place in Ukraine, and we didn't want to replace the teachers."  
(caregiver explaining why she did not attempt to enrol her child in school in Moldova)*

## Caregivers of children conducting online schooling

- Most caregivers of children conducting online schooling have not attempted to enrol their child in school in Moldova. The main reported reasons were language difficulties, the Moldovan schools only wanting to take refugee students as listeners, and the differences in the curriculum between Ukraine and Moldova.
- For the coming school year, most caregivers reported the continuance of online schooling for their child, including all primary school caregivers. The decision to continue online was reported to be based on the familiarity with the language and curriculum as well as familiarity with teachers and online school friends.
- The factors that would reportedly make the caregiver change their mind about enrolment include the ability to obtain classes with Ukrainian curriculum in Moldova or to be able to get a Ukrainian certificate by completing courses in Moldova. Another important consideration is related to the length of the war or its outcome, caregivers reported they may enrol their children if the war continues. Three secondary school caregivers reported planning to enrol their children this coming school year for the following reasons: to provide opportunity for socialization, going to school in person has more to offer in terms of education, the caregiver was able to get temporary protection status.
- Primary caregivers reported the main advantages of online education including learning in their own language. The advantages overall were familiarity with the learning environment and curriculum. Two caregivers said there were no advantages.

# Caregiver Perspectives on Child Enrolment

In-Person Education



@REACH, Chisinau, 2023

*"Because we don't like online learning, cause it's not a real interaction. As for quality, I can't compare, because I wasn't present at the classes, but the child is very satisfied with the education in Moldova." (caregiver explaining why she enrolled her child in school in Moldova)*

## Caregivers of children conducting in person schooling

- The reasons for enrolment of children into Moldovan schools by caregivers were related to concerns about the child's learning and integration as well as the difficulties due to the Ukraine online system and crisis.
- Among the reasons mentioned, **socialization** and child development were the main concerns of primary school caregivers, while **socialization** was the dominant concern of secondary school caregivers.
- The main issues related the Ukrainian online system were dissatisfaction with the online learning quality or the conditions for learning online such as air alarms or electrical difficulties.
- The main **advice** caregivers would give others who are unsure about enrolment is that **learning in school is better than online, in terms of child development, the child has fully adapted to life here and is doing well and is integrated**. In fact, only one caregiver had any negative advice to give which is to be ready for a complicated process of obtaining documents from school in Ukraine in order to enrol the child in school in Moldova.

# Moldovan Schoolteachers

[Primary and Secondary school children]

In-Person Education

## Teacher's perspectives on enrolment decisions of caregivers

Most teachers agree that parents **want their children to continue their studies**, and this is why they decided to enrol in Moldova. Opportunities for **socialization** was also widely mentioned.

### Barriers to Enrolment

- Language difficulties-Romanian language
- Lack of refugee status which parents either don't want to get or have yet.

### Facilitators of Enrolment

- Teachers report the school administrators or everyone at the school helps parents to enrol their children.

# Barriers to Enrolment

Online Education

## Caregivers of Children Conducting Online Schooling

- Of the caregivers who had **attempted to enrol** their child in Moldova at any time (n=5), **nearly all faced some barrier** to enrolment (n=4). The main barriers were **needing temporary protection status to apply and the distance of the school from their homes**. Other reported issues include the lack of paperwork from Ukraine to register the child and the school's unwillingness to take the child as a listener.
- One primary school caregiver enrolled their child but then returned to online learning when the child had difficulties understanding the language used in the classroom.

## How Authorities Can Eliminate Barriers

- Overall, caregivers believe that **Moldovan authorities** could eliminate barriers to enrolment **by adding courses taught in Ukrainian to Moldovan schools and increasing the information about schooling options for refugees**, also an easier process for their child to get grades, as well as easier documentation process to enrol.
- Overall, caregivers recommended that the **Ukrainian Ministry of Education and Science collaborate with their counterpart in Moldova to allow children taking classes in Moldova to obtain a valid certificate in Ukraine**. Other recommendations from caregivers include to **make the curriculums more similar between the two countries** and to **make information clearer to caregivers about the options for the child's education abroad**.

# Barriers to Enrolment

In-Person Education

## Caregivers of children conducting in-person schooling

- Most caregivers enrolled their children in **public schools** in Moldova (n=9) and found the process to be easy. Of those that found it hard, all were secondary school caregivers. The **main difficulties** were the **lack of official status to register and legal and school required documentation that was needed**. One caregiver was told the school could not take the child as a listener because there is no funding.
- Most caregivers did not pay for any supplies as they were **donated by various organisations**. Overall, caregivers reported no cost for school fees for their children, as a result **most caregivers do not see cost as a barrier to enrolment**.
- Transport to and from school for the child is not seen as a barrier for most caregivers. The most reported methods of transport include **bus or walking**.

## How Authorities Can Eliminate Barriers to Enrolment

- Caregivers reported adding Ukrainian language to the curriculum, followed by **helping children to receive grades instead of being listeners, continue the allow children to study here, as important**. Legal processes such as simplifying the documentation and enrolment process was mentioned especially the documents required from Ukraine. As well as a speedier temporary protection process.



# Moldovan Education Authorities

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## Education Barriers for Caregivers

- Regarding the barriers to accessing services, all authorities agree that **language** is a difficulty that caregivers face in enrolling their children into schools in Moldova due to **Romanian teaching or Russian teaching**. Some authorities mentioned that there is **no desire from parents to enrol** and this is a barrier to education.
- The **certificate** given to students who complete coursework from the Ministry of Education and Science in Ukraine is important to caregivers which can also prevent them from enrolling in classes in Moldova. (Classes taught in Moldova do not count towards this certificate).

*"There were proposed schools both in Chisinau and suburbs, but many children preferred not to come to school, accessing online platforms they preferred to stay to learn with their class in Ukraine". (Authority perspective on barriers to enrolment)*

# Key Summary- Enrolment Barriers

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- Most **online caregivers** did not attempt to enrol their children and if they did, faced barriers. These included difficulties with registering the child in school due to paperwork needed from Ukraine, Temporary Protection Status, enrolment issues with the school, language issues, curriculum differences between countries.
- **In person caregivers** mostly reported that the **process of enrolment was easy**, those few that reported it being hard had similar difficulties to those mentioned by online caregivers.
- Most **online caregivers** want to continue online learning due to **familiarity of language and curriculum**, even if the majority are not satisfied with the quality of learning.
- The **in-person caregivers mostly** want to enrol their child in school for **socialization**, their dissatisfaction with the conditions of online learning and its lack of quality.
- **Education authorities** reported being aware of similar barriers to enrolment as stated by online caregivers (curriculum, language, certificate from Ukraine), but did not mention the process of enrolment or Temporary Protection (as caregivers reported) as a barrier to enrolment.

# Key Summary- Enrolment Facilitators

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- Online Caregivers enrolment facilitators:

To obtain classes for their children based on the Ukrainian curriculum in Moldova, or to be able to obtain a certificate from Ukraine for completing courses in Moldovan schools. The length of the war or its outcome are also important to caregivers' enrolment decision-making.

- In person Caregivers recommendations to ensure enrolment:

Adding Ukrainian Language to the curriculum in Moldova. Help children to receive grades instead of being listeners. Simplifying the documentation and enrolment processes. Speedier temporary protection process.

## Caregiver Recommendations for Education Authorities

- Online Caregivers reported that Moldovan authorities can facilitate enrolment by:

Adding courses taught in Ukrainian to Moldovan schools. Increasing the information about schooling options for refugees. Making the documentation process to enrol easier.

- Online Caregivers reported that the Ministry of Education and Science of Ukraine can facilitate enrolment by:

Allow children taking classes in Moldova to obtain a valid certificate in Ukraine. Make the curriculums between countries more similar. Clearer messaging about options for child's education abroad.

A faint world map is centered in the background, overlaid on a light gray geometric pattern of interconnected triangles. The map shows the outlines of continents in a slightly darker shade of gray. The text "Learning Challenges" is centered over the map.

# Learning Challenges

# Online Learning Challenges

*"They don't always send links, they're not always functional, sometimes the schedule gets messed up, plus the devices are stuck."*(secondary school child's perspective on access to class)

Online Education

## Primary school online children

- Primary school children are **mixed about the difficulty of learning online**. Situations that make it difficult mainly include **connection problems** or **no internet** and **sirens interrupting classes**. One child mentioned that the teacher can lose patience and raise his voice.
- Most primary school children report **needing assistance to access their online classes**. The assistance required is needing help when the **internet is not working** or **needing internet**. Their needs for online education include **new technology** (laptops, tablet), and the **desire to learn physically at school and socialise**. Most children **access online education from home through a cell phone**, and study in their rooms at home.

## Secondary school online children

- Most children **face difficulties learning online**. The reasons include **slow or weak internet**, **electrical issues which interrupt class**, **alarms that disrupt class**. When there are difficulties such as those mentioned, **the children all report having no coping mechanisms**. Female children mentioned having the most difficulties attending school online. ★
- Most children find it **easy to access online classes**. Those that find it difficult report problems with **opening the links sent by teachers to login to online classroom**, the **lack of internet**. Most children use their **phones to access classes** or a **computer**, fewer children use a tablet. Children reported needing **better internet**, technology and books to help with online school. Female children reported **more difficulty in access classes**. ★



# Caregiver perspectives on Online Learning Challenges

Online Education

*"The disadvantages are many, children get distracted, they don't concentrate, sometimes they don't even come to class. Some lessons cannot even be taught online, students have to study a lot on their own... They lack motivation and desire to learn, hence the quality of learning decreases and they no longer want to learn."* (caregiver's perspective on online learning)

## 1. Conflict-Related Challenges

Most caregivers of children learning online are not satisfied with online learning quality due to crisis-related challenges such as disruptions from alarms, poor internet quality, and electricity issues in Ukraine (These same problems are also mentioned by Ukrainian teachers as their main challenges).

## 2. Access to Education

Most caregivers reported challenges relating to access to online education while in Moldova. These include poor internet connection, no equipment to study online, need for internet access, and excessive screen time causing damage to eyesight.

### Most Reported Challenges

- Changing teachers
- Grading dissatisfaction due to challenges to learning
- Too many children in classes
- Lack of teacher interaction
- Children get distracted
- Self-learning (some subject cannot be taught online)
- Poor internet connection
- No equipment to study online
- Need internet access
- Damage to eyesight from screentime on phone
- Need space for studying

# Caregiver perspectives on Online Learning Challenges

Online Education

*"I explain laboratory work to my child until 1:00 a.m., and we also do extra classes with teachers online."* (Caregiver coping strategy used when there are problems with internet connection)

## Coping Strategies

Most caregivers have adopted coping strategies such as **extra** classes with the teacher, the use of mobile internet when there are connection problems, going to centres to study (NGO provided spaces) or take classes, and playing recordings of the school lesson made by the teacher. One caregiver reported the importance of being involved in the child's learning to help supplement learning during moments of challenge. Some caregivers also reported that there is **no strategy** when online learning challenges occur and must deal with either shorter lessons or no lessons



## Most reported Coping Strategies

- Take extra classes with teachers online
- Use mobile internet
- Centres have space to study and take classes
- NO strategy (children do not finish studies, lessons shorter)
- Recordings of teacher's lessons
- Caregiver more involved in learning

# Ukrainian Online Schoolteachers

Online Education

## Caregiver's online schooling decision

- In the opinion of teachers, the incentives for caregivers to choose online schooling mirrors many of the concerns of caregivers who were asked this same question. **The difficulty for the parents to know about the future, and if the instruction they received in Moldova will be accepted in Ukraine.**

*"For the first six months of the war there were full-time and online classes, and after six months there was a striking difference. That is, the online classes lagged far behind the offline classes. Those who studied offline were significantly better at learning the material."* (Teacher describing changes in education delivery on student's learning)

## Effect of online education on student's learning

- Nearly all teachers agree that the online learning has had a **negative impact on the children's learning (also highlighted by caregivers)**. The level of education has **decreased**, relating to the absorption of information by the children. The **social ability** of the children has also **changed**, for example, teachers describe children as **being more withdrawn, reserved, less active in learning during online sessions, and with difficulty communicating**.
- For students inside Ukraine and abroad online learning can also be different. Students abroad can take more time to complete lessons. **Teachers reported that children have difficulty combining in-person with online education**. Children outside of Ukraine reportedly learn worse, they are less likely to come to class, and are less reactive in class.

# Ukrainian Online Schoolteachers

Online Education

## Online Learning Challenges for teachers

The **main challenges** for teachers delivering online education are the **alarms which interrupt class** as the teacher must go to the shelter to continue the lesson. Other challenges regarding electricity, and energy infrastructure can cause the internet to fail. Some students cannot afford to have internet, and in rural areas there is no or poor internet. One teacher reported increased stress for teachers and for children due to the crisis.

## Coping Strategies

- Continue class in the bomb shelter
- Move the time of the lesson
- Create video content of lessons for students
- Consultation groups for students to ask teachers questions
- Giving less homework and speaking more to the students

*"There is no decision on the alarm, my class and I retreat to the bomb shelter and wait there, trying to continue the lesson, but failing. The electricity problem has been solved for the time being. As for rural areas, there is a need for a material component, i.e., the provision of quality Internet."* (Teacher reporting teaching challenges related to the crisis)

# Caregiver Perspectives on In-Person Learning Challenges

In-Person Education

*"The child studies in Russian, and there are no problems with the language barrier, only with children arguing, I heard that sometimes they say that Russians are good, and Ukrainians are not, so small conflicts." (caregiver speaking about learning challenges)*

Overall, three difficulties were mentioned most often by caregivers regarding in person learning challenges.

## Language

Children have difficulties understanding the **teaching language**, primarily Romanian.

## Political Views

Children face some **conflicts with students based on their political ideology**.

## Curriculum


The differences in **school curriculum** at between Ukraine and Moldova can cause difficulties for children, as well as **combining online and in-person schooling**.

# Key Summary- Learning Challenges

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- **Online children reported mostly facing difficulties learning online.** Situations such as connections problems, or no internet, disruptions by sirens were reported frequently by children. One child mentioned that the teacher can lose patience and raise his voice. When difficulties occur, all (secondary school) children report having **no coping mechanisms**. **Female children reported the most difficulties attending school online due to these challenges.**
- **In Moldova, online children have trouble accessing classes** due to poor internet connection, lack of equipment to study online and the need for access to internet in general. Coping strategies used by the caregivers include extra lessons with teachers, the use of mobile internet, studying in centres provided by NGO, some also reported having no strategies for coping. Female children reported more difficulty in accessing classes.
- **Online schoolteachers in Ukraine agree with caregivers that the learning of children has decreased (relating to the absorption of information).** Children also have **difficulty combining online and in-person education**. In general, some teachers reported children outside of Ukraine learn worse, attend class less frequently, and participate less.
- The **in-person caregivers** reported that the **difficulties the children face in learning in person relate to curriculum, political views, and language**, (also the main concerns of current online caregivers about enrolment).



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# Social Emotional Well-Being

# Social Emotional Well-Being

*"I don't care about anything, the only question is what will happen next, where will I live next, will I stay here or will I go to another country." (male secondary school child speaking about worries since displacement)*

Online Education

## Primary school online children

- Online primary school children mostly reported having worries and had more worries than all other children. When the children worry, mostly it is about family and friends back home in Ukraine. Children reported **missing the life they had in Ukraine**, upset they could not go **back to school in Ukraine and socialise with friends**, and feared they would be treated badly in Moldova.
- Some children also expressed positive feelings about their situation in Moldova.

## Secondary school online children

- The children had mixed feelings **since coming to Moldova**. The main concerns reported were **missing their families or home, and issues related to the war back home**. Some also mentioned missing speaking to their friends from Ukraine and wanting to go to school in person as soon as they can. **Most females had reported having worries compared to males.** ★
- The children reported facing some **misunderstandings with Moldovan children due to language challenges**, the lack of friends, but some children also expressed positive feelings about their situation in Moldova.

# Social Emotional Well-Being

*"I'm worried that I can't go home, there are three cats and my grandmother in Odessa and I miss them a lot."*

(secondary school child reporting what she worries about since displacement)

In-Person Education

## Primary school in person children

- The children have mixed feelings about coming to Moldova. Mostly they worry about relatives and friends back home or wondering when it will end.
- Children shared mostly positive feeling about Moldova, such as it being quiet, they have friends, and feel safe here.

## Secondary school in person children

- **Most children have mixed feelings** about coming to Moldova. They report missing their friends and family back home, but an almost equal number has **no worries since coming to Moldova**.
- Children shared that they like it in Moldova, some also shared their desire to go back home.

# Caregiver Perspectives on Child Emotional Well-Being

Online Education

## Negative changes in Well-Being

- Child losing interest in school
- No children with whom to socialise
- Lack of time with family and friends back home is difficult for the child
- Stress
- Lack of concentration on schoolwork
- Impulsive behaviour
- Child upset when they hear bad news from home
- Child spends increased time at home
- Anxiety
- Child cries and has tantrums

## Positive changes in Well-Being

- Child has adapted to life in Moldova
- Child can rest emotionally and recover in Moldova

Most caregivers reported seeing mostly **negative changes in the well-being** of their children since displacement.

Most **primary school caregivers** believe that these changes in **well-being** have no impact on their child's ability to learn, while secondary caregivers were mixed. The main types of **impact** on the child include greater **difficulty in concentration on schoolwork and thoughts of people or memories from back home which cause distress**. One caregiver believes that worries of the caregiver contribute to the child's stress.

# Ukrainian Online Schoolteachers

Online Education

## Social-Emotional Well-being of students

- The teachers reported some changes in the student's behavior and well-being. Changes mentioned include, sadness, being afraid of sirens, increased levels of aggression, sensitivity to lessons where war is discussed, but that students have also adapted to what is going on around them.
- The interaction **between students** is impacted by the online learning modality as is the way **teachers can interact with students**. Teachers reported a **negative impact on socialization**, that children have **become less focused, more withdrawn**, and since they are not able to be face to face with each other, **their relationships with other students has changed**.

*"Children are very afraid of alarms, children are very afraid of sirens. I see different reactions to it. Children have become more mature, more collected, if the siren sounds, they get up, get ready and clearly know what they need to do."* (Teacher reporting online impact on student's well-being)

# Caregiver Perspectives on Child Emotional Well-Being

In-Person Education

## Negative changes in Well-Being

- Stress or fear from situation back home when arrived in Moldova
- Withdrawn on arrival for a period of time
- New environment stresses
- Child afraid of rallies in Moldova
- Child feels the absence of his father

Most caregivers reported seeing **negative changes** in the **well-being** of their children since displacement, and **mostly secondary school caregivers** however the negative changes were reported as having improved over time since arrival, so there are many positive changes reported as well.

## Positive changes in Well-Being

- Child has improved over time since displacement
- Child can socialise with other Ukrainian children that go to the same Russian taught school

Most **primary school caregivers** believe that these changes in well-being have impacted their child's ability to learn in a positive way, while **secondary school caregivers** were mixed. The main type of **negative impact** on the child is greater **difficulty in concentration on schoolwork**. The **positive impacts** include **improved learning and less war related distractions**.



# Moldovan Schoolteachers

[Primary and Secondary school children]

In-Person Education

## Social-Emotional Well-being of students

- Most teachers report noticing **no difficulties related to social emotional well-being of children**. Of the small number of reported challenges, **sensitivity to noises, reserved behavior, being frightened, stressed** were reported.
- The teachers were generally positive that the children were able to become more comfortable over time so that their well-being has improved.

*"She was a little girl who often, when she heard noises, would get scared and hide under the table. She used to write poems in Russian about the war, how she met the war and how she left it, but now she feels better and has settled in."*

(Teacher reporting online impact on student's well-being)

# Social-Emotional Well-Being

## Online children

Online primary school children mostly reported having worries and had more worries than all other children. When the children worry, mostly it is about family and friends back home in Ukraine. Some children also expressed positive feelings about their situation in Moldova. Overall females reported experiencing more worries compared to males.

Online teachers reported some negative changes in the student's behavior and well-being. Changes mentioned include, sadness, being afraid of sirens, increased levels of aggression, sensitivity to lessons where war is discussed. The interaction between students is impacted by the online learning modality as is the way teachers can interact with students. Teachers reported a negative impact on socialization, their relationships with other students has been impacted negatively.

## In-person children

In-person school children have mixed feelings since coming to Moldova. As the online children, they also worry about their relatives or friends back home, but also share equally good feelings about their situation in Moldova.

In contrast to online teachers, most in-person teachers reported noticing no difficulties related to social emotional well-being of children. Of the small number of reported challenges, sensitivity to noises, reserved behavior, being frightened, stressed were reported. The teachers were generally positive that the children were able to become more comfortable over time so that their well-being has improved.

## Online Caregivers

Most online caregivers reported seeing negative changes in the well-being of their children since displacement such as losing interest in school, no ability to socialise or missing family from Ukraine.

Most online primary school caregivers believe that these changes in well-being have no impact on their child's ability to learn, while secondary school caregivers were mixed, reporting difficulty in concentration or distress caused by memories from home in Ukraine.

## In-Person Caregivers

Caregivers of in-person children mostly have observed negative shifts in well-being, however these changes reported were mostly from the time of arrival; in fact, many changes to a state of positive well-being since then were mentioned. The main type of negative impact reported was greater difficulty in concentration on schoolwork. The positive impacts include improved learning and less war related distraction.

Most primary school caregivers believe that these changes in well-being have impacted their child's ability to learn in a positive way, while secondary school caregivers are mixed.

A light gray world map is centered in the background. Overlaid on the map is a complex network of thin, light gray lines forming a geometric pattern of interconnected triangles and polygons, resembling a low-poly mesh or a network diagram. The text "Socialisation/Integration" is centered over the map.

# Socialisation/Integration

# Socialisation and Integration

*"Mostly I go to the Millennium, we go to events and tournaments, basically we just do sports, boxing, football, basketball, volleyball."*  
(secondary school child's perspective on socialisation)

Online Education

## Primary school online children

- While some primary school children report **communicating with peers** after class, a **majority report that they do not**. The children **communicate through the internet**, play games, or talk on the phone. Their **relationship with classmates online is good**. Almost all children report that their **classmates online live outside of Moldova**.
- Most children report playing games with their friends in Moldova when they are not taking online classes. They mention walking together or playing in the park. Many also do not report playing with friends.

## Secondary school online children

- When children are not in class, they report such activities as **walking/dancing, playing with friends, exercising**, or doing various hobbies. Most children **report that their classmates live outside of Moldova and are not able to see them outside of class**.
- During free time, most children reported doing social activities with friend such as **sports, walking with friends, going to camp**. However, **many also reported participating in no social activities**.

# Socialisation and Integration


*"...I participated in several events. You had to draw a picture: the world through the eyes of children. Many people drew land and pigeons, symbols of peace. I drew a field of wheat and the sky."* (secondary school child describing activity done with classmates)

In-Person Education

## Primary school in person children

- Almost all children report a good relationship with their peers at school, outside of class they socialise. Only one child reported not having a good relationship with peers, having not made any friends yet.
- Outside of school the children play on the playground, play games together.

## Secondary school in person children

- Male children reported participating in activities with classmates such as school competitions, while all female children reported not participating because they have no time or desire or were not invited. 
- All children reported socialising with friends in their free time or doing physical activities.
- The children reported facing no challenges attending school as far as interactions with Moldovan peers.
- Most children reported that the teachers or school administration **have not helped them to integrate into school**. One child mentioned that the psychologist and school director ask if he is ok and allows him to play in a playroom.

# In-Person Learning Challenges

*"I don't like Romanian because all my classmates respond, and I just don't get marks there. And also I didn't like music, I couldn't sing and the teacher kept telling me to sing."* (secondary school child speaking about challenges in learning)

In-Person Education

## Integration Challenges

### Primary school in person children

- Almost all children report liking their teachers. They like that the teachers helps them to understand lessons, and explains lessons well, and that the teacher is kind. Almost all children also understand their teacher who speaks in Russian, if they do not understand they ask the teacher to repeat it.

### Secondary school in person children

- All children reported that the teacher speaks Russian, while there are also some mixed Russian and Romanian language spoken in class. The children do not have any difficulty in learning based on the language of instruction, instead, they have the most difficulty in Romanian language class.
- Children reported needing Romanian language courses, new books, and internet in school as their main needs.



# Integration Challenges

Online Education

## Caregivers of children conducting online schooling

- Online caregivers are **not aware of or have had any challenges** faced by their children interacting with their Moldovan peers. Some **integration issues** mentioned include **war-related insults as well as a language barrier**.
- To better integrate Ukrainian children, caregivers recommend **increasing opportunities to communicate with Moldovan**, sports clubs, and the **provision of language courses (Romanian, Russian)**. Primary school caregivers also recommended one Ukrainian class in every Moldovan school, and social adaptation programs to unite adults that also have children. Secondary school caregivers mentioned summer camps, to go to school in Moldova, and that children should not discuss political topics.
- In the **future, caregivers mostly see challenges** for their child to integrate into life in Moldova **if they continue online education**. These mostly relate to **language difficulties, the ability to socialise**, the need for additional classes, and one caregiver worried because the child does not have a good relationship with locals. Those that don't foresee any challenges mention that their child already has friends here and takes Romanian language and extracurricular activities.

# Integration Challenges

In-Person Education

## Caregivers of children conducting in person schooling

- Most caregivers reported **not being aware of or having had any challenges** interacting with their Moldovan peers. Some **integration issues of children** mentioned by caregivers include **discussion of politics outside the classroom** which causes arguments with peers as well as the language barrier.
- To **better integrate Ukrainian children**, caregivers recommended having more **joint activities with Moldovan children** such as **extracurricular activities**, excursions, and finding a common language to communicate.

# Moldovan Schoolteachers

[Primary and Secondary school children] 

In-Person Education

## Integration Challenges

- One of the main **integration** challenges mentioned by teachers is **the difference is curriculum** between Ukrainian and Moldovan schools. This can be difficult for teachers if some students are at a different level than others in the same class. **No difficulties** or **language difficulties** were also reported for as challenges to integration.
- Perspectives surrounding **cohesion** were reported by some teachers. One teacher mentioned political discussions between children can sometimes reach the point of a fight. Differences in treatment between refugee and Moldovan children have resulted in negative feelings. The language differences were also a source of misunderstandings between children.

# Key Summary- Socialisation and Integration

## Online children

- Online children mostly reported not communicating with their classmates outside of class and only some participate in activities with other children in their free time in Moldova.
- Most Online caregivers have not had any challenges faced by their children interacting with their Moldovan peers. Some integration issues mentioned include war-related insults as well as miscommunication due to the language barrier. In the future, caregivers mostly see challenges for their child to integrate into life in Moldova if they continue online education. These mostly relate to language difficulties and the inability to socialise.

## In-person children

- Almost all in-person children reported having a good relationship with their peers at school and socialising outside of class with friends in their free time. The children reported facing no challenges in their interactions with Moldovan peers.
- In person caregivers reported not being aware of or having had any challenges interacting with their Moldovan peers. Some integration issues of children mentioned by caregivers include discussion of politics outside the classroom which causes arguments with peers.

## Moldovan teachers

- Moldovan teachers mentioned the difference in curriculum between Ukrainian and Moldovan schools as the main integration challenge, along with No difficulties or language difficulties.
- One teacher mentioned political discussions between children can sometimes reach the point of a fight. The language differences were also a source of misunderstandings between children.
- Differences in treatment between refugee and Moldovan children related to the attention given to refugee children have resulted in some negative feelings.

*"...I participated in several events. You had to draw a picture: the world through the eyes of children. Many people drew land and pigeons, symbols of peace. I drew a field of wheat and the sky."*  
(secondary school child describing activity done with classmates)

# Key Summary- Socialisation and Integration Measures

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- To better integrate Ukrainian refugee children in Moldova, online caregivers recommend increasing opportunities to communicate with Moldovans, participation in sports clubs, summer camps, and language courses (Romanian, Russian). Primary school caregivers also recommended one Ukrainian class in every Moldovan school, and social adaptation programs to unite adults of refugee children with others. One caregiver reported that children should not discuss political topics to improve cohesion.
- In person caregivers recommended having more joint activities with Moldovan children such as extracurricular activities, excursions, and finding a common language to communicate.

*"Mostly I go to the Millennium (activity centre), we go to events and tournaments, basically we just do sports, boxing, football, basketball, volleyball."* (secondary school child's perspective on socialisation)

A world map is centered in the background, rendered in a light gray color. The map is overlaid on a background of a low-poly, geometric pattern consisting of numerous interconnected triangles in a slightly darker gray shade. The text "Policy Considerations" is centered over the map.

# Policy Considerations



# Ukrainian Online Schoolteachers

Online Education

## How Can NGO or Other Agencies Support Teachers

- There are various types of support requested by schoolteachers. One teacher requested **psychological help for teachers, and time to rest from the workload of teaching**. The option of **psychological training for students and teachers was suggested**, as well as technical supplies such as internet and generators.
- One teacher suggests that the Ministry of Education and Science of Ukraine should **designate a single school for those who study online abroad so that all the children can be assessed the same way, under the same conditions**. The teacher expressed that there was **miscommunication from both sides about enrolment**.
- Teachers have also been **personally affected** by the conflict which in turn has had an **impact on their ability to teach**. One teacher left in the beginning of the war and came back with **more enthusiasm to teach kids the importance of education**. Another described **burnout** as a significant problem due to additional working hours and difficult teaching conditions that they face.

*"Teachers also did not sleep at night.. (when sirens were sound) the teacher would go to the basement with the children and until the last child was picked up, he sat in that basement. And then started preparing for lessons... It's twice as hard as it is in the classroom. If you don't give a teacher that kind of rest, the next year the teacher is burned out. There is no teacher next. Half the teachers at the end of the year were crying and wanted a settlement."* (Teacher speaking about how the well-being of the teacher affects teachers' ability to teach)

# Ukrainian Online Schoolteachers

Online Education

## Education Delivery and Monitoring of Quality

- The main issues regarding the delivery of education in the opinion of online schoolteachers is 'clarity'. Teachers reported the need for more clarity from the Ministry of Education and Science of Ukraine regarding education provision to students within and outside of Ukraine, (if it should be provided to students only inside Ukraine) how the students should be evaluated by teachers (standardisation of grading), and schooling options for parents.
- To monitor student learning and teaching in schools, teachers reported the Ministry of Education and Science in Ukraine can use the zoom **electronic link for classrooms** which allows the government to monitor the education delivery.
- There is also mention from a teacher about the use of an **electronic journal** that the government uses to observe lesson plans, records of grades, and absences.

*"It's complicated. Because there is no clarity in the laws, the program, how to study, whether Ukraine needs education or only education for children who are outside Ukraine. If children want to receive education in Ukraine, how to do it properly? What are teachers to do, how to evaluate. What should parents do, how to get out to lessons if the time is the same? And it would be possible to make one university or school where children who went abroad would come and receive Ukrainian education." (Teacher speaking about the delivery of education)*

# Moldovan Schoolteachers

[Primary and Secondary school children]

In-Person Education

## Teacher's Needs to Provide Quality Education

- The main needs reported to provide quality education include **psychological support for schools**, additional technology for classrooms, more support for teachers working extra hours, but **the majority of teachers do not need any extra resources**.
- The teachers therefore also reported that there **was no need for any extra measures for coping with the refugee student arrivals**.

*"There are not enough psychologists in schools because the flow of students has increased.."* (Teacher describing school needs)

# Moldovan Schoolteachers

[Primary and Secondary school children]

In-Person Education

## Support from Authorities

Moldovan teachers were asked what support was provided by authorities to help with the refugee influx into schools.

- Courses for teachers on refugee interaction were widely mentioned as being helpful
- Children were given school materials as well as technology (computers/tablets)
- Offered Romanian language courses
- Received funding from organisations
- Held activities for refugee children
- Remain in contact with Ministry of Education if there are needs

*"All the computers we received are all for refugees. Now we have to make a digital laboratory in our school. A new modern classroom with laptops, with monoblocs, with an interactive whiteboard, with a parquet, i.e. very different, and they said it's all for Ukrainians. The main motivation behind everything that is being done now is for the refugees."* (Teacher reporting support given for refugee students).

# Moldovan Education Authorities

## Education System Service Needs and Solutions

Authorities were asked about any gaps or difficulties experienced by the education system due to the influx of refugees. Overall, some financial impediments were mentioned such as, extra funding for school meal programs and additional access to school resources.

### Needs to Ensure Enrolment

- To ensure enrolment, a more pronounced information campaign about education services offered is necessary to inform caregivers of options for schooling.

### Needs to Ensure Quality of education

- To ensure quality of education for students, continued teacher training on refugee needs, provision of school psychologists, as well as monetary benefits for teachers working extra hours was suggested.
- The development of educational infrastructure as well as consideration of migration patterns to urban areas.

*"..one of the impediments here would be the financial resources that would have had to be allocated additionally if there were 20 000 children enrolled. But, considering that only 1000 were enrolled, the financial problem was not really felt".*

*(Authority perspective on education system service difficulties)*

# Moldovan Education Authorities

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## Measures implemented and Future Considerations

- To meet education needs, authorities have provided various resources. Primarily, the **right to education** for refugee children with schooling provided in Romanian or Russian language.
- Additionally, **necessary classroom materials for learning**, **Romanian language courses** for children, **teacher training to work with refugee children**, and collaboration with various partners as well as the Ministry of Education in Ukraine.
- **Temporary Protection** policies will have an impact on school enrolment. The policy will help authorities to **monitor beneficiaries** in case of an increase in official enrolment in schools and to assist in estimation of budget needs to support students. Other impacts related to caregivers will be the need to obtain TP before enrolment in schools which could affect the number of student enrolled.
- For the **coming school year**, priorities are to **provide information for caregivers** about education policies to enrol children. To continue to collaborate with associations representing Ukrainians in Moldova to assess needs of refugees.

# Key Summary- Needs and Support

## Children

- Online children reported needing assistance to access online classes through internet provision, technology (computers, tablet), and books for school that are in good quality.
- In-person children reported Romanian language courses, new books, and internet in school.

## Caregivers

- Caregivers reported internet access, technology for their child to study online, and space for studying as needs.
- To support children, Ukrainian language courses in Moldovan schools, to obtain a Ukrainian certificate from classes in Moldova, Romanian language course-more and publicised, an easier process of getting documents to enrol their child from Ukraine, adding courses taught in Ukrainian language, or hiring Ukrainian teachers in Moldova to teach Ukrainian curriculum were reported.

## Ukrainian online teachers

- Ukrainian online schoolteacher requested psychological help for teachers and time to rest from the heavy workload of teaching. One teacher also requested increased communication for teachers with the Ministry of Education of Ukraine.
- Ukrainian online teachers recommended designating a single school for those who study online abroad so that all children can be assessed equally in the same conditions. Clarity on how students should be evaluated by teachers and what parents can do for their children's education (what registering abroad means for their schooling when they return to Ukraine).

## Moldovan teachers

- Moldovan teachers mainly reported the need for school psychologists, but most teachers do not need any extra resources. Teachers also did not request any specific help from authorities.

## Moldovan education authorities

- To ensure the quality of education for students, continued teacher training on refugee interaction as well as monetary benefits for teachers working extra hours was reported.



# Next Steps



## August

Key Findings

Analysis output

- Key findings presentation



## September

Reporting

- Final report (end September)
- Final presentation

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# Thank you for your attention



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**REACH** Informing  
more effective  
humanitarian action