

Report

OUT OF SCHOOL CHILDREN IN UKRAINE

A Study on the Scope and Dimensions of the Problem with Recommendations for Action

Commissioned  by:

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Contents

Acronyms	4
Acknowledgement	5
Executive summary	6
Background and methodology of the study	8
<i>Background</i>	8
<i>Purpose and target groups</i>	8
<i>Target Audience</i>	8
<i>Methodology</i>	9
<i>Composition of FGDs</i>	9
<i>Selection of KIs</i>	10
<i>Tools</i>	10
<i>Limitations of the survey</i>	11
Findings of the desk research on the problems of access for IDP children to secondary education	12
<i>Profile of OOSC in Ukraine</i>	12
<i>Legislative and organizational regulations of access to education</i>	14
<i>The trends in the area of IDP children’s access to education</i>	15
<i>The reasons for non-schooling of IDP children</i>	17
<i>Statistical data on OOSC among IDPs</i>	19
<i>The risk of trafficking for children in conflict-affected areas and IDP children</i>	20
Findings of FGDs and interviews with KIs	21
<i>Basic attitudes towards school and education</i>	21
<i>Problems of access to education and studying</i>	22
<i>Children as part of fighting forces and working children</i>	32
<i>Children as part of fighting forces</i>	32
<i>Working children</i>	33
<i>School entrance age</i>	34
<i>Sources of information about education</i>	34
<i>Other categories of OOSC</i>	35
Key findings regarding access to secondary education	36



Recommendations	39
Bibliography	41
ANNEX 1. School Damages per Region	
ANNEX 2. Normative legal acts, which regulate the issues around access to education	
ANNEX 3. Guide for FGDs with children	
ANNEX 4. Guide for FGDs with parents	
ANNEX 5. Questionnaire for interview with KIs (regional level)	
ANNEX 6. Questionnaire for interviews with KIs (national level)	

Acronyms

ATO – Anti-terrorist operation

DPR – so-called “Donetsk People’s Republic”

EU – European Union

FGD – Focus Group Discussion

GCA – Government-controlled areas

IDP – Internally displaced person

IF – International Foundation

ILO – International Labour Organisation

KI – Key informant

LPR – so-called “Luhansk People’s Republic”

MoES – Ministry of Education and Science of Ukraine

MoSP – Ministry of Social Policy of Ukraine

NGCA – Non-government controlled areas

NGO – Non-governmental organization

OCHA – UN Office for the Coordination of Humanitarian Affairs

OOSC – Out of School Children

UN – United Nations

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNHCR – United Nations High Commissioner for Refugees

UNICEF – United Nations Children’s Fund

WBG – World Bank Group

Acknowledgement

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- The Centre for social services for family, children and youth in Mariupol
- Department of Education and Science of Dnipropetrovsk oblast state administration
- Department of Education and Science of Kyiv oblast state administration
- Department of Education and Science of Luhansk military and civil administration (Severodonetsk)
- Department of Education of Mariupol city council
- Department of Education of Severodonetsk city council
- Department of education of Uzhgorod city council
- Department of education and science of Zolochiv rayon state administration (Kharkiv oblast)
- Oblast youth council of the Dnipropetrovsk oblast state administration
- Representatives of the MoES and MoSP.

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Executive summary

Goal and methodology of the survey

This report outlines the results of the survey “Out of School Children in Ukraine - A Study on the Scope and Dimensions of the Problem with Recommendations for Action”, which was conducted in January 2016 by GfK Ukraine, with the support of the UNICEF Country Office in Ukraine.

The necessity of this study was determined by the impact of internal migration from the non-government controlled areas (NGCA) to other regions of Ukraine, on the education system, as well as by the lack of complex data on IDP access to school in the areas of settlement.

Analysis of the situation was conducted through desk research of the legislative framework and available statistics, as well as qualitative studies on access to education by IDPs

Focus-group discussions with IDP children and parents, as well as semi-structured interviews with key informants (hereinafter referred as KIs), who are representatives of state bodies, local authorities, NGOs, UNICEF “Education” Cluster partners etc., were conducted to study the situation regarding access of IDP children to education. In addition, focus-group discussions with Roma children and parents were conducted to determine any problems in school access that are not caused by the IDP status.

The study tools (guide for focus group discussions (FGDs) and questionnaire for interviews with KIs) were based on the Operational Manual of The Global Out-of-School Children Initiative. GfK Ukraine finalized the study tools, and they were commented on and approved by the Ethics Committee of Sociological Association of Ukraine.

Limitations of the survey

- The study provides qualitative analysis of the situation, in order to define the main trends of the problem. It should not be considered as a comprehensive overview of the enrolment or non-schooling rate in the country, but rather a profile of exclusion.
- The study was conducted only on the territories under the Ukrainian government control, so it does not cover the situation in the NGCA.

Survey findings

According to the IDPs and KIs who took part in the survey, as well as the results of desk research, the major problems facing children at school are being addressed through significant efforts made by the Ministry of Education and Sciences and local authorities. For example, IDPs are being allowed to provide copies of essential documents if they don't have the originals, and school administrations are obliged to accept all IDP children. At the same time, according to the Public Audit¹ the authorities do not have a long-term vision of how to solve the problems of IDPs in Ukraine. A number of problems still exist.

¹ http://issuu.com/irf_ua/docs/dp-2015-8

One of the main problems to be solved is children suffering trauma due to the experience of living in the zone of military operations. These children can find it difficult to adapt to the host community and their new social environment. Teachers do not have experience of working with children with war-related psychological trauma. There is a need to facilitate trainings for school psychologists and teachers, so that they can provide psychological support to IDP children, especially to those affected by experiencing or witnessing violence and the military conflict.

The attitude towards IDPs in host communities is generally positive, but more work to integrate IDPs into host communities is still needed. Sometimes, IDPs find it difficult to interact with people from the local community. Children might be unaware of the effects of trauma that other children have and not all IDP children have friends among their classmates. However, problems related to communication with teachers were mentioned more in the survey than problems communicating with children. Other problems facing IDPs include: a discrepancy in the level of teaching in host and home locations and some IDPs' poor knowledge of the Ukrainian language.

Interpersonal problems with teachers and classmates were also mentioned by Roma children. Roma children suffer from stigmatization at school because of their ethnicity or their family's financial status.

Low family income limits access to school for some vulnerable groups (both IDPs and Roma children mentioned this issue).

Even though the number of problems that IDPs face has decreased, state authorities and local communities still have to make a significant effort to integrate IDPs into their host communities.

Transition points

The results of the survey show that the transition points² for IDP children in Ukraine include:

- *Uncertainty about returning to place of origin.* If a family wants to return home it may be a reason why children are not attending school for a long time.
- *Essential records.* The survey showed that there are some IDP families who left all their important documents when they left their place of origin. It takes quite a lot of time and effort for parents to renew documents, which may cause their children not to attend school for some time.
- *Children affected by violence trauma.* Some children do not attend school because they are experiencing psychological trauma and parents sometimes believe they should address these needs before the child is ready to return to school.
- *Interpersonal problems with teachers and classmates.* Children who have bad relations with teachers or classmates at school tend to skip classes.

² According to UNICEF OOSC methodology, transition points are periods of life or situations where children are most likely to drop out or not attend school.

Background and methodology of the study

Background

According to UNESCO Institute for Statistics data, in the pre-conflict period in Ukraine (2013), the rate of OOSC of primary school age was 3 per cent³. This rate is not high compared to other countries in the region. In 2014 the military conflict in Donetsk and Luhansk oblasts of Ukraine affected the educational sphere: children were killed; education infrastructure was attacked, destroyed, damaged, and used by fighting forces.

Migration of the population from the territories where conflict was taking place, to elsewhere in Ukraine has had a great impact on the educational system. Teachers and school-aged children constitute a sizeable percentage of Ukraine's 1.7 million internally displaced population. The most acute damage is observed in the regions closest to the non-government controlled areas (NGCA). Many children moved to new schools throughout the country. There is no aggregated data on IDPs' access to school in the area. UNICEF is implementing an OOSC Initiative in Ukraine targeting IDPs and their access to education⁴. A deeper understanding of OOSC was required to gain a better understanding of what should be done to support schools and the educational system in reaching OOSC and including them in the educational system. These results will also serve as the baseline that UNICEF will use as a part of its long-term (2015-2016) monitoring and evaluation plan for its Children of Peace project.

Purpose and target groups

This study aims to provide insights to stakeholders about what are the factors and the impact they are having that keeps children in general, and IDP children in particular, out of school.

Target Audience

The study is focused on two groups:

- Internally Displaced Persons (IDPs), who face problems of access to education as a result of the military conflict. This group is the main target of the survey;
- Roma, who always had high number of OOSC, as confirmed in previously conducted surveys⁵:
 - ✓ Approximately 50 per cent of Roma children do not attend school regularly
 - ✓ Only 20-30 per cent of Roma children have obtained basic education
 - ✓ The majority of Roma children do not finish school.

³ <http://data.worldbank.org/indicator/SE.PRM.NENR>

⁴ Strategy Paper for UNICEF Ukraine Country Office on the Education Sector Response to the Crisis in Eastern Ukraine / Christopher Talbot, Consultant, Education in Emergencies RO CEECIS, Geneva / October 2014

⁵ <http://www.errc.org/cms/upload/media/01/FB/m000001FB.pdf>

The Roma community was surveyed as a “control group” to determine problems in access to school that are not connected with the status of IDP, but with other characteristics of a vulnerable group.

Methodology

The study consists of the following activities:

- Desk research of the legislative framework, available statistics, and studies on IDPs’ access to education;
- Five focus groups in Dnipropetrovsk, Kharkiv, Kyiv, Mariupol, and Severodonetsk with IDP children aged 14-17 years, who continuously or regularly do not attend school (not including those who have completed 9 grades and finished studying);
- Five focus groups in Dnipropetrovsk, Kharkiv, Kyiv, Mariupol, and Severodonetsk with IDP parents whose school-aged children continuously or regularly do not attend school;
- One focus group in Uzhgorod with Roma children aged 14-17 who have experienced continuous or regular non-attendance at school (not including those who have completed 9 grades and finished studying). Uzhgorod was selected for surveying the control group because the majority of the Roma community in Ukraine lives in Zakarpattia oblast (14,000 persons according to 2001 census data and more than 100,000 persons according to estimated data⁶);
- One focus group in Uzhgorod with Roma parents whose children of school age experienced continuous or regular non-attendance of school;
- Thirty-four semi-structured interviews with KIs in Dnipropetrovsk, Kharkiv, Kyiv, Donetsk, Luhansk and Zakarpattia oblasts. KIs were from the NGOs working with IDPs and Roma people, educational organizations, local departments of education, MoES, and MoSP.

The fieldwork was conducted in January 2016.

Composition of Focus Group Discussions (FGDs)

Age composition:

- ✓ Children aged 14-17;
- ✓ There was no age limit for parents/carers, as we took into account that in some cases, grandparents or other older persons are involved in caring for children. As a result, amongst the total of 50 participants, there were 31 under 40 years of age, and 19 aged 40 and above.

Gender composition:

- ✓ There were 24 boys and 28 girls amongst the 52 children who participated in the FGDs.
- ✓ There were no gender quotas for parents. The person who is the main carer of the child was invited: there were 13 men and 39 women among the 50 participants of FGDs.

Occupation of IDP parents:

⁶ http://www.irf.ua/knowledgebase/news/osvita_romiv_virvatisya_iz_zamknenogo_kola/

- ✓ Among IDP parents there were 22 persons who work full-time or part-time, 2 housewives, 3 women on maternity leave, and 14 persons who are not employed. Among Roma parents there was only one person with a full-time job, all the others (7 persons) worked part-time.

Selection of KIs

The following categories of KIs were selected in each oblast where the study was carried out:

- ✓ NGO representatives working in the sphere of education;
- ✓ NGO representatives working with IDPs and/or Roma in the region/ IDP settlement;
- ✓ Local departments of education;
- ✓ Centres of social services for family, children and youth;
- ✓ UNICEF “Education” Cluster partners.

There were also KIs who were interviewed at a national level:

- ✓ Representative of the MoES;
- ✓ Representative of the MoSP;
- ✓ NGO representatives working with IDPs at the national level.

KIs were recruited using the “snowball” method: each initial respondent gave contacts of other persons who could be recruited for the survey further as the next KI.

Tools

The drafts of study tools used (guide for FGDs and questionnaire for interviews with KIs) were based on the Operational Manual of The Global Out-of-School Children Initiative. The Global Out-of-School Children Initiative, a partnership between UNICEF and the UNESCO Institute for Statistics (UIS), was launched in 2010 to make a significant, sustainable reduction in the number of children who are out of school. The initiative receives support from the Global Partnership for Education and Understanding Children’s Work, an inter-agency research initiative of the International Labour Organization, UNICEF and The World Bank. The Out-of-School Children Initiative (OOSCI) aims to support countries in their study and analysis of out-of-school children and children who are at risk of dropping out by using innovative statistical methods to develop comprehensive profiles of excluded children, linking these profiles to the barriers that lead to exclusion, and identifying, promoting and implementing sound policies that address exclusion often from a multi-sectoral perspective⁷.

GfK Ukraine finalized the study tools, and they were commented on and approved by the Ethics Committee of the Sociological Association of Ukraine.

⁷ <http://www.uis.unesco.org/Education/Documents/oosci-operational-manual.pdf>

Limitations of the survey

- The study provides qualitative analysis of the situation in an effort to define the main trends of the problem. It should not be considered as a comprehensive overview of the enrolment or non-schooling rate in the country, but rather a profile of exclusion.
- The study was conducted on the territories under the Ukrainian government control only, so it does not cover the situation in NGCA.

Findings of the desk research on the problems of access for IDP children to secondary education

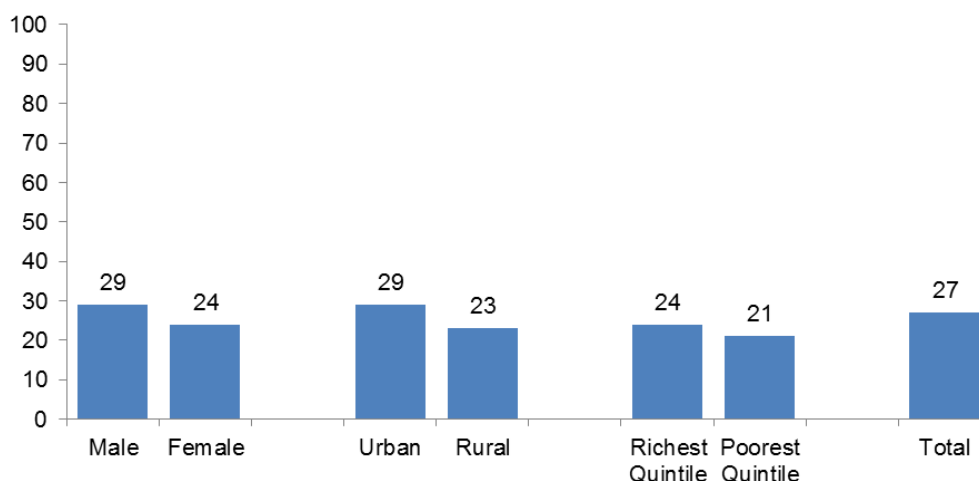
Profile of OOSC in Ukraine

Primary school

According to the Education Policy and Data Centre Report 2014⁸, 27 per cent of children of official primary school entrance age (6-9 years) were out of school in Ukraine, as of 2014. Approximately 29 per cent of boys of primary school age were out of school, compared to 24 per cent of girls of the same age. For children of primary school age in Ukraine, the biggest disparity can be seen between children in urban and rural areas: 29 per cent of children are OOSC in urban settlements compared with 23 per cent of children in rural areas.

Along with this data, it should be taken into account that the official age for children to start school is 6 years old, but it is not obligatory. Depending on the parents deciding whether their child is ready or not, a child can start school at the age of 6 or 7. Parents can also decide whether their children attend kindergartens and/or pre-school classes or not prior to going to school. Late entry is common in Ukraine, but does not affect the OOSC statistics of the country, nor is this late entry a transition point where children fail to enrol (according to UNESCO regional overview 98 per cent of children of the respective age in Ukraine were enrolled in pre-school education in 2008⁹).

Fig. 1. Share of OOSC of primary school age



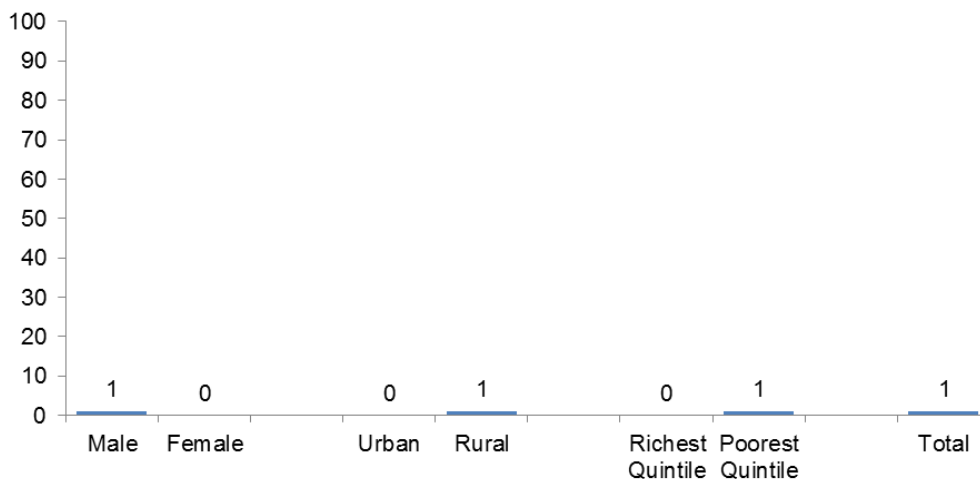
⁸ http://www.epdc.org/sites/default/files/documents/EPDC%20NEP_Ukraine.pdf

⁹ <http://en.unesco.org/gem-report/sites/gem-report/files/191765e.pdf>

Secondary school

According to the Education Policy and Data Centre Report 2014¹⁰, almost all children of secondary school age (10-16) are enrolled in school. Almost 0% of girls of secondary school age and 1% of boys of the same age remained out of school as of 2014.

Fig. 2. Share of OOSC of secondary school age



IDP children

Apart from Education partners (for example monitoring reports of Save the Children, REACH, and OSCE) and a few scattered assessments, there is scant to no data on the profile of IDP children who are not enrolled in school. According to KIs, the share of OOSC among IDP children does not differ from the total population of children in Ukraine. Also there are no differences in OOSC among IDPs and the total population by age, gender or other socio-demographical characteristics. According to KIs the share of OOSC is higher among those IDPs who belong to multiple OOSC risk groups (which are the same as for the total population: families in hard circumstances, families with alcohol and drug addicted persons, low-income families, children with disabilities). However, these findings refer to the GCA only – the number of OOSC living in the NGCA is probably different.

¹⁰ http://www.epdc.org/sites/default/files/documents/EPDC%20NEP_Ukraine.pdf

Legislative and organizational regulations of access to education

A number of legal documents regulate issues related to access to education in Ukraine, including:

- the Constitution of Ukraine;
- the Law on Education;
- the Law on General Secondary Education;
- the Law on Childhood Protection”.

In addition, there are some legal documents adopted in Ukraine to secure the rights and freedoms of IDPs in the field of education:

- The Law on granting the rights and freedoms of citizens and legal regime in the temporarily occupied territory of Ukraine;
- The Law on granting the rights and freedoms of internally displaced persons¹¹.

These legal documents provide equal access to education for all categories of the population and to IDP children in particular. However, according to the study conducted by FORUM New Agency¹², it was revealed that not a single state institution is dealing with the problem of enrolling displaced children in schools and kindergartens, consequently there is no specific state programme aimed at addressing the problem of access to education for IDP children. According to a number of official requests for information made within the respective study:

- The MoSP does not have kindergartens and schools within its system, and therefore does not participate in regulating this issue.
- The MoES is not dealing with displaced persons directly. It delegated this competence to regional, district and municipal educational bodies (in a letter from the MoES, dated 24.03.2014 № 1 / 9-171). According to a member of the Ukrainian Parliament, Vitalina Dzoz: “The problem of enrolling displaced children from south-eastern regions of Ukraine in schools and kindergartens is totally on the shoulders of parents and the local departments of education. Each oblast addresses the problem of enrolling displaced children in schools and kindergartens. Unfortunately, there is no consolidated action plan. Hence, there is a lack of funding for educational institutions due to the extra number of pupils, and a lack of study materials for a sustainable educational process”.
- Another issue is that IDPs have settled unevenly throughout Ukraine. According to UNHCR and MoSP data, Kharkiv, Dnipro and Zaporizhzhia oblasts host a disproportionately large number of IDPs compared to other oblasts.

According to the results of the Public Audit on ensuring the right to education for IDPs implemented by the coalition of NGOs, with the support of International Renaissance Foundation (hereinafter

¹¹ For brief context of the acts mentioned above – please see Annex 2.

¹² <http://for-ua.com/article/1048524>

referred as the Audit), the Ukrainian authorities do not have a long-term vision of how to solve the problems facing IDPs. There are no mechanisms at the national level to compensate the burden on educational, medical and social infrastructure of hosting communities¹³.

In order to ensure access to education for IDP children, activists urged that it was necessary to adopt a national aid programme targeted at IDP children¹⁴. The authors of the Audit recommended the MoES elaborate a Strategy ““On mobilization of resources to ensure access to quality education for IDP children through 2020”. The strategy should define key directions of organizational and legal, educational, methodological and informational activities of the institutions of preschool and secondary school education, scientific institutes, non-governmental organizations¹⁵.

The trends in the area of IDP children’s access to education

Access to education is generally provided, and no cases of violation of the rights of IDP children to education were reported.

According to the Special Rapporteur of the UN General Assembly on the human rights of IDPs, Mr. Chaloka Beyani, access for IDP children to education is generally provided in Ukraine. Most school-aged IDP children are able to continue their education at local schools from the beginning of the school year and after obtaining the temporary registration status. The Special Rapporteur considers this fact to be a significant and important achievement, addressing education needs rapidly and helping to ensure that IDP children don’t drop out of their studies¹⁶.

The UN assessment findings coincide with the results of the Audit conducted in January-August 2015¹⁷ in many aspects. The Audit covered 9 oblasts in Ukraine: Luhansk, Zaporizhzhia, Kherson, Sumy, Kharkiv, Dnipropetrovsk, Odesa, Kyiv, Volyn and the city of Kyiv. Human rights activists who conducted the Audit witnessed no cases of the right to education for IDPs being violated. On the contrary, the activists noticed a trend of ‘positive discrimination’ of displaced persons, where the latter gained additional privileges compared to other categories of children¹⁸.

Significant efforts by the MoES and local authorities were undertaken to solve the problem of access to education for IDP children

According to the results of the Audit, the necessary administrative policy response was to ensure the right to study for IDP children since spring 2014. In particular, the MoES launched methodological support to preschool and secondary educational institutions. The MoES prepared and disseminated more than 40 orders and letters related to organizational and methodological technical support to

¹³ http://issuu.com/irf_ua/docs/dp-2015-8

¹⁴ Ibid

¹⁵ http://issuu.com/irf_ua/docs/dp-2015-8

¹⁶

www.ohchr.org/EN/HRBodies/HRC/RegularSessions/Session29/Documents/A_HRC_29_34_Add_3_RUS.D_OCX

¹⁷ http://issuu.com/irf_ua/docs/dp-2015-8

¹⁸ Ibid

the regional departments of education. The study revealed that, despite current financial impediments, issues related to ensuring preschool and school-aged children from IDP families were helped into the educational process were resolved promptly, without bureaucratic or any other obstacles.

The MoES directed the regional departments of education and the supervisors of the preschool educational institutions to accept children into preschool educational institutions without prior electronic registration. Where parents do not have necessary documents, such as birth certificates, which are required for enrolment, schools are asked to assist parents in obtaining a replacement document.

At the same time, the MoES explained that the rules for entering school depend on the type of school and its form of property. In accordance with the provisions on secondary educational institution, enrolment of pupils in all classes of the communal schools of I-III level is open to all children living in the catchment area. However, for study in schools that specialize in a particular subject, whether it is a gymnasium, lyceum, etc., there should be an entry test according to the regulation of the MoES. In such cases, testing the child's level of knowledge is permitted¹⁹.

The attitude of local communities is positive in general, but more efforts to integrate IDPs into hosting communities are still needed

The results of the Audit show that the attitude of local communities towards IDPs is generally positive. According to interviews conducted with the representatives of schools in hosting communities, there were no cases of negative attitude towards IDPs based on political differences. On the contrary, the results of the Audit highlighted numerous cases of tolerant attitude and readiness to help IDPs being expressed by teachers and parents²⁰.

The results of the Audit also underlined that there are no language problems between IDPs and local communities (this mostly relates to central and western Ukraine). On the one hand, it was stressed that IDP children (including those from Crimea) got used to Ukrainian-language curricula quickly. On the other hand, the tolerant and flexible approach of teachers should be noted²¹.

The FGDs and interviews with KIs also showed that the attitude of local communities towards IDPs is mainly positive. However, participants of FGDs and KIs mentioned that IDPs sometimes face problems in communication with people in local community.

The lack of kindergarten places remains a pressing problem throughout Ukraine, making the enrolment in preschool institutions for IDP children a problematic issue.

There is a need for further monitoring of this situation in order to ensure access to high quality education for all IDP children.

¹⁹ <http://for-ua.com/article/1048524>

²⁰ http://issuu.com/irf_ua/docs/dp-2015-8

²¹ Ibid

The reasons for non-schooling of IDP children

Problems limiting the access of IDP children to school have been outlined in various publications, and they include the following:

Low income of IDPs

One of the reasons why some IDP children do not go to school is the low level of income of displaced families. According to data from the State Statistics Service of Ukraine, the level of unemployment in Ukraine (calculated according to the approach of International Labour Organization) reached 9 per cent, as of October 2015.²² The level of unemployment among IDPs is even higher. According to official statistics, as of December 2015, employment centres assisted about 17,000 persons out of more than a million, in employment-related issues²³.

Numerous studies mention that the majority of IDPs face financial difficulties.

Severe financial difficulties were a factor for households where a child or children did not attend school. The school fees and related costs (for transport, uniforms, stationery, handbooks, and other educational materials) were extremely high for IDP families.

To some extent, this problem is being resolved by hosting communities. For example there is an initiative called “Collect a school bag for a friend” at schools of Rubezhnoye (Luhansk oblast). Ukrainians assist children from the NGCA.²⁴

In addition, international, civic, volunteer organizations including UNICEF, International Renaissance Foundation distributed educational kits.

Uncertainly about Destination

Another reason why some parents do not send their children to school is that they expect to return to their place of origin soon²⁵.

The continuous moving back and forth as families try to reestablish themselves, or go on “go and see” visits to determine if it is safe for them to return, creates problems for kindergartens and schools. Households do not always notify the appropriate departments of education and educational institutions where their children are registered. Such situation cause obvious complications when it comes to planning and provision of the relevant assistance to IDPs²⁶.

²² <http://www.dcz.gov.ua/statdatacatalog/document?id=350794>

²³ <http://www.dcz.gov.ua/statdatacatalog/document?id=351058>

²⁴ http://issuu.com/irf_ua/docs/dp-2015-8

²⁵

www.ohchr.org/EN/HRBodies/HRC/RegularSessions/Session29/Documents/A_HRC_29_34_Add_3_RUS.D_OCX

²⁶ http://issuu.com/irf_ua/docs/dp-2015-8

Psychosocial trauma

The authors of the Audit noted *psychosocial* problems caused by the disruption from peoples' normal way of life in their home town; the sudden break of social links with the relatives, friends, the uncertainty of the future; and concern about relatives²⁷. Such problems can make it difficult to adapt to the new place of living and new collective.

The NGO "Station Kharkiv" reported that one of the main reasons for children not attending school was fear, or that the child has been frightened or otherwise affected by experiencing bombing²⁸.

UNICEF reports that the conflict in Ukraine has deeply affected the lives of 580,000 children living in non-government controlled areas and close to the front line in eastern Ukraine. Out of these, 200,000 – or one in three – need psychosocial support. "Two years of violence, shelling and fear have left an indelible mark on thousands of children in eastern Ukraine," - said Giovanna Barberis, UNICEF Representative in Ukraine. - "As the conflict continues, we need to reach these children urgently to meet their physical as well as psychological needs"²⁹.

Strain on already over-burdened Schools

The educational institutions in the larger cities, such as Kharkiv, Zaporizhzhia, Dnipropetrovsk and Kyiv, face the biggest challenges due to the fact that they are hosting the highest number of IDP children³⁰.

In some cases, children cannot be accepted into schools since this would breach health and safety if the number of pupils on the premises was significantly exceeded. Also, some schools do not have enough resources to feed all the children who are enrolled, or to arrange transportation of children to the schools throughout the district³¹. All of these factors result in an additional burden on local budgets. At the same time, no additional spending for the educational institutions is foreseen.

Damage of Educational Infrastructure in Donetsk and Luhansk oblasts

The MoES reported that 280 educational institutions in Donetsk and Luhansk oblasts have been damaged because of the anti-terrorist operation as of 14 October 2015. Earlier in August 2014, the head of the Donetsk regional department of education, Yuri Solovyov, mentioned that 168 out of 1,093 educational institutions in Donetsk oblast were damaged (including 97 schools). About ten educational institutions have been completely destroyed. In Luhansk oblast 112 educational institutions were damaged³².

According to Education Cluster data (a cumulative assessment of UNICEF, OSCE Special Monitoring Mission, REACH, Human Rights Watch, Monitoring visits and Education Cluster partners,

²⁷ Ibid

²⁸ Дети вне школы: попытка пилотного исследования / Станция Харьков – provided by UNICEF

²⁹ <http://www.unicef.org/ceecis/28678.html>

³⁰ http://issuu.com/irf_ua/docs/dp-2015-8

³¹ Ibid

³² <http://ukranews.com/news/132806.---.ru>

media reports, and The Global Coalition to Protect Schools from Attacks), there are 218 schools that are damaged in Luhansk and Donetsk oblasts. Internal UNICEF reports show that there are settlements where no schools operate because of structural damage (see Annex 1)³³.

Children in the settlements located on, or near to the front line, do not attend school due to security reasons - they cannot get to school safely³⁴.

Some schools in the area of military operations or in the areas where the military operations were conducted before, pose a danger to the life and health of children. Not only is there the risk of military operations nearby, there is also the possibility of explosives in the vicinity of the school. Lack of information about the danger of mines and explosives puts the lives of children and parents at risk. In order to ensure safe areas for children, education partners including UNICEF, in cooperation with the MoES and the State Emergency Service, have implemented a number of Mine Risk Education activities. Cartoons, informational posters and brochures, informing about explosives are disseminated at schools and among the adults in the east of Ukraine³⁵.

Statistical data on OOSC among IDPs

Lack of precise data on the number of people affected by the conflict (killed, injured, or displaced) and, in particular, about those who moved from the territories of conflict to the other regions of Ukraine, is one of the major obstacles to improving the situations with IDPs. As stated in the Recovery and Peacebuilding Assessment (RPA) report for Eastern Ukraine, prepared by EU, UN, and the World Bank Group (WBG), as of March 2015 at least 3.9 million people have been directly affected by the conflict, with some 7,000 deaths and 18,000 wounded. Around 640,000 people have gone to other countries³⁶.

In accordance with data from the MoSP, as of 30 December 2015 there were 1,678 587 internally displaced persons (IDPs) in Ukraine, who left the NGCA and area of anti-terrorist operation. This number includes 212,706 children. The Ministry admits that the real number of IDPs may be higher, since some of the IDPs are not registered³⁷. The inability to define the precise number of IDPs makes it impossible to define the number of IDP children who should attend school but who do not for a variety of reasons.

³³ Weekly reports submitted by UNICEF for this analysis

³⁴ http://ukr.lb.ua/news/2014/11/24/287031_pereselennoe_obrazovanie.html

³⁵ <http://gazeta.zn.ua/socium/dzhovanna-barberis-v-voennyh-konfliktah-samuyu-vysokuyu-cenu-platyat-deti-.html>

³⁶ <http://www.refworld.org/pdfid/55a4b76c4.pdf>

³⁷ The Report of a Special Rapporteur on the human rights of IDPs Chaloka Beyani
www.ohchr.org/EN/HRBodies/HRC/RegularSessions/Session29/Documents/A_HRC_29_34_Add_3_RUS.D_OCX

The risk of trafficking for children in conflict-affected areas and IDP children

The military conflict in eastern Ukraine has exacerbated the problem of human trafficking. According to the 2015 Trafficking in Person Report³⁸ the following crimes against women and girls took place in the area of military conflict:

- Kidnapping of women and girls from conflict-affected areas for the purposes of sex and work trafficking;
- Russian-separatist forces fighting in Ukraine's Eastern oblasts of Luhansk and Donetsk have reportedly employed minors as soldiers or informants, and used them as human shields;
- Self-proclaimed separatist leader Aleksandr Zakharchenko (Donetsk Oblast) has allegedly stated that children aged 14 are fighting in his unit. Media sources reported dozens of cases of children being used in the conflict by Russian-separatist forces;
- Although the Government of Ukraine prohibits the use of children under 18 years of age in conflict, media sources have reported one or two incidents of children as young as 16 fighting with Ukrainian forces not under direct control of the government.

³⁸ <http://www.state.gov/j/tip/rls/tiprpt/2015/index.htm>

Findings of FGDs and interviews with KIs

Basic attitudes towards school and education

School is an obligatory stage of education according to the majority of participants (both parents and children). It is perceived as one of the social norms: completing 9 grades of school is obligatory and completion of higher grades (10th and 11th) depends on whether children and their parents wish to do so.

The main reasons for attending school include:

- Basic education for getting higher education or job:

“Children get their basic education at school, as their parents are not always able to explain everything to the child” (children, Severodonetsk);
- Socialization, communication skills, social skills of living without parents:

“At school a person learns to communicate with persons of the same age, and starts to become an adult. There are no parents there, who would allow to do everything you want” (children, Severodonetsk);

“He already starts thinking on his own. At home he got used to doing what his parents say, but at school he starts to understand what has to be done, without parents telling him”. (parents, Mariupol);

“There is always a desire to relax. But the essence of school is to impose discipline. I mean – today you cannot go somewhere for a walk because tomorrow you have to go to school” (children, Dnipropetrovsk).
- The possibility of discovering a child’s talents and skills.

Participants agree that the state should control and ensure the education and school attendance of their children. All school-aged children should obtain secondary education and a coordinated system is needed to provide this. Ensuring a friendly school environment would stimulate children to attend school (interesting study programmes and textbooks for pupils, higher salary for teachers to motivate them).

Alternative approaches, such as distance learning or home schooling require discipline and self-motivation from those children who have not yet developed a particular level of cognitive abilities, and are perceived as being more “complicated” ways to obtain an education:

“The child has been studying like that already for two years. It’s normal. It depends on being disciplined. Being disciplined matters for both the child and the parents. I am much less disciplined and I wouldn’t make it” (parents, Kyiv).

IDP parents are aware of some positive examples of distance learning and opportunities for home schooling (particularly, among those who live in their native settlements), but no one is going to try it.

Problems of access to education and studying

Gender and ethnic dimensions to enrolment

According to participants of the FGDs and KIs, there were no differences among girls and boys in problems related to studying and school attendance among IDPs. KIs mentioned that school attendance depends on a families' financial status and opportunities (job, housing, possibility to control children), and not on personal characteristics of children (age or gender):

“There are no such characteristics [due to which children do not attend a school], it depends on parents and what they decide” (KI, NGO, Dnipropetrovsk).

Amongst Roma children limitations of school attendance are determined by ethnic traditions. It is common for Roma community members to get married and have children at the age of 13-14 years old. Many girls of this age get married and become pregnant, so they quit studying and have no possibility or desire to continue studying in the future.

“Starting from 6-7 grade, girls are attending classes whilst already pregnant” (KI, local administration, Uzhhorod).

Roma boys also often drop out of school when they are aged 13-14, because they get married and their wives get pregnant, so they have to work to support their new families.

For example, according to KI from Mukachevo there can be up to 30 Roma children enrolled in the 1st grade at some school, but by the time children reach 8th grade only 5-6 children continue attending school (KI, NGO, Mukachevo), the rest drop out because of work or creating own family.

Administrative problems of access to education

As mentioned by KIs and FGD participants, some major problems of providing access to secondary education for IDP children occurred in 2014-2015 school year and were solved in 2015-2016. Similar findings were obtained in the desk review (please see the section with the desk review results).

There were problems regarding access to secondary education for IDP children initially, during the months when IDPs started to move from Donbas and Crimea. The problems arose because of the following reasons:

- Documents were lost:

“Our flat was damaged when we were leaving and therefore we did not take the certificates with us. Without health certificates we were not accepted anywhere. For half a year it has taken us a lot of effort to get her enrolled to study. I had to go to Luhansk [to get the documents]” (parents, Kyiv).

- The certificate of completion of 9th grade was deemed illegal (issued by the so-called “DPR” or “LPR”) so children had to take all the exams again before entering a new school:

“The child has been studying for nine years and got the relevant certificate after graduating from 9th grade in Luhansk. Afterwards they face the following problem: they

were not accepted to any school with the mentioned certificate. ...For almost half a year that boy had to pass the tests and exams in all subjects” (children, Severodonetsk)

- There were too few spaces at school:

“The classes are overcrowded. We weren’t accepted anywhere unless we visited education department. Of course, I argued with them a lot about it” (parents, Kyiv).

These problems existed during the 2014-2015 school year, and some children lost several months of school due to the conflict. Participants in FGDs and KIs mentioned that for the moment there are no problems with access to school education. The MoES and local administrations resolved all problems with IDP children’s access to school. All schools are obliged to accept IDP children even if they do not have all the necessary documents. If a child does not have the documents, a request is sent to schools on in the NGCA, stating that electronic versions, photos of documents etc. will be accepted:

“We made a request – I was advised by acquaintances to send an electronic version of the files. We got a response, but there was about three weeks’ delay” (parents, Dnipropetrovsk);

“My secondary education diploma from the ninth grade was left at school. Therefore I faced some problems. A solution was reached when I received a photo of the diploma by mail” (children, Dnipropetrovsk).

Some IDPs who planned to return to their place of origin did not register children at schools in the host community, resulting in their children missing school for several months. By the time the initial data was collected, most IDPs with the intention to return had returned home or begun integrating in their new communities.

“Many people who arrived back in 2014 when the conflict started did not expect that it would last that long. Many children did not want to attend the school since they thought it would last for a month or two” (children, Dnipropetrovsk);

“...A boy lost a year, he did not attend any school. They lose the time because they expect to return. They did not want to cause inconveniences to a child. And now he has started attending school since 1 September” (parents, Kharkiv).

“...Their eyes were opened and they [IDPs] understood that they have to settle their lives here” (KI, national level).

KIs mentioned that MoES and their regional administration oversee the issue of access to secondary education by IDPs. All IDP children who are registered as IDPs are registered at schools:

“There is no need for any kind of mediation. If parents address the school their children are accepted” (KI, NGO, Kyiv).

The problem of school non-attendance exists for those who are registered as IDPs but who returned to their places of original residence. These people have IDP registration in order to receive social payments, but as they live in the NGCA, attendance is no longer the remit of the MoES. This problem was mentioned mainly by KIs from Mariupol and Severodonetsk, towns located near the areas out

of government control, and people from the NGCA can get there easily in order to register and receive social payments:

“There are 3,000 IDPs registered, but only 1,049 are attending school. Where are the other 2,000 more who are registered but do not live here” (KI, local administration, Severodonetsk).

“There is no single database with the number of those who moved. It is not possible to count who is not attending...” (KI, NGO, Kyiv).

Survey participants from Mariupol mentioned that children who used to live in Vostochny district did not attend school for several weeks in January 2015 as a result of shelling in the district by separatists. Some schools were destroyed.

According to results from the FGDs and estimations given by KIs, access to education amongst IDPs is regulated much better in comparison to the situation faced by Roma. Roma children have problems accessing schools because not all schools want to accept them. Their parents accuse school administrations of having a negative attitude towards them:

“It would be very problematic, trust me. For the sake of the experiment I would take you with me to make you see yourself how to talk. They will put you out the door while saying that there are no places” (parents, Uzhgorod).

Further discussion revealed that schools refuse to accept Roma, not because of negative attitudes, but because of the absence of documents. Roma people do not always register children after their birth; do not vaccinate them, etc. Consequently, schools do not accept children who have no documents:

“My child is not attending school at all. I do not have a passport; he does not have a birth certificate” (parents, Uzhgorod).

There is often no motivation to send a child to school on the part of the parents, and no motivation for the children to attend school. The majority of Roma parents have not completed secondary education; some of them cannot even read. Such examples do not motivate children to attend school.

So, we can conclude that there were great efforts made on the part of the MoES and local authorities to integrate children into education, but that these efforts were targeted at the IDP community only, and did not cover other vulnerable groups such as Roma.

Discrepancy in the level of teaching in new locations and areas of origin

IDP participants complained about the low level in their new schools compared to that in the schools where they used to live, in terms of discipline, readiness of teachers to communicate with parents, and psychosocial support to children. For example, a child might attend lyceum or gymnasium, but it was not always possible to attend a school at the same level in a host settlement because of the lack of places, finances etc. Sometimes it was not possible to enter such a school because children missed the chance to pass the entrance exam held at the beginning of the school year:

“... You did not pass the exams. Here we have selection based on the exams. Neither city education department, nor anyone else could help” (parents, Kharkiv).

As a result, children who previously attended specialized schools must attend non-specialized schools:

“Beforehand, I was participating in the oblast Olympiad competition in computer programming. At the school where I am studying now this is not the case. There are no teachers able to provide [this high level of teaching]” (children, Dnipropetrovsk).

The same problem occurs when children from cities move to rural areas: schools in villages are often weaker than schools in cities and towns. The opposite is also true, so that it can be very difficult to study for children who previously lived in rural areas and moved to cities.

“He was studying at gymnasium and after that was attending “Erudit”. In other words, in Donetsk he was attending schools whereas here he is attending village school with a different level of quality of education.” (parents, Dnipropetrovsk).

The discrepancy between schools in the area of displacement and schools where they came from originally, is a problem mentioned by FGDs participants (mainly parents), as well as KIs.

Concerning Roma children, FGD participants and KIs mentioned that the majority of them have a weaker level of knowledge than other children, so it can be problematic for them to study in the same classes with other children of their age. KIs from NGOs mentioned that they organize additional classes for Roma children but it is very difficult to motivate children and their parents to attend them.

Poor knowledge of Ukrainian language

The problem with lack of Ukrainian language skills is specific to IDP children (compared with the “control group” – Roma participants did not mention this problem).

The majority of IDP children from Donetsk and Luhansk oblasts, as well as from Crimea, have poor knowledge of the Ukrainian language, because study of Ukrainian language was often limited there in the pre-war period. Also, according to the Office of the High Commissioner for Human Rights (OHCHR) reports in 2014, NGCA school curricula were altered to exclude Ukrainian language and history of Ukraine³⁹. However, Ukrainian is the main language for school education in the majority of host regions (this problem was mentioned most often by participants from Kyiv). Consequently, children have problems with understanding, which affects their education level. This is one of the most disturbing problems for IDP parents, both in Kyiv and in other locations.

In Kyiv FGD, a case was mentioned where a girl with a high level of mathematical skills was denied entry to a maths lyceum because of the poor level of her Ukrainian language knowledge:

“The child is a mathematician. We wanted to get her into the maths class ... but we were rejected by the maths class. The explanation was that it would be complicated for the child to understand the terms in a different language and so on and so forth” (parents, Kyiv).

³⁹ <http://www.acaps.org/img/documents/e-ukraine-sdr.pdf>

Those who have problems with Ukrainian language are divided into two groups:

- 1) Some participants mentioned that teachers help children to study Ukrainian, or allow children to answer in Russian, etc.
- 2) For the others, the problem of language leads to stigmatization of children initiated by the teachers. These cases are not frequent, but where they occur they have led to psychological trauma and unwillingness to attend school:

“...they gave lower grades just because the child could not express an opinion in Ukrainian” (parents, Kyiv).

“Once there was the following story, where a child approached a teacher and started talking in Russian language. The teacher replied: “I will start listening to you only if you talk Ukrainian”. Since then, he is afraid to approach her” (parents, Kyiv).

KIs (Kyiv, Dnipropetrovsk) mentioned that the problem with Ukrainian language is often resolved in the short-term by good cooperation between parents and teachers.

Low income

The problem of low income is common to several vulnerable groups. For the IDP community this problem appears because it is difficult to find a job in the host community for IDP parents. Formal and informal payments are a problem for IDPs on low income, and for the families who have lost their income completely. For example, high study fees are an obstacle for children to attend some lyceums because their families cannot afford it.

Some participants (as well as KIs) mentioned that IDPs are exempt from payments in schools (according to the decision of the school administration or class advisory board), but many continue to pay so that their children would not become singled out.

“We had a school where we were just ignored. us We were ignored because we were displaced and did not contribute to school funds. Unless you contribute no-one notices you” (parents, Dnipropetrovsk)

Lack of finance is a problem when it comes to buying school kit and school uniform for IDPs. For some IDPs these problems were solved through the help of charitable funds, volunteers and schools:

“For example, we were offered the clothes at once. When we came the director told us that if we need anything they will try to help” (parents, Severodonetsk).

But in other cases, IDPs took the risk of returning to their places of origin to get items left behind.

The problem with finances for school kit and school uniform is still valid for the next school year.

Children in Kyiv and Dnipropetrovsk mentioned that they have fewer opportunities for self-development. They cannot attend out-of-school clubs or hobby groups. This is not always due to lack of money, but also because children do not want to attend such clubs. Alternatively, IDPs are not invited to take part in such activities because they charge fees:

“All optional sections are certainly not for free. We thought that we could not afford anything like that” (parents, Dnipropetrovsk).

However, participants from other cities pointed out that all clubs and additional classes for IDPs are free of charge.

Roma participants also mentioned financial barriers that keep Roma children out of school. Roma families do not have money to buy clothes, shoes, school supplies, etc.

There is also a seasonal fluctuation in attendance. Roma children are more likely to attend school during warm periods of the year, but in winter almost none of the Roma children are present:

“One of my friends was studying at school and he said that on the first day of his studies he was asked to contribute one hundred hryvnas to the school fund. He could not pay, so he did not go to school again” (children, Uzhgorod).

“A child cannot go to school without a jacket and a hat and wearing just slippers” (parents, Uzhgorod)

Social cohesion

Problems in relations with teachers were mentioned by IDPs more often than problems in the relations with other children.

Some children skip school because of problems with teachers. This was cited as the main reason for children feeling uncomfortable or experiencing conflict in school. Children from the hosting community noted that this was also a problem that exists in some schools in general. Usually, the teacher is in the right in conflict situations such as this, but they lack the level of pedagogical skills and ability to mitigate and prevent them in the classroom:

“That’s not the problem of schools but rather the problem of a teacher’s professional level. In other words that’s the problem of pedagogical staff” (parents, Kyiv)

Teachers are responsible for creating the atmosphere in the classroom. When teachers are able to maintain a friendly classroom environment, there are fewer problems and conflicts between IDPs and hosting children, as well as conflicts in general.

Where children have experienced negative attitudes in the classroom, it was not always connected to their IDP status but because they were the newcomers or strangers.

“...it was complicated to adapt. But I guess it’s typical for every child when he/she is changing class” (parents, Dnipropetrovsk);

“Very often it depends not only on the class but on the way you behave. Some children are afraid to say a word in order not to be punished.” (children, Mariupol).

The problem of being a newcomer or a stranger also appears amongst the ‘control group’. Roma participants mentioned that other parents did not want their children to study with Roma children. Some children abuse Roma children mainly because of the ethnicity or their poverty.

“The problem is that I am a Roma woman and my child is a Roma child. There are some schools where they do not want Ukrainian children to share the classroom with Roma children” (parents, Uzhgorod).

“If the parents of a pupil do not want a Roma child studying in the same class, it can cause conflicts among the parents. That is typical not only for our region but for Ukraine as a whole” (KI, Uzhgorod, local administration)

However, some of the problems in communication with others are caused specifically by the IDP situation:

- Children do not have the tools to identify the effects of trauma on some children. Not all IDP children become friends with their classmates. This problem is more common among older children:

“A person, perhaps, does not want to communicate with the other people in the class. It happens frequently. He is not ready ... He thinks of the past, he wants to go back home” (children, Dnipropetrovsk).

“For example, younger children – they do not notice that and communicate normally” (parents, Severodonetsk).

Some IDPs and KIs mentioned that there was no help from teachers or school psychologists in such situations. Teachers do not have any experience of working with children with psychological trauma:

“Some teachers, when faced with the problem of IDP child don’t know how to react.”. They are lacking the experience of working with such children” (KI, local authorities, Dnipropetrovsk).

- KIs (NGO, national level) mentioned that sometimes problems in relations with classmates are caused by the perceived ‘special’ status of IDP children – other children are jealous when teachers are less critical towards IDPs and give them special attention:

“Some children are envious of IDPs as they get assistance” (KI, NGO, Mariupol).

- Sometimes, children from hosting communities blame IDP children for the situation in Donbas. This is often a reflection of their adult family members’ political views.

Participants and KIs from Dnipropetrovsk, Kyiv, and Kharkiv mentioned these problems most frequently. In Mariupol and Severodonetsk such incidences were reported less often. Problems like this are resolved with the help of teachers or by personal communication with children and their parents. It was also noted that overcoming stigmatization towards people from Donbas is easier amongst children than amongst adults.

- Problems in relations with other children can occur in small and rural communities if there are children from host communities whose father was killed in action as a soldier. This can provoke conflicts among children where children from the host community blame the IDP children. KIs (NGO, Kyiv) mentioned such cases and sometimes IDPs have to leave the settlement because of these type of negative attitudes.

Many children mentioned a change of attitude from both teachers and classmates during the months after they arrived:

“...if someone is coming from another region it does not bother anyone. School life is only different for the first couple of months when you are asked about your previous

experience. After that, people forget it and are not interested anymore..." (children, Dnipropetrovsk).

In general, all relations with people around them are defined by the psychosocial state of the IDP children. Many of them have experienced trauma. Today it is very important to conduct psychological rehabilitation work with IDP children. KIs mentioned the lack of professional psychologists who are able to work with children at schools:

"The issues of psychological stress are not tackled at all" (KI, NGO, Kharkiv).

Children affected by violence trauma

The health and well-being of individuals and communities affects the child's ability to interact with others, as well their ability to study:

"The psychological condition of IDP children is not satisfactory and it affects their motivation to study and their ability to concentrate and to learn the material" (KI, NGO, Kyiv).

Some IDP children said they did not want to go to school because they found it difficult adapting to their new environment and meeting new children. KI from the rehabilitation centre for IDPs in Kyiv mentioned some cases where children, who were leaders and held active positions in their previous schools back home, dropped out of school in their new place of residence because they could not find friends, they "could not cope".

Some IDP children do not attend school because they are traumatised and parents prefer to resolve this problem first. There are rehabilitation centres where children can live and study for some time:

"Some parents, in case a child experiences a traumatic event, first send it to our rehabilitation centre, in order to prevent being traumatised again" (KI, NGO, Kyiv).

Many IDPs still believe that they will return home soon. As a result, such children feel and act like their situation is temporary:

"The parents of IDPs are talking about the prospects of returning and they [children] are not integrated and feel as if they are about to leave" (KI, education institution, Dnipropetrovsk).

Another problem affecting children's well-being is the relations with their relatives and friends who stayed in the NGCA. Some participants mentioned cases where IDP children experienced very negative attitudes from those who remained in areas of Donbas not under government control:

"...her close friends whom she used to study with, shared the desk with and played together with, are in Donetsk. She tried to get to know from them if they attend school there, what programme they have. She asked these questions. And they were responding in a cool manner. Then one boy wrote to her: "You are an 'ukrop' bitch, sodo not bother me anymore". The child said she will never go to Donetsk again" (parents, Kyiv).

Several KIs mentioned that activities targeted towards IDPs who came from zones of active fighting should be specifically developed, taking into account the well-being and mental health needs of these people:

“Assistance should be provided only to those children who were in the zone of military operation. Regarding the rest: if you feel sorry for them because they are IDPs you only make the situation worse because they grow up with the “victim’s complex” (KI, NGO, national level).

Transportation and distance needed to travel to a school

The majority of IDP children attend schools near their homes. Only a few cases of significant distance to school were mentioned during focus groups when IDPs changed their residence within one community, but children did not change the school in order to avoid disruption:

“Since we were living first of all near the school he started attending it. Then we moved, but he had already adapted and got used to the school and did not want to change to another one, although there was the option to attend another school right near our new place of residence” (parents, Kharkiv).

“Where we lived first of all, it was one minute walk from the school. After that we moved to another house, another flat and I did not want to change the school because it was a Russian-speaking one. I enjoyed the class where I was studying. Both children and teachers are nice and I decided to stay there” (children, Severodonetsk).

Participants mentioned that there are children who live in rural areas and have to attend schools in other locations, as not every village has a school:

“First of all, we used to live in Novosyolovka. The nearest school was in a neighbouring village, so you had to get up early and take a rather long trip by bus ... 20 kilometers” (children, Dnipropetrovsk).

According to KIs, the problem of distance is especially the case for villages in Donetsk and Luhansk oblasts where there was fighting and schools and roads were destroyed as a result. Children in such places cannot get to school because of problems with transport

Low level of parental control over school attendance

According to FGD participants, one IDP child from Dnipropetrovsk stopped attending school when his parents returned to their place of origin for a long time (more than a week). He explained that he had no interest in school and missed his friends back home. His parents know about the situation, but they could not control the child as they were absent.

The importance of parental control in terms of school attendance is confirmed by the results of FGDs with the “control group”. In the Roma community there is low level of parental control over school attendance. Usually it is the child’s decision whether to attend school or not, and this tends to mean that children skip school:

“It depends on him. I will not punish him and force him to go to school” (parents, Uzhgorod).

General problems of existing education system

FGD participants identified a number of problems with the education system that are relevant not only for people from vulnerable groups, but for all Ukrainians. Both IDP children and parents evaluate the modern school education system as being of a not very high standard, but children were less critical about this. The general problems with the education system named by FGDs participants include the following:

- All children must study according to one general curriculum, which doesn't always suit everyone. School does not define and encourage children's skills (there is no personal approach and only general courses are applied to all children):

“Children are not taught to choose for themselves what they like and don't like. They are just given the same programme and have to follow it. Children with higher and lower levels of education are treated equally, there is no selective approach” (parents, Kyiv).

- School provides only basic knowledge, which is not enough for passing external independent exams. The majority of participants are going to enter universities or institutes, but almost all of them mentioned that it is necessary to attend additional classes and hire tutors in order to be properly prepared for external examinations:

“We passed the External Independent Evaluation (EIE) exam. I read the questions, but at school they do not teach you the issues mentioned in the questions. Or, perhaps, those who drafted the test questions never saw a school programme. It does not mean that the test is completely different from what children are taught at school. The point is that to pass the exam you have to have a deep knowledge about each subject, but at school you do not study subjects that deeply” (parents, Severodonetsk).

- Poor technical and material equipment: schools are not provided with all the materials necessary for education.
- Low support of teachers: teachers do not receive sufficient training or competitive salaries.

“I think that teachers' salaries need be increased to motivate the teacher to stay working at this place and make children interested in their studies” (parents, Dnipropetrovsk).

- Schools did not always address the complex emotional needs, or were unable to support children. Children mentioned that emotional or nurturing functions should be fulfilled by their parents and not by their school.
- Parents reported that rural and village schools are permanently underfunded and suffer from a lack of resources, resulting in weaker learning outcomes for children.

In addition, the following problems with the secondary education system were mentioned in KIs:

- The school curriculum is difficult for children: children are overloaded at school, they do not have enough time to learn all the materials, and teachers do not always try to help:

“Children study biology and physics at the university level –why make the life of children so complicated?” (KI, NGO, Severodonetsk);
- Insufficient communication and cooperation between schools and parents – parents are not engaged in school life and in the educational process. Parents must also have a meaningful role in school attendance and their children’s progress in school, for which they often hold the school responsible:

“School has to be responsible to make children study whereas mostly it becomes the responsibility of families” (KI, NGO, Kyiv);

“Parents do not take on their commitments towards the education of their children and demand too much from school” (KI, local authorities, Mariupol).
- The system of school education is outdated; teachers do not use modern methods of education:

“...the teaching technology consists of chalk and a blackboard...” (KI, NGO, Severodonetsk).
- For Kyiv: schools are overcrowded – this has a negative impact on the ability to enrol new pupils, as well as on the quality of teaching and the learning process.

Children as part of fighting forces and working children

Children as part of fighting forces

Some parents and children mentioned cases of children who have joined up to fight. It may be that they know such children personally or have just heard about them. Participants pointed out that boys aged 13 and above were most at risk. They are often recruited through social networking sites.

The main characteristics of children who are recruited into military actions are:

- Interest in military ideas and topics:

“They are just recruiting the people for the sake of quantity. That’s it. And he just liked the idea of the “DPR”, wanted to become a military serviceman, considered himself to be a hero” (children, Severodonetsk).
- Desire to be “special”, to be a “hero”:

“It’s curiosity. They feel bold holding a machine gun. They even came to school to say they have a gun or a machine gun” (parents, Kharkiv);

“What matters are social networks, psychology of a child, desire to be significant” (parents, Kharkiv);

- Parents of such children strongly welcome the ideas of the “DPR” or “LPR” and encourage their children to do likewise.
- Such children are often from families in crisis due to a number of factors.

Children and parents among Roma who were interviewed knew nothing about engaging children into fighting.

Working children

The problem of employing children to work is not determined by IDP status, but rather by the financial status of their family. Employing children to work is a common situation both for IDPs and the ‘control group’.

IDP children who work are more commonly found in Kyiv than in other cities. Five parents from Kyiv mentioned that their children were working. All of these children were older than 14. The children work as painters, models in advertising, or distributing leaflets. Children work in order to have pocket money and in some cases to help their families. Both IDP children and their parents mentioned that families do not always push children to start working, it can be the child’s own decision to do so (in order to have pocket money):

“She found everything herself. She just needed me to be present to sign some documents since she is underage” (parents, Kyiv).

None of the FGD participants had a case in their family of a child dropping out of school due to work, but they had heard of it, though not amongst IDPs:

“The child’s parents passed away and there was only a grandmother who could not walk” (parents, Kharkiv).

Most parents mentioned that their job does not interfere with school attendance. However, they admitted that children sometimes miss school because of work, and parents allow this because such cases happen only rarely.

The level of parental control over the money earned by children varies. In some cases, parents know how much money children earn and where they spend it. Sometimes, parents are not interested in this question or children do not want to state what their income is – this happens when the relations between parents and children are not very trustworthy.

The situation regarding children working is more critical among the “control group” because of the lower financial status of the Roma community. Dropping out of school because of work is common among Roma children. All parents of children older than 12 years said that their children are working somewhere, in order to help their families. In a majority of cases, children reported that it was their choice to work instead of going to school:

“If I go to school, children at home will be hungry. I mean I will be hungry as well as my brothers, sisters and parents” (children, Uzhgorod).

As Roma participants mentioned, Roma children take care of younger children in families, so they engaged in harmful work such as begging, gathering scrap metal and waste paper, etc.

School entrance age

In most cases, IDP participants (parents and children) believe that the age when a child starts school depends on his/her readiness to do so:

“I believe that the age does not matter that much. I think what matters is the internal desire to go to school, to communicate, to study and to develop” (children, Severodonetsk)

Special tests have to be carried out to ascertain whether a child is ready to study at school at 6 or 7 years old.

Parents who prefer their children to start school earlier often consider that children aged 5-6 absorb information better. Also children will not ‘waste’ one year at ‘boring’ kindergarten:

“The younger the child, the more receptive he/she is. I think that children should be sent to school earlier. It is proven that a five-year old can learn information faster and study better” (parents, Severodonetsk)

Those who think that the age of 7 years is the best age to start school refer to the mental, social and physical readiness of a child for school. There were parents whose children started school at the age of 6 who now regret this decision because it was difficult for children to follow the class:

“..For her the 1st grade was like a kindergarten. She did not understand that she had to study and that there were lessons. It was just a sort of game for her” (parents, Kharkiv);

“I guess starting from seven years old. They say that starting from seven the motivation for studies is being shaped whereas before seven there is only motivation to play games” (parents, Severodonetsk).

There were children who entered school at the age of 5, 6 and 7 years old among FGD participants. None of these children mentioned any problems related to the age at which they started school. Children who started school at the age of 5 or 6 were not overloaded, and children who started at the age of 7 did not feel any difference in their ability to follow the class.

Sources of information about education

IDP participants were more interested in any kind of information about education than the ‘control group’. For IDPs, as well as for Roma people, their immediate social environment is their main and most trusted source of information.

The information about education most frequently sought by IDP participants was about external independent evaluation tests and institutions of higher education.

Parents mentioned that there was a lack of information to deal with the psychosocial problems their children experience at school.

Children reported that in addition to relatives, they trust information from school teachers. This source of information was mentioned most often. To be more specific, children trust the information received from the teacher and they are interested in this information, especially if they have a good relationship with a particular teacher.

In general, children did not recall any specific awareness raising or information sharing activities that would impact their knowledge or attitudes provided at the schools during the last year. However, the respondents from Dnipropetrovsk gave an example of rumours that were circulated about suicide attempts committed by their peers due to problems with their classmates. Though these rumours were not confirmed by parents, they opened up the fears and frustration the children shared, as they have mentioned about being scared and also that they have learned to be more patient and tolerant to the other children.

KIs mentioned that local departments of education were the main source of information about education for IDPs: IDPs address any questions about education or problems at school to these organizations.

Roma children trust Roma barons and famous Roma singers. There is no particular information about education for Roma children that parents would be interested in.

KIs mentioned that NGOs working with Roma communities are the main source of information about education for Roma people.

Other categories of OOSC

KIs mentioned the following categories of population with OOSC in addition to for IDPs and Roma:

- Children from low-income families;
- Children from families in difficult circumstances, with little control from their parents;
- Children whose fathers were killed or injured as members of fighting forces. These children were reported to lose their motivation to attend school, as a result of psychological trauma;
- Homeless children;
- Children with disabilities;
- Some specific religious groups.

Key findings regarding access to secondary education

The aim of this study was to provide insights into the factors that keep children, in particular IDP children, out of school, and to describe their impact.

According to the IDPs and KIs who took part in the survey, the major problems that children faced were being addressed. These are:

Registration and Documentation: All schools were obliged to accept IDP children even if the children did not have all necessary documents. In cases where parents had no original documents, they could send a request to the school in the NGCA, and electronic versions of the documents they sent were accepted at schools in the GCA. The results of the Public Audit ensuring the right to education for IDPs support this finding. The Audit was implemented by a coalition of non-governmental organizations (NGOs), with the support of the International Renaissance Foundation. Human rights activists who conducted the Audit did not report any cases of violation of the right to ensure education to IDPs. On the contrary, they noticed a trend of “positive discrimination” towards displaced persons, where the latter gained additional privileges compared to the other categories of children⁴⁰.

Policy and Strategy: At the same time, according to the Public Audit, the authorities do not have a long-term vision of how to solve the problems faced by IDPs in Ukraine. There is no mechanism at the national level that would allow compensation of the burden to the educational, medical and social institutions in host communities. Activists stress the need to adopt a national aid programme in order to improve the situation of access to education for IDP children. The authors of the Audit recommend that the MoES develops a strategy on ‘Mobilization of resources to ensure access to quality education for IDP children through 2020’. This strategy should define the key directions of organizational, legal, educational, methodological and information activities of the pre-school and secondary educational institutions, scientific institutes, and non-governmental organizations⁴¹.

NGCA and conflict-affected area as a concern: IDPs and KIs who took part in the survey, consider the problem of children being out of school to be greater in the NGCA, where tracking attendance is difficult because the population remains in flux. There were some cases reported of children in the conflict-affected areas, including those living along the contact line, who had joined fighting forces and who became the victims of human trafficking. In addition, issues related to access to, and quality of education in the settlements along the contact line, require attention.

The survey revealed the following major problems specific to IDP children in the area of schooling:

- *Discrepancy in the level of teaching in new locations and areas of origin.* Survey participants complained about the lower level of education quality at the new schools, compared to schools where they came from. They consider some teachers at schools in the host community to have lower discipline, lower readiness to communicate with parents, and lower ability to provide support to children. For example, if the child attended a school of higher level (lyceum, gymnasium) before, it is not always possible to attend a school of the same level in the host location (due to lack of places, lack of finances in the IDP family, lack of

⁴⁰: http://www.irf.ua/content/files/idp_education_needs_monitoring_report_21_04_2015.docx

⁴¹ Ibid

knowledge of Ukrainian language, missing the exams taken at the beginning of the year, etc.). Children from urban areas moving to rural areas where the schools tend to be understaffed and of lower quality face similar problems. Similarly, children from rural areas face difficulties when they move to urban areas.

- *Poor knowledge of Ukrainian language.* The majority of IDP children from Donetsk and Luhansk oblasts, as well as Crimea, have poor knowledge of the Ukrainian language because they have had limited opportunity to study it. This problem sometimes causes a lack of motivation to study and the stigmatization of children by teachers.
- In the GCA, OOSC may live in IDP families *who plan to return home* in the near future. As a result, children do not attend school for a long period of time. However, according to the respondents, there are very few families of this kind now – the IDPs either returned home already or gave up their plans to return, and began integrating into the host community where their children attend school.

Some other problems of IDP children were also mentioned by Roma participants of the survey:

- *Low income.* Lack of finances can make it difficult for parents to buy school kit and school uniforms for their children. For some IDPs this problem is resolved with the help of charitable funds, volunteers and their schools. Though IDPs mentioned that they are exempt from formal and informal payments in schools, some families still pay these informal payments, in order to avoid negative attitudes towards them. The problem of low income limiting access to education is a common one for the vulnerable groups surveyed. The main problem for Roma children in regards to school attendance is also one of finance. Roma families do not have money for clothes, shoes, school kit, and cannot afford to make formal and informal payments. There is a higher level of attendance of school in during warm months of year, but in winter fewer Roma children attend school because they do not have warm clothes.
- *Psychosocial problems, interpersonal issues between classmates and teachers.* Some IDP children said they did not want to go to school because they didn't want to be new in the class, or have to get to know a new group of children. These children have found it difficult to adapt to living in a new place or new surroundings. Some IDP children do not attend school because they are affected by psychological trauma and their parents think they should address these needs before the child is ready to return to school. Some IDPs and KIs mentioned that there was no help in such situations from either teachers, school psychologists, or the school administration. Teachers do not have any experience working with children who suffer from war-related psychological trauma. Problems relating to communication with teachers was mentioned more often than communication problems with other children during the FGDs.

Roma children suffer from stigmatization at school because of their ethnicity or their family's financial circumstances. Unlike IDPs, a majority of Roma parents did not try to solve these problems. If the child doesn't want to go to school because of bad relations with teachers or classmates, the parents will generally let the child drop out of school.

In general, IDP children and their parents consider the completion of primary education as obligatory, and very important for their future. A majority of parents intend to encourage their children to go to

school. The situation is different among the Roma community. This study shows that usually it is the children who decides whether to attend school or not. Parents traditionally have little involvement in the decision. Survey participants from NGOs mentioned that they organized additional classes for Roma children, but it is very difficult to motivate children and their parents to attend them.

Targeted campaigns are needed, in partnership with Roma communities, to raise awareness about education, and increase school attendance.

The survey results show that the transition points⁴² for IDP children in Ukraine are:

- *Uncertainty about returning to place of origin.* If the family wants to return home, this may be a reason why a child does not attend school for some time.
- *Essential Records.* Results of the survey show that there are IDP families who left all their important documents when they left their homes. It is time consuming for parents to renew documents, and this can lead to children not attending school for a certain period of time.
- *Children affected by violence trauma.* Some children do not attend school because they are experiencing psychological trauma and their parents feel they should address these needs before the child is ready to return to school.
- *Interpersonal problems with teachers and classmates.* Children who have bad relations with teachers or classmates at school are apt to skip classes.

⁴² According to UNICEF OOSC methodology, transition points are periods of life or situations where children are most likely to drop out or not attend school.

Recommendations

Recommendations for UNICEF to support schools and the educational system in reaching OOSC among IDP children and including them in the educational system:

Registration and Documentation

- To support the government in its efforts to enable the effective channels for legally registering vulnerable populations, especially IDPs and Roma.

Policy and Strategy:

- To support the MoES in signing the Safe School Declaration, aimed at preventing the involvement of children in the military conflict and use of schools by fighting forces, so as to ensure that schools are safe spaces which build tolerance and social cohesion.
- To facilitate the implementation of the Strategy “On mobilization of resources to ensure access to quality education for IDP children through 2020”. The strategy should define key directions of the organizational and legal, educational, methodological and information activities of institutions providing preschool and secondary school education, scientific institutes, and non-governmental organizations.
- To arrange targeted campaigns in partnership with NGOs, working with Roma communities to raise their awareness about school education and increase school attendance of Roma children.
- To support the MoES in the institutionalization of peacebuilding education into the school curriculum and extracurricular activities.

NGCA and children living along the contact line:

- To support the rehabilitation of schools.
- To develop and implement programmes aimed at social cohesion and building tolerance (also targeted at teachers and parents).
- To support the MoES in the provision of distance learning opportunities, as a provider of last resort.
- To support information campaigns focused on human trafficking prevention and involvement of children in armed conflicts.

Access:

- To advocate for the recognition of 9th and 11th grade school certificates of IDP children to enable them to continue their education elsewhere in Ukraine.
- To support the establishment of accelerated Ukrainian language courses and catch-up classes for IDP children and their parents.
- To facilitate trainings for school psychologists and teachers on how to provide psychological support to IDP children, especially those affected by experiencing or witnessing violence and the military conflict.
- To continue supporting local authorities in the rehabilitation of schools.
- To support local authorities in the creation of new kindergarten seats across the most affected regions.
- To support information campaigns against stigmatization, bullying and discrimination of vulnerable children, IDPs and Roma in particular, in Ukraine.
- To develop and implement programmes aimed at social cohesion and tolerance building, aimed at teachers and local communities. These programmes should be targeted to their specific audience, and based on their specific needs.
- To support the restoration of educational activities that ensure that schools are protective environments, through conflict mitigation and psychosocial support, provision of teaching and learning materials, sport and recreation activities for children in affected areas, so that children can learn to live together in peace and social harmony.
- To launch a campaign for social and legal inclusion of Roma into mainstream schooling.
- To continue the focus on integration of IDPs and providing those children most severely affected by the conflict in Ukraine with life skills they need to live peacefully within host and returnee communities.

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ANNEX 1. School Damages per Regions

(Level of damage: damage repairable or destroyed)⁴³

Oblast, Raion	Number of Schools
Donetska	136
Amvrosiivskiyi	5
Artemivsk	1
Artemivskiyi	1
Avdiivka	1
Debaltseve	8
Dokuchaievsk	2
Donetsk	33
Dzerzhynsk	2
Horlivka	17
Khartsyzk	4
Kirovske	4
Makiivka	4
Marinskyi	6
Novoazovskiyi	4
Shakhtarsk	5
Shakhtarskiy	8
Snizhne	1
Starobeshivskiyi	3
Telmanivskiyi	4
Torez	2
Volnovaskiyi	4
Yasynuvata	7
Yenakieve	10
Luhanska	82
Alchevsk	5
Antratsyt	9
Krasnodon	4
Krasnodonskiy	3
Krasnyi Luch	5
Luhansk	11
Lutuhynskiyi	16
Perevalskiyi	8
Pervomaisk	2

⁴³ Data submitted by UNICEF

Popasnianskyi	3
Slovianoserbskyi	3
Stakhanov	6
Stanychno-Luhanskyi	2
Svativskyi	1
Sverdlovsk	3
Troitskyi	1
Grand Total	218

ANNEX 2. Normative legal acts, which regulate the issues of access to education

Article 53 of the Constitution of Ukraine declares that each person has the right to education and that completing general secondary education is compulsory. The state grants availability of free of charge preschool, complete general secondary, vocational, higher and post-graduate education at state and communal educational institutions; development of preschool, complete general secondary, extracurricular, vocational higher and postgraduate education in different forms of learning; provision of state scholarships and privileges to pupils and students.

There is also an explanation of the Constitutional Court of Ukraine regarding this article which may be perceived in the following way: "Availability of education as constitutionally granted realization of the right to education on the principles of equality, defined by Article 24 of the Constitution of Ukraine, means that no one can be denied their right to education and the state has to create the conditions for the realization of this right".

Article 19 of The Law "On childhood protection" also declares the right of each child to education and that the state has to grant access to free-of-charge preschool, complete general secondary education and to ensure the right of choice of educational institution. Local institutions of the executive power and local authorities are supposed to keep a record of children of preschool and school age in order to fulfill the demands on teaching children at secondary educational institutions.

Article 6 of the Law "On general secondary education" prescribes that citizens of Ukraine, notwithstanding their race, skin colour, specifics of intellectual, social and physical development of the personality, political, religious and other beliefs, gender, ethnic and social background, financial status, place of residence, language and other attributes are provided with access to free of charge complete general secondary education at state and communal educational institutions. The fifth paragraph of the same article puts the responsibility for gaining a complete general secondary education by children on the parents, and in case children are deprived of parental care, on the custodians or educational institutions where the children are being educated.

The Law " On granting the rights and freedoms of citizens and legal regime at temporarily occupied territory of Ukraine" in Article 18 "Guarantees of rights and freedoms of the citizens of Ukraine who left temporarily occupied territories" grants the observance of the constitutional rights of citizens of Ukraine, including social, labour, electoral rights and the right to education after leaving temporarily occupied territory of the AR of Crimea. Article 7 paragraph 12 grants the right for getting or continuing the term for gaining certain educational level at the territories of the other regions of Ukraine at the cost of the state budget with the provision of the places at the dormitories for the period of studies.

The guarantees of the rights, freedoms and legal interests of the persons who moved from temporarily occupied territories or those not under the control of the Government of Ukraine, and

who are staying on the territory of Ukraine legally are defined by the Law "On granting the rights and freedoms of the internally displaced persons". Paragraph 1 of Article 14 says that internally displaced persons have rights and freedoms in compliance with the Constitution of Ukraine, laws and international treaties equal to the other citizens of Ukraine. The discrimination and limitation of any rights and freedoms caused by the fact that they are internally displaced is prohibited.

Paragraph 1 of Article 9 of the respective law prescribes the right of any IDP to enrol children in preschool or secondary educational institutions.

Paragraph 8 of the Order of the Cabinet of Minister of Ukraine (dated by June 11, 2014 № 588-P) prescribes the following: "To provide assistance in continuation of studies and obtaining education to the citizens of Ukraine moving from the temporarily occupied territories and the regions where the anti-terrorist operation is being conducted".

ANNEX 3. Guide for FGDs with children

Участники: дети ВПО/ромы 14-17 лет (старший школьный возраст), которые не посещают школу, прогуливают школу, имеют таких друзей/знакомых

Вступление - 10 минут

Приветствие.

Объяснение цели и задач исследования.

Объясните процедуру проведения ФГД. Обратите внимание, что исследование анонимное. Никто, включая родителей/опекунов, не будет иметь доступа к полученной информации.

Также, уточните, что ответы на все вопросы являются добровольными и, если ребенок не хочет отвечать на некоторые вопросы, он может этого не делать. Также он может в любой момент покинуть группу, если почувствует себя некомфортно.

Знакомство, представление участников: имя участника, возраст, откуда приехали (при желании), как давно живут в этом городе, где живут (снимают квартиру, у родственников, в лагере для переселенцев и т.д.).

Определение базового отношения респондентов к школьному образованию –15 минут

В Украине образование является обязательным для всех детей с 6 до 16-17 лет. Как вы к этому относитесь? Все ли дети должны получить образование в школе?

Если **нет**, почему? Чем можно заменить образование в школе?

Должно ли государство заставлять родителей отправлять детей в школу?

Если **да**, как?

Если **нет**, почему?

Помогает ли образование в обычной средней школе развитию детей?

Если **да**, то в чем вы видите главную роль школы? *Зондировать: базовые знания для жизни, профориентация, подготовка к учебным заведениям высшего уровня, воспитательная роль.*

Если **нет**, в чем вы видите проблемы? *Зондировать: низкий уровень образования, травматический опыт.*

Как вы считаете, если ребенок не ходит в школу, как это отразится на его будущем? Будет ли это иметь негативные последствия (уточнить какие) или это положительно отразится на будущем?

Посещение школы, доступность школ и препятствия для посещения – 30 минут

Есть ли школа или школы недалеко от вашего места жительства?

Если **нет**, скажите, такой школы не было и раньше или, например, ее закрыли недавно? Если закрыли, почему?

Сколько времени занимает дорога до ближайшей школы?

Если **да**: Если вы знаете, есть ли проблемы у родителей-переселенцев/родителей-ромов с тем, чтобы устроить ребенка в школу, которая находится возле дома? Откуда вы знаете об этих проблемах: сам сталкивался, рассказали родители, рассказали другие люди (соседи, знакомые дети и т.д.)

Зондирование:

- достаточно ли мест в школах;
- в школе не хотят принимать ребенка – уточнить причину;
- проблемы с документами – уточнить, какие;
- нехватка денег на обучение – уточнить что это: официальная оплата обучения или неформальные платежи. Если неформальные платежи, кто их собирает, на какие цели;
- школа слишком «сильная»/ «элитная», поэтому туда не принимают обычных детей/принимают «по благу»;
- трудности с устройством ребенка с особыми потребностями, проблемами со здоровьем;
- опасно идти/добираться до школы – почему?

Знаете ли вы, с какими еще проблемами сталкиваются дети, переехавшие из Донецкой/Луганской областей/Крыма /ромы (для Закарпатья) при поступлении в школу или во время учебы?

Спросить каждого:

Модератор! Еще раз напомните детям, что это анонимное исследование. Никто, включая родителей/опекунов, не будет иметь доступа к этой информации.

Посещаете ли вы школу?

Если **не посещают**, почему? Хотели бы вы посещать школу? Зондировать: сложности с оформлением в школу, нехватку денег на «неформальные платежи» и другие вещи, необходимые для обучения в школе, отказ самого ребенка

Если **да**, скажите, пожалуйста, насколько обучение в школе соответствует вашим ожиданиям? Как вы думаете, поможет ли обучение в школе достичь вам поставленных целей в жизни?

Планируете ли вы поступать в учебное заведение высшего уровня, продолжать обучение после школы? Если **да**, то насколько школа помогает вам в осуществлении этих планов (или наоборот в чем-то мешает)?

Это школа находится возле дома или далеко от дома? Если **далеко от дома**, почему вы ходите именно в эту школу?

Иногда у детей возникают проблемы со сверстниками в школе. Как вы думаете, какие причины чаще всего приводят к таким конфликтам?

Иногда у детей возникают проблемы с учителями в школе. Как вы думаете, какие причины чаще всего приводят к таким конфликтам?

По каким причинам дети обычно прогуливают школу?

Бывает ли такое, что вы прогуливаете школу? Как часто такое случается? По какой причине? Знают ли об этом ваши родители? Как они об этом узнают: вы рассказываете сами, сообщаете учителя? Как они к этому относятся? (*Модератор! Если ребенок не хочет говорить об этом, не настаивайте*)

Позднее поступление – 10 минут

В каком возрасте вы пошли в школу?

Для тех, кто пошел в 6 лет: было бы вам сложно учиться в первом-втором классе? Были ли у вас проблемы из-за того, что некоторые дети в классе были старше?

Для тех, кто пошел в школу в 7 лет: как вы чувствуете, было ли вам слишком легко или неинтересно учиться в первом-втором классе, например, из-за маленьких для вас нагрузок? Были ли у вас проблемы из-за того, что некоторые дети в классе были младше?

Как вы считаете, каким детям лучше: тем, которые поступили в школу в 6 лет или тем, которые поступили в школу в 7 лет?

Ограничения доступа к образованию – 10 минут

Знаете ли вы о случаях, когда дети, вместо того, чтобы ходить в школу, работают?

Если **да**, бывают ли такие случаи в городе, где вы живете, или в населенных пунктах, где вы проживали раньше?

Почему такое происходит? Какие дети чаще попадают в такую ситуацию?

Как, по вашему мнению, это чаще происходит: ребенок сам принимает такое решение или его кто-то заставляет?

Если **заставляет**: кто? Как ребенок может защититься, чтобы не попасть в подобную ситуацию? Как вы относитесь к таким случаям?

Какие еще могут быть причины того, что дети не посещают школу? (*Модератор: спрашивать о других причинах, кроме занятости*)

Изменение поведения – 10 минут

Вспомните, пожалуйста, был ли в последнее время случай, когда услышанная или увиденная вами информация заставила вас изменить свое мнение об образовании? Что это было за событие и какая информация? От кого она исходила? Почему эта информация так сильно на вас повлияла?

Если респонденты не смогут вспомнить такие случаи, спросите о любой информации, которая заставила бы их резко изменить мнение

Какая информация, связанная с образованием, вас интересует больше всего? Какой информации, связанной с образованием, вам не хватает?

Как вы думаете, через какие источники лучше всего распространять информацию о вопросах, касающихся образования, для детей и подростков?

Кто (личность) должен доносить информацию об образовании, чтобы дети или подростки ей доверяли? Кто для вас является авторитетом? Зондировать: популярных артистов, спортсменов, видеоблогеров.

Заключение – до 10 минут

Какие еще вопросы, связанные с посещением школы, мы не обсудили? Есть ли у вас еще что-то, что вы можете добавить по этому вопросу?

Всем спасибо за участие.

Модератор!

Если Вы понимаете, что ребенок имеет проблемы с доступом к образованию/здравоохранению/другим благам, имеет конфликты с какими-то организациями или учреждениями, конфликты в школе (с детьми, учителями, администрацией), конфликты с другими детьми/родителями/другими взрослыми, дайте ему информационную листовку с контактами соответствующих организаций, куда можно обратиться и получить помощь. Объясните, что это за организации. Если после ФГД ребенка забирает взрослый (родитель/опекун), то дайте листовку также и ему (кроме случаев, когда вы выявили у ребенка конфликт с этим взрослым).

Данный разговор должен проводиться конфиденциально, без привлечения других участников ФГД.

ANNEX 4. Guide for FGDs with parents

Вступление – 10 минут

Приветствие.

Объяснение цели и задач исследования.

Знакомство, представление участников: имя участника, возраст детей, откуда приехали (при желании), как давно живут в этом городе, где живут (снимают квартиру, у родственников, в лагере для беженцев и т.д.).

Определение базового отношения респондентов к школьному образованию – 15 минут

В Украине образование является обязательным для всех детей. Как вы к этому относитесь? Все ли дети должны получить образование в школе?

Если **нет**, почему? Какие есть альтернативы?

Должно ли государство заставлять родителей отправлять детей в школу?

Если **да**, как?

Если **нет**, почему?

Способствует ли образование в обычной средней школе развитию ребенка?

Если **да**, то в чем вы видите ключевую роль школы? *Зондировать: базовые знания для жизни, профориентация, подготовка к учебным заведениям высшего уровня, воспитательная роль.*

Если **нет**, в чем вы видите проблемы? *Зондировать: низкий уровень образования, травматический опыт для ребенка.*

Если ребенок не ходит в школу, как это отразится на его будущем?

Посещение школы, доступность школ и препятствия для посещения – 40 минут

Есть ли школа или школы недалеко от вашего места жительства?

Если **нет**, скажите, такой школы не было и раньше или, например, ее закрыли недавно? Если закрыли, почему? *(Зондировать для Мариуполя и Северодонецка факты разрушения школ вследствие военного конфликта)?* Сколько времени занимает дорога до ближайшей школы?

Если **да**, есть ли проблемы с тем, чтобы устроить ребенка в школу, которая находится возле дома?

Зондирование:

- *достаточно ли мест в школах;*
- *в школе не хотят принимать ребенка – уточнить причину;*
- *проблемы с документами – уточнить, какие;*
- *нехватка на обучение – уточнить что это: официальная оплата обучения или неформальные платежи. Если неформальные платежи, кто их собирает, на какие цели;*
- *школа слишком «сильная»/«элитная», поэтому туда не принимают обычных детей/принимают «по блату»;*
- *трудности с устройством ребенка с особыми потребностями, проблема ми со здоровьем;*
- *опасно идти/добираться до школы – почему?*

Если **да**, как вы решаете или решили для себя эту проблему?

С какими еще проблемами сталкиваются перемещенные лица/ромы в сфере школьного обучения?

Как бы вы оценили уровень образования в школах вашего района: большинство школ имеют подходящий для вас уровень образования, в школах скорее низкий уровень образования, в школах скорее слишком высокий уровень и ребенку сложно учиться?

Есть ли возможность выбрать школу с желаемым уровнем образования? Если нет, почему, какие препятствия?

Спросить каждого:

Посещает ли Ваш ребенок школу?

Если **нет**, почему? Хотели бы вы, чтобы ваш ребенок посещал школу? *Зондировать невозможность оформления ребенка в школу, нехватку денег на «неформальные платежи» и другие вещи, необходимые для обучения в школе, отказ самого ребенка*

Если **да**, скажите, пожалуйста, насколько обучение в школе соответствует Вашим ожиданиям? Поможет ли обучение в школе достичь ребенку поставленных целей?

Планирует ли ваш ребенок поступать в учебное заведение высшего уровня? Если да, то насколько школа помогает ему/ей в осуществлении этих планов (или наоборот в чем-то мешает)?

Это школа находится возле дома или далеко от дома? Если **далеко от дома**, почему ребенок ходит именно в эту школу?

Какие у ребенка возникают проблемы в школе? *Зондировать отношение сверстников и учителей, «неформальные платежи»*

Какие проблемы возникают у вас? *Зондировать «неформальные платежи», нехватку денег на форму и другие вещи, необходимые для обучения в школе*

Бывает ли такое, что ваш ребенок прогуливает школу? Как часто такое случается? По какой причине? От кого вы об этом узнаете: от самого ребенка, от учителей, от других детей?

Вопросы культуры - Для тех родителей, которые сказали, что ребенок не ходит в школу по причине неприятия коллективом (не может нормально общаться с детьми, учителями) - если такие есть в группе

Расскажите подробнее, почему у вашего ребенка возникают проблемы при посещении школы?

Зондирование:

- для ВПО: причина конфликтов – переезд из Донецкой/Луганской областей/ Крыма;
- для ромов: причина конфликтов – национальность.

Кто чаще становится инициатором конфликтов?

Как и при помощи кого решаются эти конфликты?

Позднее поступление - 15 минут

Сейчас некоторые родители отправляют детей в школу в возрасте 6 лет, а некоторые – в возрасте 7 лет. Как вы считаете, в каком возрасте лучше отправлять детей в школу? Почему?

В каком возрасте ваш ребенок пошел в школу? Жалуете ли вы об этом? Почему?

Если бы у вас сейчас был выбор, в каком возрасте вы бы отдали ребенка в школу – в 6 или в 7 лет?

Какой, по вашему мнению, оптимальный возраст для поступления в школу (возможны другие варианты, кроме 6-7 лет)? Почему?

Ограничения доступа к образованию – 20 минут

Военные действия

Знаете ли вы о случаях, когда дети школьного возраста были вовлечены в военные действия, принимали участие в деятельности военизированных объединений?

Если **да**, почему, по-вашему, такие случаи происходят? Какие дети чаще попадают в такую ситуацию? Для чего привлекают детей (в качестве солдат, разведчиков и т.д.)?

Как, по вашему мнению, это чаще происходит: ребенок сам принимает такое решение или его кто-то заставляет?

Если **заставляет**: кто? Как ребенок может защититься, чтобы не попасть в подобную ситуацию?

Откуда вы знаете о таких случаях?

Работа

Знаете ли вы о случаях, когда дети, вместо того, чтобы ходить в школу, работают?

Если **да**, бывают ли такие случаи в городе, где вы живете, или в населенных пунктах, где вы проживали раньше?

Почему такое происходит? Какие дети чаще попадают в такую ситуацию?

Как, по вашему мнению, это чаще происходит: ребенок сам принимает такое решение или его кто-то заставляет?

Если **заставляет**: кто? Как ребенок может защититься, чтобы не попасть в подобную ситуацию? Как вы относитесь к таким случаям?

Изменение поведения – 10 минут

Вспомните, пожалуйста, был ли в последнее время случай, когда услышанная или увиденная вами информация заставила вас изменить свое мнение о школьном образовании или воспитании детей? Что это было за событие и какая информация? Почему эта информация так сильно на вас повлияла?

Если респонденты не смогут вспомнить такие случаи, спросите о любой информации, которая заставила бы их резко изменить мнение

Из каких источников вы чаще всего получаете информацию по вопросам школьного образования и воспитания детей?

Каким источникам вы больше всего доверяете?

Какая информация вас интересует больше всего?

Через какие источники, по вашему мнению, лучше всего доносить информацию о вопросах, связанных с образованием?

Кто (личность) должен доносить информацию об образовании, чтобы вы ей доверяли?

Если информация или события связаны с образованием, уточнить более подробно

Заключение – до 10 минут

Какие еще вопросы, связанные с посещением школы вашими детьми, мы не обсудили? Есть ли у вас еще что-то, что вы можете добавить по этому вопросу?

Всем спасибо за участие.

Модератор!

Если Вы понимаете, что участник имеет проблемы с доступом детей к образованию/здоровью/другим благам, имеет конфликты с какими-то организациями или учреждениями, имеет конфликты с детьми/другими людьми, дайте ему информационную листовку с контактами соответствующих организаций, куда они могут обратиться и получить помощь. Объясните, что это за организации.

Данный разговор должен проводиться конфиденциально, без привлечения других участников ФГД.

Проблемы среднего образования и приема детей в школу

A1. Какие проблемы наиболее распространены в сфере среднего образования в вашей области? Отметить все подходящие варианты

A2. Какие из этих проблем наиболее актуальные? Выберите не больше трех проблем, которые являются самыми актуальными по вашему мнению

	A1	A2
1. Недостаточное количество школ, мест в школах, школы переполнены	1	1
2. Недостаточно учителей	2	2
3. Недостаточно опытных/высокопрофессиональных учителей, большая текучка учительского состава	3	3
4. Молодежь (молодые учителя) не идет работать в школы	4	4
5. Низкая мотивация учителей	5	5
6. Дети, которые поступают в школу, не готовы к обучению	6	6
7. Дети и их родители не настроены на обучение (например, большое количество прогулов, родители не контролируют процесс образования детей)	7	7
8. Программа слишком сложна для детей	8	8
9. Некачественные учебники	9	9
10. У родителей не хватает денег на школьные нужды	10	10
11. Значительное количество детей, которые не посещают школу (запишите категории детей _____)	11	11
12. Другое (уточните _____)	12	12
13. Другое (уточните _____)	13	13

Существуют ли проблемы с приемом детей-переселенцев в школы? Если да, уточните, какие именно:

	Да	Нет	Если «да», уточните какие
A3. В вашем населенном пункте?	1	2	
A4. В вашей области?	1	2	
A5. В Украине в целом?	1	2	

A6. Какие организации помогают переселенцам устроить ребенка в школу в случае возникновения проблем с приемом ребенка в школу?

A7. Задать вопрос для всех организаций, отмеченных в A6: Знают ли переселенцы, что следует обратиться в _____ для решения проблем с приемом ребенка в школу? Оцените по шкале:

1. Да, в большинстве знают
2. Да, но не всегда
3. В большинстве случаев не знают
4. Затрудняюсь ответить

A8. По каждой организации, отмеченной в A6: Всем ли детям, по которым есть обращение, удастся помочь?

A9. Если в A8 «нет»: Уточните, почему не удастся помочь всем детям?

	A6	A7	A8	A9

			Да	Нет	Если А8 = «2 - нет»
Управление образования	1	1 2 3 4	1	2	
НПО (укажите _____)	2	1 2 3 4	1	2	
НПО (укажите _____)	3	1 2 3 4	1	2	
НПО (укажите _____)	4	1 2 3 4	1	2	
НПО (укажите _____)	5	1 2 3 4	1	2	
Волонтеры, работающие в ВПЛ	6	1 2 3 4	1	2	
Другие (укажите _____)	7	1 2 3 4	1	2	
Другие (укажите _____)	8	1 2 3 4	1	2	
Другие (укажите _____)	9	1 2 3 4	1	2	
Нет таких организаций	10	→ переход к А10			
Не знаю	11				

А10. Из каких источников переселенцы в вашей области могут получить интересующую их информацию о возможностях образования для детей?

А11. Через какие каналы информации вы бы рекомендовали доносить эту информацию? Выберите не более трех источников.

	А10	А11
Управление образования	1	1
НПО (укажите _____)	2	2
НПО (укажите _____)	3	3
НПО (укажите _____)	4	4
НПО (укажите _____)	5	5
Волонтеры, работающие в ВПЛ	6	6
Интернет (кроме социальных сетей)	7	7
Социальные сети	8	8
Телевидение	9	9
Радио	10	10
Пресса	11	11
Другое (укажите _____)	12	12
Другое (укажите _____)	13	13
Другое (укажите _____)	14	14

Причины непосещения школы

А12. Есть ли в вашей области дети-переселенцы, которые не посещают школу?

1. Да
2. Нет → переход к вопросу А16
3. Не знаю → переход к А16

А13. По каким причинам эти дети чаще всего не посещают школу? Отметить все подходящие варианты

1. Их не принимают в школу из-за отсутствия мест в школе
2. Их не принимают в школу из-за отсутствия необходимых документов
3. У родителей/опекунов этих детей нет денег для того, чтобы собрать ребенка в школу
4. Их не пускают родители, уточните причину _____
5. Дети не хотят посещать школу, уточните причину _____
6. Территориальные ограничения (школы находятся очень далеко от места проживания детей),

уточните, для каких местностей это наиболее характерно _____

7. Другие причины (уточните) _____
8. Другие причины (уточните) _____
9. Другие причины (уточните) _____

A14. Если ребенок-переселенец не посещает школу, какие организации проводят работу по вовлечению этого ребенка в систему образования?

A15. Какая работа проводится?

	A14	A15
Управление образования	1	1
Социальная служба для детей и молодежи	2	2
Управление труда и социальной защиты	3	3
НПО (укажите _____)	4	4
НПО (укажите _____)	5	5
НПО (укажите _____)	6	6
НПО (укажите _____)	7	7
Волонтеры, работающие в ВПЛ	8	8
Другое (укажите _____)	12	12
Другое (укажите _____)	13	13
Другое (укажите _____)	14	14

A16. С какими трудностями в школе сталкиваются дети-переселенцы? Отметить все подходящие варианты

1. Трудности в общении с учителями (уточните, какие) _____
2. Трудности в общении с одноклассниками/сверстниками (уточните, какие) _____
3. Уровень образования в школах слишком высокий для этих детей, детям трудно учиться
4. У родителей не хватает денег на обучение детей (покупку дополнительных учебных материалов, оплату дополнительных услуг в школу и т.д.)
5. Другое (уточните) _____
6. Не знаю

A17. Бывают ли случаи, когда детей-переселенцев принимают в школу, но потом они ее бросают?

1. Не знаю таких → переход к A19
2. Да, уточните наиболее частые причины этого _____

A18. Можно ли выделить определенные характеристики детей-переселенцев, которые бросают школу?

1. Возраст: дети какого возраста чаще всего бросают школу _____
2. Пол: 2.1. мальчики или 2.2. девочки
3. Проживание: 3.1. в домохозяйствах (в обычных квартирах, домах) или 3.2. в местах совместного проживания ВПЛ (лагерях, общежитиях, модульных городках)
4. Какие еще особенности характерны ВПЛ, которые бросают школу?

A19. По вашим оценкам, сколько детей-переселенцев школьного возраста не посещают школу? Укажите долю таких детей по отношению ко всем детям-переселенцам школьного возраста:

1. _____ %
2. Не знаю

A20. Как вы считаете в вашей области эта доля выше, ниже или не отличается от средней по Украине?

1. Доля детей-переселенцев не посещающих школу в нашей области выше, чем в среднем по Украине
2. Доля детей-переселенцев, не посещающих школу в нашей области не отличается от средних показателей по Украине
3. Доля детей-переселенцев не посещающих школу в нашей области ниже, чем в среднем по Украине

A21. Есть ли дети других категорий, которые не посещают школу? Уточните, какие это категории населения? По каким причинам дети этих категорий не посещают школу?

Категория детей	Причины непосещения школы

Социальная интеграция

A22. В школах и классах, где учатся дети-переселенцы в вашем регионе, проводится ли какая-то работа с такими детьми по их интеграции в общество/новую общину?

1. Да, уточните какая работа _____
Кто, какие организации ее проводят _____
2. Нет, почему _____

A23. Привлекаются ли к такой работе родители этих детей?

1. Да, уточните каким образом _____
2. Нет, почему _____

A24. Какой работы по интеграции детей-переселенцев в новую общину не хватает в вашем регионе? _____



«Снежный ком»

A25. Кто, по вашему мнению, мог бы еще дать информацию по вопросам, связанным с посещением школы детьми-переселенцами? Можете ли Вы дать контакты такого специалиста?

Имя _____

Организация, должность _____

Контактные данные (телефон, почта) _____

Другое

A26. Возможно, вы могли бы дать нам еще какую-то информацию о детях-переселенцах и их доступа к школе, которая не охвачена этой анкетой?

Интервьюер, подробно запишите все, что скажет респондент

15. Недостаточно учителей	2	2
16. Недостаточно опытных/высокопрофессиональных учителей, большая текучка учительского состава	3	3
17. Молодежь (молодые учителя) не идет работать в школы	4	4
18. Низкая мотивация учителей	5	5
19. Дети, которые поступают в школу, не готовы к обучению	6	6
20. Дети и их родители не настроены на обучение (например, большое количество прогулов, родители не контролируют процесс образования детей)	7	7
21. Программа слишком сложна для детей	8	8
22. Некачественные учебники	9	9
23. У родителей не хватает денег на школьные нужды	10	10
24. Значительное количество детей, которые не посещают школу (запишите категории детей _____)	11	11
25. Другое (уточните _____)	12	12
26. Другое (уточните _____)	13	13
27. Другое (уточните _____)	14	14

A29. Существуют ли проблемы с приемом детей-переселенцев в школы?

1. Да, уточните, какие _____
В каких областях эта проблема выражена больше всего? _____
2. Нет _____

A30. Какие организации помогают переселенцам устроить ребенка в школу в случае возникновения проблем с приемом ребенка в школу?

A31. Задать вопрос для всех организаций, отмеченных в В4: Знают ли переселенцы, что следует обратиться в _____ для решения проблем с приемом ребенка в школу? Оцените по шкале:

5. Да, в большинстве знают
6. Да, но не всегда
7. В большинстве случаев не знают
8. Затрудняюсь ответить

A32. По каждой организации, отмеченной в В4: Всем ли детям, которые выявляются, удается помочь?

A33. Если в В6 «нет»: Уточните, почему не удается помочь всем детям?

	В4	В5	В6		В7 Если В6 = «2 - нет»
			Да	Нет	
Управление образования	1	1 2 3 4	1	2	
НПО (укажите _____)	2	1 2 3 4	1	2	
НПО (укажите _____)	3	1 2 3 4	1	2	
НПО (укажите _____)	4	1 2 3 4	1	2	
НПО (укажите _____)	5	1 2 3 4	1	2	
Волонтеры, работающие в ВПЛ	6	1 2 3 4	1	2	
Другие (укажите _____)	7	1 2 3 4	1	2	

Другие (укажите _____)	8	1	2	3	4	1	2
Другие (укажите _____)	9	1	2	3	4	1	2
Нет таких организаций	10	→ переход к А10					
Не знаю	11						

Причины непосещения школы

А34. Оцените, пожалуйста, насколько для Украины актуальна проблема непосещения школы детьми-переселенцами:

1. Проблема актуальна для всех областей, в которых проживают переселенцы
2. Проблема актуальна только для некоторых областей, уточните, для каких:

3. Эта проблема неактуальна для Украины

А35. Можете ли вы оценить, сколько детей-переселенцев не посещают школу? (в % соотношении к общему числу детей-переселенцев школьного возраста – возможно указание интервала от ... до ...) _____%

А36. По каким причинам дети-переселенцы чаще всего не посещают школу? Отметить все подходящие варианты

1. Их не принимают в школу из-за отсутствия мест в школе
2. Их не принимают в школу из-за отсутствия необходимых документов
3. У родителей/опекунов этих детей нет денег для того, чтобы собрать ребенка в школу
4. Их не пускают родители, уточните причину _____
5. Дети не хотят посещать школу, уточните причину _____
6. Территориальные ограничения (школы находятся очень далеко от места проживания детей), уточните, для каких местностей/областей это наиболее характерно _____
7. Другие причины (уточните) _____
8. Другие причины (уточните) _____
9. Другие причины (уточните) _____

А37. Если ребенок-переселенец не посещает школу, какие организации проводят работу по вовлечению этого ребенка в систему образования?

А38. Какая работа проводится?

	В11	В12
Управление образования	1	
Социальная служба для детей и молодежи	2	
Управление труда и социальной защиты	3	
НПО (укажите _____)	4	
НПО (укажите _____)	5	
НПО (укажите _____)	6	
НПО (укажите _____)	7	
Волонтеры, работающие в ВПЛ	8	
Другое (укажите _____)	12	
Другое (укажите _____)	13	

Другое (укажите _____)	14
------------------------	----

A39. С какими трудностями в школе сталкиваются дети-переселенцы?

1. Трудности в общении с учителями (уточните, какие) _____
2. Трудности в общении с одноклассниками/сверстниками (уточните, какие) _____
3. _____
4. Уровень образования в школах слишком высокий для этих детей, детям трудно учиться
5. У родителей не хватает денег на обучение детей (покупку дополнительных учебных материалов, оплату дополнительных услуг в школу и т.д.)
6. Другое (уточните) _____
7. Не знаю

A40. Есть ли дети других категорий, которые не посещают школу? Уточните, какие это категории населения? По каким причинам дети этих категорий не посещают школу?

Категория детей	Причины непосещения школы

Социальная интеграция

A41. Предусмотрены ли программы по интеграции детей-переселенцев в общину на новом месте жительства?

3. Да, уточните какая работа проводится:
 - a. На национальном уровне _____
 - b. Кто, какие организации ее проводят _____
 - c. Какие целевые группы этой программы? _____
 - d. На уровне регионов _____
 - e. Кто, какие организации ее проводят _____
 - f. Какие целевые группы этой программы? _____
4. Нет, почему _____

A42. Какой работы по интеграции детей-переселенцев в новую общину не хватает в Украине? _____

Другое

A43. Возможно, вы могли бы дать нам еще какую-то информацию о детях-переселенцах и их доступа к школьному образованию, которая не охвачена этой анкетой?

Интервьюер, подробно запишите все, что скажет респондент
