

Accelerated Funding Grant Progress Report Template

Status: Accepted

Country Ukraine	Name of project this grant is contributing to Ukraine - MLT AF (April 24, 2023)	Grant ID GPE0016254	Project ID (if applicable) SC230227
Grant Agent United Nations Educational, Scientific and Cultural Organization	Grant Type MLT	Approval Date 04/24/2023	Grant Effectiveness / Start Date 06/01/2023
Expected Closing Date 05/31/2026	Grant Amount 25,550,000 (USD)	Timeframe Examined in this report From Date 05/31/2023	Date of Report Submission To Date 07/30/2025

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period ¹

Satisfactory (S)

Previous Rating

Moderately Satisfactory (MS)

Detailed Description including factors that lead to an upgrade/downgrade in the rating

Major accomplishments:

Output 1: Access to Learning Equipment for Conflict-Affected Children

During the reporting period, UNESCO successfully delivered 8,534 Chromebooks to conflict-affected regions of Ukraine, directly benefiting 4,282 girls and 4,252 boys, surpassing by more than 25% the target of 6,800 children originally planned. The delivery targeted regions heavily impacted by the war, including Chernihiv, Dnipro, Donetsk, Luhansk, Mykolaiv, Odesa, and Sumy. This accomplishment was achieved through collaboration with UNICEF and in coordination with the Ministry of Education and Science of Ukraine (MESU). The selection criteria for distribution prioritized children in de-occupied and frontline areas, particularly those lacking access to devices. Furthermore, UNESCO collected baseline data on the recipients, enabling future monitoring and evaluation of impact.

Output 2: Integration of Psychosocial Support and Socioemotional Learning in Education

With UNESCO's support, Ukraine introduced a nationwide teacher training program on psychosocial support and hazard response, approved by the Ministry of Education and Science as a model for creating safe learning environments. Piloted in 12 communities, the program trained 110 master trainers who cascaded knowledge to 7,400 teachers, directly benefiting over 38,000 learners. The project also enhanced the capacity of 30 Inclusive Resource Centers through new diagnostic tools, training 60 specialists and 40 additional professionals, ultimately supporting more than 350,000 children. To reinforce psychological resilience, 12 supervisors supported 100 school psychologists, benefiting 7,400 teachers, while over 71,000 parents improved their skills in providing psychosocial support for children — far surpassing initial targets.

Output 3: Continuous Professional Development for Teachers

Through evidence-based analysis and targeted support, the project has strengthened Ukraine’s teacher professional development (TPD) system. A comprehensive review of the existing model led to a widely shared policy brief and the creation of a National Advisory Committee to ensure sustainability. UNESCO coordinated three working groups that proposed amendments to key regulations and advanced work on micro-credentials. Training efforts reached scale: nearly 300 Master Trainers and over 2,300 Teacher Trainers completed courses on the New Ukrainian School reform for Grades 7–9, while additional online and face-to-face trainings expanded subject-specific expertise, cascading to teachers nationwide. Ten active communities of practice with over 3,000 participants now provide ongoing peer support, while new competency-based tasks and integrated courses are under development. Finally, the New Ukrainian Teacher study is generating evidence to inform future policy on teacher development and career progression, ensuring long-term systemic impact.

Output 4: Strengthening Education Data Systems

The project made strides in modernizing the integrated Education Management Information System (EMIS). Key activities included the documentation of the AIKOM EMIS architecture, development of software/data requirements specifications (SRS) for various AIKOM sub-components, development of AIKOM modules for management of TVET institutions, further integration of AIKM with DIIA and strengthening of IEA and UCEQA capacities.

Implementation of the Components/Objectives of the Project this Reporting Period

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Devices and connectivity	Highly Satisfactory (HS)	Highly Satisfactory (HS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

In January-February 2024, 8,534 Chromebooks procured by UNESCO under the GPE-funded programme were successfully delivered to the designated regions of Ukraine. Implementation of this component has directly benefited 4,282 girls and 4,252 boys of a school age from regions of Ukraine heavily affected by attacks, surpassing by more than 25% the target of 6,800 children originally planned, significantly enhancing our ability to support more children from vulnerable groups and further contributing to closing the digital divide in education.

The increase in the number of devices was achieved through the careful management of resources and a procurement strategy aligned with MESU’s objective of providing more devices to children from vulnerable groups. In this effort, UNESCO led the procurement of Chromebooks under Component 1, following three agreed guiding principles: (i) maximize the number of devices within the combined budget of UNESCO and UNICEF without compromising performance, (ii) ensure that MESU could remotely manage the devices through appropriate licenses, and (iii) strike a balance between ideal specifications and cost-effectiveness, particularly in the context of the ongoing war and the significant device gap for learners.

To make an informed decision, UNESCO adopted a dual-lot procurement approach, inviting suppliers to propose devices with the same technical specifications except for screen size. The goal was to determine the exact number of devices that could be procured under each option and select the one that best adhered to the guiding principles. The winning proposals for each lot resulted in models with comparable performance, with screen size being the only difference. Importantly, there was a significant difference in the estimated quantities that could be procured with the combined UNESCO and UNICEF budget: approximately 10,500 units with 11.6-inch screens versus 7,000 units with 14-inch screens.

While larger screens may offer some benefits in terms of comfort for specific tasks, smaller screens can still support most educational activities effectively, especially in scenarios with budgetary constraints or the need for a higher quantity of devices. In this sense, UNESCO considered the 11.6-inch devices as the most appropriate for Ukraine’s operating context, as they offered around 50% more units than the larger-screen devices while meeting all other technical specifications required by MESU for performance and management.

This substantial increase in quantity had significant implications for the overall impact of Component 1. The full budget allocated by MESU for Chromebooks was effectively utilized, with UNICEF piggybacking on UNESCO’s procurement process according to UN cooperation rules, thereby reducing transaction costs, increasing efficiency, and raising the overall target of Component 1. This was especially critical in addressing the barriers many children face in accessing education due to a lack of devices.

The criteria for selecting regions and institutions/children were established by the MESU and local departments of education. MESU allocated devices based on the proportion of children studying remotely in regions with significant online learning, prioritizing de-occupied and frontline areas. Each region received a priority coefficient of provision, ranging from 1 to 2.

Local education departments then distributed the Chromebooks to schools based on specific requests, prioritizing children and families unable to purchase a device (verified by the school director) and internally displaced persons (confirmed by a certificate). Distribution is conducted on a first-come, first-served basis according to the requests received.

In cooperation with MESU, UNESCO collected basic analytical data on the profile of children who received devices (geographical location, displacement status, household size, age, sex, disability).

Despite key challenges and punctual delays during implementation, UNESCO ultimately succeeded in delivering all devices, surpassing the original target by 25%. While hurdles such as finalizing technical specifications, border strikes, and new customs clearance rules posed potential risks, each of these was effectively mitigated through strategic adjustments and collaborative efforts, particularly with MESU.

Notably, UNESCO’s efforts to address these delays also benefitted UNICEF’s share of Chromebooks, maximizing efficiency across both organizations. As a result, delays were kept to a minimum, and UNESCO completed the successful delivery of all learning devices, ensuring critical support for education in Ukraine. Below is a breakdown of the specific delays and the measures taken to address them.

Initially, in the spirit of neutrality towards co-financers Google and Microsoft, unified technical specifications for procuring both Chrome OS and Windows-based learning devices were designed to balance the needs of both systems. However, these technical specifications inadvertently excluded Chrome OS devices, raising concerns about the efficiency of the procurement process and whether bids would offer the best value for money. In response, MESU decided to allocate funds equally between Chrome OS and Windows-based devices. New separate specifications for Chromebooks were then developed by UNESCO, in coordination with UNICEF, and approved by MESU. UNESCO led the procurement process for Chromebooks for both UNESCO and UNICEF. The development of this solution, addressing concerns about limited competition and value for money, resulted in initial delays in the launch of the open procurement process, which impacted the delivery and distribution of the learning devices.

In late 2023 and early 2024, Polish truckers and farmers initiated strikes and blockades at the Ukraine-Poland border due to concerns over economic impacts and competition from Ukrainian imports. As a result, traffic was rerouted to the Ukraine-Hungary customs checkpoints, causing delays and congestion due to the increased pressure on these routes. With trucking Chromebooks from Hungary to Ukraine being the only viable option, the devices were temporarily stored in the freight forwarder’s Hungarian warehouse until the blockade ended. The Chromebooks successfully cleared the Ukraine-Hungary border in late January 2024.

In late 2023, Ukraine introduced new customs clearance rules for humanitarian aid to enhance efficiency and transparency, including implementation of a new electronic system for tracking aid importation and distribution. The implementation faced difficulties due to delays in fine-tuning the electronic system, which initially experienced operational issues. A complex solution to the issue was developed through joint efforts by the UNESCO, MESU and freight forwarder teams. Despite these efforts, a relatively insignificant delay in importation and distribution of learning devices still occurred.

During March to June 2025, qualitative and quantitative data collection was carried out to understand practices of device distribution, usage, and impact on learning and teaching. Data was gathered from teachers, students, parents, and departments of education. Results show that the Chromebook distribution, supported by the Ministry of Education and Science, Google, and UNESCO, was timely and highly valued, ensuring continuity of education under wartime conditions and prioritizing vulnerable groups. However, while allocation criteria were broadly respected, the process did not always fully align with schools’ or users’ needs, and device return requirements created challenges. Both students and teachers reported significant educational benefits, with widespread daily use for lesson planning, homework, research, and communication, though many encountered adaptation difficulties and technical issues, particularly related to Chrome OS and software compatibility. Finally, the lack of systematic technical support emerged as a major barrier, with schools relying on ad hoc solutions rather than dedicated services, underscoring the need for sustainable IT assistance and further training.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Psychosocial support and social and emotional learning	Satisfactory (S)	Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

At the start of the implementation of MHPSS project component, first task undertook was the analysis of current policies, laws, guidelines, directives and other documents governing the field of MHPSS in education system. Based on this analysis, following documents were produced:

- Developed an Analytical Note on the psychological services within the education sector in Ukraine, and a Concept Note with key recommendations for the transformation of the MHPSS system in Ukraine.
- Policy recommendations for creating a physically and psychologically safe educational environment have been developed:
 1. Recommendations for amendments to the laws of Ukraine to create a system to ensure the safety of children and other participants in the educational process.
 2. Recommendations for amendments to the Budget Code, which propose the allocation of a separate subvention from the State Budget to local governments to create a safe, barrier-free educational environment.
 3. Recommendations for the policy of referral of students for mental health care.
 4. Recommendations for the policy of providing professional support and assistance to practical psychologists and social educators (supervision).

5. Recommendations on the procedure for introducing additional positions of psychologists-supervisors in the staffing of the IRC.
6. Development of a training program for teachers “Organization of a Safe Educational Environment: Emergency Response”.
7. Protocols for teachers' response to psychological trauma and emergency situations, instructions (algorithms) for teachers on how to respond and adapt the educational process to the individual needs of children in case of detection of signs of distress, which can be further developed in the form of methodological recommendations of the Ministry of Education and Science.
8. Standard (minimum required) list of diagnostic tools to identify psychological problems caused by war.
9. Recommendations on the procedure for interagency cooperation between state authorities, local self-government bodies, educational institutions, special institutions and social protection institutions for children on security issues in the educational environment, coordination, interaction and support of security specialists.
10. Recommendations on changing the legislative framework and introducing a deputy head for security and a security coordinator (specialist) in the staff of regional, Kyiv and Sevastopol city state administrations in educational institutions.
11. Procedure for early warning and evacuation of participants in the educational process in the event of an attack or risk of attack on an educational institution (already approved by a joint order of the Ministry of Education and Science and the Ministry of Internal Affairs of 18.08.2023).

Understanding the current MHPSS ecosystem enabled UNESCO to design a comprehensive pilot programme for creating a safe educational environment, which simultaneously combined the development of a safe physical space and psychosocial services. Therefore, the programme included both a training component and an infrastructure component – restoring facilities and equipping schools and IRCs with the necessary tools and resources. The comprehensive programme was piloted in 12 communities across two regions (in 244 educational institutions, including 122 schools and 122 kindergartens): Odesa and Zhytomyr. Contrasting regions with different levels of security were selected to test the programme's effectiveness in diverse contexts. The pilot involved representatives of multiple institutions and structural units: parents, students, teachers, psychologists, social workers, local administrations, police, firefighters, and others. Thus, the programme had a significant training component for both educators and multidisciplinary teams. This included psychosocial self-support during emergency response, basic techniques of psychological support for children, and action algorithms for various types of risks. The training curriculum developed within the initiative was approved by the Ministry of Education and Science of Ukraine (MESU) as a Framework Teacher Professional Development Programme (Order No. 814, annexed to this report) and recommended for use in all schools.

To strengthen the capacity of multidisciplinary teams at the regional level, in February 2024, 19 school safety specialists from local governments were trained on school safety to act as coordinators of cooperation between educational institutions and other structures responsible for emergency response (firefighters, police, social services, medical workers). In May 2024, 110 teacher-trainers completed training under the developed programme on creating safe educational environments in response to emergencies in schools. Between September and November 2024, these 110 trainers conducted training for 7,400 teachers and 350 members of multidisciplinary teams. At least 38,000 children directly benefited from these trainings. UNESCO conducted a study on the impact of such trainings on child safety and teachers' ability to respond in a timely manner. Project participants highly valued the protocols and action algorithms developed within the initiative, highlighting their clarity, structured approach, and practical applicability in real-life conditions. Positive changes were observed in children's trust towards adults in the school environment. The share of children who reported having someone at school they could turn to for support when feeling sad increased by 7% in project communities, compared to the control group where the indicator remained unchanged. Teachers were most frequently named (45%) as the trusted adults, emphasizing the critical role of a prepared adult nearby. Following the pilot, the training programme was refined based on participants' feedback, making it ready for scale-up through an online course. In addition, UNESCO collected baseline data on training recipients, which will allow for future monitoring and evaluation of the programme's impact.

Study confirmed that the development of psychosocial services must go hand in hand with infrastructure rehabilitation. Therefore, in the pilot communities, the restoration and equipping of 32 educational institutions and IRCs was planned. Between September 2024 and July 2025, UNESCO conducted a comprehensive assessment of 32 educational institutions and Inclusive Resource Centers (IRCs) in 12 pilot communities. This included inspections of buildings, shelters, and engineering systems, energy audits, and ecological screenings. Based on these findings, detailed technical documentation, cost estimates, and design packages were developed and agreed upon with local stakeholders. So far, following activities have been completed:

- Completed full technical and energy assessments of all 32 institutions.
- Prepared and approved design documentation and bills of quantities.
- Conducted tenders for repair works, procurement of equipment, and furniture.
- Selected contractors and technical supervisors to ensure quality implementation.

• Secured baseline data to track improvements in safety, energy efficiency, and learning conditions.

By the end of 2025, all 32 schools and IRCs in the 12 pilot communities will be fully rehabilitated and equipped, providing safer, more resilient, and better resourced educational spaces for children and teachers.

The project also strengthened the capacity of Inclusive Resource Centers (IRCs) to identify developmental disorders in children in a timely manner and to support the resilience of psychologists and teachers. Thirty IRCs were equipped with essential diagnostic tools for early childhood (MPR) and trauma detection (SAFA), directly benefiting at least 210,000 children. Sixty IRC specialists were trained and certified to use these diagnostic methods. A dedicated online course was developed on diagnostic tools that were already part of the IRCs' toolkit (PEP 3, CASD, Conners-3, Leiter-3, WISC-IV), but for which trained professionals had been lost due to the war. Forty new specialists were trained, benefiting at least 140,000 children. Importantly, 100% of surveyed IRC specialists reported that the newly purchased diagnostic methods significantly improved their capacity to detect problems and provide timely recommendations. Representatives of the educational and psychological communities emphasized that project activities expanded diagnostic opportunities, including the ability to assess the psychological state of newborn children — something previously impossible due to the lack of resources. Based on these results, further expansion of support with diagnostic tools to more IRCs is planned before the end of 2025.

Through a specially designed training programme based on international standards, 12 professional supervisors were recruited and trained to provide supervision in 12 IRCs, supporting 100 school psychologists and indirectly benefitting 7,400 teachers. This approach created a two-tier support model: psychologists receive supervision integrated into IRC functions and, in turn, provide support to teachers in schools. This not only strengthened individual resilience of specialists but also established a sustainable system of mutual reinforcement within the educational environment — critically important in times of protracted crises. Survey data confirmed the positive perception of systematic access to supervision services: 93% of psychologists in pilot communities stated that supervision fully or partially met their needs, and 95% emphasized that it should be provided on a permanent basis. All pilot communities expressed the need to continue supervision services in the future, confirming the high demand and professional value of this form of support. This is best proved by the fact that after their contract with UNESCO, all 12 supervisors were hired by the local community and included in the local budget planning. In response to this strong demand, cascading of supervisor training is planned from October 2025 in three additional regions for 36 more IRCs.

Additionally, an online community of practice (CoP) of teachers and school psychologists has been established. Currently, this CoP number 32,000 members. The purpose of this online community is to provide ongoing professional support to teachers and school psychologists by contracted experts on topics and areas they choose. For school psychologists three online clubs (clusters) have been established:

1. The Self-Care Club offers a comprehensive training program that includes five webinars, independent work, and final testing. Participants who complete all tasks will receive a certificate. This club is focused on helping psychologists, social educators, teachers, and education managers build self-care skills, manage stress, and prevent burnout by understanding their personal needs, values, and resources, while also learning how to establish healthy personal boundaries. Future sessions will cover practical techniques for self-reflection, stress management, and cognitive skills training, alongside strategies for developing self-compassion and reinforcing personal boundaries.

2. The Group Interaction Club. The club's training program includes five webinars, independent work, and final testing. Participants who complete all requirements will receive a certificate. The goal is to equip practical psychologists, social educators, teachers, and education managers with theoretical knowledge and practical skills to design group activities in educational settings. In addition to the topics covered in the first webinar, the club will explore the structure and design of training sessions, facilitation methods, and the dynamics of group interaction, particularly in online formats.

3. The Diagnostic and Consulting Club. This club is designed to enhance the diagnostic and consultation skills of psychologists and psychology students. It focuses on practical techniques for emotional stabilization and effective client interaction, equipping members with tools to better support students and families.

Component / Objective

Teacher's professional development

Level of Progress this Reporting Period 2

Highly Satisfactory (HS)

Previous Rating

Satisfactory (S)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

The TPD component made substantial progress in its three lines of action: a) system capacity strengthening; b) content curation on pedagogical innovations; and c) upskilling of Teacher Training Institutions (TTIs) lecturers, education administrators, school leaders and teachers.

Establishment of a technical steering group: In January 2024, the NAC was established to ensure sustainability and government buy-in. It advises UNESCO on analytical work, educational norms, course

development, the Community of Practice, and training oversight.

NAC includes Directorate of School Education of MoES; Department of Education Content, Language Policy and Education of National Minorities; Ukrainian Institute of Education Development; and NUS Implementation Office. It is chaired by the Deputy Minister Ms. Nadiia Kuzmychova. NAC is fully operational and meets regularly. It will remain active until the Component ends.

Diagnosis of the TPD delivery model: UNESCO conducted an analysis of the sustainability and effectiveness of the TPD delivery model in 25 Regional TTIs. It informed the rest of Component's activities, ensuring alignment with priority needs. The analysis assessed the strengths and weaknesses of the TPD delivery model, including human and technical resources, institutional and normative settings. It also examined TPD delivery by non-state providers and key course and training gaps.

The analysis was informed by multiple sources including a literature review, interviews with TTIs trainers, a consultation session and two online surveys. In June-July 2023, UNESCO conducted two surveys: TTIs Capacity Survey (on capacity to provide TPD) and TTIs Digital Survey (on the digital infrastructure and challenges).

Based on this analysis, UNESCO published and disseminated a Policy Brief 'Understanding the Needs of Ukrainian Teacher Training Institutions' in both English and Ukrainian, that also included recommendations tailored to the needs of the MoES decision-makers, TTIs directors, and key institutions. The Component is addressing several recommendations, including regulatory revisions and course content gaps.

Study 'The New Ukrainian Teacher': To further deepen the TPD analytical basis and link it with other key areas of teacher workforce management, UNESCO launched this study upon the request of the MoES. It explores teacher career development in Ukraine, including entry into the profession, alignment of pre-service training with the NUS reform, career paths, and school leadership policy. An analytical note with preliminary findings was submitted to MoES to inform the development of the Concept of TPD and a full draft of the study will be available later in the year.

Revision of TPD regulations, standards and norms: The analytical work provided recommendations on updating the TPD regulatory framework. It identified documents requiring revision or development, later confirmed through consultations with government partners and NAC. In cooperation with the MoES, UNESCO created and moderated three working groups to work on the following documents:

1. Amendment to Resolution No.800 introducing improved standards for professional education services and a unified digital platform for training offerings.
2. Amendment to Resolution No.1187 simplifying licensing for public and private training providers.
3. Government Resolution on the functioning of postgraduate pedagogical institutions (referenced as TTIs in the project).
4. Analytical note on integrating micro-credentials into the TPD system.

All outputs from these working groups were presented to the NAC and the Deputy Minister, as well as officially submitted to the MoES.

As of August 2025, the draft amendment to Resolution No.800 was published on the MoES website for public consultation and is being prepared for endorsement by the Cabinet of Ministers. The other documents remain under review and may be further revised as the new Concept of Teacher Professional Development evolves.

Course development and delivery: Informed by the TPD needs assessment, UNESCO launched a hybrid training course in early 2025 to strengthen teacher trainers' and master trainers' competencies for NUS implementation in grades 7–9. The course focused on curriculum design, inclusive and competency-based teaching, and student assessment, equipping trainers from all regions with practical skills to cascade nationwide. The course included a general course on NUS implementation in grades 7-9; specialized subject-specific courses across 9 subjects; guidelines for creating educational materials; in-person workshops with practical tasks; webinars within communities of practice (CoP).

As of the end of June 2025, 297 Master Trainers and 2383 Teacher completed a general online course and 282 Master Trainers and 2147 Teacher Trainers completed online courses across nine educational areas. Finally, 273 Master Trainers also completed a 4-day in-person session for hands-on training and experience exchange.

Participants continue to receive peer and expert support through 10 UNESCO-established CoPs. As of May 30, there were 1357 participants in the General NUS CoP and 2985 participants across all subject specific CoPs streams.

As a follow-up, UNESCO is currently developing a repository of competency-based tasks for Grades 7-8. The repository of 100-120 competency-based tasks involves participation of the teacher trainers in the series of hands-on webinars and workshops as well as guided mentorship by seasoned experts. This complementary activity, requested by the MoES, further amplifies the impact of the training by supporting teacher trainers in the key area of NUS implementation related to assessments.

The Component is also developing the integrated courses in Technology, Art, and Science for Grade 5. In the framework of NUS implementation, the integrated courses' materials and training will help teachers understand new approaches to integrated teaching, provide tools for effective planning and conducting integrated lessons, and teach them how to adapt educational resources to the needs of students.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
E-governance in education sector	Satisfactory (S)	Moderately Satisfactory (MS)
Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:		
Subcomponent 4.1 – Support to establishment of unified legal frameworks, policies, standards, and coordination mechanisms		
<p>The project focused on onboarding technical expertise to improve MESU’s capacities for coordination and IT project management, quality assurance and business requirements analysis. A first achievement was the audit of education sector data architecture which highlighted the urgent need to modernize child registration and data management. The document addresses the challenges and necessary changes in Ukraine's education system data architecture due to new realities like war, forced migration, globalization, and European integration. It outlines the need for transformation in two main directions: (1) Creation of conditions for nationwide child registration (2) Debureaucratization of educational processes. The document has been used by MESU to engage in the creation of a unified national register for all children of preschool and school age, streamlined institutional and local responsibilities, and ensured closer collaboration with child services for monitoring attendance and reintegration.</p> <p>Work was also initiated on a strategic framework for the generalization of unique identifiers for learners and education personnel. However, this was paused as responsibility shifted to the Ministry of Digital Transformation, whose national initiatives now set the direction in this area.</p> <p>Progress continued with the preparation of detailed data standards and protocols, including entity-relationship diagrams and standardized dictionaries that codify participants, educational processes, administrative operations, and classifications. These outputs provide ground to ensure interoperability across systems integrated under AIKOM and clarify roles and relationships within the sector. In parallel, the project documented the “AS-IS” and “TO-BE” education data architecture. The current system was characterized by fragmented and siloed platforms, with limited integration with national registers. The proposed future AIKOM architecture addresses these weaknesses by introducing the MRIIA hub as a central integrator, expanding direct connections with state registers, automating diploma verification, and centralizing authentication processes. Finally, the project defined a set of protocols to integrate commercial learning management systems and school management solutions with MESU’s architecture, thereby preparing the ground for seamless interoperability across the education sector.</p>		
Subcomponent 4.2 – Development of Digital Services for Education Planning, Management and Learning		
<p>This subcomponent delivered the technical documentation and service frameworks required to build the modernized education management system architecture. At its core were comprehensive Software Requirements Specification (SRS) documents for AIKOM modules covering learner, institution, and human resource management. These documents set out the functional and non-functional requirements of the system, its architecture, user roles, data models, and integration pathways, and extend coverage to preschool, extracurricular and vocational levels. In parallel, technical requirements were developed for digital platforms to support distance education in vocational schools, lyceums, and training centers, as well as for extracurricular institutions. All documentation incorporated quality assurance frameworks to ensure rigorous monitoring of IT service providers during development and deployment.</p> <p>The subcomponent also designed a costed strategy for the creation of an AIKOM Help Desk to serve more than 63,000 users. The strategy outlines three possible models—outsourced, in-house, or hybrid—with cost scenarios depending on scope and service levels. It defines a three-tier structure of support, from contact centers to technical troubleshooting and developer-level interventions, supported by modern IT tools such as Jira and ClickUp. This forward-looking investment in user support is expected to be critical for the sustainability, reliability, and user-friendliness of Ukraine’s education data systems.</p> <p>The project also supported the development of an online software solution for management of vocational institutions. The solution is at its final stage of development and is scheduled to be piloted in 150 institutions starting September 2025 before going live the same year. Other software developments are underway such as a management platform for extracurricular activities delivered in schools.</p> <p>The project also facilitated integration of AIKOM with EDEBO platform for management of higher Education institutions, through procurement of high-end servers.</p> <p>Procurement operations are also at the final stage for the modernization of the Extracurricular Education Information System (Pozashkilliya Platform), the modernization of the EDWay platform for management of teacher professional development and the modernization of the Automated System of Inclusive Resource Centers (AS IRC).</p>		
Subcomponent 4.3 – Alignment with National E-Governance Systems and Services for Citizens		
<p>The project also contributed to the alignment of education data systems with Ukraine’s broader digital transformation agenda. The central achievement was the documentation of the conceptual framework for AIKOM as a unified education management system. AIKOM is envisioned as the backbone of sector-wide data governance, providing integrated registers of institutions, students, children, and staff, together with managerial dashboards that support policy planning, monitoring, and budgeting. Its design reflects the decentralization of education governance in Ukraine by strengthening the capacity of regional and local authorities to manage data and take informed decisions, while ensuring consistency at national level.</p> <p>AIKOM is intended to serve as both a management tool and a public-facing platform. Its architecture allow supply of high-quality data to the State Statistics Service, integrate with other government registers, and facilitate open data dissemination for public accountability. By</p>		

reducing reliance on paper documentation and expanding online services for learners, parents, and educators, AIKOM embodies the principle of citizen-centered e-governance. The roadmap for its implementation is fully aligned with the Ministry of Digital Transformation's framework, ensuring interoperability and coherence with national digital services.

Subcomponent 4.4 – Establishment of Data Systems for Planning, Management, and Learning

Finally, the project strengthened the analytical backbone of Ukraine's education sector by developing a robust data analysis and reporting architecture. This architecture proposes to automate the calculation of key education indicators, integrates with the school inspection system EvaluEd and with the Ukrainian Center for Educational Quality Assessment, and expands the IEA portal for dissemination of gender-disaggregated statistics to the public.

The analytical framework is built around a suite of nine dashboards, covering institutional, staff, child, budgetary, safety, environment, and process dimensions, alongside a national "network" management dashboard. Together, they enable comparative analysis across institutions, communities, regions, and the national level, with strict role-based access controls. To underpin these dashboards, the project defined a comprehensive framework of indicators, structured into seven criteria, 20 sub-indicators, and 190 specific measures. Each comes with a defined methodology, calculation formula, data source, and disaggregation options, including by geography, education level, and inclusivity.

Complementing this, a full SRS for the analytical module of AIKOM was prepared, setting out requirements for automation, reporting, advanced analytics, data visualization, user management, and security. This ensures the system will not only streamline processes and improve accuracy, but also provide policy makers, managers, and the public with accessible, reliable, and actionable information.

The Institute of Education Analytics (IEA) was also capacitated through provision of statistical analysis software licenses, provision of computers and laptops for large scale data analysis, and refurbishment of its training room. The Ukrainian Center for Educational Quality Assessment (UCEQA) also received IT equipment to improve its digital capacities.

Conclusion

Taken together, the four subcomponents have laid the groundwork for a modern, integrated, and citizen-centered education management information system in Ukraine. The project has established the legal and technical foundations for unified data governance, developed the specifications and support systems for new digital services, ensured alignment with national e-governance frameworks, and built the analytical tools needed for transparency and evidence-based decision-making. These achievements represent a significant step toward a coherent, interoperable, and sustainable education data ecosystem capable of meeting Ukraine's evolving challenges and priorities.

Continued Relevance

Detailed Description

Changes in the Crisis and Humanitarian Context

The ongoing war in Ukraine has led to new challenges impacting project implementation. A significant issue is the increased risk of power outages and disruption of digital infrastructure due to constant shelling of civil infrastructure. These disruptions particularly affect online learning and project activities that rely on digital tools, such as the Teacher Professional Development (TPD) component. Frequent power outages have disrupted live training sessions and hindered the use of Learning Management Systems (LMS), making it difficult for teacher trainers and master trainers, especially in remote or conflict-affected areas, to continue their work without interruptions. Power outages also affect the effectiveness of UNESCO's staff to work due to the limited availability of electricity in the households.

Additionally, there has been an intensified mobilization following a new law enacted on May 18, 2024, which has stricter regulations and penalties for men not registered for military service. This has increased the number of individuals liable for service, affecting the availability of experts involved in preparing training courses, the trainees enrolled in future courses as well as architects, engineers and designers needed for rehabilitation of educational infrastructure. Employees of Teacher Training Institutions (TTIs) can also be called up for military service at any time, creating uncertainty and potential disruptions in project activities.

The psychological impact of the prolonged war has further affected the education community, particularly children, who are dealing with trauma and stress that impede their ability to focus on online learning. This has reduced the effectiveness of online education modalities, which are critical given the shift to distance learning due to security concerns.

Several new needs have arisen during this reporting period:

Increasing Needs of Inclusive Resource Centers (IRCs): The war has complicated the situation for IRCs, which are responsible for assessing and supporting children with special educational needs. Due to the significant increase in the number of IRCs—from 633 in 2021 to 713 in 2024—and a doubling of applications, the need for additional diagnostic tools and certified specialists has become critical. The project's component on procuring diagnostic methods and training specialists remains essential to meet these expanding needs.

School Safety Initiatives: The relevance of training multidisciplinary teams and teachers on creating a safe educational environment has increased in light of the joint project by MESU, the Ministry of Digital Transformation, and the Vice Prime MESU titled 'School Offline.' This initiative focuses on transitioning educational institutions back to offline learning while ensuring both physical and psychological safety for students and teachers. MESU is planning to switch an additional 100 kindergartens and schools from online to offline learning modality during 2025/26 school year and an additional 100 during 2026/27 academic year.

The MoES is developing a new Concept of Teacher Professional Development and this topic remains among its key priorities requiring further support. Moreover, in the framework of the NUS reform implementation, continued support remains essential, especially, in teacher preparation for integrated courses, formative assessment, competency-based tasks, and addressing learning losses. Component's ongoing activities continue responding to these urgent current needs.

Despite the evolving challenges, the project remains highly relevant, and adjustments have been made to ensure it continues to meet emerging needs:

Adapting to New Contexts: Project activities have been adapted to remain relevant to the changing needs. For example, funds were repurposed to support the New Ukrainian Teacher project's research phase, directly aligning with MESU's immediate priorities for reform implementation.

Ensuring Flexibility: The project has demonstrated agility in responding to the shifting needs by redefining the focus areas, such as prioritizing the development of courses that support NUS reform and expanding support for IRCs.

Leveraging Government Support: The Ukrainian Government's recent allocation of UAH 1.5 billion to support the modernization of TTIs offers opportunities for synergy with the project's activities, potentially scaling the impact of training courses and enhancing the relevance and effectiveness of the project.

Strengths or Positive Assets to Mobilize

The grant has several strengths and assets that could be further mobilized to ensure implementation success:

Existing Frameworks and Partnerships: The established frameworks, such as the National Advisory Committee (NAC), MHPSS Task Team, and partnerships with local and national stakeholders provide a solid foundation for implementing activities effectively. These should be leveraged to enhance coordination, reduce delays, and build consensus more efficiently.

Experience from Previous Interventions: The experience gained from previous MHPSS projects and other UNESCO initiatives in Ukraine has proven valuable in accelerating the implementation of similar activities under this project. This experience should be further utilized to overcome challenges and optimize project outcomes.

Standout Grant Practices, Emerging Lessons, Stories and Products

Detailed Description

Concerning good and innovative practices, as part of the TPD component, the establishment of the National Advisory Committee (NAC) can be highlighted as it ensures the sustainability and agility of the component as well as a buy-in among government partners. The NAC plays a critical role in advising UNESCO on challenges faced by the TPD component and provides recommendations on the most effective course of action. The NAC prioritizes the most urgent TPD concerns that can be addressed within the project's timeframe and available resources.

A particularly strong example of sustainability was achieved through the introduction of 12 supervisors. Following close coordination with regional authorities in Odesa and Zhytomyr, UNESCO signed a Memorandum of Understanding outlining the scope of cooperation. Under this agreement, UNESCO financed the training and salaries of the supervisors in 2024, while regional authorities committed to hiring them on the state budget from 2025, subject to positive evaluation of their performance and continued need. By the end of 2024, all 12 supervisors had been successfully integrated and employed by local authorities.

As part of the TPD component, UNESCO developed a comprehensive Policy Brief 'Understanding the Needs of Ukrainian Teacher Training Institutions' that provides a deep dive into the current landscape of TPD within Ukraine's TTIs. Key Highlights of the Policy Brief are as follows:

- 1. Overview of TPD Provision:
 - Detailed insights into how TPD is currently being provided by TTIs in Ukraine.
 - An examination of the role and impact of non-state providers in the TPD ecosystem.
- 2. Challenges and Gaps:
 - Identified key challenges affecting the long-term viability and effectiveness of the TPD system delivered by TTIs.

- Highlighted critical gaps in the TPD course content offered by TTIs.

3. Recommendations:

- Proposed actionable recommendations to enhance the sustainability, effectiveness, and content of TPD programs in Ukrainian TTIs.

4. Impact and Utilization:

- The Policy Brief was presented to the NAC and received approval, validating its findings and recommendations.
- The insights from the Policy Brief have been instrumental in defining the focus of the training course content, selecting the appropriate modality for training courses, and facilitating discussions on the Learning Management System (LMS) platform for hosting the developed courses.

The Policy Brief is a significant milestone in advancing teacher training in Ukraine. It sets the stage for more effective and sustainable professional development by addressing current challenges and offering strategic recommendations. Policy Brief was published in 2025 in both English and Ukrainian.

Coordination

Detailed Description

Coordination with Education Cluster was established prior to the start of the project implementation. However, it was focused and strengthened through UNESCO's initiative to establish and lead MHPSS Task Team under the Education Cluster. Currently there are 34 active members (NNGOs, INGOs, CSOs) with clearly defined two year operational plan. UNESCO is currently coordinating efforts of MHPSS TT to develop "Teacher Wellbeing Guidelines" which will be used by all members. The challenge remains to involve MESU representative to provide guidance to the TT in an effective way. Certain progress was made through recent UNESCO's support to the Deputy Minister in charge of MHPSS in form of the establishment of the support office, i.e. recruitment of three national experts to support the work of the Deputy Minister in the area of MHPSS which was operational until the Deputy Minister has resigned in November 2025 Education Cluster is in transition process, where its core functions will be transferred to the Education Sector Working Group. UNESCO is advocating for the MHPSS Task Team to be also transferred under the ESWG, but as a standalone Sub-Group, led by an international MHPSS Specialist recently hired by UNESCO

During the development of MHPSS concept within MHPSS component, and after extensive consultations with external stakeholders, it became obvious that mental wellbeing of education actors is closely linked with physical safety and security within the school environment. Therefore, a successful collaboration was developed also with the Ministry of Interior and the Office of the Fund of the President for Education, Sport and Science. Within MHPSS component particular cooperation was established with different governmental entities on local levels within two regions where MHPSS project is piloted: Odessa and Zhytomyr.

In the context of the devices distribution component, effective coordination with MESU established from the very start of the project, especially with the Deputy Minister for Digitalization. A number of technical and procedural issues had to be solved and agreed in order to complete successfully this component.

As part of the TPD component, main actors in charge of TPD have been systematically consulted through the NAC modality. The component was presented to the Education Cluster on 27 October 2023. This was a great opportunity to showcase the project, inform all relevant actors of its activities and look for potential synergies. The Deputy Minister for Digital Transformation has also been systematically consulted throughout the component's implementation on areas falling under his purview. Coordination meetings to ensure complementarity and avoid duplication are also held with the World Bank, OECD, and Finish Embassy representatives, all working in the field of TPD.

As part of the E-governance component, the Deputy Minister for Digital Transformation has been systematically consulted throughout the component's implementation. The implementation of the e-governance component requires close coordination between MESU and MoDT to ensure integration of EMIS within broader government data systems and digital services. Regular meetings are taking place to ensure such coordination and are facilitated by the Deputy Minister for Digital Transformation. Yet, an arising difficulty is the broader digital transformation agenda pushed by MoDTE, which sometimes leads to contradictory choices or brutal changes in implementation strategies. For instance, unclarity from MoDT remains on the scope of the MYRIAA solution, which is high on the political agenda, with high risk of duplication with MESU online services under deployment. MYRIAA is seen by MoDT as an educational mobile application aiming to provide all citizens with equal access to knowledge and allowing children, parents and teachers to navigate modernized and more effective administrative processes for education. It is also envisioned by MoDT as a digital solution for teaching and learning. In addition to providing online resources, it shall use artificial intelligence technology to reduce the workload of teachers and to provide personalized learning for students. The app will also help automate the management of educational institutions to enhance their security and ability to communicate with the State.

The acceptance commission mechanism proved to be a useful tool to synergize views on modernization of EMIS and to ensure adequation of the implementation with MESU's requirements, as well as to engage other stakeholders involved in the digitalization of education services, such as DECIDE team.

Following release of Software Requirement Specification documents, UNESCO also plans to organize meetings with the Education Cluster to eventually engage NGOs and other stakeholders in the delivery of services and digital solutions to MESU institutions.

Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	Communication activities GPE (July24-July25).docx	Results Framework	Project Communication
2	RF_July2025.xlsx	Results Framework	

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
12,150,000	8,274,731	68.1	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

Below are the major activities with the upcoming procurements:

1. Modernization of the Extracurricular Education Information System (Pozashkilliya Platform), the modernization of the EDWay platform for management of teacher professional development and the modernization of the Automated System of Inclusive Resource Centers (AS IRC). Estimated cost around 800,000 USD. Procurement is in the final stage , after the specifications of these technical solutions was confirmed by MESU.
2. Furniture and works for the 32 educational facilities (1,200,000 USD). Procurement has been delayed as new educational institutions were being added or removed from the list of the final beneficiaries, due to the additional or new sustained damages. The final list has been confirmed and completion of works is expected by the end of 2025.
3. Safe education environment training in new frontline regions (400,000 USD). Safe Education Environment training has been already piloted in 2024 in Odessa and Zhytomyr. UNESCO was waiting for additional locations to be confirmed by MESU. List has been received in July. Trainings will be completed by the end of the grant period as training curriculum itself takes 6 months to be completed.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
12,150,000	8,274,731

Explanation for underspending or overspending in excess of 10%

Reasons for underspending are explained above.

Management Performance

Level of Management Performance

Satisfactory (S)

Previous Rating

Satisfactory (S)

Detailed Description

Managing and implementing projects in Ukraine presents several challenges due to the evolving emergency context and the specific status of UNESCO in the country. UNESCO was one of the last UN agencies to establish a presence in Ukraine, which meant it took some time to build its operations and visibility. This delay impacted the initial stages of project management, as the organization had to navigate an unfamiliar landscape and establish a solid foundation.

One of the first significant challenges was recruiting both national and international staff, made more difficult by the ongoing brain drain and the stricter conscription laws in place. This recruitment process was only completed in May 2025, but there remains a challenge in hiring a technical team of engineers and architects needed for educational infrastructure work under the Mental Health and Psychosocial Support (MHPSS) component due to the fear of mobilisation.

Furthermore, until recently UNESCO operated in Ukraine with a "Desk" status. This designation meant that projects were heavily managed and supported by UNESCO Headquarters, leaving the local office with limited autonomy to manage initiatives independently. While in the meantime "Desk" has changed its status to "Antenna," which enhanced the autonomy and capacity to implement projects, certain processes, like procurement, were delayed in 2024 and part of 2025.

Ukraine is also recognized as a country with a high corruption risk, and this, combined with lengthy negotiations to develop Terms of Reference (ToRs) with stakeholders and the necessity for their approval through UNESCO's internal procedures, has led to delays in project implementation. Moreover, the market for service providers is limited, and their availability remains a concern.

The security situation in Ukraine remains volatile, with increasing attacks on critical infrastructure, such as the electricity grid. These disruptions directly impact the ability to carry out activities according to planned schedules. Another challenge is the frequent changes in senior management teams within national and local stakeholders, necessitating repeated clarifications of the project's objectives and activities to maintain alignment and momentum.

Revisions to the grant

Detailed Description

A minor revision might be requested (around 300 000 USD) to be allocated to the budget line on rehabilitation within the same component. This will depend on the results of the technical inspection of the recently heavily damaged central Inclusive Resource Center in Odessa.

Annexes

Annex 1: List of Acronyms

Acronym	Description
MESU	Ministry of Education and Science of Ukraine

TPD	Teacher Professional Development
MHPSS TT	Mental Health and Psychosocial Support Task Team
WG	Working Group
IRC	Inclusive Resource Center
TTI	Teacher Training Institute
SRS	Software Requirement Specifications

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE’s three global numbers for this reporting period below:

- Textbooks purchased and distributed
- Teachers trained
- Classrooms built or rehabilitated

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant’s financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators				
Textbooks purchased and distributed				
#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1		0	0	

GPE Indicators				
Teachers trained				
#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments

1	Number of security professionals, principals, school psychologists, teachers, parents and caregivers trained (60,000 target)	35,000	0	More than 35,000 teachers benefited from different types of capacity building initiatives (such as webinar, online courses, in person trainings) .
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GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1		0	0	

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative number** of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants).** If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.

Note: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and other donors, enter 40% in the "% attributed to this grant."

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children/other students who directly benefited from the project over the entire duration of the project		2,649	5,885		8,534	100
Of which, female		1,308	2,974		4,282	100
Of which, children/other students with a disability (optional)		256	377		633	100

Of which, refugee children/other students (optional)						
Of which, internally displaced children/other students (optional)		1,671	3,488		5,159	100
Of which, out-of-school children (optional)						
Of which, children/other students from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)						

Provide any comments on beneficiary children/students, if needed. This could include, for example, the definition employed by the project for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children/students are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

1 Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.