SHKOLU VHORU

Digital Competencies and Psychosocial Support

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Introduction

Context

The 'Shkolu-Vhoru' project was created to develop the digital competencies of educators and provide psychosocial support to schoolchildren. 'Shkolu-Vhoru' was a response to the need to continue providing schoolchildren with quality education under conditions of war in online and/or blended learning formats, as well as to the need for ongoing support for schoolchildren's mental health.

In preparing and implementing the project, we drew upon data[1] from the Ministry of Education and Science of Ukraine as of 2 September 2022, according to which 72% of general secondary education institutions in Ukraine relied on online learning to a greater or lesser extent.

Teachers' digital competencies and psychosocial support for schoolchildren are two basic components that are necessary to improve education under conditions of distance learning and war, as well as to create a comfortable and emotionally safe environment for schoolchildren. Therefore, as part of the project, we implemented and analyzed 4 cases: training GSEI teachers in digital competencies, strengthening the school psychological service by engaging psychology students, comprehensive support for educational institutions, and developing the organizational capacity of the project partners.

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[1] Serhiy Shkarlet: 41% of educational institutions are prepared to start the educational process offline. *Governmental portal.* URL: https://www.kmu.gov.ua/news/serhii-shkarlet-41-zakladiv-osvity-pidhotovleno-do-pochatku-osvitnoho-protsesu-oflain (date of appeal 10.02.2024)

Project Objectives:

Developing digital competencies of GSEI teachers, taking into account the peculiarities of online learning, as well as inclusive education of children with special educational needs

Upskilling psychology students and school psychologists in mental health and psychosocial support, gender-based violence, trauma, and practical application of the acquired knowledge in their work with schoolchildren

Increasing the amount of psychological support for children in the GSEIs covered by the project

Supplying the GSEIs with hardware and software

Developing the organizational capacity of the project's local partners

Implementation Timeframe

The project was implemented during 2023. The project program was developed by Ukrainian and foreign experts in the field of digitalization, as well as psychologists working in a trauma-oriented approach.

List of Acronyms Used in the Report

CF — Charity Foundation

GBV — gender-based violence

CSO — civil society organization

GSEI — general secondary education institution

EI — educational institution

GES — general education school

MI — municipal institution

MIGSE — municipal institution of general secondary education

MF — municipal facility

NPO — non-profit organization

SEN — special educational needs

MHPSS — mental health and psychosocial support

SGES — secondary general education school

Project Team

Organizational Part of the Team

MARIIA GULIAIEVA

Project Coordinator

Director of NPO MONDO's
separate subdivision in
Ukraine.

**MYKOLA
OVERCHENKO**

Project Assistant

Educational Program
Manager at
the CF "EAST-SOS".

KSENIIA SYNIEOKOVA

**School Network Coordi-
nator**

Educational Program
Manager at
the CF "EAST-SOS".

YULIIA KISHENKO

Schools Coordinator for MHPSS

Educational Program Coordinator at the CF "EAST-SOS".

ERIKA CHERKASHINA

Digital competences coordinator

Ukraine Humanitarian Aid Operations Manager at Mondo.

SVITLANA BANNIKOVA

Logistics Specialist

Educational Program Manager at the CF "EAST-SOS".

IRYNA KOLOMOIETS

Financial Manager

LESIA KONDRATIUK

Organizational Capacity Development Expert

Organizational Capacity Building Manager at MONDO.

Experts on Mental Health and Psychosocial Support

IMKE HANSEN

Creator of psychological trainings

Psychologist, Dr. phil., trauma therapist. For over 20 years, she has been researching the experience of violenc and working with survivors of war and persecution, a trainer in non-violent conflict transformation.

TETIANA DONTSOVA

Project trainer

Psychologist, trauma therapist, expert in training in Somatic Experiencing technique. She works with stress, trauma, and emotional burnout in the techniques of cognitive-behavioral therapy, body-oriented approach, and art therapy.

MARTA CHUMALO

Project trainer

Psychologist and psychotherapist. Co-founder of the CSO "Centre "Women's Perspectives". Laureate of the Human Rights Tulip award of the Embassy of the Netherlands in Ukraine and the Olof Palme International Human Rights Award (Sweden).

BOHDAN OSTAPCHUK

Project trainer

Psychologist at the CF "Right to Health", trauma therapist. He uses the humanistic and existential approach when working with crises, losses, life's twists and turns, issues of meaning and self-discovery.

NADIIA LOKOT

Rehabilitation program trainer

Gestalt therapist, psychologist of international projects of the non-governmental organization Libereco (FENIKS, People in Need).

OLHA ULDIUKOVA

Author of dance/movement therapy and body-oriented therapy groups

Psychologist of international projects of the non-governmental organization Libereco (FENIKS).

Experts on Digital Competencies

MARHARYTA SOROKA

Chief trainer and developer of the adaptation of the digital competencies program for teachers of the 'Shkolu-Vhoru' project

Educational expert, finalist of the Global Teacher Prize Ukraine 2021 in the Frontline Teacher nomination.

HALYNA MOLOKANOVA

Trainer in digital competencies and media literacy

Participant in the all-Ukrainian and international projects Donbas Media Forum, Opinion Festival, Regional (Un)Conferences for School Teachers, Digital Labs: For Teachers of Social Sciences and Humanities from the East of Ukraine – House of Europe, etc.

IRYNA DYMOVA

Trainer in digital competencies

Expert in developing schoolchildren's critical thinking and integrating digital technologies into education. Ambassador of the FAST Superheroes program.

Organizations Implementing the Project

CF "EAST-SOS"

An organization that has been providing comprehensive support to persons affected by Russian aggression since 2014. Since February 24, 2022, the CF "EAST-SOS" has been providing assistance in all territories controlled by the government of Ukraine. In today's realities, the Foundation is engaged in the evacuation of civilians (more than 80,000 people have been evacuated since the outbreak of the full-scale invasion), provides charitable assistance, reconstructs and equip IDP collective centers, process requests and provides consultations via the hotline. The organization implements a number of projects contributing to stabilization of the civilians' mental health, works towards educating and upskilling teachers and school psychologists, and providing psycho-emotional support to educators, including support for 40 schools in Luhansk Oblast that are working remotely as a result of the full-scale war. In addition, the CF "EAST-SOS" team is engaged in advocacy, documenting war crimes, providing legal assistance, and monitoring the frontline and de-occupied territories.

MONDO

An Estonian organization aiming to reduce global inequality. The team is actively operating in Estonia and 12 other countries, focusing on education, health, digital competencies programs and other areas. Before the outbreak of Russia's full-scale war against Ukraine, MONDO developed cooperation and humanitarian aid, focused on education and digital competencies in Luhansk Oblast, and since the outbreak of the full-scale war, has been providing multi-cluster assistance throughout Ukraine. At the same time, MONDO supports the provision of psychological consultations for Ukrainians, restores damaged buildings, delivers entrepreneurship training to IDPs, as well as holds summer camps, and creates educational and extracurricular centers, focusing on psychosocial support for IDP children. MONDO has a broad network of partner schools, which in 2023 was expanded to six more regions, namely Zhytomyr, Zaporizhzhia, Mykolaiv, Dnipropertovsk, Chernihiv, and Lviv Oblasts.

Project Partner Organizations

CO "LVIV CHARITY FOUNDATION "SINCERE HEART"

A Lviv-based charitable organization founded in 2014. The organization provides comprehensive assistance in restoring the physical and mental health of children and adults affected by the war in Ukraine. The team consists of professional psychologists and psychotherapists.

CO "CF "REAL UKRAINIANS"

A Zhytomyr-based charitable organization established in response to the full-scale Russian invasion of February 24, 2022. The organization consists of the initiative volunteer civil defense group "Ukrainians", which has its own medical team and motor transport company. The organization delivers tactical medicine training sessions to civilians and provides humanitarian aid. Currently, the foundation's work is aimed at supporting small businesses, providing assistance to IDPs, persons with disabilities, low-income and multi-child families in Zhytomyr Oblast, as well as improving educational and psychological services.

Partner Institutions of Higher Education

- State Institution "Luhansk Taras Shevchenko National University"

- Zhytomyr Polytechnic State University

- Taras Shevchenko National University of Kyiv

- Lviv State University of Life Safety of the State Emergency Service of Ukraine

- Ivan Franko National University of Lviv

- Taras Shevchenko National University "Chernihiv Collegium"

- Volodymyr Dahl East Ukrainian National University

- Mykhailo Drahomanov Ukrainian State University

LVIV OBLAST:

- Lyceum "Oriana"
- Lviv General Education School No. 68
- Ivan Franko Lyceum No. 51
- Vasyl Kuchabskyi Lyceum No. 2 of Pustomyty
- MI "Hero of Ukraine Mykola Pankiv Lyceum"
- Lyceum No. 17
- SGES of Levels I-III No. 50 of Lviv

ZHYTOMYR OBLAST:

- Lyceum No. 22 of Zhytomyr named after V. Kavun
- Lyceum No. 4 of Zhytomyr
- Lyceum No. 17 of Zhytomyr
- Veresy Lyceum
- Lyceum No. 25 of Zhytomyr
- Lyceum No. 36 of Zhytomyr named after Y. Dombrovskyi
- Lyceum No. 33 of Zhytomyr

The 'Shkolu-Vhoru' project brought together educators from 35 schools in 5 regions of Ukraine:

- Luhansk Oblast (7 GSEIs)
- Dnipropetrovsk Oblast (6 GSEIs)
- Chernihiv Oblast (8 GSEIs)
- Zhytomyr Oblast (7 GSEIs)
- Lviv Oblast (7 GSEIs)

Project Geography

CHERNIHIV OBLAST:

- Mykhailo-Kotsiubynske Lyceum
- Kulykivka Lyceum
- Oster Lyceum No. 1
- Chernihiv Special School No. 1
- Chernihiv SGES of Levels I-III No. 29
- Bileiky Lyceum
- Staryi Bilous Lyceum
- Chernihiv SGES of Levels I-III No. 20

LUHANSK OBLAST:

- MF "Komyshuvakha Lyceum"
- SGES of Levels I-III No. 4 of Sievierodonetsk
- Bilovodsk Lyceum "Leader"
- MI "Svatove Lyceum No. 6"
- Bilovodsk Lyceum No. 1
- Kreminna Lyceum No. 3
- Lysychansk Lyceum No. 5

DNIPROPETROVSK OBLAST:

- Marhanets Lyceum No. 3
- Pavlohrad City Lyceum
- MIGSE Lyceum No. 3 of Zhovti Vody City Council
- Nikopol Lyceum No. 15
- Kryvyi Rih Gymnasium No. 85
- Dnipro Lyceum No. 144 named after Levi Itzhak Schneerson

Case 1
Training Teachers in Digital Competencies

Case description

The training of teachers in digital compe-tencies provided for the delivery of offline training sessions for two teachers from each GSEI. Each teacher received a five-day training based on the project's author-developed program. The training participants were required to undergo two assessments in the form of testing on all training program modules and an online quest. After success-ful completion of the training, the teachers returned to their GSEIs and became trainers for their colleagues.

The training program consists of the following modules:

Module 1.
Digital safety. Privacy.
Social media accounts

- Digital safety. Privacy and passwords

- Functions of a hashtag as a microtext

- Educator's self-presentation in social media

Module 2.
Digital competence of the modern educator

- How to assess without grades: Step-by-step instructions of the New Ukrainian School teacher

- Creating a personal website – an educator's portfolio
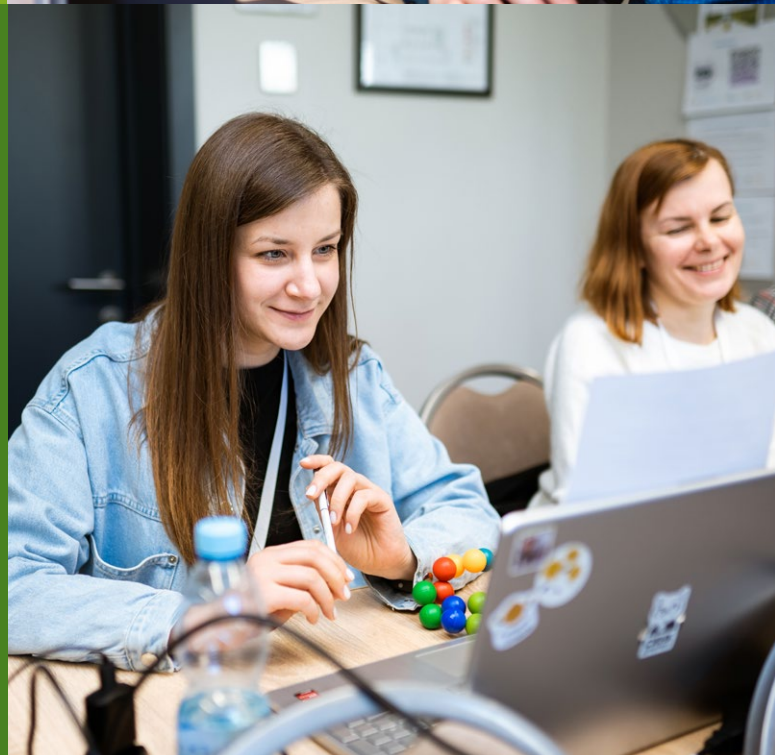
Module 3.
Inclusive education. This world belongs to everyone

- Activities of an educator and a teacher's/child's assistant during distance/blended learning
- Tools and applications for working with children with special educational needs
- Augmented reality in inclusive classes

Module 4.
Teacher's digital case

- Electronic gradebooks and school report book
- How to record a video lesson. 8 easy steps to record an educational video
- YouTube as a visual communication tool

Module 5. Practicum

- Online and webquests
- Anticonference

This case is an example of an efficacious format for teaching digital competencies to GSEI teachers. It has a number of advantages. In particular, the offline format of the training sessions allowed for a more effective transfer of knowledge and skills. The teachers had the opportunity to interact directly with fellow trainers and each other, which made it possible for them to better digest the material and receive prompt assistance when needed. Online training sessions were held when the school's teaching staff worked remotely due to hostilities or occupation (for example, in Luhansk Oblast). At the same time, the work of the teachers in a group contributed to team building of the teaching staff and improved communication.

The five-day training format made it possible to cover a wide range of topics related to digital competence. The training program included both theoretical and practical modules. This enabled the teachers not only to familiarize themselves with the basic concepts, but also to acquire practical skills in using digital technologies in the educational process.

'We discussed formal assessment and digital competencies of a modern teacher. We examined the platforms that can be used in the work. The Virtual Digital Library for Children and Parents app turned out to be interesting for teachers. It can be used to create a library of 60 books. In addition, the platform is adapted for children with special educational needs. Teachers have a lot of modern tools, but they don't know how to use them as part of the lesson, during online classes, or how to communicate material using the platforms. During the training, we also examined interactive resources that help teachers work in the field of inclusive education.'

Marharyta Soroka
chief trainer of the digital competencies project

It should be emphasized that the assessment performed following the completion of each module enabled teachers to track their progress and adjust their training if necessary.

A special advantage of this case is that after completing the training of trainers, the teachers who have been trained become trainers for their colleagues. This allows for the dissemination of knowledge and skills gained to a larger number of teachers, as well as contributes to the development of a professional community of teachers, and provides psychological comfort for the teachers in training. Teachers-trainers partially play the role of digital methodologists for their own school, which helps to improve the digital education system comprehensively throughout the institution.

**Scan the QR code
to watch the video of
the digital competencies
training for teachers**

Outcome Monitoring

Through the training sessions, **1,354 teachers** upgraded their skills in digital pedagogy and received training in inclusive education. All of them passed pre- and post-tests. This enabled us to make sure that the participants of the training sessions had absorbed the acquired knowledge at the level of **90%**.

At the same time, it was important to determine whether the teachers would use the skills they had acquired in their work with children. For this purpose, we conducted an additional final survey after the project had been implemented, in which 422 persons took part, which is 30% of the total number of participants engaged. We asked them how important and helpful the knowledge they had gained was to them. **All survey participants confirmed that they used the digital competencies they had acquired, but in different percentages:**

90%	22
80%	95
70%	121
50%	141
<50%	43

KNOWLEDGE PERCENTAGE,
which is used in practice

NUMBER OF PARTICIPANTS
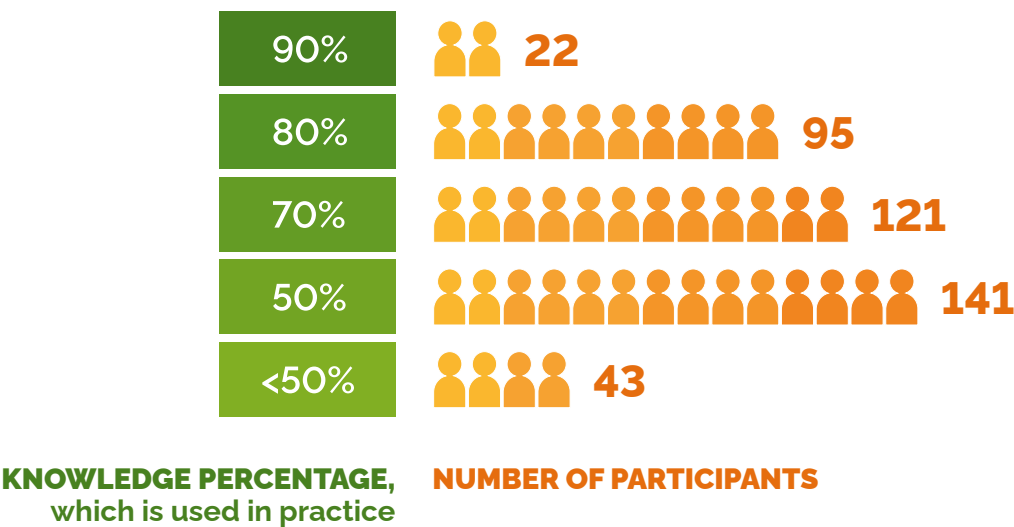
We also asked the participants what they needed to increase the rates of using the acquired knowledge in practice and increase overall work efficacy:

107
participants

needed
MORE TIME
to use the acquired skills

47
participants

noted that they needed
MORE PRACTICE

41 **participants**

needed
HARDWARE
for both the school and the distance learners themselves

12

HIGHER SALARIES
and stable financial support

22
STABLE INTERNET CONNECTION

17

TO REDUCE THE AMOUNT OF PAPERWORK,
change the methodology of the educational process, and reduce the number of schoolchildren in classes

10

TO INCREASE MOTIVATION

34
noted
EXHAUSTION FROM THE WAR, EMOTIONAL BURNOUT,
constant air raid alerts and shelling, which destabilize the educational process and cause both material, mental and moral damage

11

INTERACTIVE WHITEBOARDS & MULTIBOARDS

The majority of the final survey participants noted the high adaptability of the training program.

Beneficiaries' Feedback and Appraisal

'A comfortable atmosphere, a live process and a lot of useful information. We analyzed in practice how to communicate information about a teacher in the form of a portfolio. The training left pleasant memories and impressions. The perfect balance of theory and practice.'

Larysa Kholodova
teacher at Pavlohrad City Lyceum

'After the digital competencies course, we gained a lot of experience and useful information. Thanks to the trainer, we got familiar with various programmes that should be used in schools both for children with special educational needs and for organizing the educational process in the school environment.'

Daria Barkova
primary school teacher,
Dnipro

'It's a pity that the training is already over, but it's nice to feel the result of our joint work. The teachers of our lyceum are grateful to the project. as well as to the partners who granted us the opportunity to develop and improve our digital competence in such a creative and comprehensive way. We are looking forward to new ideas and projects, and we will be happy to join in. A lot of work has been done by the project's trainers, and we are incredibly grateful to Marharyta for her practical advice and creative implementation of ideas. A lot of work has also been done by us, the trainers at the school, because we have learned a lot of new things for ourselves, which we are now putting into practice in our lyceum. We wish all of us victory, new achievements, and inspiration for all the trainers and incredible emotions for everyone who joined the project. It's really cool.'

Oksana Zhuravska
headmistress of Lyceum No. 4
of Zhytomyr

Recommendations for Case Implementation

To improve the efficacy of this case, we recommend to:

- Increase the material and technical support for the training (introduce the purchase of licenses for additional leading programs and applications). This will enable teachers to fully internalize practical skills in the use of digital technologies.

- Ensure a comfortable learning environment. This will allow teachers to concentrate on the material.

Case 2
Strengthening School Psychological Service by Engaging Psychology Students

Case Description

This case describes the experience of engaging students of Psychology Departments of higher education institutions (HEIs) in the work of the project's partner schools. The aim of the case was to strengthen the school psychological service and provide students with hands-on practice. For this purpose, offline training sessions and a Psychologists' Forum were held beforehand, and psychological intervisions were conducted for participants throughout the project.

After selecting schools to participate in the project, a team was formed consisting of a headmaster, a practical psychologist, and two teachers who became trainers in digital competencies.

In parallel with the selection of schools, memoranda of cooperation were signed with HEIs that train specialists in the speciality 053 'Psychology'. The higher education seekers were recommended by the EIs to participate in the project. At the same time, according to preliminary agreements with the university administration, the activities of the seekers within the project were credited as work placement internships.

The pre-selected students were assigned to a certain GSEI. The project team organized a training session for both students and regular school psychologists. The following teams were formed at the training: one school psychologist and two student interns who were to work together in the school for 5 months. The training covered the basic concepts of the trauma-oriented approach in the work of a school psychologist.

After the training, the students were engaged in the work of the GSEI psychological service as school psychologist assistants. **They performed the following tasks:**

**Scan the QR code
to watch the video
of the training sessions
for school psychologists
and psychology students**

- **Together with the school psychologist, they provided support to schoolchildren who were experiencing stress, anxiety or depression;**

- **Conducted group sessions on psychoprophylaxis and psychological support;**

- **Cooperated with teachers and parents in solving schoolchildren's problems;**

- **Studied the state of children, the emotional atmosphere in classes, assessed the quality of interaction between children, their teamwork skills, leadership skills, and preferences in choosing a future profession.**

The case study shows that engaging students of Psychology Departments in the work of the partner schools is an effective way to strengthen the school psychological service and provide students with hands-on practice. The work of psychology students in the GSEIs for 5 months gave them practical skills and increased their professional competencies. By working in a team with a school psychologist, the students gained a better understanding of their professional focus, a lot of efficacious cases, and an understanding of the work of the school psychological assistance system. The students also had the opportunity to receive financial remuneration for their work, which ensured that they took their duties seriously.

In addition to the training sessions, one of the project's educational activities was the Forum for Psychologists. It was deliberately held inside the project to further motivate the participants. During the Forum, we brought together almost all the project psychologists (95 persons). This event gave the participants an opportunity not only to attend two important workshops, but also to com-

**Scan the QR code
to watch the video from
the Psychologists' Forum**

municate with colleagues, share experiences, discuss problems and discoveries, work techniques, etc. The Psychologists' Forum helped to strengthen the project's network of psychologists, which continues to exist after its completion.

'Interesting and useful information when surrounded by nice people with common professional interests. This event gave me inspiration, experience and great impressions. I am very grateful for the opportunity to be a participant of the 'Shkolu-Vhoru' project and attend such activities.'
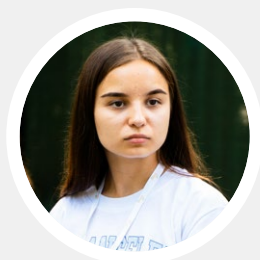
Alina Strupynska

psychology student at M. Drahomanov Ukrainian State University

Outcome Monitoring

The participants of this case were school psychologists and psychology students, therefore the monitoring was conducted for the two groups of participants separately.

The results of the survey of school psychologists (35 persons took part in it) show that all of them agree that engaging students in work at schools was useful for them. The same number of school psychologists state that during the training sessions they have gained new knowledge relevant to be applied in their practice.

The survey shows that such practice helps to create a more comfortable and safe space for children, especially for grade schoolers. We also record that due to shelling, destruction and a large number of displaced schoolchildren, most GSEIs have problems with sufficient physical space and their own premises.

22 PARTICIPANTS noted that their GSEIs **NEED TO INCREASE THE NUMBER OF PSYCHOLOGISTS**

37%

63%

13 PARTICIPANTS stated that they do **NOT NEED THIS**

27 PERSONS of the school psychologists **SURVEYED MONITOR THE LEVEL OF TRAUMATIZATION AMONG CHILDREN** at school

23%

77%

8 PERSONS DO NOT CONDUCT such **MONITORING**
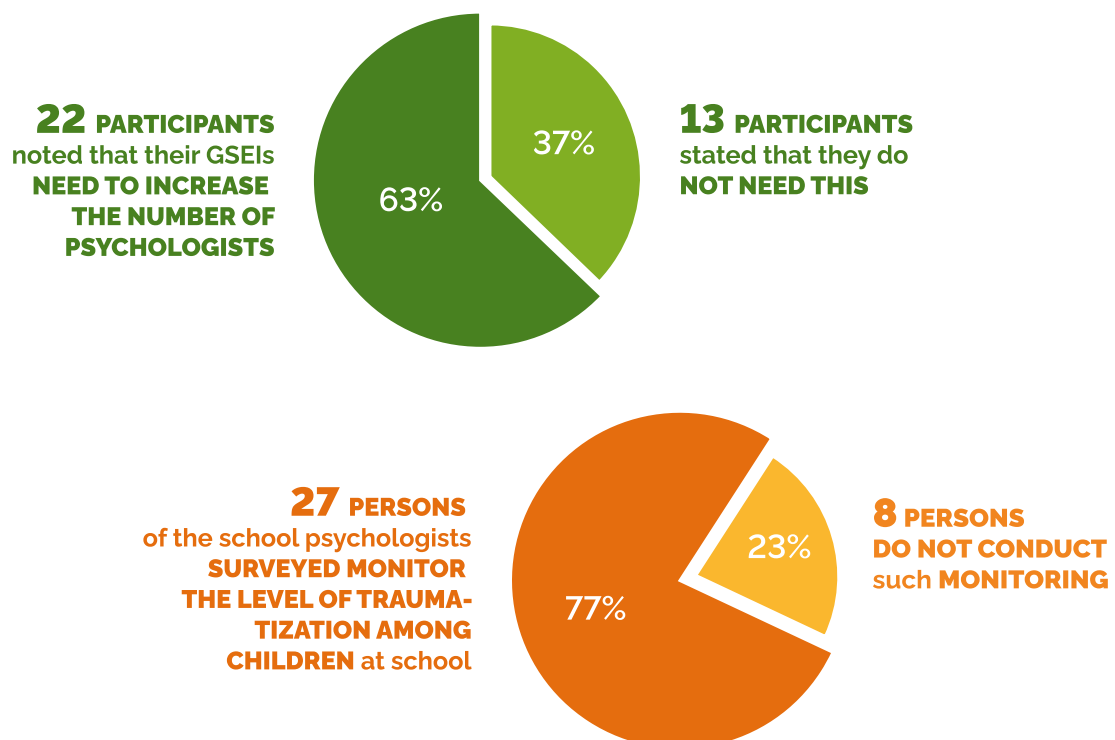
59 PARTICIPANTS
MONITOR THE LEVEL
OF TRAUMA AMONG
CHILDREN at school
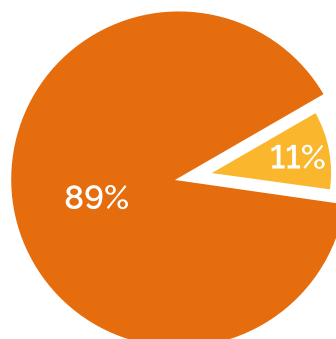
7 PARTICIPANTS
DO NOT MONITOR
THE LEVEL OF TRAUMA

89%

11%

42%

38%

20%
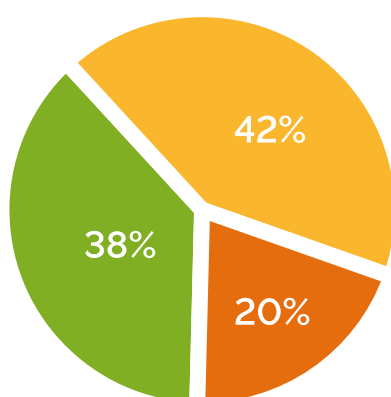
17 PARTICIPANTS rated
the level of trauma among
children at school as **LOW**

19 PARTICIPANTS rated
the level of trauma as **AVERAGE**

9 PARTICIPANTS rated the level
of trauma as **HIGH**

During the project, we also monitored the work of the psychology students engaged (66 persons took part in the survey). According to the survey results, 35 participants plan to work as a school psychologist in the future, while 31 participants do not plan to do so. We asked the students how they assessed mentoring in the project by a school psychologist or school administration. 46 participants rated the support in the project as completely sufficient, another 12 — as sufficient, 5 participants rated the support as average, and 3 participants rated the level of support as not fully sufficient.

All participating psychology students noted that the project was very important for them and made it possible for them to gain good experience and practice, contacts with many interesting people, inspired and motivated them to develop and help those in need. The participants also noted that they would like to receive more practice, supervision and training sessions, and important is the desire for greater networking among the participants themselves, with the opportunity to share experiences and have familiarization visits to each other's EIs.

Most participants highlighted children's interest and emotional response, children's flexibility, openness and high attendance.

Among the things that the children liked the most, the psychology students highlighted communication with seniors who understand and do not judge them. The senior classes liked working with the 'I Can' comic book and filling it with information, while the younger ones liked the breathing and stress-relieving exercises that they learned during the three-day training sessions. Classes in the format of training sessions were also effective, especially those on topics related to communication with each other, teamwork, individual communication, games, and drawing. Adolescents liked the sessions aimed at self-discovery the most, while younger schoolchildren liked the sessions with active involvement in activities..

'I am very glad that I had the opportunity to take part in these classes. I especially liked how the psychology students created such an atmosphere where we could communicate freely with the seniors. They understood us, which is important to me. In general, the work was exciting because it was not only interesting but also instructive. The breathing and stress-relieving exercises we learned help me to calm down before tests or in stressful situations. I also felt that the communication and teamwork training sessions helped me and my classmates to understand each other better. The games and drawing were fun. What I liked the most was that we could freely express our thoughts and feelings and they were heard. It gave me self-confidence and made me feel important.'

Andriy M.
7th grade schooler

Beneficiaries' Feedback and Appraisal

'We were able to reach a larger audience in the work in a shorter period of time. This influenced the adequate allocation of time, which is a good prevention of emotional burnout and preservation of the psychological health of both specialists and children.'

Yuliia Birko
psychologist at Pavlohrad City Lyceum

'The children actively and happily meet with students. They respond to suggestions and participate in the proposed activities. After distance learning, the schoolers came to the lyceum with a new set of their 'wants' and 'don't wants', entered a new age crisis, with certain educational losses, therefore it is during this period that the support for schoolers by young specialists is very appropriate. The children, in my opinion, perceived students as support, like-minded people, but already with experience, not as those who admonish, but as those for whom a word is enough to understand, who will support and advise without belittling the problem. The adults are probably more expected to be judgemental, so schoolers are not always so open and willing to hear information.'

Svitlana Moroz
psychologist at Vasyl Kuchabskyi
Lyceum No. 2 of Pustomyty

44

'During the period of martial law, the issue of building stress tolerance and resilience of all participants in the educational process became particularly acute. The training sessions updated the knowledge and practical skills of the psychologists themselves and provided them with a resource tool for use.'

Oksana Manzhula
psychologist at Lyceum No. 33
of Zhytomyr

1) I overcame my fears in working with children! It is much more interesting, instructive and natural than I expected.

2) I gained a great practical experience of working with different age groups of schoolchildren.

3) Thanks to the psychologist's annual plan, I discovered the relevance of problems, issues and solutions for nowadays children. When studying, developing and preparing materials, I discovered a lot of useful and valuable things for future communications with children.

4) It was interesting to observe how the mechanism of such a small team works: its peculiarities, conditions, rules, advantages and limitations.

5) This project enabled me to see, hear and gauge the opinions, stances and visions of psychologists with completely different views of, approaches to and experiences in the same situation, issue or circumstance. This was a very interesting experience! Thank you!

6) Thanks to the project, I met so many good people. It is now a real established efficacious association, and I have a certain conviction that we will definitely keep in touch with most of them even after the project is over.
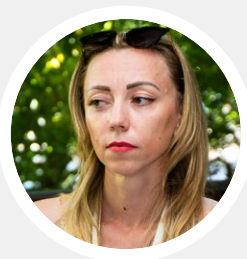
Maryna Maliarchuk
psychology student at State Institution
"Luhansk Taras Shevchenko National University"

Recommendations for Case Implementation

To improve the efficacy of this case, we recommend to:

- Before starting the project, carefully select schools and students who will participate in the project to ensure successful cooperation of all participants;

- Ensure that students are properly prepared to work in schools, in particular, deliver training on the basic concepts of a trauma-oriented approach in the work of a school psychologist;

- Ensure constant support to students by school psychologists and provide supervision support;

- Introduce a remuneration for the work done, as well as procedures for monitoring the performance of assignments for psychology students.

Case 3
Comprehensive Support for Educational Institution

Case Description

Comprehensive support for the GSEIs as part of the 'Shkolu-Vhoru' project envisages simultaneous training under a unified program of digital competencies training sessions for at least 80% of the teaching staff; providing internships for psychology students for 5 months; participation of a school psychologist in professional training sessions; supplying the GSEIs with hardware, as well as participation of a school head in a training for headmasters.

The comprehensive approach to the development of the GSEI that participated in the project made it possible to improve the level of the educational process through simultaneous advancement of the educators' and school psychologists' competencies. Supplying the GSEIs with hardware was carried out taking into account the individual needs of the GSEIs, which made it possible to strengthen the material and technical resources with only the equipment that was really needed. This played a key role in the use of the knowledge gained by teachers in practice.

The training under a unified program of dig-ital competencies training sessions enabled most of the GSEI educators to obtain the same level of training.

Another important activity was the meet-ing of all the GSEI headmasters at the Head-masters' Forum for the purpose of training and establishing communication between them. This event confirmed the importance of a comprehensive approach and created the project community. It is important and inter-esting that it was proposed by the headmas-ters themselves and was developed taking into account the topics and issues of rele-vance to the GSEI heads.

**Scan the QR code
to watch the video
of the Headmasters' Forum
training sessions**

Outcome Monitoring

We conducted a survey among school headmasters, with 90% of all those engaged participating. All of them agree with the positive impact of the project on their schools. 75% of the surveyed participants (21 persons) noted that they had conducted internal monitoring of the project in their GSEIs, while 25% (7 persons) had not analyzed the project success in their GSEIs. Also, all of the surveyed participants answered in the affirmative to the question of whether they would support the digital competencies training for their teachers in the future.

We also asked the participants what additional support was needed for each GSEI. **The survey results show that the following types of support are needed:**

46%
CAPACITY BUILDING

14% STATE SUPPORT AT THE DISTRICT LEVEL

32%
WORK WITH STAFF

39%
METHODOLOGICAL

46%
FINANCIAL SUSTAINABILITY

60%
ASSISTANCE IN UPSKILLING TEACHERS

21%
MANAGEMENT

14%
STATE SUPPORT AT THE LEVEL OF THE MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

46%
PSYCHOLOGICAL SUPPORT FOR STAFF

92%
participants
needed
MATERIAL AND TECHNICAL
support for their GSEI
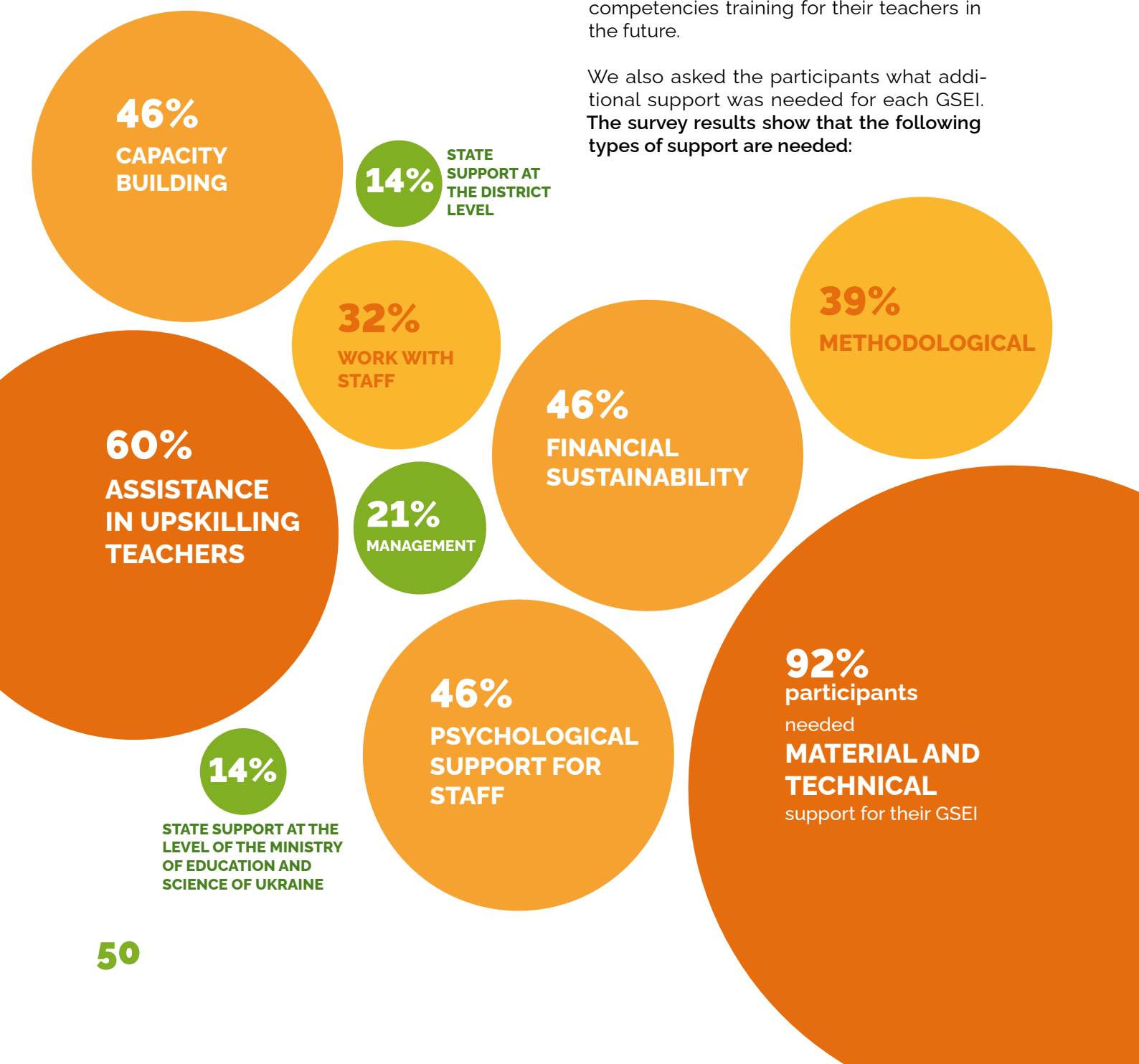
Beneficiaries' Feedback and Appraisal

'The project was implemented in such a way that it covered all parts of the educational process, namely: educational, instructional, socio-psychological, and material and technical components. It has activated the internal and external motivation of educators to use modern information technologies in the educational process. It contributed to the improvement of their own self-esteem and improved the communication climate in the staff.'

Valentyna Khmurenko
headmistress of Lyceum No. 3
of Zhovti Vody

'The project was well thought out and organized, all activities were subordinated to a specific goal and had maximum results. We managed to engage all staff members in the work. The training sessions were well thought out methodologically and provided with materials and visual aids. The work of psychologists made it possible to explore different aspects of the children's collective, to identify and improve the psychological and emotional state of the participants in the educational process. All the steps were carried out with the support of curators. The project is a stroke of luck for us.'

Nataliia Minenko
headmistress of Lyceum No. 22
of Zhytomyr named after V. Kavun

'The teaching staff was happy to participate in training and putting into practice the digital skills they had acquired. The schoolers were interested in the psychological support they received from a practical psychologist and psychology students who worked with them. We are very grateful for the equipment we received, which helps in the teaching and educational process in a distance format. The acquired tools provided by the project help to make distance learning interesting, high-quality and easy.'

Olena Vasylevska
headmistress of MI "Svatove Lyceum No. 6"

Recommendations for Case Implementation

To improve the efficacy of this case, we recommend to:

- Not just fulfill the project tasks, but also create a project community, which will have a major effect on the sustainability of the results;

- Pay attention to the school as a whole, ensure engaging the EI administration as active participants in the project;

- Engage as many teachers of the GSEI as possible to increase the impact of the project on children and on the EI.

Case 4
Developing Organizational Capacity of Project Partners

Case Description

Local partners were engaged in the project to ensure the support of Ukrainian civil society and to support the sustainability of the introduced approaches. This facilitated interaction with local actors (local authorities, universities, EIs) and made it possible to work on building the capacity of local NGOs.

Developing the organizational capacity of the project partners encompasses supporting two local partners (organizational audit, training sessions, strategy session, and expert support during one month) engaged for the project implementation in Zhytomyr and Lviv Oblasts.

The main objectives of the case were monitoring the effectiveness of the organizations and targeted building of their capacity. The MONDO expert carried out an organizational audit of two local organizations with a total of 20 and 14 participants respectively. During the project period, the partner organizations each received three training sessions, and two-day strategy sessions were held for them, with follow-up for one month after the session, which enabled them to support the introduction of decisions made, programs and policies.

List of training topics:

- Structure of humanitarian response

- Financial management of non-profit organizations and charity foundations

- Integrity of civil society organizations and charity foundations (anti-corruption focus)

- Strategy session

The training sessions ensured organizational development and provided knowledge in the field of humanitarian response. The topics covered humanitarian principles, accountability to affected populations, prevention of sexual exploitation and abuse (PSEA), project management and fundraising, internal monitoring and evaluation, financial management, risk management and compliance, team development, and strategizing.

In the process of working with the organizations, a comprehensive approach to building their capacity was offered to them. A map of the structure, communication and division of responsibilities within the organization was created. In addition, an analysis of each participant separately was carried out and the site of performing their tasks was rethought, the goals and tasks of each team member were brought into correlation with the overall strategic vision, mission, values and goals. Through these actions, trust within the structure was built and effective cooperation between elements, departments and their heads was established.

Additionally, during the training period, the participants independently completed an online course on counteracting gender-based violence. Upon completing this training, the organizations created a complaint form on their official websites and developed a referral system, as counteracting gender-based violence is not part of the organizations' statutory and programme activities.

Outcome Monitoring

At the beginning of the project, testing and surveying of the organizations' members were carried out based on a matrix for analyzing the organization's structure and processes. The work lasted for a month.

According to the survey data, at the beginning of the organizational capacity analysis, there were 4 employees and more than 70 volunteers working in the CO "CF "Real Ukrainians". 4 surveyed persons noted that their organization had problems with the development of internal organizational processes. At the same time, 5 out of 6 surveyed persons mentioned human resources as a problematic area of the organization's development. 4 of the surveyed persons also noted that operational process management is the organization's development potential.

CO "Lviv Charity Foundation "Sincere Heart" had a more sustainable structure, but only 4 key employees took part in the survey, including the financial director, communications manager and two project coordinators. The foundation members highlighted the organization's potential in terms of resources, but did not specify what resources they were referring to. The participants mentioned the team as the organization's strength, while branding and the localness of the organization were mentioned as weaknesses.

The respondents see the organization's development potential in external cooperation, establishing communication with state authorities and human resources, and one of the participants noted that he considered cooperation with state institutions to be a problematic part of the organization's work. The availability and formation of assets, both tangible and intangible, were also mentioned by 3 respondents as problems.

Members of both organizations noted that they had some problems with the development of internal organizational processes, and also noted that this is where the development potential lies. They expressed a desire to develop a clear management structure and model.

Following the organizational audit, key needs for both organizations were formulated:

- Develop a clear structure with functional division
- Develop internal organizational processes
- Form a clear decision-making process
- Form a shared vision
- Develop strategic planning
- Develop a personnel policy

As well as a list of recommended related training sessions:

- Training on organizational structure development

- Training on forming a shared vision and strategic plan

- Conducting the first strategy session

Beneficiaries' Feedback and Appraisal

'We are sincerely grateful for the help in raising and developing the potential of our organization. Each focus area of the training sessions broke new grounds, gave us faith and confidence that we are moving in the right direction, showed us our weaknesses, and made our organization more capable and sustainable. In total, more than 15 members of our team were able to gain new knowledge and ramp up their skills. It was important that before the training, requests were collected on what the organization needed, what kind of assistance for capacity building it needed. So, all the training sessions were as useful as possible for us, and now we have concrete tangible results. Your support and cooperation with us has become a great asset to our team, and we are intent on using the knowledge gained to achieve our goals and mission.'

Mariana Yanyshivska
Director of the CO "Lviv Charity Foundation "Sincere Heart"

'These training sessions have become key to the development of our organization and the personal growth of each of us. Through these activities, we not only gained new knowledge, but also defined strategic focus areas for further work. We have set out a clear plan with dates and responsible persons to create instructions and internal documents, which has significantly increased our efficacy. Now everyone knows their responsibilities and timeframe, which helps to avoid chaos in the work. Preparing two grant applications was an important step in securing funding for our projects.

It helped us leverage new resources to implement our initiatives. Informing the city and regional councils about our activities ensured better interaction with government agencies and increased the visibility of our work. We are endlessly grateful for organizing immensely useful activities that were tailored to our needs. The Capacity Building block helped us systematize our knowledge, gain new insights, and develop clear action plans for the development of our organization. We are grateful for the opportunity to learn, grow and become better together.'

Olha Hryshchuk
Head of the CO "CF "Real Ukrainians"

Recommendations for Case Implementation

To improve the efficacy of this case, we recommend to:

- When selecting a local organization for cooperation, be sure to check its integrity and intentions to work in the focus area set forth in the project;

- At the beginning of working with a local partner, an organizational audit should be conducted. This is a comprehensive service that includes elements of expert review, as well as expert analysis and research aimed at systematic analysis of the current situation of organizational development and prognostic analysis of its capabilities;

- Determine training topics and areas for growth based on an organizational audit;

- Carry out strategic planning for the partner, subject to preliminary preparatory work and further support;

- Ramp up the partners' capacity not only through planned training sessions, but also by providing partners with information on participation in free training sessions for activists. This can double the impact on the quality of the core activity in this focus area;

- Be sure to ask the local partner to analyze the innovations and proposed improvements, give time for self-analysis and reflection, discuss the results of changes, and collect feedback. Do not leave the local organization alone with new knowledge and discoveries.

Expected and Actual Project Outcomes

**Scan the QR code
to watch the video
of the project outcomes
announcement**

Before starting the project, we defined specific goals and expected outcomes, drawing on an analysis of the educational environment in Ukraine in early 2023. In the course of our work, we set ourselves the challenge of bringing these goals to life using the available resources and expertise of the team.

We believe that the 'Shkolu-Vhoru' project has become one of the key elements in ensuring quality education and psychological support for the participants of the educational process in selected GSEIs in unstable environments.

To determine how successfully the objectives set for the project were achieved and how this impacted the final outcomes, we will compare expected and actual indicators. This analysis will help us identify key findings and recommendations for future projects and improved implementation strategies.

OBJECTIVE 1

Teach school psychologists and psychology students to recognise trauma, post-traumatic stress disorder and signs of GBV through three-day training sessions and online supervisions.

EXPECTED OUTCOMES:

Train

35
school psychologists

70
psychology students

ACTUAL OUTCOMES:

35
school psychologists

70
psychology students

trained

ADDITIONAL ACTIVITIES:

Forum for psychologists, additional online workshops

OBJECTIVE 2

Provide children with additional psychological support in GSEIs in the format of group and individual sessions.

EXPECTED OUTCOMES:

Engage

7000

schoolchildren

ACTUAL OUTCOMES:

20271

schoolchildren engaged

OBJECTIVE 3

Upskill teachers in digital pedagogy (digital competencies) and inclusive education.

EXPECTED OUTCOMES:

Train

700

teachers

ACTUAL OUTCOMES:

1 354

teachers
have completed the full course
of the digital competencies building
program (at least 80% of all EI educators)

ADDITIONAL ACTIVITIES:

**512 teachers attended
supervision webinars on topics
related to the program**

OBJECTIVE 4

Provide the GSEIs with technical devices.

EXPECTED OUTCOMES:

Provide

700

laptops for the GSEIs

ACTUAL OUTCOMES:

520

**units of office equipment
(laptops, multifunctional devices,
graphic tablets, interactive panels)
were provided, including a set
for classroom work with children
with hearing impairments**

ADDITIONAL ACTIVITIES:

**after assessing the material and technical
condition of the project's EIs, individual
requests of each school for appropriate
equipment were formed**
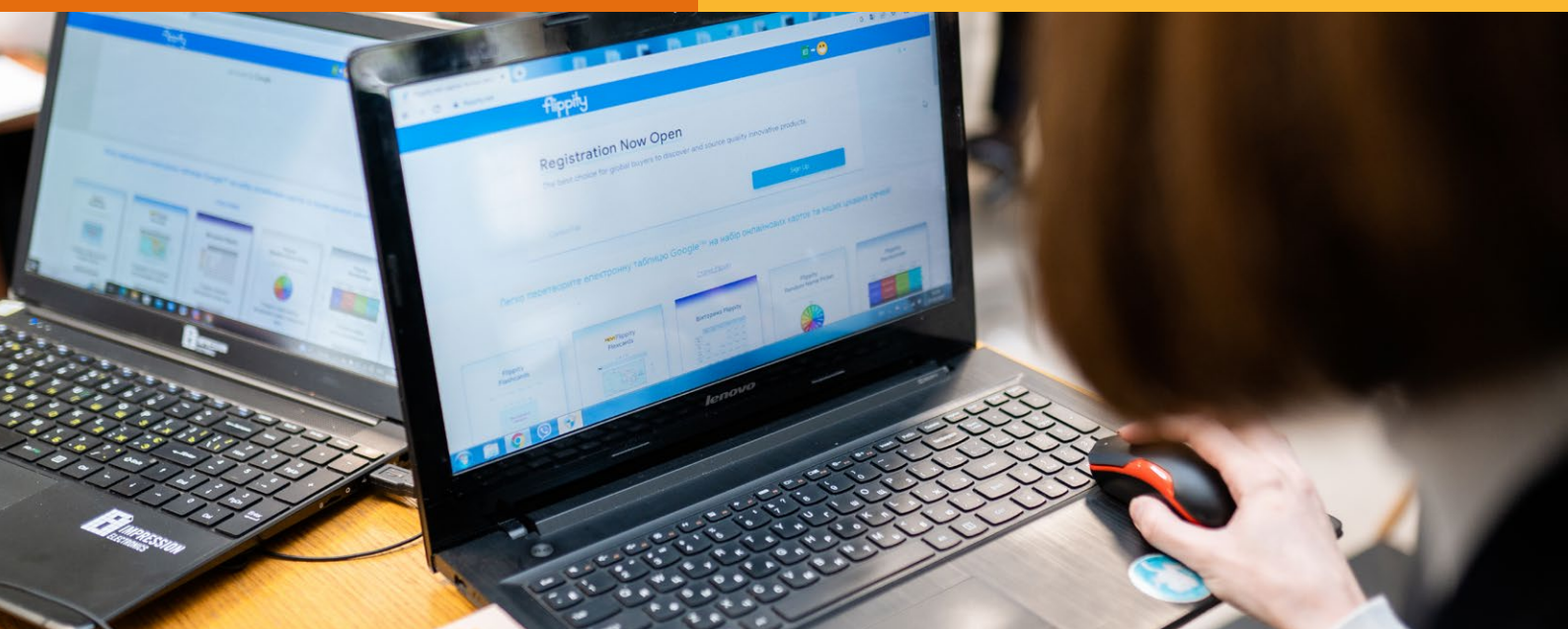
OBJECTIVE 5

Strengthen the capacity of local/volunteer organizations.

EXPECTED OUTCOMES:

Conduct

3

training sessions and
a strategy session for two local
organizations

ACTUAL OUTCOMES:

3

training sessions, strategy
sessions and organizational
audits were conducted
to build the capacity of
the CO "Lviv Charity Foundation
"Sincere Heart" (Lviv) and
the CO "CF "Real Ukrainians"
(Zhytomyr)

Conclusions and General Recommendations

With the outbreak of the COVID-19 pandemic and, later on, the full-scale war, the education model in Ukraine has transformed: distance learning prevails over offline learning, while at the same time educators also pay special attention to the psycho-emotional state of children.

As the practice of the 'Shkolu-Vhoru' project has shown, the development of an educational institution in the long term can be most efficacious through comprehensive support projects. For example, one of the focus areas can be a component of engaging psychology students for paid internships. This provides ongoing support to the school, especially in the absence of permanent qualified staff, as well as enables students to gain hands-on experience of working with children. Psychology students should strengthen the work of the school psychologist: provide psychological first aid to students, conduct extracurricular activities, and organize activities to relieve schoolers' psychological stress.

Heads of educational institutions are tasked with creating a favorable environment for teachers to work comfortably within their collectives, as well as creating conditions for engaging new specialists, given the shortage of qualified personnel. For example, one of the positive effects of engaging psychology students for internships is the opportunity to become part of the school staff in the future. After the internship, such students often remain in close contact with the staff of the educational institution and, even if they do not work there officially, conduct activities for children on a volunteer basis.

It is also important to support school head-masters themselves, as they are the main drivers of change in the educational insti-tutions. This can be achieved by creating a community of headmasters and holding professional events for them and providing them with consultations.

In addition, it is crucial for school education development to advance educators' digital competencies, as this is one of the key skills for a modern teacher. Often, educators have to look for such courses and learn the mate-rial on their own. In our opinion, this practice leads to an additional workload and cha-otic introduction of new methods in the edu-cational institution. Comprehensive training of the teaching staff allows for simultane-ous improvement of educators' knowledge and introduction of digital technologies for teachers of all subjects. At the same time, trainers-educators who have undergone advanced training can provide regular con-sultations to their colleagues and participate in the selection of programs, methods, and digital equipment. The educational institu-tion can also organize additional training ses-sions for teachers within the institution. Offline training for educators makes it possible for them to immediately put the acquired knowl-edge into practice and receive support from colleagues. But if there are no conditions and the security situation is difficult, such training sessions can be delivered online, which also yields positive results.

Of course, an appropriate level of material and technical support for educational insti-tutions is also needed, as well as supply-ing school classrooms with modern laptops, multimedia boards and other hardware, as well as a fast Internet connection, and using paid subscriptions and applications. Particu-lar attention should be paid to institutions for children with SEN. These institutions need additional support in providing special hard-ware, such as sets for classroom work with children with hearing impairments.

It is necessary to act in a consistent man-ner to ensure sustainability and avoid over-burdening teachers. At the same time, there are issues that go beyond individual projects and need to be addressed at the state level. One of them is the level of salaries for teach-ers and school psychologists, which directly impacts teachers' motivation and respect for their work. Often, low monetary remunera-tion causes an outflow of qualified staff and forces them to seek higher-paying jobs in other sectors. Low salaries can negatively affect teachers' motivation and even the qual-ity of education. This is a serious problem that requires active lobbying and support from the state if it is to be resolved.