



SPECIAL REPORT

of the Ukrainian Parliament Commissioner for Human Rights on Access to Education

for Children and Youth from the Temporarily
Occupied Territories of Ukraine



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FOR CHILDREN AND YOUTH FROM THE TEMPORARILY
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Abbreviations Used

- CMU** means the Cabinet of Ministers of Ukraine
- Crimea and Sevastopol** mean the Autonomous Republic of Crimea and the city of Sevastopol
- CSO** means a civil society organisation
- EI** means an education institution
- GSE** means general secondary education
- GSEI** means a general secondary education institution
- HEI** means a higher education institution
- IDP** means an internally displaced person
- IRC** means an Inclusive Resource Centre
- IUS** means the International Ukrainian School
- MES** means the Ministry of Education and Science
- NUS** means the New Ukrainian School
- Parliament** means the Verkhovna Rada of Ukraine
- RMA** means a Regional Military Administration
- Russia** means the Russian Federation
- SEN** means special educational needs
- TOT** means temporarily occupied territories
- UOS** means the Ukrainian Online School
- USEDE** means the Unified State Electronic Database on Education

Preface by the Ukrainian Parliament Commissioner for Human Rights

Today, as Ukraine suffers from the ongoing external aggression by the Russian Federation, protecting the rights of our citizens, especially children and youth, is a painful issue that is more relevant than ever. As of the time of writing this Report, about 16% of Ukraine's territory remains under the control of the aggressor state, which creates numerous challenges for ensuring the rights of Ukrainian citizens, including their access to education.

Once important centres of knowledge and development, educational institutions in the TOT have been destroyed or twisted under the boot of Russian state ideology. Millions of children and youth in the TOT have become victims of a forced "re-education" policy designed to instil in them Russian perspectives, values and narratives that are alien to the Ukrainian people.

The aggressor forces children to study according to curricula that imposes a foreign identity, fostering their willingness to serve the aggressor. This process grossly violates the international humanitarian law and the rights of the child, which are enshrined, inter alia, in the United Nations Convention on the Rights of the Child. The latter guarantees the right of every child to education, which contributes to the development of their personality, dignity and ability to fully participate in the life of society.

Still, even in these terrible conditions, Ukraine remains a refuge for children whose lives have been destroyed by the occupation. Guaranteeing access to education for children from the TOT is our moral and legal obligation. For more than a decade of war and temporary occupation, our country has not only resisted an external enemy, but also has been committed to restoring the rights of children and youth affected by the war and occupation.

This Report is a crucial step towards restoring justice and protecting the rights of our citizens. In addition to highlighting the current state of affairs, it also proposes specific solutions to achieve tangible results in ensuring access to the Ukrainian education system for children and youth from the TOT.

This Report takes into account the proposals developed by the Working Group on the Preparation of the Concept of Access to the Right to Education for Youth from the Temporarily Occupied Territories, established by [Order of the Ukrainian Parliament Commissioner for Human Rights No. 89.15/24 dated 8 July 2024](#)¹ with the support of the Council of Europe Project "Facilitating Access to Human Rights and Essential Services for Internally Displaced Persons and Returnee", which is implemented as part of the Council of Europe Action Plan for Ukraine for 2023–2026 "Resilience, Recovery and Reconstruction".

The Report covers the following levels and areas of education:

- Ensuring access of children and youth from the temporarily occupied territories to general secondary education;
- Ensuring access of children and youth from the temporarily occupied territories to professional pre-higher and vocational education;
- Ensuring access of children and youth from the temporarily occupied territories to higher education, including through the activities of Educational Centres;



¹ On the Establishment of a Working Group to Prepare the Concept of Access to the Right to Education for Youth from the Temporarily Occupied Territories: Order of the Ukrainian Parliament Commissioner for Human Rights No. 89.15/24 dated 8 July 2024 URL: <https://ombudsman.gov.ua/storage/app/media/uploaded-files/Hakaz%2089.15.24.pdf>

- Access of persons from the temporarily occupied territories to postgraduate education and scientific research;
- Adaptation and integration of children and youth from the temporarily occupied territories into the Ukrainian education system;
- Organisation of access to education of children and youth from the temporarily occupied territories.

Access to preschool education and adult education is approached through the lens of implementing objectives related to extracurricular activities, informal education as well as integration and adaptation.

State policy in this area should prioritise security components in access to education and apply human-centred and individual approach that factors in the duration of stay under the occupation, as well as emphasise preserving national and civic identity and promoting patriotism. State bodies, institutions, agencies, CSOs and international partners should cooperate and join forces to implement the policy effectively and achieve the set goals.

In order to ensure the quality of education of children and youth from the TOT, Ukraine has to secure and implement their access to education to the extent of and in accordance with their needs. Children and young people, their safety regardless of their place of residence (stay) should remain a priority for the state of Ukraine and Ukrainian society. Another task for Ukrainian state bodies and local governments in ensuring access to education for children and youth from the TOT should be shaping public opinions and debunking stereotypes and Russian propaganda.

A strategic document aimed at restoring education after deoccupation, the Action Plan to Restore Education in the Deoccupied Territories for 2024–2027, calls for **improving the Concept of Access to Education for Children and Youth from the TOT at the state level.**

It should aim to help ensure comprehensive and high-quality access for children and youth from the TOT to the Ukrainian education system at all levels, consistent with the laws of Ukraine and international education standards. Achieving this goal will contribute to preserving Ukrainian national and civic identity, restoring educational losses and safeguarding equal opportunities for education despite the occupation.

We must also keep in mind that the successful implementation of the Concept requires providing support for children who have different learning experiences: some of them studied according to Ukrainian curricula, some were under Russia's influence, while others went to school abroad or were unable to study at all. All this requires a tailored approach and comprehensive support.

The implementation of this goal involves the development and implementation of specific measures aimed at:

- Implementing a systematic state policy on access to the right to education for children and youth from the TOT at all levels;
- Implementing state programmes and measures aimed at supporting children and youth from the TOT in obtaining Ukrainian education, in particular through relocation to the territory controlled by Ukraine;
- Ensuring support for children and youth from the TOT in their adaptation and integration into the Ukrainian education system after relocation to the territory controlled by Ukraine;
- Consolidating the efforts of state authorities and local governments, Els, CSOs and international partners in ensuring that children and youth from the TOT receive Ukrainian education.

Ensuring the right to education for children from the TOT is an important milestone for restoring the national unity and development of Ukraine.

We call on state authorities, NGOs, international partners and all concerned citizens of Ukraine to join in achieving this goal.

Finally, I would like to extend my sincere gratitude to all those who are working to restore the rights of children affected by the occupation and to those who support this important process both at the state and international levels.

**Ukrainian Parliament Commissioner For Human Rights
Dmytro Lubinets**

Section 1. Present State of Affairs and Challenges

Throughout the entire duration of Russia's armed aggression against Ukraine, the aggressor state has been using education as a tool for shaping an all-embracing pro-Russian worldview in order to occupy part of the territories of an independent state and the prospects for the further integration of these territories as part of the Russian Federation.

Since 2014, Ukraine as a state has been limited in its ability to fully guarantee the constitutional right to education of citizens living in these territories due to the targeted policy of Russia regarding the assimilation of the TOT population and restrictions on communication channels and access to the territory controlled by the Government of Ukraine. Russia switched all educational institutions of the TOT to the Federal State Educational Standards, replaced curricula with Russian ones and effectively made it impossible to study subjects of the Ukrainian studies cycle.²

[Judgment of the European Court of Human Rights of 25 June 2024 in Ukraine v. the Russian Federation](#)³ (on Crimea and Sevastopol) established confirmed evidence indicating a significant decrease in the number of Ukrainian-language kindergartens and classes on the temporarily occupied Crimean Peninsula since 2014: "The number of students receiving education in Ukrainian decreased by 80% during the first year after 2014 and by another 50% the following year."

The system of formal and informal education, including extracurricular activities, is actively used as a tool for indoctrination and militarisation of children and youth in the TOT. The extracurricular education system further integrates young people into the socio-political processes of the aggressor state through patriotic paramilitary clubs and youth branches of political parties and associations, actively involving them in the TOT and Russia's affairs. This contributes to the formation of a new civic identity loyal to the occupation authorities and the strengthening of pro-Russian influence among the younger generation.

While imposing a wide range of obligations on the occupying power, international law does not relieve the sovereign state of its responsibilities — it still has to ensure access to education for all citizens.

Pursuant to [Recommendation CM/Rec\(2012\)13 of the Committee of Ministers of the Council of Europe to Member States on Ensuring Quality Education](#)⁴, quality education must be inclusive. State bodies must further ensure quality education for those who cannot successfully use general education curricula for a wide variety of reasons, from insufficient fluency in the language(s) of instruction or significant differences in previous curricula to severe mental or physical disabilities.

According to Article 53 of the [Constitution of Ukraine](#)⁵, everyone has the right to education. The State ensures accessible and free pre-school, complete general secondary, vocational and higher education in state and communal educational establishments; the development of pre-school, complete general secondary, extracurricular, vocational, higher and post-graduate education, various forms of instruction; the provision of state scholarships and privileges to pupils and students. Citizens have the right to obtain free higher education in state and communal educational establishments on a competitive basis. The Constitution of Ukraine further states that complete general secondary education is compulsory.

² Analytical report "The 'Crimea Scenario': How the Russian Federation Is Destroying the Ukrainian Identity of Children in the Occupied Territories". URL: <https://almenda.org/analitychnyy-zvit-universalnyy-soldat-2022-2023/>

³ Judgement of the European Court of Human Rights of 25 June 2024 in Ukraine v. the Russian Federation. URL: [https://hudoc.echr.coe.int/eng?fbclid=IwZXh0bgNhZW0CMTAAR3EtOAAOUsql6gRfDkWuTVAfQFcyObBFPQgxf-qVxSxTxhTR2LrbPMiMDOM_aem_ot-CO_sj1UGedH-3FPcSg#{%22itemid%22:\[%22001-234984%22\]}](https://hudoc.echr.coe.int/eng?fbclid=IwZXh0bgNhZW0CMTAAR3EtOAAOUsql6gRfDkWuTVAfQFcyObBFPQgxf-qVxSxTxhTR2LrbPMiMDOM_aem_ot-CO_sj1UGedH-3FPcSg#{%22itemid%22:[%22001-234984%22]})

⁴ Recommendation CM/Rec(2012)13 of the Committee of Ministers to member States on ensuring quality education. URL: https://www.ecml.at/Portals/1/documents/CoE-documents/CMRec2012-13_quality_EN.pdf?ver=2016-11-29-113145-700

⁵ Constitution of Ukraine: Law of Ukraine No. 254к/96-BP dated 28 June 1996 URL: <https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80#Text>

According to Article 3 of the [Law of Ukraine “On Education”](#)⁶, everyone has the right to quality and affordable education. The right to education includes the right to receive education throughout life, the right to access to education, the right to free education in the cases and procedure determined by the Constitution and laws of Ukraine. Ukraine shall create equal conditions of access to education. No one shall be restricted in the right to receive education. The right to education is guaranteed regardless of age, gender, race, health status, disability, citizenship, ethnicity, political, religious or other beliefs, skin colour, place of residence, language of communication, origin, social and property status, criminal record or other circumstances or personal traits. Under martial law in Ukraine,⁷ the constitutional human rights and freedoms as well as those of a citizen may be temporarily limited for the duration of martial law, including those granted by Article 53 of the Constitution of Ukraine, which states that everyone has the right to education.

Moreover, pursuant to para. 4 of Article 55(2) of the Law of Ukraine “On Education”, parents of students have the right to choose an educational institution, curriculum, learning type and format for their children.

Starting from 2014, the Ukrainian State has taken steps to communicate with children and youth from the TOT. These mainly involved the adoption of certain regulations or amendments to existing regulatory framework to address some of the issue of obtaining documents on secondary education and furthering education in the Ukrainian system.

The Law of Ukraine “[On Ensuring the Rights and Freedoms of Citizens and the Legal Regime in the Temporarily Occupied Territory of Ukraine](#)”⁸ guarantees “the right to obtain preschool, extracurricular, general secondary, vocational, professional pre-higher and higher education in any education format as prescribed by law”, as well as the right “to recognise the results of studies obtained in the temporarily occupied territories of Ukraine as prescribed by Article 40¹ of the Law of Ukraine ‘On Education’”.

In 2016, the system of Educational Centres — Crimea-Ukraine and Donbas-Ukraine — was created to enable obtaining higher education. They facilitate admission of entrants from the TOT in educational institutions under a simplified system without passing the External Independent Assessment/National Multi-Subject Test, on the basis of an Educational Declaration and entrance exams.

After the outset of the full-scale invasion, Ukraine took a number of urgent steps to ensure access to education under martial law. Educational institutions were relocated and continued to provide access to education remotely, and guidelines were adopted on certain issues of obtaining education under martial law in Ukraine. The Parliament also regulated recognising the learning outcomes of persons who resided in the TOT by amending the Law of Ukraine “On Education”. The Cabinet of Ministers approved the Action Plan to Restore Education in the Deoccupied Territories for 2024–2027⁹, which provides for specific measures prior to deoccupation, namely: a preliminary assessment of the need for educational materials for schools and educational institutions, including in the territories of Ukraine that had been temporarily occupied prior to Russia’s full-scale invasion of Ukraine, the adoption of the regulation by the Ministry of Education and Science to detail the procedure for assessing the learning outcomes of students who received education in the TOT.

Despite the importance of such initiatives and their implementation, a cross-cutting and comprehensive approach to ensuring the educational rights of children and youth from the TOT remains necessary and relevant.

⁶ “On Education” Law of Ukraine No. 2145-VIII dated 5 September 2017 URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

⁷ “On the Imposition of Martial Law in Ukraine”: Decree of the President of Ukraine No. 2102-IX dated 24 February 2022 URL: <https://zakon.rada.gov.ua/laws/show/64/2022#Text>

⁸ “On Ensuring Rights and Freedoms of Citizens and Legal Regime in Temporarily Occupied Territory of Ukraine”: Law of Ukraine No. 1207-VII dated 5 April 2014. URL: <https://zakon.rada.gov.ua/laws/show/1207-18#Text>

⁹ On Approval of the Action Plan to Restore Education in the Deoccupied Territories for 2024–2027: Resolution of the Cabinet of Ministers of Ukraine No. 897-p dated 20 September 2024. URL: <https://zakon.rada.gov.ua/laws/show/897-2024-%D1%80#Text>

Challenges

Access to education for children and youth from the TOT is fraught with a number of challenges, which are primarily caused by the actions of the aggressor state and which Ukraine can address using tools and mechanisms of international and international humanitarian law, as well as by taking steps to mitigate the effects of the policies in the territory under its control.

The general situation concerning human rights in the TOT is unacceptable. As of the end of 2024, the movement of citizens between the TOT and other regions of Ukraine is possible solely through Russia and subsequently through Belarus or other third states. Such movement, in addition to significant security reservations, also requires major financial costs. People in the TOT, primarily children, face deportations and forced displacements. Illegal detentions of pro-Ukrainian individuals are not isolated cases.

Targeted loyalist education is a tool for creating a new national and civic identity, as is the restriction of access to the Internet and official Ukrainian resources. VPN services are systematically blocked, which creates serious obstacles to access to Ukrainian educational resources (e.g., the Ukrainian Online School). Consequently, the influence of Russian propaganda on the minds of students and their parents and teachers is increasing, which significantly complicates seeking information about the possibilities of obtaining a Ukrainian education.

Both children in the occupied territories of Ukraine and those who were deported to the Russian Federation end up in the Russian educational environment, where they are forced to study according to Russian standards, curricula and educational materials and become targets of “Russian state re-education”.¹⁰ The occupation authorities limit access to the opportunities to study in Ukrainian. The occupation authorities have either partially or completely removed the subjects such as Ukrainian Language, the Ukrainian Literature and History of Ukraine from school curricula.

The duration of the occupation is another factor that affects access to education for children and youth from the TOT. More than ten years of occupation of certain territories have led to the complete replacement of Ukrainian education with Russian one. The majority of students in these territories have had little to no experience of studying under Ukraine’s education system.

At the same time, Ukraine itself and Ukrainian education have undergone changes since 2014. The key ones are the launch of the New Ukrainian School reform, which provides for the value and competence components of education, as well as for updating the educational contents, introducing new approaches and methods (such as cooperative learning and a person-oriented approach), expanding the autonomy and professional growth of teachers (development of professional standards, updated requirements for advanced training, certification) and forming an updated network of educational institutions. Measures have been taken to introduce multi-level support in the educational process of children with special needs and generally encourage the development of inclusive education.

In contrast, the education methods used by the Russian Federation in the occupation of new territories can be summed up as harsh, and more than two years of the occupation should be considered as having long-term consequences.

The TOT lack support for children with special educational needs: the occupation administrations have a policy of separating children with SEN from other participants in the educational process, and the operation of the Inclusive Resource Centre as an institution established in Ukraine to uphold the rights of children with SEN is suspended in the TOT, with no equivalent in the Russian system.¹¹

The scope of problems caused by the actions of the aggressor state and its occupation authorities varies depending on the educational level.

A number of problems are also caused by the insufficiency of measures taken by the Ukrainian State.

¹⁰ V. Potapova, M. Petrovets, *Textbooks and War: Russian Educational Materials in the Occupied Territories as a Tool for Destroying the Ukrainian Identity*. Kyiv, Almenda Central Publishing House, 2023, 132 p. URL: https://almenda.org/wp-content/uploads/2023/09/Дослідження-Підручник-і-війна-навчальна-література-РФ-на-окупованій-території-як-інструмент-знищення-ідентичності-українці_1.pdf

¹¹ Green and White Paper “Restoration of the Educational Process in the Deoccupied Territories”. URL: <https://analytics.kittysoloma.org>

Ukraine lacks legal regulations aimed at enabling students to continue their studies under the Ukrainian curriculum with an emphasis on studying the Ukrainian component similar to the transfer of credits received abroad.

Another critical problem is the continued lack and/or inadequate level of generalisation and assessment of reliable statistical and analytical data on all the TOT, including Crimea and Sevastopol, as well as insufficient coordination of the efforts of all participants in the process to ensure access to education for children and youth from the TOT.

Furthermore, there is a certain subjective perception of the TOT and of people from these territories in the controlled territory of Ukraine. This may be caused, among other reasons, by insufficient focus within curricula on the history, culture, economy, etc. of these territories. The issue requires building a safe environment in the controlled territory and a communication component to avoid dividing the society.

Some children and youth from the TOT choose to leave for third countries, including the European Union, where they continue their studies, often still outside the Ukrainian context, since no adaptation and integration measures are provided, including those that would account for the conditions of staying abroad.

Yet another pain point is the role of parents as participants in the educational process. If the family stays in the TOT but chooses for the child to receive full-time education in the territory controlled by Ukraine, they are faced with the challenge of accompanying the child, ensuring safety when leaving and crossing checkpoints and providing for the child. If the family stays in the TOT and does not support the child's decision to receive education in the controlled territory, the young person is left alone with a host of problems, from navigating the Ukrainian education system with all its opportunities and limitations for entrants from the TOT to organising travel through the territory of the aggressor state and third countries with all the relevant costs and risks.

The above state of affairs and challenges faced by children and youth from the TOT requires specific and consistent actions to be taken throughout the entire period of temporary occupation. In view of the above, the **Cabinet of Ministers of Ukraine is recommended to:**

1. *Approve the Concept of Access to Education for Children and Youth from the Temporarily Occupied Territories.*

Section 2. Ensuring Access of Children and Youth from the Temporarily Occupied Territories to General Secondary Education

There may be about 600,000 school-age children in the TOT.¹² By regional distribution: 285,000 persons in Crimea and Sevastopol (53,000 in Sevastopol and 232,000 in Crimea), over 41,000 persons in the Zaporizhzhia region, about 20,000 persons in the Kherson region, 147,000 persons in the Donetsk region and over 100,000 persons in the Luhansk region.

According to operational data from local education authorities, as of October 2024, the Ukrainian education system covers 44,241 GSE students staying in the TOT (approximately 7.4% of the possible pool). However, there is a general trend towards a decrease¹³ in the number of GSE students who reside (stay) on the TOT and study in GSEI. For instance, the enrolment of students in the first grades, compared to the indicators of 2021/2022 academic year and 2023/2024 academic year, decreased by 39% in the Donetsk region, by 48% in the Zaporizhzhia region, by 62% in the Luhansk region and by 42% in the Kherson region.

According to [Order of the Ministry of Education and Science No. 8 “On Approval of the Regulation on the Individual Format of Obtaining Complete General Secondary Education” dated 12 January 2016](#)¹⁴, persons who resided or still reside in the TOT may be enrolled in (transferred to) the external study format throughout the calendar year.

Studies are enabled using distance learning technologies facilitated by the established distance learning system in the EIs, the support and cooperation of the EI founders, as well as local executive bodies and the Ministry of Education and Science after 24 February 2022. Some GSEIs from the territories temporarily occupied since 24 February 2022 now operate via a distance learning format or using distance learning technologies on the controlled territory of Ukraine. These are 65 GSEIs from the Kherson region and 203 GSEIs from the Zaporizhzhia region, as well as 50 GSEIs from the Donetsk region and 83 GSEIs from the Luhansk region.¹⁵

GSEIs from Crimea and Sevastopol, as well as the territories of the Donetsk and Luhansk regions that have been under temporary occupation since 2014 and have not relocated.

The MES adopted [Order No. 1112 “On Approval of the Procedure and Conditions for Obtaining General Secondary Education in Municipal General Secondary Education Institutions under Martial Law in Ukraine”](#)¹⁶ in August 2024 and [Order No. 1276 “On Approval of Amendments to Certain Regulations of the Ministry of Education and Science of Ukraine”](#) in September 2024.¹⁷ This was driven by the understanding that the education of children in the TOT in the third year of a full-scale invasion cannot be merely reactive. The adopted decisions are aimed at ensuring studying in an individual learning format. These innovations aim to preserve the existing connection between the teacher and the child without changes at the level of the child/their parents.

¹² According to both Ukrainian and occupation government bodies. The figure is approximate.

¹³ The data following Russia’s full-scale invasion of Ukraine are comparable.

¹⁴ On Approval of the Regulation on the Individual Format of Obtaining Complete General Secondary Education: Order of the Ministry of Education and Science of Ukraine No. 8 dated 12 January 2016 URL: <https://zakon.rada.gov.ua/laws/show/z0184-16#Text>

¹⁵ As per the Response of the Ministry of Education and Science of Ukraine No. 1/23388-24 dated 12 December 2024

¹⁶ On Approval of the Procedure and Conditions for Obtaining General Secondary Education in Municipal General Secondary Education Institutions under Martial Law in Ukraine: Order of the Ministry of Education and Science of Ukraine No. 1112 dated 7 July 2024. URL: <https://zakon.rada.gov.ua/laws/show/z1222-24#Text>

¹⁷ On Approval of Amendments to Certain Regulations of the Ministry of Education and Science of Ukraine: Order of the Ministry of Education and Science of Ukraine No. 1276 dated 9 September 2024. URL: <https://zakon.rada.gov.ua/laws/show/z1432-24#Text>

During this period, EIs provided synchronous/asynchronous education for children in the TOT in formats convenient for them. Enrolment/choice of the learning format is subject to an application by the parents. Access to educational materials is ensured on a permanent basis, and the schedule is adapted to the child's needs and capabilities. CSOs¹⁸ and the educational community¹⁹ believe that changing this may pose unjustified risks of terminating the educational process and losing contact with the child: some EIs might be shut down; distance classes may not be organised in the required scope (organisation of distance classes for years 1–9 and/or 11–12 (inclusive), 5–9 and/or 11–12 (inclusive) is to be compulsory, and a missing link of one class in the chain actually prevents the educational institution from organising distance learning), or the required minimum number of students will not be included in them (there must currently be at least 20 students in a distance class). In addition, the Order introduces a new concept of “suspension of the operation of an educational institution”, which is not provided for by the effective laws and violates the rights of local governments as EI founders to make decisions on their liquidation or reorganisation.

Such changes are still insufficiently communicated by the Ministry of Education and Science.

Distance learning is provided using various resources at the choice of the educational institution.

A person from the TOP who wishes to get a document confirming the completion of general secondary education can obtain it by studying according to the external study format or as prescribed by [Order of the MES No. 271 “Procedure for Admission to Higher, Professional Pre-Higher and Vocational Education of Persons Residing in Territories Where the Education Standards of Ukraine and/or a Stable Educational Process Cannot Be Ensured” dated 1 March 2021](#).²⁰ In the second case, documents are issued following the annual examination and the state final examination (except for cases of exemption from state final certification) according to the external study format in authorised GSEIs. This procedure is part of the admission process for higher, professional pre-higher and vocational education through Educational Centres.

Description of the Challenges:

Forced education according to the standards of the occupation authorities. Among the major problems is the forced involvement of children from the TOT in education in the EIs that follow Russian educational standards, often with the use of propaganda materials. The aggressor state uses threats and administrative sanctions to force children/their parents to study in these institutions. Those who try to study in Ukrainian schools remotely face persecution, including court decisions and administrative measures.

Security risks and information isolation. While staying in the TOT, children and their parents face constant safety concerns, both physical threats and psychological pressure due to political repression, arrests of relatives, searches and stressful situations. Furthermore, limited access to the Internet and Ukrainian online resources hinders access to the necessary information regarding education in Ukraine. The occupation authorities also block VPN services. Communicating information to students and their inclusion in online lessons is not always achieved through secure information channels.

¹⁸ Position on the risks of failing to ensure access to general secondary education for children and youth affected by Russia's armed aggression against Ukraine due to the adoption of Order No. 1112 and Order No. 1276. URL: <https://www.vplyv.org.ua/archives/9492>

¹⁹ Ye. Menshykova, Order of the Ministry of Education and Science No. 850: Does it contradict the legislation and threaten teachers with layoffs? URL: <https://suspilne.media/kharkiv/802627-nakaz-no850-vid-mon-ci-supereciti-vin-zakonodavstvu-i-zagrozuie-skorocennam-dla-vciteliv/>; A. Miasnykova, “Order No. 850 of the Ministry of Education and Science should be revoked rather than fragmented: Opinions of the Kharkiv education community” URL: <https://nakypilo.ua/teksty/shcho-oburiuie-osvitian-u-nakazi-mon-N850/>

²⁰ On Approval of the Procedure for Admission to Higher, Professional Pre-Higher and Vocational Education of Persons Residing in Territories Where the Education Standards of Ukraine and/or a Stable Educational Process Cannot Be Ensured: Order of the Ministry of Education and Science of Ukraine No. 271 dated 1 March 2021. URL: <https://zakon.rada.gov.ua/laws/show/z0505-21>

There are also certain difficulties in terms of establishing communication between the TOT and EIs in the territory controlled by Ukraine, including the lack of information about the options of obtaining a complete general secondary education, as well as effective communication channels (e.g., messenger applications for communication that could be joined), since the TOT cannot be contacted via landline phones, and Ukrainian educational resources are often blocked by the occupation administrations.

Difficulties with documents and administrative obstacles. Parents and children face difficulties in obtaining a birth certificate, which is the main document for enrolment in the EI and the exercise of other rights. Children may not have a Ukrainian birth certificate, and obtaining one in the case of birth in the TOT requires a court order, which is a complex and lengthy process that requires travelling to the territory controlled by Ukraine or seeking legal assistance.

Double academic load. Children who simultaneously study in the TOT and remotely in Ukrainian schools experience excessive academic load. For instance, students may study for up to 53 hours a week, which leads to physical and psychological burnout, especially among younger students.

Even though the MES approved [Order No. 563 dated 15 May 2023](#)²¹, which set forth the Guidelines on Certain Issues of Obtaining Education in General Secondary Education Institutions under Martial Law in Ukraine, it fails to account for the interests of students from the TOT. A Standard Curriculum for teaching children in the TOT, which would take into account the challenges of “double load” similarly the Standard Curriculum designed for children who left Ukraine due to the full-scale invasion, is yet to be developed.

Threat of losing Ukrainian national and civic identity. The lack of access to comprehensive education according to Ukrainian standards, the use of Russian propaganda materials in educational institutions in the TOT and limited access to Ukrainian literature and cultural sources pose a threat to the national identity of the younger generation. Due to this, some children might gradually lose their identity as Ukrainians. In addition, youth policy is also used as a tool to destroy Ukrainian identity.²²

Limited use of the Ukrainian language. In the TOT, the aggressor state has ensured that education cannot be received in Ukrainian. Distance learning in Ukrainian EIs cannot fully ensure the formation of the key competence of Ukrainian language proficiency due to the lack of consistent practice. This, in turn, significantly complicates obtaining Ukrainian education at subsequent educational levels, where the educational process is conducted in the official state language.

Limited variable models of education for different categories of students. For persons from the TOT who have completed their general secondary education, there are no variable models of education that would adapt to their needs and capabilities. This includes enabling them to take up distance learning, study for exams and adaptation courses that would make specific accommodations, such as for staying under the ongoing occupation.

Decrease of the student numbers and difficulties in entering the Ukrainian education system. Parents seldom consider including primary school students in distance learning in Ukrainian GSEIs. Safety concerns contribute to this decision. GSEIs have not been relocated from the territories temporarily occupied since 2014. This would require building a new system of connections and finding arguments.

Inconsistency in the procedures for obtaining a Certificate of Complete General Secondary Education. To obtain an educational document certifying complete general secondary education, residents of the TOT who do not plan to enter Ukrainian HEIs must pass 7 annual exams for the basic school level and 15 exams for the specialised level. At the same time, those applying to HEIs through the Educational Centres must pass 2 annual exams to obtain the same document. This discrepancy is due to the simultaneous effect and inconsistency of the [Regulation on the Individual Format of Obtaining](#)

²¹ On Approval of the Guidelines on Certain Issues of Obtaining Education in General Secondary Education Institutions under Martial Law in Ukraine: Order of the Ministry of Education and Science of Ukraine No. 563 dated 15 May 2023. URL: <https://zakon.rada.gov.ua/rada/show/v0563729-23#Text>

²² Analytical report “The ‘Crimea Scenario’: How the Russian Federation Is Destroying the Ukrainian Identity of Children in the Occupied Territories”. URL: <https://almenda.org/analitychnyy-zvit-universalnyy-soldat-2022-2023/>

Complete General Secondary Education²³ and the Procedure for Admission to Higher, Professional Pre-Higher and Vocational Education of Persons Residing in Territories Where the Education Standards of Ukraine and/or a Stable Educational Process Cannot Be Ensured.²⁴

Social barriers and psychological challenges for children. Children from the TOT often experience stress associated with hostilities, as well as psychological pressure due to restrictions on freedom, fear of persecution or the possibility of deprivation of parental rights by the occupation authorities, forced displacement, etc. These circumstances significantly affect their mental health and require special support programmes, including psychological rehabilitation and adaptation to new learning conditions. In addition, it is important to consider how children from the TOT are perceived in the controlled territory of Ukraine, where they may face prejudice, including due to an insufficient level of information.

Insufficient communication with participants in the educational process by the state authorities of Ukraine. An example of implementing certain policies (implementation of the Offline Schools in the summer of 2024) without discussions with the target audience highlighted the sensitivity of the issues and significant reservations on the part of the educators. The issue raised has become a subject of public discussion and threatens to provide propaganda fodder for the aggressor state.

Recommendations Aimed at Solving the Problems:

The Ministry of Education and Science of Ukraine and Regional Military Administrations should:

1. *Ensure variability and adaptability of access to GSE through separate models in accordance with the needs, capabilities and priorities of children and youth residing (staying) in the TOT.*

Variability and adaptability of access to EIs can be ensured by the child/their parents independently choosing one of the proposed models:

Model 1. Organisation of distance learning or individual formats of education in accordance with the Standard Curriculum that accommodates the individual needs of students. The model is active and has been employed in recent years for teaching the students staying in the territories temporarily occupied after 24 February 2022.

Model 2. Organisation of distance learning or individual forms of education under the Standard Curriculum adapted to the needs of students in the TOT, which involves studying only subjects of the Ukrainian component and accommodates the specific considerations of students' stay in the TOT ("Adapted Curriculum"). This includes ensuring an individual educational trajectory of a student with an emphasis on a variable component for building/restoring national and civic identity and for overcoming educational losses and gaps (of a student's choice). A similar model exists to ensure the education of children who left Ukraine due to Russia's full-scale invasion and study in educational institutions of both the host country and Ukraine simultaneously. The model will require the development of an Adapted Curriculum and recognition of learning outcomes in subjects not provided for by the curriculum.

Model 3. Organising studies in one of the individual learning formats, such as the external study, under a separate curriculum for students who completed GSEI but stayed in the TOT, to obtain a state-standard document certifying complete general secondary education. The curriculum will include:

- courses to prepare for passing the Ukrainian Language and History of Ukraine exams;
- compulsory educational components for building/restoring national and civic identity;
- option of choosing courses/subjects to overcome educational losses.

²³ П On Approval of the Regulation on the Individual Format of Obtaining Complete General Secondary Education: Order of the Ministry of Education and Science of Ukraine No. 8 dated 12 January 2016. URL: <https://zakon.rada.gov.ua/laws/show/z0184-16#Text>

²⁴ On Approval of the Procedure for Admission to Higher, Professional Pre-Higher and Vocational Education of Persons Residing in Territories Where the Education Standards of Ukraine and/or a Stable Educational Process Cannot Be Ensured: Order of the Ministry of Education and Science of Ukraine No. 271 dated 1 March 2021. URL: <https://zakon.rada.gov.ua/laws/show/z0505-21#Text>

This model should simplify the existing mechanism for obtaining a document certifying complete general secondary education and prepare a person for passing the State Final Examination.

Regardless of the learning format and the chosen model, a student from the TOT, after passing the annual examination and/or State Final Examination (if applicable), will be eligible for a document certifying completion of the relevant level of complete general secondary education. The physical presence of students from the TOT in an educational institution should not be mandatory in order to take the annual final examination or the State Final Examination or to receive a document certifying the education level.

GSEIs should facilitate all three proposed models, as well as the Models 1 and/or 2, Models 1 and 3, Models 2 and 3.

In order to disseminate information about GSEIs, their support, methodological guidance, operational communication and effective feedback, the Ministry of Education and Science should compile an exhaustive list of GSEIs that provide educational services to children from the TOT and publish it on the official websites of the MES, departments of education of Regional Military Administrations and GSEIs.

Existing relocated EIs that provide educational activities remotely should be engaged in these models, and so should the International Ukrainian School. The educational network should be driven by analytical data. The operation of relocated educational institutions should be sustainable, since the opening up of relocated educational institutions and schools in the deoccupied territories, taking into account the situation in and prospects of these territories, is a component of the Action Plan to Restore Education in the Deoccupied Territories.

In order to engage students from the TOT and provide them with support, methodological guidance, operational communication and effective feedback, the Ministry of Education and Science should compile an exhaustive list of GSEIs that provide educational services to children from the TOT and publish it on the official website of the MES. Efforts should be systematically coordinated among EIs, education departments, the MES and other stakeholders (local governments, CSOs, international organisations, IDP Councils, etc.). The MES should assume the role of the coordinator.

The place of residence (stay) of a student on the TOT should not restrict their right to be enrolled in any educational institution designated by the MES as providing education for children on the TOT.

The basic criteria for EIs that will provide secondary education should be:

- experience working with children staying under temporary occupation;
- organisation of education using various learning formats such as institutional (distance) and individual learning (teachers' patronage, external study, homeschooling);
- ability to provide education according to the Standard Curriculum and an Adapted Curriculum (for distance learning);
- experience of distance work with children with SEN;
- experience in organising the educational process on a distance learning platform.

GSEIs should operate with account for academic, personnel, financial and organisational autonomy. The main instrument regulating the educational process of an educational institution is the curriculum developed on the basis of the Standard Curriculum or Adapted Curriculum approved by the Ministry of Education and Science.

Special emphasis should be placed on specialised education institutions in order to ensure that they create conditions for continuing education for children and youth from the TOT remotely.

Educators from abroad may be involved in the EI activities in order to implement models of education for children and youth from the TOT. Their involvement will contribute to the formation of ties between different educational communities and foster the understanding of diversity among students.

Ministry of Education and Science of Ukraine should:

1. *Develop the educational content adapted to the needs, capabilities and priorities of children and youth from the TOT, including novel approaches to learning and the use of extracurricular and informal education tools.*

Model syllabi for individual subjects will require adaptation, including to factor in the duration of the occupation of the territory and the period of stay of the student outside the Ukrainian education system. Current Recommendations on the Use of Modified Syllabi for the Ukrainian Language, Ukrainian Literature, Ukrainian History and Geography for GSEIs (Order of the MES No. 701 dated 16 May 2024²⁵) require adjustment.

An Adapted Curriculum and model syllabi for teaching students from the TOT should be designed with account for the following:

1. Limited time for mastering educational material due to connection difficulties and double workload.
2. The need to overcome occupation narratives and build civic resistance to propaganda.
3. Studying individual subjects such as the Defence of Ukraine, as well as certain educational topics may lead to criminal persecution for students living in the TOT, so they need to be excluded or adapted.
4. Educational losses and gaps in the learning outcomes of individual students, which require testing and additional time to make up for them.
5. Lack or a low level of fluency in the Ukrainian language for individual students, which will require a transitional adaptation period. It is advisable to consider the formation of a thesaurus of terms and abbreviations for basic subjects and syllabi.

An individual curriculum must developed to help implement the individual educational trajectory of students from the TOT. The tools for assessing students' learning outcomes should be adapted to factor in the conditions and possibilities of learning, and individual consultations should be provided during additional consultation hours. Practices regarding tailored syllabi, individualised assessment and support, which are already in use in the Council of Europe countries for children from Ukraine and which are compiled in the [Mapping Study on Children of Ukraine's Access to Education in Council of Europe Member States](#),²⁶ should be taken into account. Model Recommendations should be developed for the implementation of the educational process with due regard to the duration of the student's stay outside the Ukrainian education system.

The Adapted Curriculum should determine the subjects of the compulsory and elective educational components. The scope of subjects of the compulsory educational component may include the Ukrainian Language, Ukrainian Literature, History of Ukraine, Civic Education, Geography of Ukraine and the Basics of Law.

The subjects of the elective educational component should contribute to building/restoring Ukrainian national and civic identity in students and overcoming educational losses and gaps caused by the lack of access to Ukrainian education in the TOT. The elective component may include subjects and courses in various educational fields, such as languages and literature, mathematics, natural sciences, civics and history, art, etc. The scope of subjects of the elective educational component should be approved by the Teachers' Council of the EI, taking into account the needs of students.

²⁵ Recommendations on the Use of Modified Syllabi for the Ukrainian Language, Ukrainian Literature, Ukrainian History and Geography for general secondary education institutions: Order of the Ministry of Education and Science of Ukraine No. 701 dated 16 May 2024. URL: <https://zakon.rada.gov.ua/rada/show/v0701729-24#Text>

²⁶ Council of Europe Consultation Group on the Children of Ukraine (CGU). URL: <https://rm.coe.int/mapping-study-on-access-to-education-of-the-children-of-ukraine-in-cou/1680b27e7e>

Due to a number of challenges (lack of access to traditional education, overload, stress and information isolation), it is critical to introduce innovative teaching methods, such as interactive and game platforms, which can help children gradually adapt to the new educational environment without additional stress. Game formats and online lessons at the initial stage can be useful for soft adaptation and assimilation of necessary knowledge in a safe and supportive environment.

Non-formal education curricula should be developed, including through the adaptation of the existing curricula.

The Ministry of Education and Science of Ukraine, the Ministry of Digital Transformation of Ukraine and the Ministry of Development of Communities and Territories of Ukraine should:

1. Ensure the prevention and countering of negative safety concerns in the educational process associated with the stay of students in the TOT.

A platform for distance learning should be created to ensure:

- confidentiality for students;
- access from the TOT;
- posting the schedule, educational materials, textbooks, homework, tests for self-testing and final exams;
- tools for synchronous learning and consulting;
- tools for asynchronous feedback, tracking student progress in mastering their individual curriculum;
- adaptability to different gadgets (desktop, laptop, tablet, smartphone);
- tools for assessing learning outcomes;
- option to download educational materials to personal gadgets and access them offline;
- constant data archiving and backup.

An additional (backup) workspace and several communication channels for participants in the educational process should be provided should students' access to the educational platform be intentionally blocked.

The EI administration, teachers, students and parents should undergo mandatory regular training on safe Internet use and the specific educational platform. Cybersecurity and information hygiene practitioners should be involved in organising the training. Instructions should be developed for children and their parents on safe education of children from the TOT (VPN services that do not collect or transmit data and cannot be blocked; protected communication channels, etc.).

Standards should be implemented to ensure the cybersecurity of the educational platform for distance learning, as well as cyber hygiene when working with the platform itself and its users.

Ministry of Education and Science of Ukraine should:

1. Commence systematic training of educators involved in the process of providing educational services for children and youth from the TOT.

This includes managers, teachers, psychologists, technical staff, etc., who must have communication skills for working with children and youth from the TOT. Training and advanced training programmes for teachers working with children from the TOT should be designed and/or adapted to ensure a high level of training and adaptation to specific conditions (specific nature of communication, Internet safety, mental resilience and support, conflict management, digital competence).

Methodological support for teachers involved in organising the education of children and youth from the TOT should also be organised, including providing teachers with up-to-date methodological materials for teaching academic subjects.

Advanced training courses for all teachers should include techniques for psychological work with children from the TOT (after moving to the controlled territory, these children and youth can be viewed through the lens of their status as IDPs), as well as for disabilities (historical context, geography, historical events, economy, etc.) to counter stereotypes and build a shared political and cultural space.

School facilitators and employees responsible for educational activities should receive training that accounts for the implementation of distance learning programmes for children and youth from the TOT.

The Ministry of Education and Science of Ukraine, the Ministry of Digital Transformation of Ukraine and the Ministry of Development of Communities and Territories of Ukraine should:

1. Ensure communication on obtaining education for children and youth from the TOT.

Increasing the accessibility of information about educational opportunities in Ukrainian EIs for children from the TOT requires ensuring that the information (step-by-step instructions) is posted on official web resources. The main platform should be the MES website. In addition, this information should be disseminated through regional education departments, web resources of HEIs and GSEI, social media pages of official educational institutions and NGOs, international partners.

Engaging educational platforms such as the Ukrainian Online School, as well as partners working on reintegration issues will contribute to reaching a wider audience.

Information campaigns should be launched through social media, radio and Internet resources available on the TOT. Support should be provided via messenger applications and e-mail to ensure prompt feedback.

When developing information materials and choosing distribution channels, the risks of blocking access in the TOT should be recognised. This process must involve IT security specialists to ensure the reliability, accessibility and protection of information even under restrictions of information by the occupation authorities.

The Ministry of Education and Science of Ukraine, the Ministry of Health of Ukraine and the Ministry of Social Policy of Ukraine should:

1. Ensure psychological support to participants in the educational process.

Both children and youth from the TOT and their parents should be provided with free online psychological support (if necessary). Children and teachers should receive psychological training, support groups, etc. The support should be provided by school counsellors (whose hours should be reviewed taking into account the nature of this task).

Educators interacting with children and youth from the TOT should have developed psychological competencies. This includes knowledge of the basics of psychological support, skills in managing emotions and overcoming stress, as well as the ability to provide self-help. Educators who are highly qualified in psychology are a key element in creating a safe and supportive educational environment.

Expected Outcomes of Implementing the Recommendations Provided:

- Sustainable operation of the network of EIs and GSE institutions, including specialised ones, teaching students from the TOT will be ensured, as will be their material support;
- Educational services will be provided to children and youth from the TOT through the implementation of various educational models adapted to their needs and capabilities, including the option of obtaining a document certifying completed GSE outside the Crimea-Ukraine and Donbas-Ukraine Educational Centres throughout the year, with the option of remote preliminary studies;
- Primary school children from the TOT will be engaged in game formats, extracurricular activities and informal education to enable their further inclusion in the Ukrainian educational process;
- A platform for distance learning of children and youth from the TOT will be developed and implemented with necessary cybersecurity protocols;
- Both children and youth from the TOT and their parents will be informed about available formats and opportunities for obtaining Ukrainian education through various resources adapted to the conditions of accessibility and security;
- Participants in the educational process will be provided with the necessary psychological support in formats that meet their assessed needs.

Indicators of Achievement of the Recommendations Provided:

- Amendments will be made to the Laws of Ukraine “On Education” and “On General Secondary Education” to meet the educational needs of citizens of Ukraine residing in the TOT;
- The legislation will be updated in terms of regulating the grounds and procedure for obtaining documents confirming identity and citizenship of Ukraine of children residing in the TOT, including a birth certificate, as well as documents on general secondary education;
- The number of children and youth from the TOT who receive education in GSEIs will be increased (in terms of classes and GSE models);
- The number of primary school children who are connected to game formats, extracurricular activities and informal education will be increased;
- The network of GSEIs and educational institutions that provide access to GSE for children and youth from the TOT will be expanded (in terms of their number, implemented education models, stability of the number of students, learning outcomes of students, etc.);
- The number and nature of developed adaptive curricula and modal syllabi for teaching children and youth from the TOT will be expanded;
- A simplified procedure for obtaining a document certifying complete general secondary education according to the state standard will be adopted and implemented; relevant training programmes will be introduced (the number of people from the TOT who will have used it);
- Information has been posted on the official websites of state authorities and local governments, as well as EIs (if any) regarding GSE for children and youth from the TOT (the scope of information, including the list of EIs, available models, relevance, clarity, availability of contacts, etc.);
- The number and nature of advanced training programmes for educators, including on cybersecurity and information hygiene, will be increased;
- The number of psychological support requests and their success rate will be increased.

Section 3. Ensuring Access of Children and Youth from the Temporarily Occupied Territories to Professional Pre-Higher and Vocational Education

Professional pre-higher and vocational education is provided to children and youth from the TO as prescribed by the [Order of the Ministry of Education and Science No. 271 “On Approval of the Procedure for Admission to Higher, Professional Pre-Higher and Vocational Education of Persons Residing in Territories Where the Education Standards of Ukraine and/or a Stable Educational Process Cannot Be Ensured”](#).²⁷ It sets forth special admission conditions and enables enrolment within the established admission quotas to educational institutions. The Procedure establishes certain quotas (benefits) for entrants from the TOT at a given level of education. Children and youth from the TOT are able to enter according to the general procedure.

Only 44 institutions of professional pre-higher education from the Donetsk, Luhansk, Kherson, Zaporizhzhia and Kharkiv regions, as well as Crimea and Sevastopol, were relocated to the territory controlled by Ukraine.²⁸

[Resolution of the Cabinet of Ministers of Ukraine No. 1045 “Certain Issues of Payment of Social Scholarships to Students \(Cadets\) of Institutions of Professional Pre-Higher and Higher Education” dated 28 December 2016 \(as amended on 10 January 2023\)](#)²⁹ provides for the right to social scholarships for students (cadets) who study under the state-sponsored quota in institutions of professional pre-higher or higher education on a full-time basis and fall into the following category: a person registered as an IDP or a person who, at the time of submitting the relevant application, resides in a settlement located on the contact line.

Learning outcomes of persons who resided on the TOT at this level in accordance with the Law of Ukraine “On Education” should be recognised as prescribed by the Cabinet of Ministers of Ukraine.

Qualification centres should be in charge of the awarding/confirmation of full and/or partial professional qualifications. The procedure is set forth in the [Resolution of the Cabinet of Ministers of Ukraine No. 956 “On Approval of the Procedure for Awarding and Confirmation of Professional Qualifications by Qualification Centres” dated 15 September 2021](#).³⁰

Higher and professional pre-higher education institutions may recognise learning outcomes obtained through non-formal and/or informal education within the scope of their autonomy as prescribed by the [Order of the MES No. 130 “On Approval of the Procedure for Recognition of Learning Outcomes Obtained through Non-Formal and/or Informal Education by Higher and Professional Pre-Higher Education Institutions” dated 8 February 2022](#).³¹

²⁷ On Approval of the Procedure for Admission to Higher, Professional Pre-Higher and Vocational Education of Persons Residing in Territories Where the Education Standards of Ukraine and/or a Stable Educational Process Cannot Be Ensured: Order of the Ministry of Education and Science of Ukraine No. 271 dated 1 March 2021. URL: <https://zakon.rada.gov.ua/laws/show/z0505-21#Text>

²⁸ As per the Response of the Ministry of Education and Science of Ukraine No. 1/23388-24 dated 12 December 2024.

²⁹ Certain Issues of Payment of Social Scholarships to Students (Cadets) of Institutions of Professional Pre-Higher and Higher Education: Resolution of the Cabinet of Ministers of Ukraine No. 1045 dated 28 December 2016. URL: <https://zakon.rada.gov.ua/laws/show/1045-2016-n#Text>

³⁰ On Approval of the Procedure for Recognition of Learning Outcomes Obtained through Non-Formal and/or Informal Education by Higher and Professional Pre-Higher Education Institutions: Order of the Ministry of Education and Science of Ukraine No. 130 dated 8 February 2022. URL: <https://zakon.rada.gov.ua/laws/show/z0328-22#Text>

³¹ On Approval of the Procedure for Recognition of Learning Outcomes Obtained through Non-Formal and/or Informal Education by Higher and Professional Pre-Higher Education Institutions: Order of the Ministry of Education and Science of Ukraine No. 130 dated 8 February 2022. URL: <https://zakon.rada.gov.ua/laws/show/z0328-22#Text>

There are no aggregate data on the number of entrants from the TOT at this level or the number of persons from the TOT who have confirmed their qualifications or the recognition of learning outcomes acquired through non-formal and/or informal education.

Description of the Challenges:

Access to this level of education through online platforms and other tools is very limited. This is due to both objective circumstances (some skills require practice that cannot be fully obtained online) and the lack of prioritisation in the creation of digital tools, as well as their cost.

Organisational obstacles include difficulties with issuing identity documents, problems crossing administrative borders and internal checkpoints and logistical complications when moving around the territory of Ukraine. The vast majority of students at this level are minors (under the age of 16), which requires parental involvement, including by obtaining their consent to apply, sign documents, etc. Some of them might be unable to leave the TOT together with their children.

The difficulties associated with leaving for the territory controlled by Ukraine (through Russia, Belarus and third countries), its cost, as well as the lack of sufficient support (full coverage of housing costs, food, the ability to purchase necessary clothing (children often leave during the entry campaign without any winter clothing and are unable to obtain it later) from the State after displacement for a minor contribute to the decision to receive education in the TOT.

Among the reasons for this decision is the lack of understanding of the difference in the quality of education a child receives at this level in the TOT and the territory controlled by Ukraine.

There is no procedure for recognising learning outcomes obtained in the TOT. Despite the existence of procedures for confirming qualifications, as well as recognising learning outcomes obtained through non-formal and/or informal education, efforts to communicate these procedures are insufficient. At the same time, they cannot be used by those who possess learning outcomes at a certain level and wish to continue their acquisition under the Ukrainian education system.

This does not preclude the need to determine the list of professions (whether unregulated or regulated) for which the outcomes can be recognised.

Insufficient support after moving to the territory controlled by Ukraine. The social scholarship for students of professional pre-higher education institutions is UAH 890 per month.³² This amount cannot secure an acceptable standard of living or satisfy basic needs. Students may naturally be forced to look for part-time jobs during full-time studies due to the lack of funds paid as social scholarships. This, in turn, undermines the quality of education and generally shifts the student's focus. Moreover, educational institutions do not always provide students with accommodation in a dormitory at the expense of the state budget, which creates additional costs.

Entrants from the TOT do not always have identity documents. This is especially true of the territories that had been temporarily occupied before the full-scale invasion. In a few years, a similar situation may be observed in the territories temporarily occupied starting from 24 February 2022: young people who have reached the age of 14 will not have their ID cards.

The procedure for obtaining identity documents also poses a challenge. Furthermore, it takes time, which is of essence in the process of leaving the TOT and submitting documents to higher education institutions.

Another barrier is restricted access to Ukrainian, Ukrainian-language materials and the lack of educational, teaching and methodological materials for studying for entrance exams. The issue is especially acute for entrants from territories that have been under temporary occupation since 2014. This includes, for example, resources for learning Ukrainian as a foreign language and online opportunities for practising written and spoken Ukrainian — all of these based on appropriate (shortened, adapted) syllabi.

³² On Scholarships in State and Municipal Educational Institutions and Research Institutions: Resolution of the Cabinet of Ministers of Ukraine No. 1047 dated 28 December 2016. URL: <https://zakon.rada.gov.ua/laws/show/1047-2016-n#Text>

Recommendations Aimed at Solving the Problems:

The Ministry of Education and Science of Ukraine and the Ministry of Digital Transformation of Ukraine should:

1. *Expand and improve online platforms for professional pre-higher and vocational education.*

This can be implemented by providing access to existing online platforms, including access to virtual labs, simulators, video lessons, as well as organising distance learning practices based on Ukrainian educational institutions, where possible and in selected areas, accounting for safety concerns. They should enable self-assessment. These opportunities should include practical elements of training and cooperation with Ukrainian companies that would further employ children and youth from the TOT. Education can be considered as an element of implementation in the employment market.

Opportunities should be properly communicated.

Access to educational materials and opportunities can be provided individually, without the need for formal enrolment in an educational institution, which will allow adapting curricula to the needs of each participant in the educational process.

The Ministry of Foreign Affairs of Ukraine and the State Migration Service of Ukraine should:

1. *Assist those wishing to obtain professional pre-higher and vocational education in leaving for the territory controlled by Ukraine.*

Those wishing to travel to the territory controlled by Ukraine to obtain professional pre-higher and vocational education should be provided with proper — primarily advisory — support when planning their departure (mapping the routes, preparation of documents, security precautions, etc.). The child/young person and their parents should receive the necessary information to make an informed decision. It should be provided through a single resource where those staying in the TOT can find relevant, necessary, structured and comprehensive information on the issues they have.

In the case of travel through third countries, as well as when crossing the state border, competent state bodies (foreign diplomatic institutions, the State Border Service, etc.) should assist in entering Ukraine and safely reaching the place of further education.

It is also necessary to create favourable conditions for the adaptation of these persons in the educational environment in the territory controlled by Ukraine, such as through special educational programmes and resources that meet their needs.

Ministry of Education and Science of Ukraine should:

1. *Approve the procedure for and ensure the recognition of the learning outcomes of persons who resided in the TOT at the level of professional pre-higher and vocational education.*

The implementation of the procedure should involve the preparation of procedures at the level of the MES and EIs regarding the procedure for recognition, determining the list of authorised institutions, including GSEIs, if there is a need to obtain documents certifying secondary education. It is critical to train experts, researchers, academic educators and practitioners who will be part of the Commission for the Recognition of Learning Outcomes.

Formats for assessing learning outcomes (interviews, comprehensive qualification exercises, comprehensive control measures, certification, etc.) should be standardised, provide clear instructions and an established scope of requirements that would allow the entrant to prepare. The experience and professional skills that allow the person to realise their career potential in the territory controlled by Ukraine should be taken into account.

A proper number of placements under the state-sponsored quota should be provided for those continuing education with a reduced period of study.

2. *Establish clear conditions for admission to institutions of professional pre-higher and vocational education with guarantees of placement under a state-sponsored quota.*

This recommendation provides for the provision of transparent and accessible admission rules that guarantee the right to education for children and youth from the TOT with guaranteed access to placement under a state-sponsored quota.

Educational Centres established at the EIs should set forth clear criteria and procedures for admission, available at least three months before the start of the admission campaign, to offer young people from the TOT meaningful education opportunities. Minimum requirements for conducting interviews and qualifying exams should be determined.

Institutions of professional pre-higher and vocational education should have established cooperation with authorised GSEIs. Documents certifying basic or complete general secondary education based on passing an annual examination and State Final Examination should be issued throughout the calendar year.

Another crucial component is the adaptation of the admission system to the specific features of persons affected by difficult conditions of temporary occupation: employees of admission committees and Educational Centres must have appropriate communication skills and communicate through channels that are convenient and accessible for entrants.

The Ministry of Education and Science of Ukraine, the Ministry of Development of Communities and Territories of Ukraine, the Ministry of Social Policy of Ukraine and Regional Military Administrations should:

1. Offer support after moving to the territory controlled by Ukraine for the period of obtaining professional pre-higher or vocational education.

It is necessary to create a support system that will help such students adapt to the new educational environment and life in conditions of internal displacement. The support should include psychological, social and financial assistance, as well as the provision of information resources on how the studies are organised, access to housing, transport and medical services, as well as assistance in their provision.

Financial support should be provided, inter alia, through an increase in social scholarships for these categories of persons to meet their actual needs of students in accordance with the minimum subsistence benefits.

Expected Outcomes of Implementing the Recommendations Provided:

- Access of children and youth from the TOT to online platforms and other digital tools for obtaining professional pre-higher and vocational education will be ensured, including without the need for admission in the relevant EIs;
- Counselling will be provided at all stages of admission for children and youth who wish to obtain professional pre-higher or vocational education; as will the assistance in entering Ukraine and getting to the educational institution of their choice;
- A single information resource will function to provide relevant, necessary, systematised and comprehensive information on issues faced by children and youth who wish to obtain professional pre-higher, vocational education;
- State-sponsored quota for children and youth from the TOT who wish to obtain pre-university or vocational education, as well as for those who continue their studies in a shortened period, will be guaranteed;
- Learning outcomes will be recognised through a formalised, standardised procedure to allow young people from the TOT to successfully integrate into the educational system of Ukraine, as well as the employment market;
- Effective mechanisms for passing assessments (interviews, certifications) in conditions that minimise stress and adapt the process to the needs of children and youth from the TOT will be created and implemented;
- Support (financial, psychological, social, etc.) will be provided to children and youth from the TOT who wish to obtain professional pre-higher or vocational education, as well as to those who continue their studies in a shortened period and have applied for recognition of the learning outcomes obtained in the TOT, including their support at all stages, from making a decision to apply to implementing adaptation and integration measures in accordance with individual needs.

Indicators of Achievement of the Recommendations Provided:

- Access will be provided to online platforms and other distance tools that ensure access to knowledge for children and youth who wish to obtain professional pre-higher or vocational education, including, through their adaptation;
- Up-to-date, systematised and comprehensive information on the opportunities for obtaining professional pre-higher and vocational education for children and youth from the TOT will be compiled on a single information resource;
- Children and youth from the TOT will be using online resources, as well as educational courses, video lessons, virtual labs, simulators and distance learning practices to obtain education without enrolling in specific educational institutions;
- The share of children and youth from the TOT enrolled under state-sponsored quota will increase in relation to the number of entrants and applicants;
- The number and nature of consultations and other support measures provided by Educational Centres, Els, MES, State Border Guard Service of Ukraine, foreign diplomatic units, etc. will be increased;
- The number of individuals from the TOT who have successfully completed the procedure for recognising learning outcomes, its duration, as well as the list of professions, the age of individuals, the individual's further access to the employment market or continued education will be increased;
- The amount of support provided to a child/young person after displacement (the amount of a scholarship in line with the minimum subsistence benefits, the opportunity to receive psychological support, public communication, etc.) will be increased.

Section 4. Ensuring Access of Children and Youth from the Temporarily Occupied Territories to Higher Education

Since 2016, entrants from the temporarily occupied Crimea and Sevastopol have been able to enrol in higher education institutions under a simplified procedure exclusively through the Crimea-Ukraine Educational Centre, and entrants from the TOT of Donetsk and Luhansk regions have been able to enrol through the Donbas-Ukraine Educational Centre. In 2020, the Ministry of Education and Science expanded the network of Educational Centres (which initially operated solely on the basis of displaced higher education institutions), enabling entrants from the TOT to choose any centre regardless of its name. The geography of the centres has also expanded.

Every citizen who chooses to study in Ukraine has remained extremely important throughout the years. Yet, the number of entrants choosing Ukrainian higher education and coming from the TOT to controlled territories since 2014 remains relatively small. According to official MES data, the dynamics of admission from the TOT of the Donetsk and Luhansk regions, Crimea and Sevastopol is as follows: 1008 persons in 2016, 1550 persons in 2017, 1776 persons in 2018, 1865 persons in 2019, 2026 persons in 2020, 2083 persons in 2021, 7018 persons in 2022, 6516 persons in 2023, 11,325 persons in 2024. The statistics also include people from settlements on the contact line and areas affected by hostilities.

Most of those entering Ukrainian higher education institutions from the TOT decide to move to territories controlled by Ukraine immediately after graduating from school or while studying in their final years.

In response to the challenges associated with serious obstacles to leaving in 2022, the option of admission through a remote interview or a creative competition was introduced.

The institutional capacity of the higher education system to work with entrants from the TOT entrants is still limited. However, some HEIs, including relocated ones, are actively working to create favourable conditions for entrants from the TOT. Relocated HEIs employ a systematic approach to supporting entrants from the TOT. Still, measures should be taken to generate interest in other HEIs and provide them with resources to offer professional advice to entrants to avoid confusion and the outflow of potential talent. It is important to organise additional training and courses for Educational Centre employees so that they can provide qualified advice to entrants from the TOT. These programmes will help to raise the awareness of HEI employees about the specifics of working with entrants from the TOT and help them effectively navigate the admission process, including the features of distance learning, registration, submission of documents and other aspects of the educational process.

The overall system lacks a clear definition of the status of an entrant from the TOT and consistency of approaches to entrants of different ages. The problem of unequal conditions of access to educational resources compared to other categories of entrants is particularly acute, which creates additional barriers to exercising the right to education and, in some cases, segregation.

Description of the Challenges:

Safety is a primary problem. Organising safe departure from the TOT poses a critical challenge since the existing routes often pass through the filtration checkpoints of the aggressor state and areas that are regularly shelled. Entrants are further exposed to danger when using Ukrainian educational resources due to the risk of their online activity being monitored by the occupation authorities — this affects the quality of preparation for exams.

Information barriers substantially complicate enrolment readiness. Limited access to the websites of Ukrainian HEIs and the MES due to the blocking of relevant resources by the aggressor and the lack of aggregated information for entrants result in information isolation. The information available on official resources is often outdated or incomplete, which complicates making decisions about enrolment. Furthermore, it is worth noting the incompleteness of the information available on the MES website: there are no clear step-by-step procedures and contacting listed contacts involves waiting several days for answers, which can be critical for children and young people who have already left for the territory controlled by Ukraine.

Untimely approval of admission procedures. Over the past few years, especially in 2023³³ and 2024³⁴, the Admission Procedures for higher and professional pre-higher education have been approved as late as in March. Approval of the procedures at such a late date significantly complicates the admission planning process, as entrants lack clear information about the rules and requirements for admission. In addition, delays affect the preparation of necessary information materials, such as leaflets, HEI websites, explanations for the Educational Centre and admission committees, as well as running an admission campaign in general. This creates additional difficulties for all participants in the process, making the admission process less transparent and predictable.

Socio-economic difficulties are manifested in insufficient financial stability. According to the comprehensive survey of students, every other student only has enough money for food and travel, and every fifth one lacks even that much. In order to cover living expenses, a third of them work simultaneously with their studies, which could affect the quality of their education.³⁵ In these conditions, academic and social scholarships, as well as other social payments, are crucial for their support.

The entrant's/student's focus shifts to the need to provide for themselves; the time that should be allocated to their studies and integration into a new society becomes time for earning money.

Organisational obstacles include difficulties with issuing documents and problems with crossing administrative borders. Crossing the borders with Russia and Belarus continues to be complicated. Authorised bodies of the Republic of Belarus occasionally deny crossing due to the lack of Ukrainian documents. This requires the person to apply to a foreign diplomatic mission of Ukraine to obtain a certificate of return to Ukraine. This process is not always successful. The situation is further compounded by the unpredictable nature of expenses in Russia and Belarus, where people may also be subject to additional checks and intimidation. These difficulties can significantly delay the departure process or even force students to abandon their plans for education in Ukraine.

A particularly vulnerable category is represented by unaccompanied entrants who face legal difficulties in processing documents.

The significant financial costs associated with moving and initial settlement in a new place remain another challenge. For some families from the TOT, the expenses required for moving are insurmountable. There are no financial support tools from public agencies and non-governmental organisations for young people who decide to leave to obtain higher education in the territory controlled by Ukraine.

Entrants from the TOT do not always have identity documents. This is especially true of the territories that had been temporarily occupied before the full-scale invasion. In a few years, a similar situation may be observed in the territories temporarily occupied starting from 24 February 2022: young people who have reached the age of 14 will not have their ID cards.

³³ On Approval of the Procedure for Admission to Higher Education Institutions in 2023: Order of the Ministry of Education and Science of Ukraine No. 276 dated 15 March 2023. URL: <https://zakon.rada.gov.ua/laws/show/z0519-23#Text>

³⁴ On Approval of the Procedure for Admission to Higher Education Institutions in 2024: Order of the Ministry of Education and Science of Ukraine No. 266 dated 6 March 2024. URL: <https://zakon.rada.gov.ua/laws/show/z0379-24#n14>

³⁵ According to the Analytical Report, see: Analytical Report on the Comprehensive Survey of Students from the Temporarily Occupied Territories of Ukraine Regarding Educational Needs and Education-Related Challenges. URL: https://almenda.org/wp-content/uploads/2024/05/Analychnyy_zvit_za_rezultatamy_kompleksnoho_opytuvannya_studentstva.pdf

The procedure for obtaining identity documents also poses a challenge. Furthermore, it takes time, which is of essence in the process of leaving the TOT and submitting documents to higher education institutions; there are still no effective tools for verifying the identity. The mechanism of involving two persons to confirm the identity becomes an obstacle for young people who have no contacts in the territory controlled by Ukraine.

Another barrier is restricted access to Ukrainian, Ukrainian-language materials and the lack of educational, teaching and methodological materials for studying for entrance exams. The issue is especially acute for entrants from territories that have been under temporary occupation since 2014. This includes, for example, resources for learning Ukrainian as a foreign language and online opportunities for practising written and spoken Ukrainian — all of these based on appropriate (shortened, adapted) syllabi.

Extensive educational losses and gaps in knowledge due to a long-term stay under temporary occupation. Gaps in linguistic, literature, civics and historical education can be especially pronounced. These gaps (especially for children and youth from the territories temporarily occupied before the full-scale invasion) cannot be overcome on their own,³⁶ without access to specially developed materials for self-directed learning and/or mini-group work in a distance format (which carries additional security risks).

This is exacerbated by the fact that the occupation authorities are intent on destroying Ukrainian and Ukrainian-language books on the TOT, which means that children and youth are unable to study from printed materials.

In addition to affecting the ability of children and youth from the TOT to enter higher education institutions in territories controlled by Ukraine and contributing to potential biased attitudes of educators and classmates, these educational losses have a general impact on the future economic situation in Ukraine of the future, since the quality of human capital is what determines the ability of the state to build a strong economy.

The future of relocated institutions, serving akin to centres for obtaining education by youth from the TOT, calls for careful handling. The V. I. Vernadsky Taurida National University, re-opened in 2016, is a noteworthy case. At the same time, its experience showcased a number of problematic aspects, such as ensuring the physical infrastructure, adapting to new operating conditions and attracting students from the TOT. Their practice can be taken into account to avoid similar difficulties in the future and effectively support other relocated institutions. There is a particular need to create a general support programme aimed at preserving the capacities of relocated HEIs and ensuring sustainability amidst changes. Such a programme should highlight their role as symbols of national unity and integration, as well as the importance of involving the public and the state in their functioning.

There is no procedure for recognising learning outcomes obtained in the TOT. The Cabinet of Ministers is yet to approve the Procedure for Recognising Learning Outcomes Obtained in the Temporarily Occupied Territories as per Article 40¹ of the Law of Ukraine “On Education” (as amended on 21 November 2023).

Recommendations Aimed at Solving the Problems:

The Ministry of Education and Science of Ukraine and higher education institutions should:

1. *Ensure timely annual approval of the Admission Procedures and Admission Rules for higher/professional pre-higher education, in particular with regard to the admission of children and youth from the TOT.*

Approval by the 1st of January of the year of admission is necessary for the timely development and distribution of information materials on the activities of Educational Centres and the procedure for admission of children from the TOT to be posted on websites and information stands, etc., before the start of the admission campaign, including among HEIs.

³⁶ Educational losses: Approaches to assessment and mitigation. URL: https://cedos.org.ua/wp-content/uploads/zapyska_osvitni-vtraty.pdf

2. Enable the operation and coordination of Educational Centres.

A single coordination centre should be created for entrants from the TOT to coordinate actions between various state bodies, educational institutions and NGOs.

Educational Centres should offer information and consultation on an ongoing basis throughout the year rather than during the admission campaign only. The legal status of Educational Centre employees should be clarified to ensure their permanent employment and proper remuneration. Educational Centres' employees should receive regular advanced training, especially regarding the specifics of working with entrants from the TOT. The training may be provided by relocated postgraduate education institutions.

The Ministry of Education and Science of Ukraine, the Ministry of Digital Transformation of Ukraine and the Ministry of Development of Communities and Territories of Ukraine should:

1. Ensure the variability and adaptability of admission through the introduction of remote opportunities.

Secure online platforms are to be created to administer entrance tests, conduct interviews and submit documents remotely. There should be an option to complete all stages of the admission campaign remotely in compliance with security protocols.

Entrants should be provided with technical support and consulting on the use of online tools. It is essential to ensure access to platforms through secure communication channels that support VPN.

The Ministry of Foreign Affairs of Ukraine and the State Migration Service of Ukraine should:

1. Assist those wishing to obtain higher education in leaving for the territory controlled by Ukraine.

Those wishing to travel to the territory controlled by Ukraine to obtain higher education should be provided with proper — primarily advisory — support when planning their departure (mapping the routes, preparation of documents, security precautions, etc.). The implementation involves creating a single information resource with up-to-date and comprehensive information on admission opportunities, study conditions and available support. The information should be available through secure communication channels and be duplicated in the languages of indigenous peoples. Information should be regularly updated, and consultations should be available through various communication channels. Detailed instructions should be created for all stages of admission and adaptation.

In the case of travel through third countries, as well as when crossing the state border, competent state bodies (foreign diplomatic institutions, the State Border Service, etc.) should assist in entering Ukraine and safely reaching the place of further education.

It is also necessary to create favourable conditions for the adaptation of these persons in the educational environment in the territory controlled by Ukraine, such as through special educational programmes and resources that meet their needs.

Ministry of Education and Science of Ukraine should:

1. Approve the procedure for and ensure the recognition of the learning outcomes of persons who resided in the TOT at the level of higher education.

The implementation of the recommendation includes the approval and introduction of the procedure provided for by the Law of Ukraine "On Education".

The implementation of the procedure should involve the preparation of procedures at the level of the MES and EIs regarding the procedure for recognition, determining the list of authorised institutions, including GSEIs, if there is a need to obtain documents certifying secondary education, as well as for the training of experts, researchers, academic educators and practitioners who will be part of the Commission for the Recognition of Learning Outcomes.

Formats for assessing learning outcomes should provide clear instructions and an established scope of requirements that would allow the entrant to prepare.

A proper number of placements under the state-sponsored quota should be provided for those continuing education with a reduced period of study.

Expected Outcomes of Implementing the Recommendations Provided:

- Educational Centres will operate on a permanent basis with a defined legal status of their employees, proper physical infrastructure and an extensive network of hubs in large cities of Ukraine;
- A secure remote admission system will be created and implemented to enable completing all stages of the admission campaign online subject to compliance with security protocols and protection of the personal data of entrants;
- An effective system for overcoming educational gaps will be developed and implemented through free preparatory courses, additional classes and individual consultations that accommodate the specific needs of entrants from the TOT;
- A single information resource will be created with comprehensive, up-to-date and systematised information on all aspects of admission and training, available through secure communication channels and presented in two languages. Information from the resource will be used by EIs;
- Entrants from the TOT will be guaranteed access to placements under state-sponsored quota in certain specialties/areas of HEIs and the possibility of receiving grants;
- A transparent and standardised procedure for recognising learning outcomes obtained in the TOT will be introduced to ensure fair assessment and effective integration into the educational process;
- A coordination system will be created between HEIs, state bodies and CSOs to ensure comprehensive support for entrants from the TOT at all stages, from making a decision to enrol to successful adaptation and integration;
- Individual support will be provided for each entrant and student from the TOT to accommodate their specific needs, including assistance in completing documents, logistical support during relocation and assistance in resolving housing issues;
- A system for monitoring the effectiveness of support for entrants and students from the TOT will be introduced to identify problems in a timely manner and adapt support mechanisms in accordance with the evolving situation;
- HEI employees will be trained to work with entrants and students from the TOT through a system of advanced training and regular tutorial workshops.

Indicators of Achievement of the Recommendations Provided:

- The number of entrants from the TOT successfully enrolled in HEI will increase (by specialties and education formats), including due to receiving a grant for higher education;
- The share of entrants from the TOT successfully completing the first year of study will increase;
- The number of operating Educational Centres and their geography will be expanded;
- The number of consultations and services provided by Educational Centres will be increased;
- The level of satisfaction of participants in the educational process with the quality of services and support will increase (monitored by an anonymous survey);
- The number of people using the distance learning system will increase;
- Performance of the single information resource will increase (number of visits, number of shares on other resources, user feedback);
- The scope of implemented programmes to overcome educational gaps at the high school level will be expanded;
- The number of persons from the TOT who applied for recognition of learning outcomes obtained in the TOT, as well as the outcome of the application (denial/recognition of the learning outcomes), summary of assessment results.

Section 5. Access of Persons from the Temporarily Occupied Territories to Postgraduate Education and Scientific Research

Access to postgraduate education and scientific research for persons from the TOT is fraught with specific challenges, and global practices of solving them are limited. There is currently a shortage of applications for continuing scientific research and/or obtaining postgraduate education from persons from the TOT, which may point towards a number of significant reasons.

The Law of Ukraine “On Education” does not provide for the recognition of the learning outcomes obtained in the TOT at the level of postgraduate education. Scientific research is not recognised either. This approach is understandable and justified. However, there are persons on the TOT who have obtained (wish to obtain) a certain qualification level, in particular the postgraduate (academic research/academic and creative) level in the Ukrainian education system.

The MES does not monitor the places of residence of applicants for degrees.

The non-compulsory nature of postgraduate education and the acquisition of scientific degrees, as well as the small number of students, contributed to the gaps in this education area.

Description of the Challenges:

Security challenges that significantly limit the possibilities of entering and obtaining a postgraduate — academic research — degree in HEIs. Entrants face real threats when trying to establish contact with Ukrainian educational and scientific institutions, risks when submitting documents and taking entrance exams. Especially dangerous is the need to physically move to participate in entrance procedures and further education, which poses a direct threat to the life and health of entrants under temporary occupation and active hostilities — the common thread running through all levels of education.

Security concerns are even greater for postgraduate education and research, as these involve adults travelling through the territories of aggressor states, passing through filtration camps with checks on social media, photo galleries, etc.

Some students or applicants for academic degrees cannot relocate at all, since Russia has travel restrictions, including for those in critical industries (medical professionals, engineers, etc.). This is directly related to the introduction of additional travel restrictions for men of draft age. Compulsory draft³⁷ to the Russian Armed Forces has been instituted throughout the TOT, forcing residents, especially young people, to remain at their place of residence.

The issue of physical displacement of males of draft age wishing to obtain a certain degree is also pertinent. For males residing in the territories temporarily occupied since 2014, such physical displacement is not possible at all.

A significant problem is the lack of targeted systemic support for postgraduate students displaced from the TOT. This includes a lack of coordination among different institutions, mechanisms for assisting in resolving housing issues or mechanisms for involving researchers from the TOT in scientific communities in the territory controlled by Ukraine.

³⁷ Commissioner: In temporarily occupied Crimea, the occupation authorities continue the forced draft of young people. URL: https://www.ombudsman.gov.ua/news_details/upovnovazhenij-u-timchasovo-okupovanomu-krimu-okupacijna-vlada-prodovzhuye-primusovu-mobilizaciju-molodi; Analytical Report “Forcible Draft of Citizens of Ukraine in the Occupied Territory of Ukraine by the Russian Federation: Facts and Legal Classification”. URL: <https://zmina.ua/publication/prymusova-mobilizacija-rosijskoyu-federacijeyu-gromadyan-ukrayiny-na-okupovanij-terytoriji-ukrayiny-fakty-ta-pravova-kvalifikacija/>

Another key issue is financial support. Payment for studies from the TOT is complicated due to restrictions on banking operations and the lack of access to Ukrainian financial institutions. Even if the cost of tuition is covered, there is still a question of related expenses, which are mandatory in the process of obtaining an academic degree, such as participation in scientific schools and conferences and publication of articles in publications of the relevant categories. These basic requirements require expenses, preventing residents of the TOT from obtaining an academic degree.

Even in case of relocation to the territory controlled by Ukraine, students' basic needs cannot be covered: despite the rather significant scholarship (90% of the teacher's salary;³⁸ for example, the academic scholarship for a postgraduate student at the Ihor Sikorsky Kyiv Polytechnic Institute was UAH 8023 in 2024³⁹), it is still insufficient.

The legal framework that regulates postgraduate admission and studies does not fully address the situation of persons from the TOT. The current procedures for defending a thesis under martial law place additional barriers for entrants. The issue of regulated professions, such as medical professionals, where the recognition of previous education and experience must take into account special requirements for the quality of professional training, requires special consideration. On the other hand, the existing professional experience of entrants cannot be completely ignored.

Lack of access to research infrastructure and resources. Entrants from the TOT have limited opportunities to conduct experimental research, access to laboratories and scientific equipment. This greatly affects their research capability and the quality of their theses. Furthermore, many entrants from the TOT are afraid of revealing their identity, as this may lead to persecution by the occupation authorities. Publications in Ukrainian or international journals or participation in academic forums often require indicating affiliation with a specific research institution, which can be risky. Consequently, many researchers from the TOT choose to remain anonymous or refrain from publishing altogether, which prevents them from being recognised in academia.

Recommendations Aimed at Solving the Problems:

The Ministry of Education and Science of Ukraine and the Ministry of Digital Transformation of Ukraine should:

1. *Ensure secure access to postgraduate education and research activities.*

Distance admission and training procedures should be provided, secure communication channels should be developed, and mechanisms for verifying documents without physical presence should be put in place.

The safety of individuals who cannot leave the TOT due to professional restrictions or draft age should be prioritised.

2. *Ensure access to research infrastructure.*

Creating opportunities for remote access to scientific databases and libraries, ensuring participation in virtual laboratories and a network of scientific hubs with remote access.

The Ministry of Education and Science of Ukraine, the Ministry of Digital Transformation of Ukraine and the Ministry of Finance of Ukraine should:

1. *Establish a comprehensive system of financial support.*

Mechanisms for paying for education in the TOT or obtaining education of a certain level under grants should be established; special scholarship programmes should be introduced to cover both basic needs and the costs of mandatory research components (publications, conferences, scientific schools), support should be provided in solving housing issues, etc.

³⁸ On Scholarships: Resolution of the Cabinet of Ministers of Ukraine No. 882 dated 12 July 2004. URL: <https://zakon.rada.gov.ua/laws/show/882-2004-%D0%BF#top>

³⁹ 2024 Enrolment. Dear postgraduate students of the Enrolment Year 2024! URL: https://aspirantura.kpi.ua/?page_id=782

The Ministry of Education and Science of Ukraine and the Ministry of Development of Communities and Territories of Ukraine should:

1. Adapt the legal framework.

Review the procedures for defending theses under martial law, develop mechanisms for recognising professional experience for regulated professions and create flexible procedures for the certification of entrants from the TOT.

2. Promote integration into the academia.

Create platforms for academic communication, ensure participation in virtual academic teams, provide mentorships and promote participation in international projects.

Expected Outcomes of Implementing the Recommendations Provided:

- A secure mechanism for admission and obtaining an academic degree for persons from the TOT will be introduced through the implementation of fully remote procedures and secure communication channels;
- An effective system of financial support for entrants will be created, covering both basic needs and costs for mandatory research components, including publications and participation in conferences;
- Remote access will be provided to research infrastructure, including databases, electronic libraries and virtual laboratories, with the possibility of comprehensive research;
- Legal framework for the procedures for defending theses under martial law will be adapted; mechanisms will be developed to recognise professional experience for regulated professions;
- Special support conditions will be provided for persons who are unable to leave the TOT due to professional restrictions or draft age;
- Mechanisms for recognising academic achievements and professional experience of the TOT entrants without recognising academic degrees and titles obtained in the occupied territories will be implemented;
- A sustainable system of information and advisory support will be provided to the TOT entrants at all stages of academic and research activities;
- A coordination system between scientific institutions will be created to enable research on the basis of partner organisations;
- Effective mechanisms will be created for integrating entrants from the TOT into the academic community through virtual cooperation platforms and mentorships;
- Flexible procedures for certification of entrants from the TOT will be introduced to account for restrictions on physical movement.

Indicators of Achievement of the Recommendations Provided:

- The number of entrants from the TOT wishing to obtain postgraduate education or an academic degree will increase;
- The number of entrants provided with support for publications and participation in conferences will increase;
- Remote access to research infrastructure will be introduced;
- The number of joint studies with researchers in the territory controlled by Ukraine will increase;
- The number of successful defences of theses by entrants from the TOT will increase;
- The performance of mechanisms for recognising professional experience will increase;
- The number of adapted procedures for distance learning will increase;
- The level of implementation of flexible certification procedures will increase.

Section 6. Adaptation and Integration of Children and Youth from the Temporarily Occupied Territories at the Place of Study

Adaptation and integration of children and youth from the TOT into the Ukrainian education system are among the biggest challenges for individual children and young people who wish to receive Ukrainian education. A significant portion of children and youth may experience psychological trauma and lack the necessary support (from their families, loved ones, as well as from qualified practitioners) at their place of residence, have difficulties with socialisation and adaptation to the new educational environment, as well as face major language and cultural barriers.

Adaptation and integration of students from the TOT can only be enabled after their relocation as part of measures aimed at comprehensive support for IDPs. According to *The Law of Ukraine "On Social Services"*⁴⁰, individuals/families in difficult life circumstances include individuals/families who cannot independently overcome the negative impact of circumstances caused by factors such as temporary occupation.

CSOs and NGOs have developed a number of solutions to assist in language learning, including manuals for learning Ukrainian for primary grades, *the Almenda Civic Education Centre's Study Guide for Preparing for the Annual Examination under Modified Syllabi*,⁴¹ etc.

In 2021, the Ministry for the Reintegration of Temporarily Occupied Territories of Ukraine implemented a project to integrate youth from the TOT upon entering higher education institutions. 189 persons (instead of the estimated 1,505) took preparatory courses in 15 higher education institutions.⁴² While taking preparatory courses, students received a scholarship of UAH 4,588, were provided with a dormitory and were involved in psychological, cultural, educational and sports activities. The average cost of preparing, providing and conducting preparatory courses per person was UAH 19,107. Despite positive feedback from children and youth, however, the project was not implemented in subsequent years.

Description of the Challenges:

Psychological Trauma and Stress Disorders. Children and young people from the TOT experience significant psychological stress due to constant threats, violence, human rights violations in the TOT, etc. They may witness or be victims of war crimes, including shelling, deportation, physical violence, torture, and loss of loved ones. All of these factors contribute to the development of various psychological traumas and stress disorders, which can have long-term effects on the mental health of children and youth.

Among the aspects of this problem is permanent stress, which leads to anxiety disorders, depression and panic attacks due to constant fear for their lives, family and future. Due to long-term occupation and lack of access to social and educational services, children and youth may face social isolation, which exacerbates psychological stress. Separation from their loved ones, a sense of loss of home and the need to adapt to a new environment can also contribute to the development of psychological disorders.

Psychological trauma and stress disorders can significantly affect the cognitive and emotional development of children and youth and, therefore, their learning capacity.

⁴⁰ On Social Services: Law of Ukraine No. 2671-VIII dated 17 January 2019. URL: <https://zakon.rada.gov.ua/laws/show/2671-19#Text>

⁴¹ O. Ohredko, V. Mayorskyi, L. Kolomeiets, History of Ukraine: Study Guide. Kyiv: Almenda Civic Education Centre, 2024, 70 pages. URL: <https://almenda.org/wp-content/uploads/2024/08/istoriya-ukrayiny-navchalnyy-posibnyk-almenda.pdf>

⁴² Report on the Implementation of the 2021 Budget Programme Data Sheet. URL: <https://mon.gov.ua/static-objects/mon/sites/1/budzhzet/2021/Vykonannya.derzh.byudzhetu.2021/03.06.2022/Zvit.vykonannya.pasporta.byudzhet.prohr.2021-2201040-03.06.22.pdf>

According to the typical staffing schedule,⁴³ the full-time hours of one psychologist in a city school are calculated per 700 students. This means that one practitioner alone is unable to provide high-quality psychological support. Institutions of professional pre-higher, vocational education and higher education institutions, a psychologist may not even be on staff.

Inclusive Resource Centres, which have the capacity to offer first psychological aid and therefore can provide psychological and pedagogical support to children, as well as psychological support for educators and parents, do not cover services to children and youth staying in the TOT.

Language barriers. Russia's strict language policy of the Russian Federation can cause language ties to be lost. Many applications from residents of the TOT received by state authorities, EIs and CSOs included inquiries on the availability of courses for learning or improving their fluency in Ukrainian. In addition, linguistic adaptation to the educational process is another factor that influences the process of integration of young people from the TOT. According to the responses presented in the [Analytical Report on the Comprehensive Survey of Students from the Temporarily Occupied Territories of Ukraine Regarding Educational Needs and Education-Related Challenges](#), fluency in Ukrainian affects the decision-making regarding, *inter alia*, applying to Ukrainian HEIs.⁴⁴ Despite a number of existing initiatives, such as the development of study guides and access to online lessons of the New Ukrainian School, they do not cover all levels of education, may not be adapted to the needs of children and young people from the TOT, etc.

Invariant components of educational and professional programmes mainly contain Ukrainian studies (such as industry-related Ukrainian language classes), while the variable component usually lacks any Ukrainian studies subjects — and those who used to live on the TOT need them for linguistic reintegration and filling gaps in their knowledge.

There is no unified state policy on reintegration courses for people from the TOT.

Social integration and cultural barriers. Changes in the educational and social environment, as well as cultural differences between different regions of the country, can lead to the formation of new, often contradictory, identities in children and young people. This can complicate integration into a new environment and affect their sense of belonging to Ukrainian society.

The loss of familiar social roles, cultural symbols and national and civic identity can lead to a feeling of depersonalisation and social isolation. Children and young people from the TOT may experience difficulties in integration due to uncertainty in their own identity, as well as due to the perception of themselves as “the other”. This can contribute to conflicts at the level of interpersonal relationships and universal human values.

EIs often lack resources or trained professionals to help these young people.

Children and youth from the TOT may face negative stereotypes and stigmatisation, which only exacerbates feelings of alienation and reduces opportunities for social adaptation; they might experience discrimination due to their origin or past, which further hinders positive social integration. In this context, the measures taken by host communities, educational institutions and each individual Ukrainian may be insufficient, in part due to their lack of understanding of the experiences of children and youth from the TOT.

The above problems apply to all entrants of any level of education and age.

⁴³ On Approval of Staffing Standards for General Secondary Education Institutions: Order of the Ministry of Education and Science of Ukraine No. 1205 dated 6 December 2010. URL: <https://zakon.rada.gov.ua/laws/show/z1308-10#Text>

⁴⁴ Analytical Report on the Comprehensive Survey of Students from the Temporarily Occupied Territories of Ukraine Regarding Educational Needs and Education-Related Challenges. URL: <https://ombudsman.gov.ua/storage/app/media/uploaded-files/Аналітичний%20звіт%20за%20результатами%20комплексного%20опитування%20студентства%20з%20ТОТ%20України%20щодо%20освітніх%20пот.pdf>

Recommendations Aimed at Solving the Problems:

The Ministry of Education and Science of Ukraine, the Ministry of Development of Communities and Territories of Ukraine and Regional Military Administrations should:

1. Implement adaptation and integration support programmes.

These programmes can be implemented at the educational institution where the child studies after their displacement, as well as online. These programmes should be aimed at the in-depth study of Ukrainian culture, language and history, as well as intercultural projects and activities that would allow a mutual understanding to develop among young people from different regions of Ukraine and help overcome stigmatisation and social isolation.

Programmes can be of different duration.

The experience of the Ministry for the Reintegration of Temporarily Occupied Territories of Ukraine in implementing a project to integrate youth from the TOT upon entering higher education institutions should be considered and scaled up.

Mentorships, where students, educators or NGOs would provide advice and support to children and youth from the TOT in the process of studying and adapting to new conditions, are expedient. Mentors can also help manage career growth, including by facilitating contacts with employers. These can be implemented throughout the entire period of study when obtaining education at different levels.

It is advisable to prepare non-formal education programmes introduced through youth employment.

The Ministry of Education and Science of Ukraine and the Ministry of Social Policy of Ukraine should:

1. Provide psychological support and guidance to participants in the educational process.

These activities can also be defined as a component of adaptation and integration support programmes.

The implementation of the recommendation should cover psychological support when studying at various levels, as well as applying to educational institutions, when conducting a selection competition and enrolling in the number of students.

Updates should be made to the system of advanced training of educators and training of academic and teaching staff to work with children and youth from the TOT.

The main areas should be mental health and advisory support, crisis intervention and psychological prevention.

The programmes should be implemented by EI and IRCs. Children and youth from the TOT are also entitled to social services.

The Ministry of Education and Science of Ukraine, the Ministry of Development of Communities and Territories of Ukraine and the Ministry of Culture and Strategic Communications of Ukraine should:

1. Provide support in improving Ukrainian language skills.

For non-graduating students, a year-long adaptation course in Ukrainian may be offered free of charge.

For high school students and adults, an option may be a free three-month or six-month crash course in Ukrainian.

Ukrainian language self-study textbooks should be developed and/or distributed for different levels and years of study.

Further access to self-education should be ensured for everyone through online courses for learning or increasing fluency in Ukrainian.

Various initiatives can be implemented at the EIs, such as courses in learning Ukrainian at different levels; Ukrainian-speaking clubs; toddler clubs (Montessori classes for children aged 1.5–3 and their mothers); film and book clubs; volunteering; Third Age Institutes and any other forms of interaction that are typical for a certain area.

The public and potential entrants must be actively informed about existing programmes and initiatives aimed at learning Ukrainian and adapting children and youth from the TOT to the educational process. It is vital that information about year-long adaptation courses, crash courses for graduates and adults, as well as online courses for learning Ukrainian is available to a wide audience. In addition to attracting more participants to these initiatives, this will foster conditions for their successful integration into the Ukrainian educational and cultural environment. This information should be disseminated through official web resources, social media, as well as in cooperation with local authorities and educational institutions.

2. Provide financial and social guarantees for children and youth from the TOT.

It would be expedient to introduce a programme of affordable education for children and youth from the TOT to cover part or all of the costs of obtaining education for children.

Setting up separate funds to support children and youth from the TOT during the period of their adaptation to new social conditions may involve one-time financial assistance to cover initial costs for housing, medical services, transportation, purchase of necessary educational materials, equipment, etc.

Loan programmes offer education loans to young people from the TOT at a reduced interest rate or on preferential terms can be implemented with the support of the state or banking institutions.

Free accommodation in dormitories should be guaranteed at the expense of the state budget of Ukraine.

Expected Outcomes of Implementing the Recommendations Provided:

- Support programmes will be implemented and accessible to integrate and ensure the adaptation of children and young people from the TOT;
- Children/young people from the TOT will be provided with psychological assistance if necessary through mental health and advisory support, crisis intervention, psychological prevention, etc., by EIs and IRCs;
- Programmes (long-term and subject-specific crash courses, etc.) will be implemented so that students from the TOT of different ages and levels of education can study Ukrainian and improve their Ukrainian language skills;
- Targeted financial support for children and youth from the TOT will be provided to support them after leaving the TOT to study in Ukraine;
- Further state support will be provided through free accommodation for children and youth from the TOT in EI dormitories.

Indicators of Achievement of the Recommendations Provided:

- The number of support programmes available to children and youth from the TOT will be increased;
- The number of participants in support programmes for the adaptation and integration of children and youth from the TOT and their coverage will be increased (the percentage of children and youth from the TOT who have access to programmes vs. the total number of persons in need of support);
- The share of children and youth from the TOT who are satisfied with their adaptation and integration as a result of support programmes will increase;
- The number of children and youth from the TOT who have completed regular or crash courses aimed at improving their fluency in Ukrainian, including online ones, will increase;
- The share of children and youth from the TOT who have improved their Ukrainian language proficiency after completing a regular or crash course will increase;
- The number of teachers and mentors who are trained and involved in programmes will increase;
- The share of adaptation and integration support programmes and Ukrainian language courses that are available remotely, as well as their accessibility for people of different ages and levels of knowledge, will increase;
- The total amount of funding for children and youth from the TOT aimed at their education and adaptation after leaving the TOT will increase;
- The number of children and young people benefiting from financial payments for education and support will increase.

Section 7. Organisation of Access to Education of Children and Youth from the Temporarily Occupied Territories

Description of the Challenges:

The lack of a comprehensive assessment of the outcomes of the implemented policy on ensuring access to education for children and youth from the TOT. There is no cross-cutting, comprehensive approach to assessing the outcomes of supporting children and youth from the TOT within the Ukrainian education system. Although there are certain quantitative indicators, such as the number of enrolled students, they do not give a real understanding of the outcomes. Qualitative assessment criteria are yet to be implemented, including cross-sectional assessments of students' achievements, comparison of learning outcomes, correlation with mental health and social adaptation. Without these assessments, it is impossible to identify the effectiveness of existing programmes and make the necessary corrections to improve the outcomes.

Inconsistency of powers and lack of clear coordination between authorities. At the central and local levels, there is a lack of interaction between the MES, RMAs, local governments and educators, which, among other things, leads to fragmentation of efforts. Access to education for children and youth from the TOT should be facilitated via clear and systematic interagency communication. At the level of the Ministry of Education and Science, access to education for children and youth from the TOT is addressed by various departments within the scope of their powers. There is no single unit that would develop and coordinate policies and communicate with a wide range of stakeholders, including other central executive bodies and RMAs.

Despite scattered initiatives and programmes in different areas, they are rarely coordinated and/or working together due to being implemented at different levels without assessment and exchange of experience.

Support for children and youth from the TOT, such as in entering HEIs in the territory controlled by Ukraine, is most often provided by CSOs and volunteers, and communication with them might be lacking.

No agency with the powers to ensure access to education for children and youth from Crimea and Sevastopol. Unlike Crimea and Sevastopol, other regions of Ukraine that are partly temporarily occupied have Departments of Education and Science responsible for the comprehensive management of access to education, including through mechanisms that ensure support for their children's educational rights, as well as monitoring and assessing their learning outcomes. The absence of such a body in Crimea and Sevastopol complicates coordination between different levels of government and creates gaps in communication and management of processes related to access to education.

Lack of funding to enable access to education of children and youth from the temporarily occupied territories. Support requires significant financial resources. State programmes do not always provide for adequate funding at all stages, from initial organisation to ensuring stable operation. There is an imbalance between central and local funding, especially for affected communities, which, in turn, leads to a situation where local authorities cannot effectively carry out the tasks assigned to them by the state.

Recommendations Aimed at Solving the Problems:

The Ministry of Education and Science of Ukraine, the Ministry of Development of Communities and Territories of Ukraine and Regional Military Administrations should:

1. *Develop and implement a comprehensive system for assessing the outcomes of supporting children and youth from the TOT within the Ukrainian education system.*

It is critical to develop monitoring guidelines that will include cross-sectional assessments of students' achievements, tests, academic evaluations and surveys to assess the students' mental health, etc.

It is advised to conduct regular surveys to assess social adaptation, mental state and integration, as well as to test the knowledge and skills of children and youth from the TOT.

Data can be collected and analysed via a single platform, which would enable promptly adjusting programmes based on the results obtained.

2. Ensure coordination of efforts at the national, regional and local levels.

To effectively address issues of access to education for persons residing or staying in the TOT, a specialised department must be created within the structure of the Ministry of Education and Science. This department should be in charge of managing, monitoring and evaluating the processes of ensuring access to education for children and youth from the TOT.

An important element of this structure should be appointing a person responsible — the Deputy Minister of Education and Science of Ukraine — who will oversee the issues regarding education for persons staying in the TOT. The Deputy Minister will coordinate communication with other state bodies, NGOs and international partners to implement effective educational initiatives. In addition to ensuring access to education for children and youth from the TOT, will enable continuous monitoring and evaluation of outcomes in order to promptly respond to the needs of this category of persons. The creation of such a department is a necessary step to centralise and coordinate the efforts aimed at the reintegration of persons from the TOT.

The Cabinet of Ministers of Ukraine should:

1. Ensure sufficient funding to enable access to education of children and youth from the temporarily occupied territories.

It is necessary to evaluate current funding and determine the need for additional funds to cover the costs of state programmes and measures aimed at ensuring access to education for children and youth from the TOT.

Following the analysis, appropriate funding should be provided for the expansion of programmes that include psychological support, Ukrainian language courses, teacher training, etc.

A funding mechanism should be developed for institutions and organisations operating at the local level.

Funds are subject to attraction from international technical and financial assistance.

Expected Outcomes of Implementing the Recommendations Provided:

- A single digital platform for collecting, analysing and exchanging data will be created enabling the integration of different types of assessments and ensuring transparency and accessibility of information;
- A structural unit will be formed within the Ministry of Education and Science to ensure centralised management of all issues related to access to education for children and youth from the TOT;
- Coordination between state bodies and local governments, NGOs, national and international organisations will be improved in the implementation of state programmes and measures to support children and youth from the TOT in their education;
- Continuous communication among national and international partners will be ensured to improve the process of integrating children and youth from the TOT into the Ukrainian education system;
- A specialised structure will be created within the MES to monitor and assess access to education for children and youth from the TOT;
- Sufficient funding will be provided for state programmes and measures to support access to education for children and youth from the TOT, including those that involve psychological support, Ukrainian language courses, as well as professional training for educators and other practitioners, etc.

Indicators of Achievement of the Recommendations Provided:

- The share of EIs that have implemented standardised tools for assessing the effectiveness of programmes for children and youth from the TOT will increase;
- The results of regular cross-sectional assessments of students' achievements, tests and surveys enable timely identification of problems and adjustment of curricula, psychological support and social adaptation;
- Changes and adjustments have been made to programmes based on the results of the effectiveness assessment (if necessary);
- The number of meetings, consultations and events organised by the unit to coordinate the efforts of national and local authorities, EIs, national and international organisations will increase;
- The number of implemented programmes and initiatives that include all levels of government and organisations will increase;
- Resources (financial, technical and informational ones) attracted to support programmes for access to education for children and youth from the TOT will be expanded;
- The coverage of financing needs based on the analysis of current programmes and identification of additional costs will be expanded;
- The share of programmes, the funding of which is sufficient to implement all planned activities and achieve results, will increase.

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SPECIAL REPORT
OF THE UKRAINIAN PARLIAMENT COMMISSIONER
FOR HUMAN RIGHTS ON ACCESS TO EDUCATION
FOR CHILDREN AND YOUTH FROM THE TEMPORARILY
OCCUPIED TERRITORIES OF UKRAINE



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