EDUCATION IN EMERGENCIES
INTRODUCTION
International Activities in 2021

**Human Rights**
- Armenia, Azerbaijan, Belarus, Central Asia, Cuba, Egypt, Ecuador, Georgia, Honduras, Libya, Moldova, Nicaragua, Ukraine, Venezuela, Vietnam

**Development cooperation**
- Angola, Armenia, Bosnia and Herzegovina, Cambodia, Ethiopia, Georgia, Kosovo, Mali, Moldova, Mongolia, Myanmar, Nepal, North Macedonia, Philippines, Romania, Serbia, Ukraine, Zambia

**Humanitarian aid**
- Afghanistan, Angola, Armenia, Bosnia and Herzegovina, DR Congo, Ethiopia, Iraq, Kosovo, Lebanon, Mali, Moldova, Mongolia, Myanmar, Nepal, Romania, Syria, Ukraine, Zambia
MOLDOVAN MISSION

Sectors covered:
1. Sustainable livelihoods and environment
2. Social protection and inclusion
3. Civil society and good governance
4. Human rights

* PIN is present in the Republic of Moldova since 2003
MOLDOVAN MISSION

Emergency response:
1. Multi-purpose cash assistance
2. Mental health and psychosocial support
3. Education in emergencies

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BACKGROUND
Ukrainian refugee children in Moldova

Only 441 students had pupil status equal to that of the local children, while 724 were auditing.

1,005 of the enrolled children were studying in Russian schools and only 160 in Romanian ones.
Parents preference for children's education method

As barriers, 30% identified week internet connection and 20% said computers for online learning.

Only 2% had received PSS support, while 32% did not know it was available for them to access.

- Continue online studying
- Enroll in Moldovan schools
IDENTIFIED NEEDS

HIGH CONCENTRATIONS OF REFUGEES
Locations with highest numbers of Ukrainian refugees outside of Chișinău: Țăgăuzia, Ocnița, Bălți, Ștefan-Vodă, and Căușeni.

DIFFICULT ACCESS TO THE HOSTING HOUSEHOLDS
Most stakeholders worked in RACs, while limited services were available to refugees living in hosting households, especially in the regions.

LIMITED ACCESS TO ONLINE EDUCATION
Poor quality of studies, including limited availability of devices and access to the internet, unstructured learning space, and lack of support from trained professionals.

LACK OF PSYCHOSOCIAL SUPPORT (PSS)
Ukrainian refugees went through severe stress and some experienced trauma. Children were especially susceptible to such issues.

UNBALANCED PROVISION OF AID
Disproportionate aid offered to the refugee community compared to the local vulnerable population led to tensions.
PROJECTS
"When this centre opened, I was relieved because before I couldn't go to work as I had no one to leave my children with. Now I bring them here in the morning, they connect online to the school in Ukraine, then after the lessons they have interactive activities, discussions, which is great." (Refugee parent)
CĂUŞENI

* Autumn 2022
* 130 beneficiaries
* 6-16 years old
* 4 facilitators (UA & MD)

Digital Learning Centre (DLC)  Child Friendly Space (CFS)
CĂPLANI

- Up to 25 children attending daily
- 3 trained facilitators
- Learning and leisure activities

OCNIȚA

- Up to 30 children attending daily
- 3 trained facilitators
- Learning and leisure activities
STANDARDS
MINIMUM STANDARDS FOR EDUCATION:
Preparedness, Response, Recovery
MAGIC RECIPE

1. Project risk assessment
2. Setting up the quality checklist
3. Ensuring proper training
4. Sound CFRM system
FIELD STAFF TRAINING

* 15 trained staff
* Internal & external experts
* Over 50h of training
* Pre/post & follow-up

Social-emotional learning
Safeguarding
Child protection
Teachers’ well-being
CFRM & safe referrals
PIN Code of conduct
First aid & Psychological first aid
COMMUNITY ENGAGEMENT
FEEDBACK CHANNELS

- Monitoring visits with facilitated interactive games and activities
- „The Trust Box”
- Observation form and interviews with facilitators
BONUS: What do you think children give feedback on through the „The Trust Box”?

- Gratitude: 39%
- Changes in the center: 20%
- Computer use: 17%
- Activities outside the center: 24%
ANY QUESTIONS?
Thank you for your attention

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