Education Rapid Needs Assessment

Moldova Inter-Agency Refugee Education Working Group

June 2022

10-year-old Sasha from Ukraine sits at her desk on the last day of the school term at a central city school in Chisinau, Moldova.
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Acronyms and Terms

IREWG	Inter-Agency Refugee Education Working Group
MER	Ministry of Education and Research
MHPSS	Mental Health and Psychosocial Support
MSNA	Multi-Sector Needs Assessment
NGO	Non-Governmental Organization
RAC	Refugee Accommodation Centre
RCF	Refugee Coordination Forum
RNA	Rapid Needs Assessment
UA MoE	Ukrainian Ministry of Education
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

In this report, the terms “formal education”, “national education” and “Moldovan schools” are used interchangeably to indicate an education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system[1] of Moldova.

Similarly, “online learning”, “remote learning” and “distance learning” are the terminologies used interchangeably in the report to indicate lessons conducted without physical presence of teachers and learners.

“Non-formal education” is an education that is institutionalized, intentional and planned by an education provider, but it is an addition, alternative and/or a complement to formal education. It may be short in duration and/or low intensity, and mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all.[2]

[1] UNESCO Institute for Statistics. 2011. “*International Standard Classification of Education*”
[2] *Idem.*

Executive Summary

Since the onset of the war in Ukraine in February 2022, the Republic of Moldova has hosted an estimated 100,000 refugees (60% females), including about 50,000 refugee girls and boys, of whom only 1,800 are currently enrolled in preschools and schools in Moldova. This rapid needs assessment (RNA) aims to identify the immediate educational needs of school-aged refugee children to understand gaps and trends in the short term, as well as in preparation for the new school year starting in September 2022.

As the stay of refugee families in Moldova extends, school-aged refugee children would need an equal chance to attend formal education and actively participate in life in Moldova. However, the RNA shows a certain degree of reluctance among refugee parents to make proactive decisions on children's education, mainly due to the uncertainties in the current state of displacement. While half of the preschool-aged children are not attending any educational activities, adolescent boys and girls not attending education face specific risks related to their socio-economic vulnerabilities. Other main challenges and issues identified are difficulties receiving information on available educational activities for most refugee families living in privately arranged accommodations, the unfamiliar language of instruction for refugee children to integrate into mainstream Moldovan schools, and the lack of data on children with special needs. Currently, most refugee children attend education using the online learning platforms provided by the Ukrainian Ministry of Education (UA MoE). However, some refugee parents expressed concerns regarding the quality of online learning.

To address the challenges, community-based outreach needs to be scaled up to convey information on available educational services using various communication channels. Non-formal education can complement online learning and meet the specific needs of refugee children. It can therefore play a key role in providing mental health and psychosocial support (MHPSS), strengthening Romanian bridging programmes, and increasing the participation of preschool-aged children in educational activities. In this regard, developing minimum standards would help ensure the quality and a harmonised approach to non-formal education activities tailored to refugee learners. Furthermore, refugee teachers should be supported and mobilized as much as possible to facilitate the integration of refugee children into formal education and address quality concerns related to online learning. Beyond the immediate education response, collaboration with UA MoE and other thematic working groups within the Refugee Coordination Forum (RCF) in Moldova needs to be prioritised to address key issues related to the educational needs of children with special needs and socio-emotional needs of learners in a gender-sensitive and age-appropriate manner.

Lastly, additional assessments would be necessary to complete the findings of this RNA and further reflect the rapidly evolving situation and needs of refugee learners in the future response. The individual needs and location of children with special needs and the current state and challenges of online learning are some of the areas requiring additional in-depth assessments involving experts.

1. Introduction

Since the onset of the war in Ukraine in February 2022, one-third of Ukrainians have been forced from their homes. This is the largest forced displacement crisis in the world today. Some 8 million people have been displaced internally within Ukraine, while 13 million people are estimated to be stranded in affected areas or unable to leave due to heightened security risks, destruction of bridges and roads, and lack of resources or information on where to find safety and accommodation. More than 6.3 million refugee movements have been recorded out of Ukraine. At the same time, authorities have reported more than 1.8 million moving back into the country. The United Nations High Commissioner for Refugees (UNHCR) estimates that some 2.5 million refugees have moved beyond countries neighbouring Ukraine.[3]

The urgent needs identified to date include strengthening and supporting access to MHPSS, provision of basic and domestic items, including food, unrestricted cash assistance, and core relief items, WASH, and education and health services, including sexual and reproductive health services.[4]

The Government of Moldova has shown leadership in responding to the protection needs of refugees fleeing the war in Ukraine. While the government continues to respond to the challenges, it is complemented and assisted by the joint efforts of partners through the RCF under the leadership of UNHCR. UN agencies and international non-governmental organization (INGO) and local NGO partners have stepped up their efforts to help the response by the Ministry of Internal Affairs, the Ministry of Labour and Social Protection, the Ministry of Health, the Ministry of Education and Research (MER), the Moldovan Border Police, and local authorities.[5]

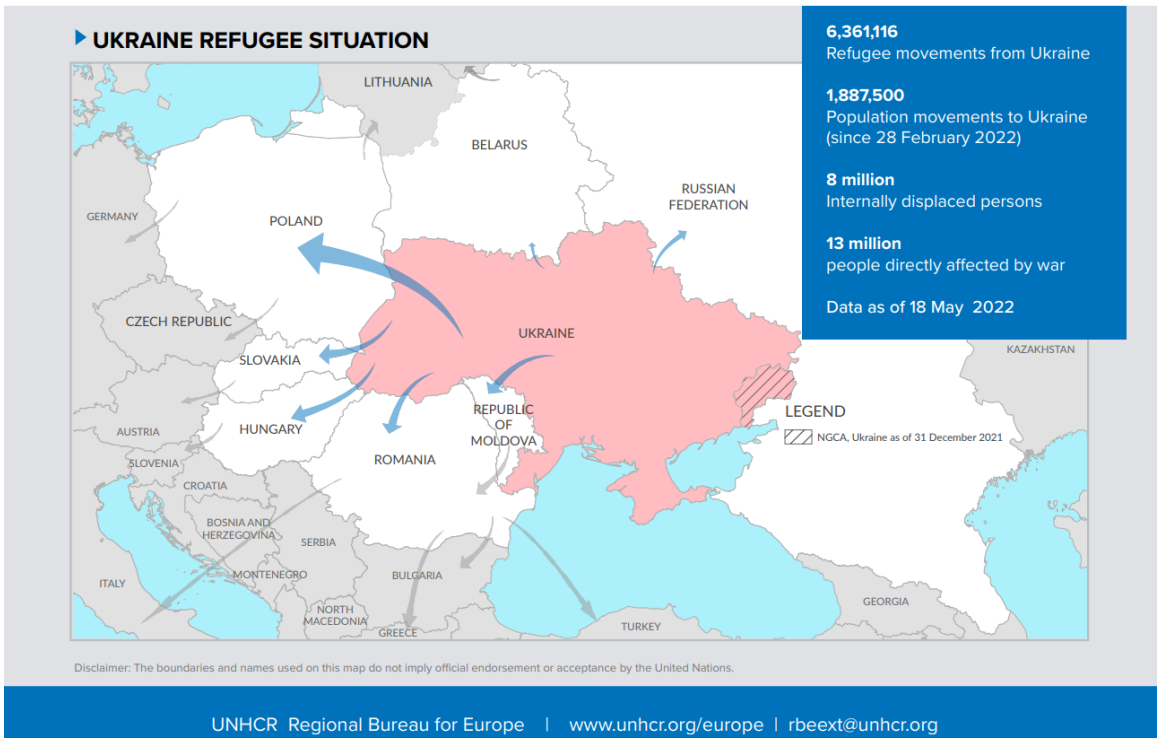

Figure 1 Ukrainian refugee situation as of 18 May 2022.

According to recent reports, approximately 470,000 people have crossed the border into Moldova since the beginning of the conflict. While most continue their journey toward neighbouring countries and Western Europe, Moldova hosts an estimated 100,000 refugees (60% females). These include about 50,000 refugee girls and boys, of whom only 1,800 are currently enrolled in preschools and schools of Moldova.[6]

[3] UNHCR. 18 May 2022. "*Ukraine situation: Flash Update #13*"
[4] UNHCR. 1 March 2022. "*Ukraine Situation: Regional Refugee Response Plan*"
[5] UNHCR. 2022. "*Operational Data Portal – Ukraine Refugee Situation*"
[6] Education Cannot Wait (ECW). 13 April 2022. "*Education Cannot Wait in Moldova with Strategic Partners Scaling-up its Ukraine Crisis Regional Education Response to US$6.5 Million for Crisis-affected Children and Youth*" and UNHCR Operational Data for Moldova

Despite the influx of Ukrainian refugees in Moldova and the urgency to provide age-appropriate educational services to refugee children, the needs have not been clearly identified for the education sector. This RNA aims to identify the immediate education needs of refugee children, both girls and boys, to understand gaps and trends in the short term, as well as in the preparation for the new school year starting in September 2022. Furthermore, the findings of this RNA intend to help understand refugees' views and perceptions on education and to identify barriers to accessing educational services and the priority needs of refugee households on education.

This RNA provides the first snapshot of education-related needs identified through surveys conducted with Ukrainian refugee parents in Moldova. Additional evidence gathering and information management processes will have to follow to complete the analysis on the remaining gaps.

2. Methodology

2.1. Sampling design and description

Sample size
548 refugee parents, ±4% error

Age
Mean = 38.56; Standard Deviation =8.35

This sample size provides a reflective sample of the target population in all geographic locations where the refugees stayed in Moldova at the time of the survey.

Respondents
Only refugee adults (aged 18+) with school-aged children (3-18 years old) were selected to respond to the survey.[7] Most of them were refugee mothers who crossed the border with children.

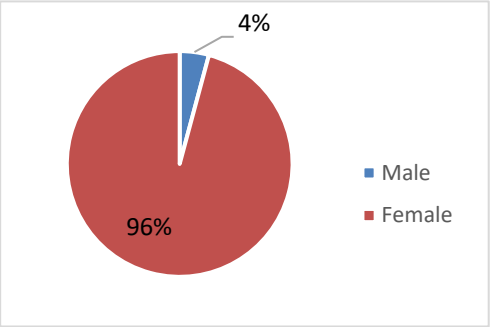

Figure 2 Survey respondents by gender

Location of respondents
At the time of the survey, most of the respondents (75%) were in the following three major locations: Chisinau, Cahul, and Cantemir.

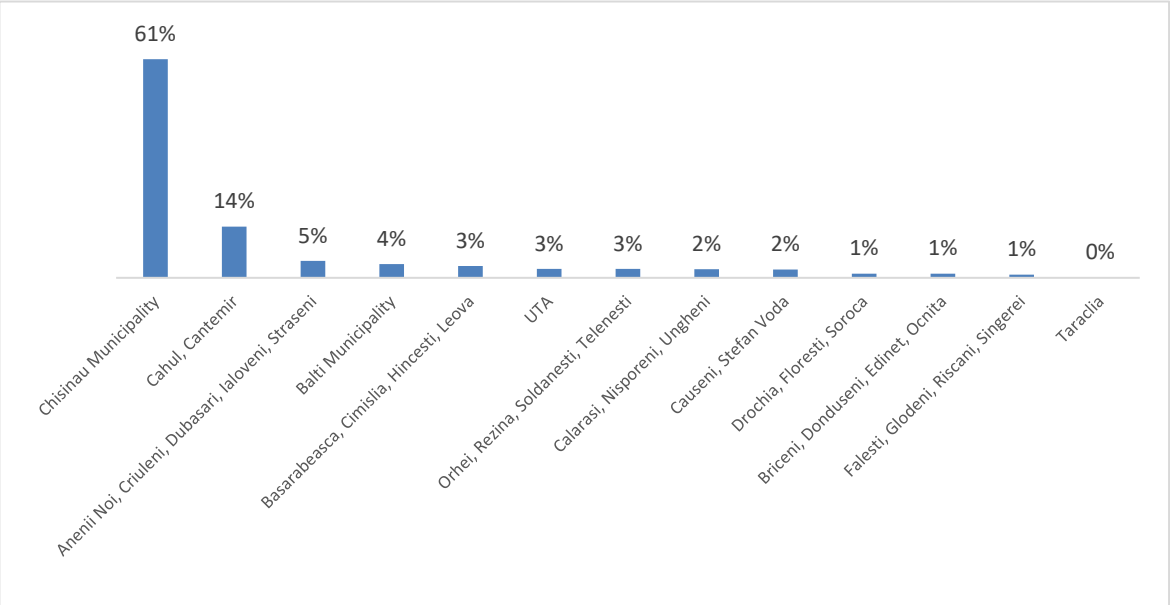

Figure 3 Breakdown of survey respondents by location

[7] Respondents gave verbal consent on the conduct of the interview. Participation was voluntary and without any financial or humanitarian incentives.

Sampling frame
The survey was conducted using the computer-assisted personal interviewing (CAPI) method and included two groups of respondents:

i. Refugees accommodated in private housing (rented or offered a free apartment/house):
   a. Apartment or house, including accommodations offered by host families[8]
   b. at the Ukrainian consulate in Chisinau

ii. Refugees who are accommodated in Refugee Accommodation Centres (RACs) or points of financial or humanitarian assistance (See Annex A for the list).

Of the total respondents, 84.5% were refugees in private housing and 15.6% were in RACs.

2.2. Survey Instruments

Questionnaire
A questionnaire in Ukrainian and Russian was developed in a collaborative process that involved various stakeholders participating in the Inter-Agency Refugee Education Working Group (IREWG) in Moldova (See Annex B). The average duration of interviews was 7 minutes.

Training
CBS Research, a research institution in Moldova specialised in sociological investigations and marketing, ensured the data collection for this survey. Three training sessions were organized for the entire team of supervisors and interviewers from each subdivision of CBS Research in Chisinau, Cahul, and Balti. The training sessions focused on data collection methodologies and the scope of research, including a detailed presentation on the survey's subject matter, clarifications related to the questionnaire, and an analysis of unusual and difficult situations that may arise during the survey. Special attention was paid to the confidentiality of the interview data. The training also explained the roles of supervisors and interviewers and the guidelines on approaching and reporting difficult situations. Supervisors were responsible for their interviewers' itineraries, the control of the number of interviews per interviewer, the quality of the completed questionnaires, and the deadlines for data collection.

2.3. Fieldwork organization

Interviewers
The total number of interviewers is 21 including 15 females and 6 males. Most of them having worked in this field for more than five years, the interviewers have experience in this type of surveys.

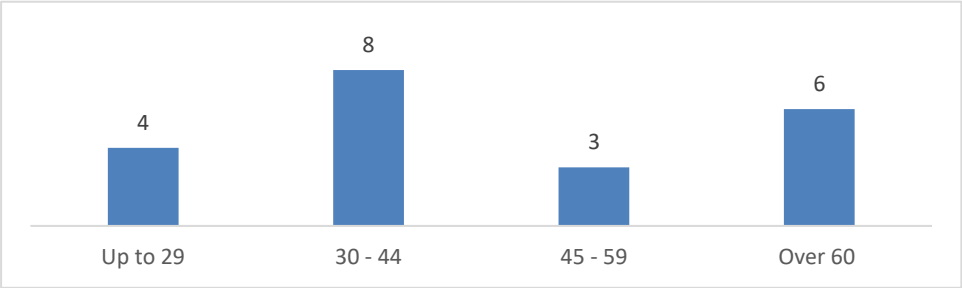

Figure 4 Survey interviewers by age group

Supervisors
A total of six supervisors were involved, each supervisor responsible for distributing tasks for the interviewers.

[8] Data was collected by using the snowball method sampling. In this non-probability sampling method, currently enrolled research participants help recruit future subjects for a study.

Number of valid interviews
The total number of valid interviews with refugee parents is 548. A parent with more than one child provided separate answers for each child. The total number of school-aged refugee children represented in the survey is 785, including 402 boys (51%) and 383 girls (49%).

Schedule of fieldwork
The fieldwork was conducted between 28 April and 16 May 2022.

2.4. Quality Control

Data checking
The quantity and quality controls were carried out at each stage of the data collection process. Managers and supervisors verified discrepancies at every stage of the questionnaire collection in each region. After the visual and logic control, the data were sent to the quality control department under CBS Research for the audio back-checks. 20% of questionnaires filled by each interviewer were randomly selected and checked by audio control. The questionnaires containing errors were rejected.

Data cleaning
After the audio back-checks, the entire data array went to the data processing department for further cleaning. The cleaning aimed to determine if the questionnaire logic matched the obtained data. If illogical answers were detected, a query was sent to the fieldwork supervisors to clarify the information.

2.5. Limitations

The findings presented in this report rely on the survey responses received from 548 refugee parents out of more than 50,000 refugee adults staying in Moldova at the time of the survey. Due to time constraints and limited resources rapidly mobilised for this survey, the questionnaire could only collect quantitative data based on a set of closed-end questions. While secondary data review and other assessments were used wherever possible to fill the gap and deepen the analysis, follow-up assessments based on primary qualitative data, such as focus group interviews, would provide more contextual insights at a later stage of the crisis.

3. Main Findings

3.1. Breakdown of refugee children by gender and age

Based on parents' responses, children included in the survey are mostly primary and lower-secondary school age. Preschool-aged children and especially adolescents over 16 are less common in the sample. The distribution of refugee children by age group in the survey is representative of the overall refugee children staying in Moldova. In both cases, more than 60% of children are made up of primary and lower-secondary school-aged children. They are followed by more than 25% of preschool-aged children and less than 10% of upper-secondary-aged adolescents.[9]

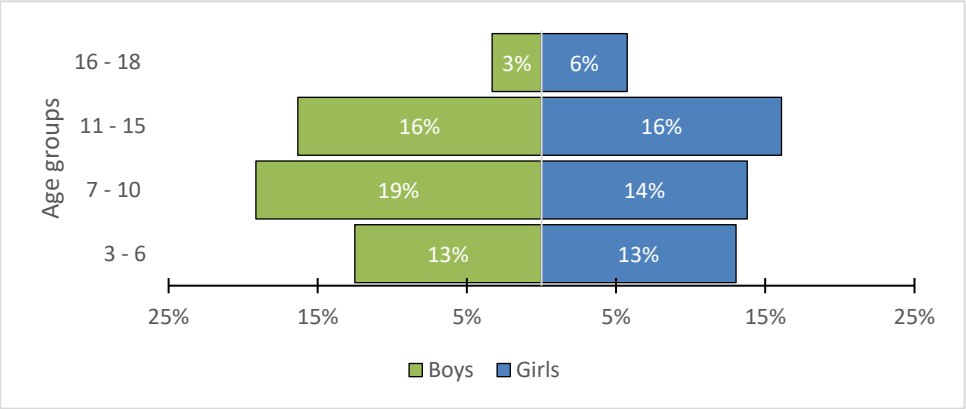

Figure 5 Gender and age breakdown of refugee children in the survey

3.2. Family Accommodation

85% of surveyed refugee families live in privately arranged accommodations such as private rentals and host families. Compared to RACs where data are regularly collected and monitored, these private living arrangements can pose challenges to tracking key education data, including the enrolment and retention of refugee children in non-formal education programmes. It becomes especially challenging to monitor the participation of refugee children in remote learning.

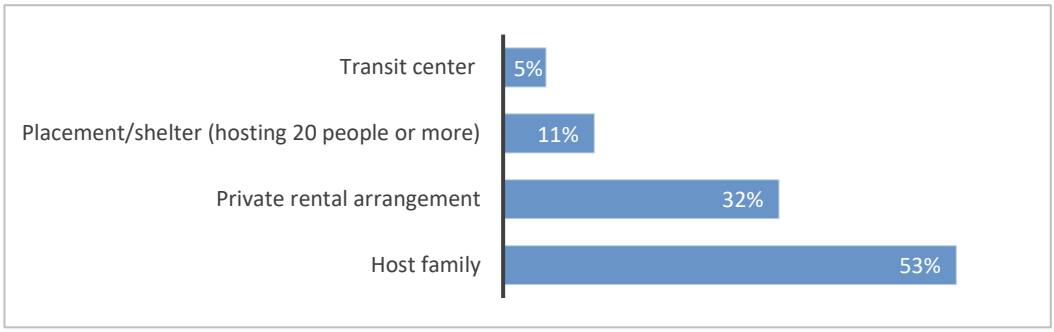

Figure 6 Refugee families by accommodation type

[9] The data on the overall demographics of refugee children staying in Moldova used for comparison comes from the following source: UN Women. March 2022. *"Gender Data on Refugees at a Glance: The Republic of Moldova"*.

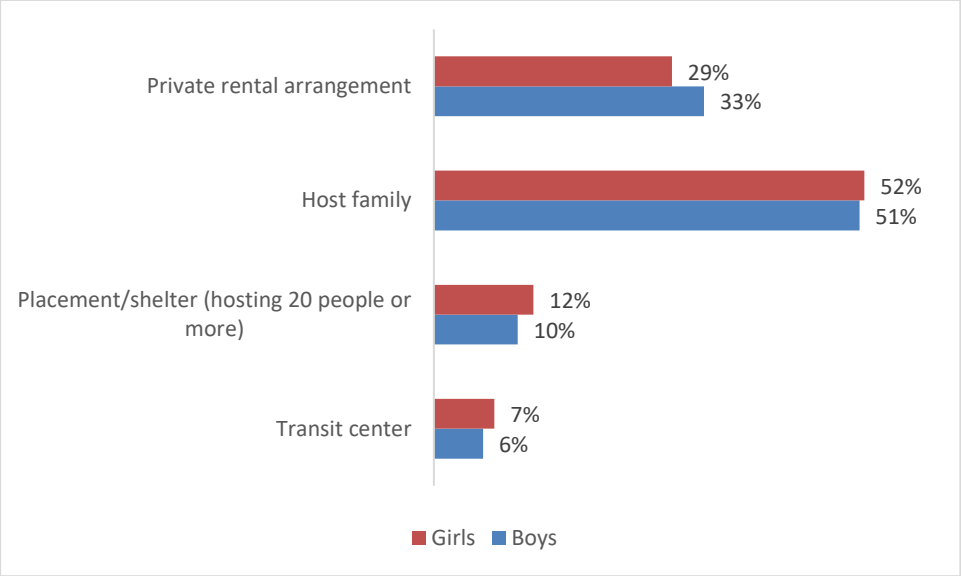

Figure 7 Refugee children by accommodation type

It is equally challenging for refugee families in privately arranged accommodations to receive timely information on the available education options for children. The knowledge and information gap affects refugee families' ability to make informed decisions regarding children's education. According to the preliminary findings of the Multi-Sector Needs Assessment (MSNA) published in June 2022, compared to 62% of refugees staying in RACs, only 40% of refugees outside RACs sent children to extracurricular activities.[10]

3.3. Length of Stay in Moldova

At the time of the survey, over half of the survey participants have been in Moldova for more than eight weeks. Most Ukrainian refugees in transit stay in Moldova for hours up to a few weeks only before continuing their journey to other countries. The more time the refugees spend in Moldova, the more likely they are to remain in Moldova for the foreseeable future, requiring a stable and formal learning environment for children to address their educational and emotional needs. In the MSNA, 73% of refugees indicated their intention to stay in the same location at least for the next one month.[11] Their extended stay in Moldova beyond a temporary period reiterates the need to develop a long-term approach toward the full and gradual integration of refugee children into the national education system.

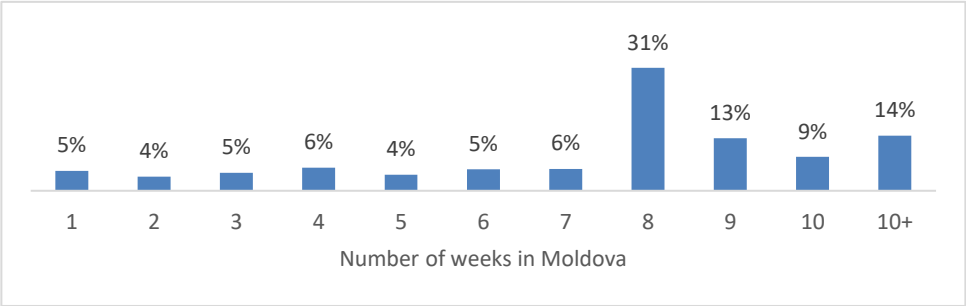

Figure 8 Respondents' length of stay in Moldova at the time of the survey

[10] REACH and UNICEF. *"Multi-Sector Needs Assessment (MSNA) Moldova - Preliminary Findings Dataset"*. June 2022
[11] *Idem.*

3.4. Language Spoken at Home

Russian is the most common language spoken by 71% of refugee children. While 28% speak Ukrainian at home, few speak other languages. It should be noted that Romanian, a Latin language vastly different from Slavic languages like Russian and Ukrainian, is the primary language of instruction in schools in Moldova.[12] Even though Russian can be used for daily communication and classes are held in Russian in some schools, education in Moldova is mainly offered in the Romanian language. The speed and quality of language bridging will be therefore key to refugee children's effective integration into the national education system. Given that few refugee children can communicate in Romanian, intensive pedagogical support for Romanian language bridging should be a priority to facilitate their effective transition to mainstream Moldovan schools.

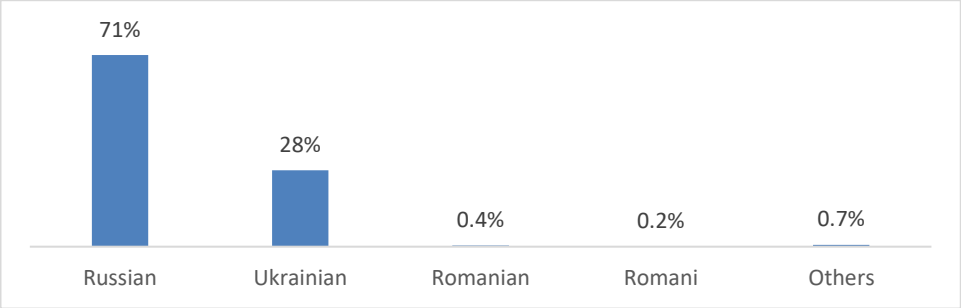

Figure 9 Language spoken at home by refugee children

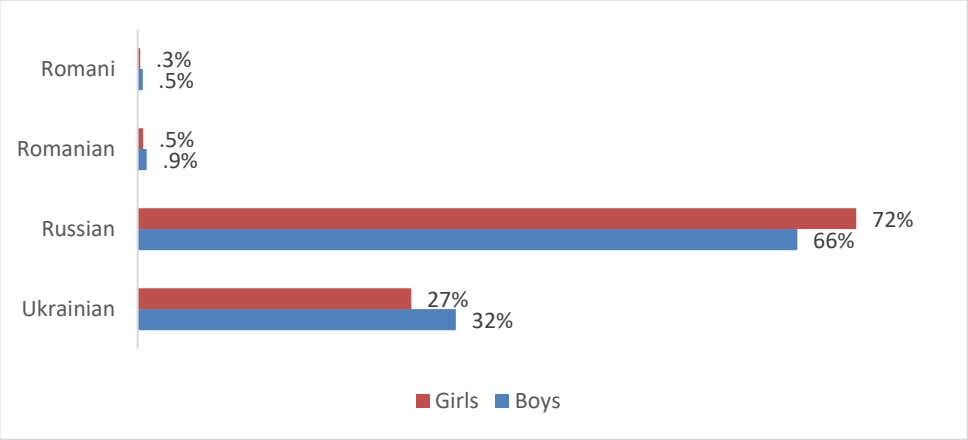

Figure 10 Languages spoken at home by refugee children, disaggregated by gender

3.5. Access to education for refugee boys and girls by age group

Survey results[13] show that access to education varies among different age groups. Especially, preschool-aged children (3-6) and adolescents of upper-secondary school-age (16-18) require targeted and gender-sensitive actions to increase their equitable participation in educational activities. Overall, online learning platforms provided by UA MoE are the most widely accessed education services by refugee children, except for preschool-aged children. Non-formal education can complement remote learning and meet refugee children's immediate educational and emotional needs until a longer-term solution is found. However, refugees' access to non-formal education is overall limited, and the level of participation varies widely by age group and, in some cases, by gender. Lastly, enrolment in the formal education system, thus in Moldovan schools, remains low for various reasons. The situational uncertainties associated with displacement make any long-term planning and commitments for formal education difficult. In addition, language further explains the low attendance rate in Moldovan schools. In the context where 99% of refugee children speak Russian or Ukrainian at home, enrolment

[12] For nearly 80% of students in Moldova, Romanian is the language of instruction. (Source: National Bureau of Statistics of the Republic of Moldova. "*Education in the Republic of Moldova – Statistical Publication*" 2011.)

[13] Refugee children may attend several education activities at the same time. Therefore, one response does not exclude another, except the response "do not access any education activity" which is de facto an exclusive response.

in Romanian-speaking schools remains lower than in Russian-speaking schools, except among preschool-aged children.

Access to education for preschool-aged refugee children (3 to 6 years)

- Approximately half of the preschool-aged refugee children do not attend any educational activities. The present survey did not collect age-specific data on the reasons for children's non-participation in education. Nevertheless, the MSNA provides insights into why parents do not enrol children aged 3 – 6 in kindergartens. The two most common responses received to this question were "*Do not know*" (33%) and "*I did not want to*" (20%), underscoring a certain degree of indecisiveness and hesitation from parents for schooling their young children in Moldova.

- Compared to other age groups, participation in non-formal education is the highest among this age group. Nevertheless, it should be noted that the overall participation in non-formal education does not exceed 30%, and more children (52% of boys and 42% of girls) are not participating in any educational activities.

- The level of participation in education is very low for both genders. However, a higher proportion of boys are not attending any educational activities than girls. Furthermore, girls participate in formal education at a higher rate than boys, regardless of the language of instruction.

- This age group's participation in online learning is considerably limited compared to older age groups. Notwithstanding the complexities of effectively engaging young children in virtual learning, the relatively low access to online learning can be explained in part by the insufficient materials currently available for this age group. Except for a few video classes, such as the NUMO online kindergarten developed jointly by UA MoE and UNICEF Ukraine, most other online learning platforms cover the primary to secondary grades.[14]

- Unlike other age groups, more children who attend formal education in Moldova go to Romanian-speaking preschools than the Russian-speaking ones. This unique trend indicates a greater willingness and interest of refugee parents to facilitate children's integration into mainstream Moldovan schools at an early age.

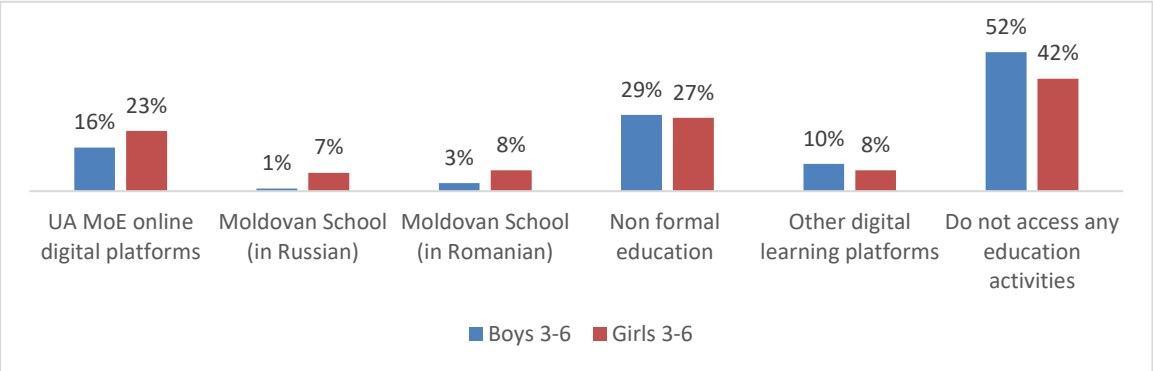

Figure 11 Access to different types of education services for 3 to 6-year-old refugee children by gender

Access to education for primary school-aged refugee children (7 to 10 years)

- The use of UA MoE online learning platforms begins to increase visibly from this age group onward. The UA MoE online learning platforms constitute the most preferred and accessed form of education. Similarly, in the MSNA, the "*preference for accessing Ukrainian learning online platforms*" was cited by 82% of refugee parents as the main reason for not enrolling their primary school-aged children in schools in Moldova.

[14] School Education Gateway. 8 June 2022. "*Online educational resources in Ukrainian: schooling in Ukraine under adverse conditions*"

- While the UA MoE online learning platforms remain the most preferred form of education for both boys and girls, boys use the platforms at a higher rate than girls. Instead, girls are more actively engaged than boys in both formal and non-formal education.

- From primary school onward, children are introduced to learning basic yet specific subjects such as reading, writing, math, and art through formal education. Learning these subjects is more effective in the language they know. As such, the language of instruction plays a significant role in children's enrolment in formal education. In the case of refugee children in Moldova, even though enrolment in Moldovan schools remains overall limited compared to online learning, those going to Moldovan schools attend Russian-speaking schools at considerably higher rates.

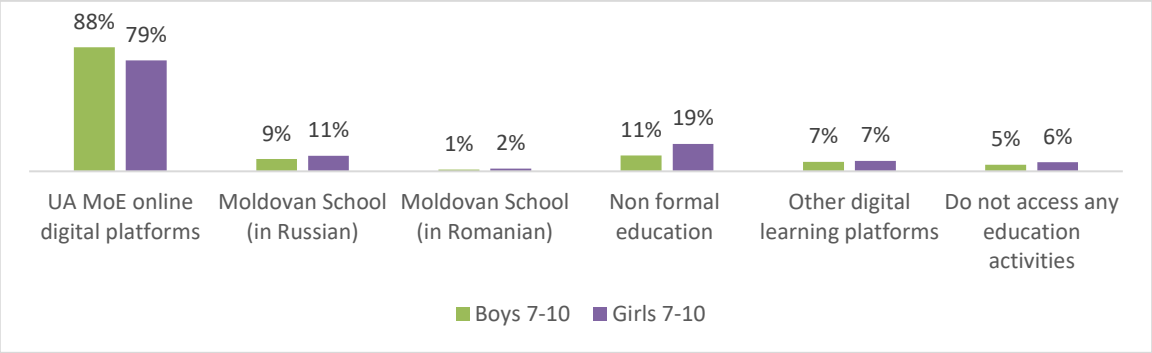

Figure 12 Access to different types of education services for 7 to 10-year-old refugee children by gender

Access to education for lower-secondary school-aged refugee adolescents (11 to 15 years)

- Similar to the previous age group, the overwhelming majority of children in this age group attend UA MoE online learning platforms. The use of digital learning platforms other than those provided by UA MoE increases at the same time. This strong preference for remote learning can be understood with respect to the increasing importance of academic achievements starting from this educational level. Known as "basic secondary education" in the Ukrainian education system and middle school or junior high school in other contexts, education at this level introduces students to advanced subjects such as literature and chemistry. At the end of the final grade, Ukrainian students are expected to pass the final state exams to obtain a certificate of completion that gives them the right to enrol in the next level of education.[15] Not knowing how the situation will evolve with current displacement, students tend to gravitate further toward online learning to pursue education as per the Ukrainian curricula and eventually meet the necessary academic requirements thereof.

- In line with the above, the language of instruction continues to play a key role in choosing a formal education institution. Among the few who go to Moldovan schools, more attend Russian-speaking Moldovan schools than the Romanian-speaking ones.

- Participation in non-formal education is particularly limited in this age group, implying that the majority of girls and boys depend solely on remote learning without access to complementary activities supporting their socio-emotional well-being and life skills.

- The gender gap is noticeable among those who do not attend educational activities. The proportion of boys not attending any education is more than twice the rate of girls.

[15] World Education News and Reviews. June 2019. "*Education in Ukraine*"

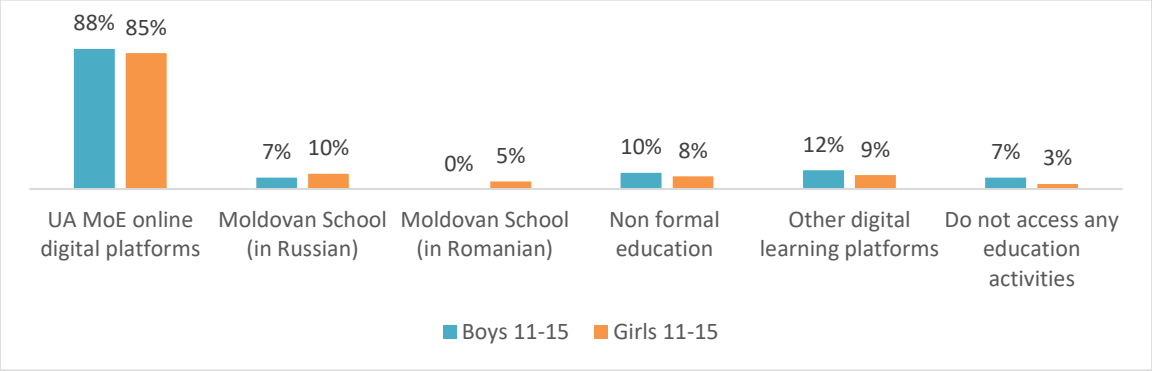

Figure 13 Access to different types of education services for 11 to 15-year-old refugee adolescents by gender

Access to education for upper-secondary school-aged refugee adolescents (16 to 18 years)

- For this age group, gender differences in educational participation become more pronounced. There is a significant disparity between boys' and girls' attendance at UA MoE online platforms. Almost all girls of this age group attend the platforms, while only 77% of boys do. On the contrary, boys access other digital learning platforms at a significantly higher rate than girls. It is yet unclear if boys access these platforms in addition to UA MoE online learning platforms or choose them as an alternative to UA MoE online classes.

- While girls rely heavily on UA MoE online platforms, some are further engaged in non-formal education in parallel. On the contrary, boys are less actively involved in non-formal education. This gender gap suggests the existence of factors limiting boys' effective participation in non-formal education and the need to enhance support to increase their access.

- It is striking to see the high proportion of boys (12%) not attending any educational activities, three times higher than that of girls (4%). At the same time, the survey shows a similarly high proportion of boys (11%) attending Russian-speaking Moldovan schools. To understand the diverging trends in boys' educational participation, it is worth considering the particularly complex circumstances under which refugee boys of this age group find themselves. Due to the Ukrainian martial law prohibiting male citizens aged 18 to 60 from leaving the country, women cross the border alone with children. This context leaves very few options for adolescent boys who become the de facto family's oldest males. Boys with financial resources from families can prepare for university admission to continue schooling, either by attending online learning or Russian-speaking Moldovan schools. On the contrary, those without such resources would try to fill the gap left by fathers' absence and help their mothers support families instead of attending education. Special attention should be given to adolescent boys without access to education, therefore without support adapted to their needs. They can be easily exposed to risky behaviours and negative coping mechanisms, including potentially smuggling, substance abuse, or sexual abuse.

- Even though the proportion appears to be lower than that of boys, girls of this age group who do not access educational services raise particular concerns. Adolescent girls are highly vulnerable to violence, sexual exploitation, and trafficking when faced with economic needs, psychological distress, and the lack of social protection caused by forced displacement. The risks increase significantly for those not involved in any educational activities.

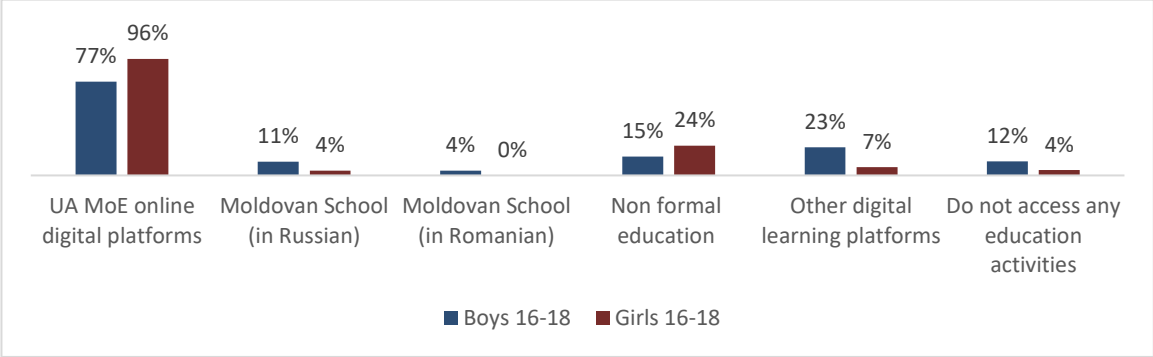

Figure 14 Access to different types of education services for 16 to 18-year-old refugee adolescents by gender

3.6. Challenges faced by children in attending UA MoE online classes

Online learning platforms administered by UA MoE are the most widely accessible form of education activities for refugee parents and children. The section below examines if refugee children encounter problems accessing online classes. More specifically, the survey questions cover the following six areas:

- Cost of Internet connection
- Availability of end devices
- Lack of Internet connection
- Quality of online classes
- Concerns about online learning being a trigger for bad memories for children
- Regularity of online classes

Cost of Internet connection

34% of the respondents in the current sample are concerned about the cost of Internet connection being a challenge for children to attend the online digital learning platform provided by UA MoE. The table below shows the top four locations where the concerns regarding the cost of Internet connection were the most significant in the percentage of the sample size. Even though the number of collected samples was small, Caseni and Stefan Voda exceeded other locations in the rate of respondents expressing concerns.

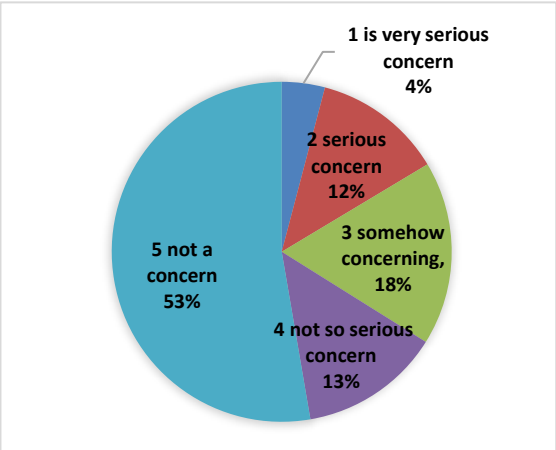

Figure 15 Parents' concern about the cost of Internet connection for children's access to online learning platform provided by UA MoE

location	N sample	% of location
Causeni, Stefan Voda	12	71.38
Balti Municipality	20	52.5
Chisinau Municipality	316	25.21
Cahul, Cantemir	74	24.02

Figure 16 Parents regarding Internet costs as a challenge to children's access to online learning platforms, by location

Limited availability of end devices (laptops, tablets)

30% of the respondents in the current sample are concerned about the availability of end devices being a challenge for children attending the online UA MoE digital platform. The table above shows the top four locations where concern is expressed about the limited availability of devices such as laptops and tablets (from "very serious concern" to "somehow concerning"). Similar to the previous question on the cost of Internet connection, Causeni and Stefan Voda come first on the list, with almost half of the respondents expressing concerns.

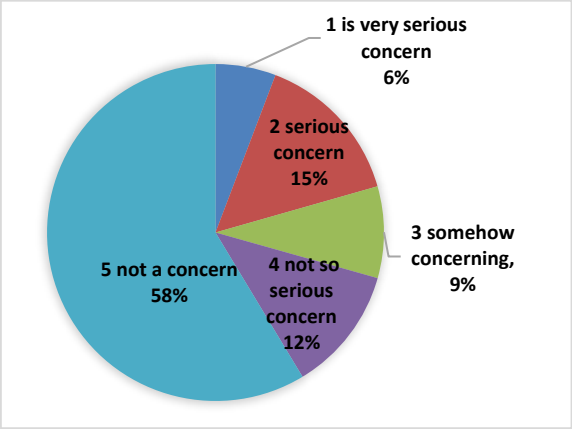

Figure 17 Parents' concern about the availability of end devices in children's access to the online learning platforms provided by UA MoE

location	N sample	% of location
Causeni, Stefan Voda	12	49.37
Cahul, Cantemir	74	24.06
Anenii Noi, Criuleni, Dubasari, Ialoveni, Straseni	24	20.2
Chisinau Municipality	316	20.18

Figure 18 Parents regarding the availability of end devices as a challenge to children's access to online learning platforms, by location

In the two first questions above, Causeni and Stefan Voda consistently come top of the list in terms of the proportion of parents expressing concerns about the cost of the Internet and the availability of end devices. In absolute numbers of the responses received, however, a greater number of parents expressed their concerns in localities like Chisinau, where the sample size was much more significant. An additional assessment will be necessary to increase the number of samples across the country to accurately evaluate the most urgent needs by rayon regarding refugee learners' access to online learning.

Lack of Internet connection

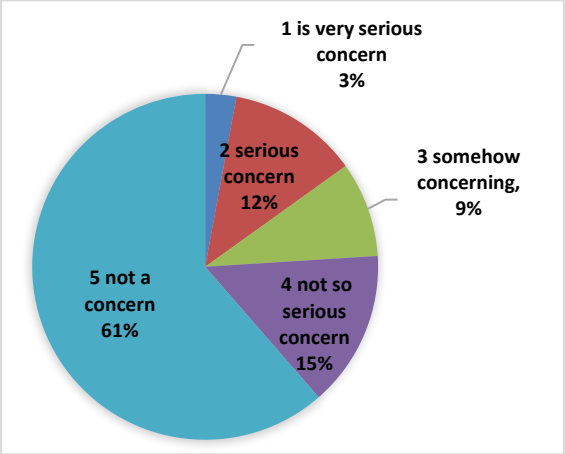

Figure 19 Parents' concern about the reliability of Internet connection in children's access to online learning platform provided by UA MoE

24% of the respondents in the current sample indicate the availability of Internet connection as a challenge for children attending the online UA MoE digital platforms.

The availability of Internet connection does not pose a significant problem for the majority (76%). However, locations and groups of refugees with concerns need to be identified to provide adequate support for reliable Internet connections.

Quality of online classes

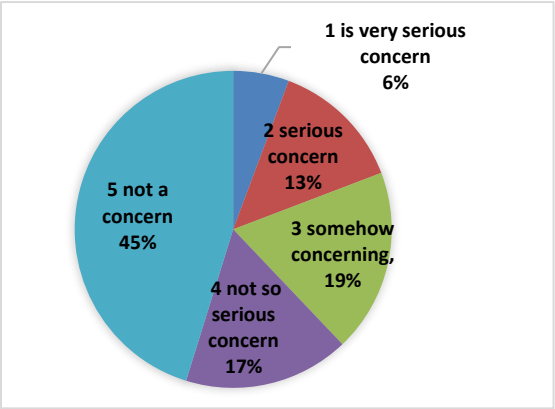

Figure 20 Parents' concern about the quality of digital learning

38% of parents expressed concerns about the quality of the online UA MoE digital platforms. While half of those parents have a moderate level of concern ("somehow concerning"), the other half are seriously concerned about the quality. Indeed, among all the six questions related to UA MoE's online learning platforms, parents expressed the biggest concerns about the quality.

Beyond access to online learning platforms, parents' concerns regarding children's learning outcomes and experience indicate the need to address the gaps with complementary resources. If online learning is to remain the main and the most preferred educational activities for refugees, the gaps should be addressed as much as possible through complementary non-formal educational activities.

Concerns about online learning being a trigger for bad memories for children

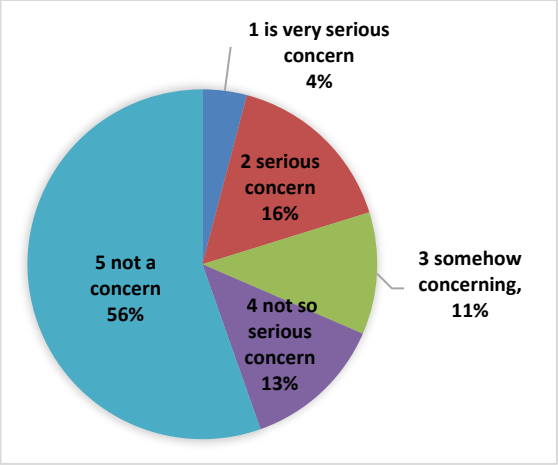

Figure 21 Parents' concern about the potentially negative effects of digital learning on children's memories

31% of the interviewees in the current sample are concerned about the online UA MoE digital platforms being a trigger for bad memories for their children.

Regularity of online classes

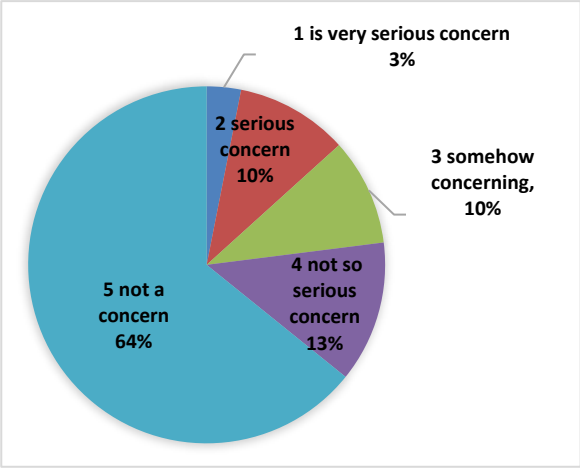

Figure 22 Parents' concern about the regularity of digital learning

23% of the interviewees in the current sample are concerned about the regularity of lessons on the online UA MoE digital platforms. For 64% of parents, however, this is not a concern at all.

3.7. Provider of education services for refugees

Leading educational service providers in Moldova for refugees are the Government through MER as well as NGOs. Other service providers range from local authorities (e.g., municipalities) to religious groups (e.g., churches) to community groups (e.g., mothers' associations). The diversity allows for the accelerated and flexible

delivery of educational services for refugees but can also weaken quality and accountability if not coordinated sufficiently. Strong coordination becomes especially important in the current context where refugees, mostly staying in private housing outside RACs, access education individually with limited information.

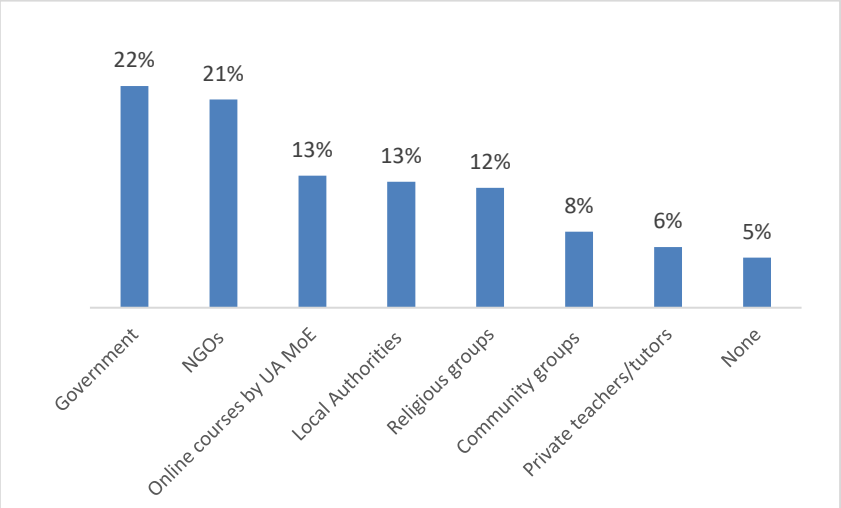

Figure 23 Provider of education activities attended by refugee children in Moldova

The presence of education service providers varies significantly according to localities. In Chisinau, where 61% of the survey respondents are present, education service providers are highly diversified to accommodate the needs of these populations. NGOs and the Government make up nearly half the education service providers, while religious groups, local authorities, community groups, and private teachers make up the other half.

It is also worth noting that the most prominent education service provider in Chisinau is NGOs. These external resources enable flexible adaptation of educational activities to the needs of refugee children through non-formal or informal education activities. Such support is especially instrumental in facilitating refugee children's gradual transition into the national education system with, for example, Romanian bridging classes. However, given that they tend to be limited in time and subject to funding availability, coordination of key activities among education providers will be essential to optimise the resources for the next school year and beyond.

The situation is significantly different in Cahul and Cantemir, where the second largest group of refugees are accommodated after Chisinau. Educational service delivery relies heavily on the central Government and municipalities, which account for 75% of education service providers. On the contrary, only a quarter of educational services are ensured by non-governmental entities such as religious groups and NGOs. The insufficient presence of these organizations in localities outside Chisinau can be a challenge in providing equitable access to various educational services, especially for refugee families with fewer resources available. For example, the absence of private teachers and tutors in Cahul and Cantemir is an indication of the relative lack of financial means of refugee parents to support children's education or the lack of locally available educators or teachers to be employed as a supplementary teaching force.

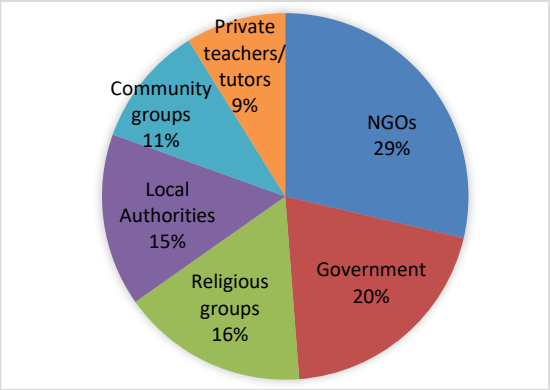

Figure 24 Providers of education activities in Chisinau

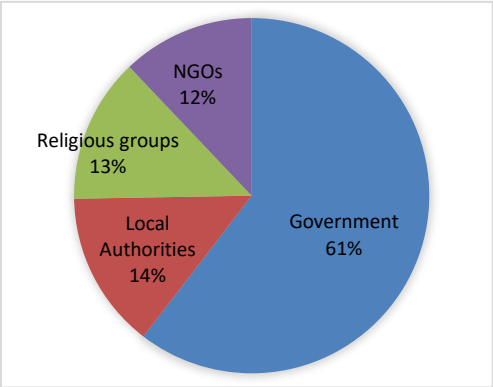

Figure 25 Providers of education activities in Cahul and Cantemir

3.8. Providers of non-formal education activities

Non-formal education activities complement formal education and remote learning by providing services and activities tailored to the needs of refugee children. In the current context, non-formal education providers can play a critical role in organizing a wide range of activities, such as MHPSS, intensive language courses, sports and play, and catch-up classes.

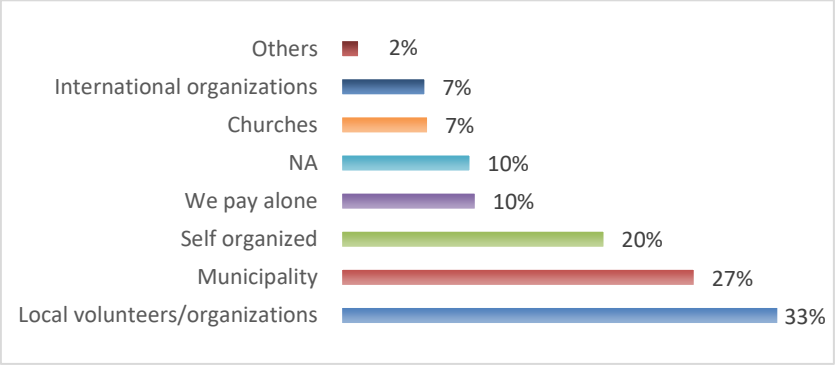

Figure 26 Providers of non-formal education for refugee children

Local volunteers/organizations and municipalities are the two biggest non-formal education providers. The importance of non-formal education will likely increase in the next school year if most refugee children continue to attend online classes and thus are in need of complementary extracurricular activities.

It is worth noting that self-organized and self-financed activities come after the local organizations and municipalities. While these responses may indicate a lack of information on available non-formal educational activities, they increase the burden on refugee parents and are unlikely to contribute to building social cohesion between refugee children and their Moldovan peers. There is thus a need to expand the provision of non-formal education to the full extent possible through community-based outreach and information dissemination.

3.9. Children with special needs

10% of the children from the sample have special needs. Given the concentration of the refugee population in Chisinau, most children with special needs are also found in Chisinau. While the questionnaire did not specify mental, cognitive, or physical conditions, the response does reflect a demand for targeted educational and MHPSS interventions addressing the needs of these children.

Since most refugee children use online learning platforms, children with special needs, particularly those with sensory or intellectual disabilities, are likely to encounter additional difficulties with attending remote learning. Even before the current refugee crisis, access to special assistive technologies and devices was limited in Moldova, putting children with special needs at risk of being excluded from education.[16] The influx of refugee children, including those with special needs, further increases the demand for special assistive technologies and devices, as well as trained teachers and adapted curricula for these children.

[16] UN-coordinated Education Task Force for COVID-19 Thematic Paper Series. August 2020. "Education and COVID-19 in the Republic of Moldova"

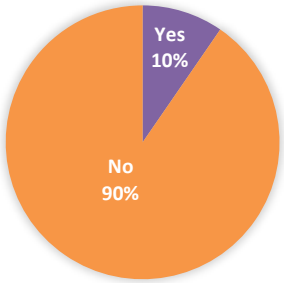

Figure 27 Children with special needs among the refugee population

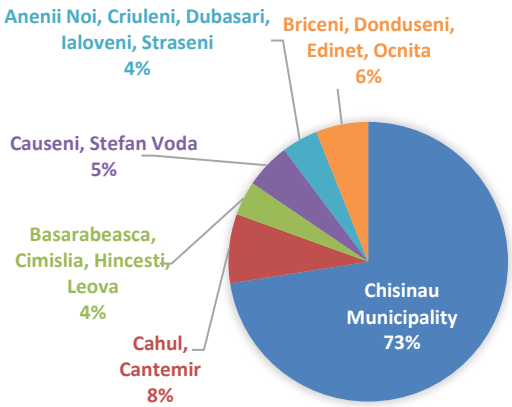

Figure 28 Locations of refugee children known to have special needs

3.10. Education workforce among refugees

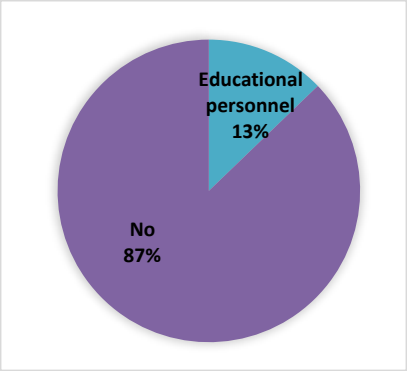

Figure 29 Presence of education personnel among refugee parents

13% of refugee parents in the survey used to be educational personnel before displacement. They are based primarily in Chisinau (66%), Cahul (12%), and Balti (7%) (See Annex C). Beyond the refugee parents interviewed for this RNA, the results of the MSNA further confirm the relatively high presence of educational personnel among the refugee population in Moldova. In the MSNA, 14% of the survey respondents used to be educational personnel, making it the most common occupation among refugees surveyed in the MSNA. Nearly 80% of those who indicated themselves as educators in the MSNA are outside RACs. An additional outreach effort would be therefore necessary to assess the total number of refugee educators in the country and identify those who are willing to teach for refugee learners.

Refugee teachers understand not only the languages and the education system that refugee children and parents are used to but also their socio-emotional needs affecting educational decisions and learning. As such, this workforce of already trained professionals has the potential to be promptly integrated into the Moldovan education system or employed by NGOs as facilitators in non-formal education settings. In particular, some of the challenges revealed in the findings above can be addressed with the help of refugee teachers, such as the language barriers in entering the formal education system and the quality concerns for remote learning.

Nevertheless, being refugees themselves under challenging circumstances, the teachers would require support and special arrangements to accommodate their specific personal and professional needs. Training opportunities meeting their needs and future perspectives linked to continuous career development in teaching would facilitate their integration into the teaching force for refugee learners.

3.11. Reasons why refugee children are not going to school or learning centres

In the survey, parents were asked to choose the top three answers to the question, "*what are the reasons why your children are not going to school or learning centres?*". For both boys and girls, lack of information on education opportunities (either "*No information on education opportunities*" or "*I don't have enough information on the education opportunities in Moldova*") constitutes a common reason for not attending school or learning centres. This reason was especially noticeable for girls, with 43% of the responses indicating that parents do not have information on education opportunities. Even though it is unclear from the survey what caused this gender difference in the response, the result clearly indicates the need to strengthen the information dissemination

mechanism for refugees on the available educational activities and how to access them. According to the MSNA, refugee families staying outside RACs prefer receiving information about aid through phone calls (36%) and SMS (34%). Messaging applications, namely Viber (31%) and Telegram (30%), were other preferred channels for receiving information. It is to note that among the least preferred channels for those outside RACs were leaflets.

Absence of ID documents and vaccination records is also among the main reasons why boys and girls are not going to school or learning centres. For Ukrainian refugees in Moldova, parents' asylum request and children's vaccination status[17] are preconditions for officially enrolling children in formal education. Refugee children's enrolment in Moldovan schools would increase if the preconditions perceived as barriers by some parents could be applied flexibly for a certain period. Alternatively, a vaccination campaign could be organised at the beginning of the new school year to address conditions linked to public health.

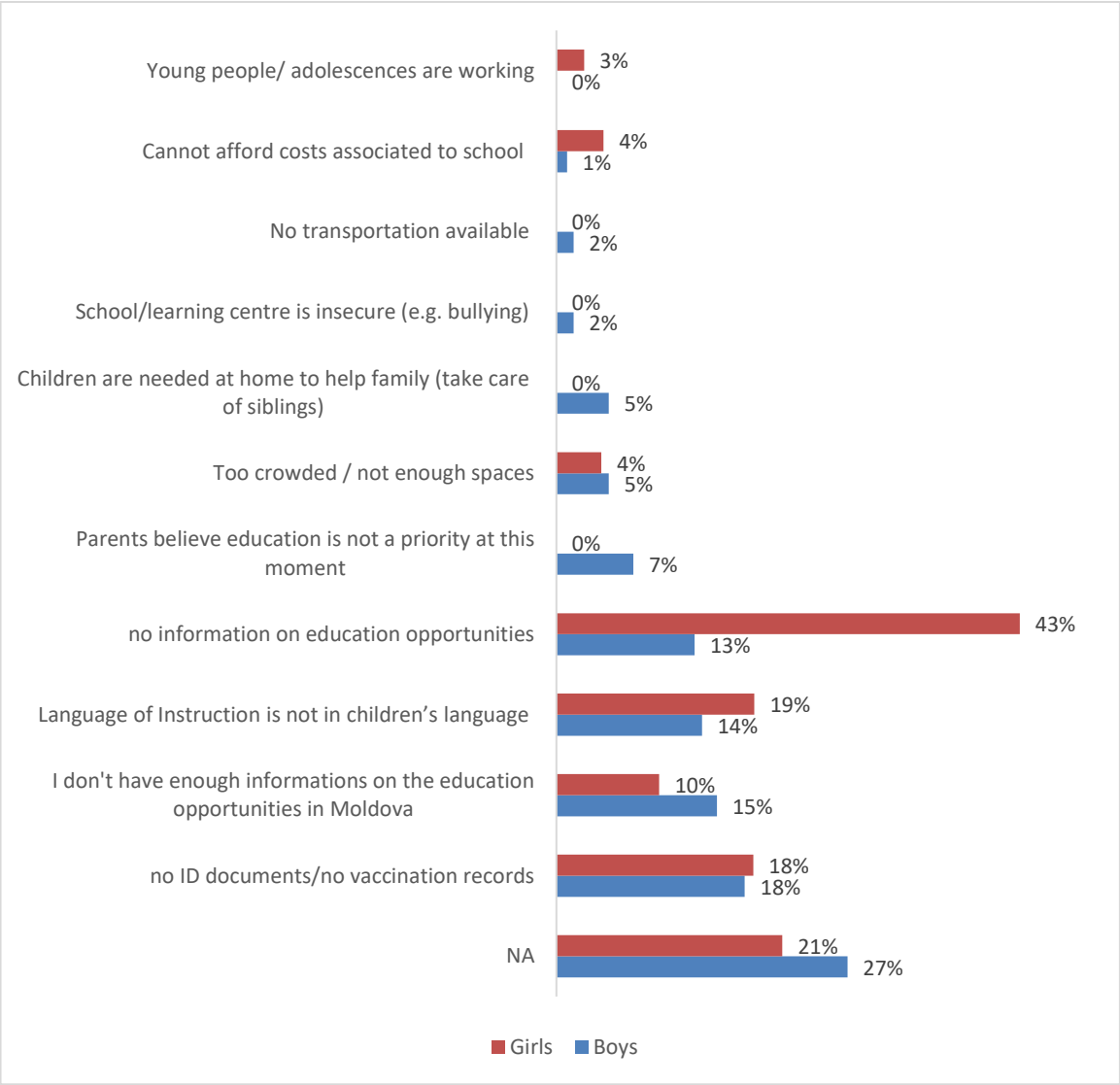

Figure 30 Reasons for not attending school or learning centre by gender

[17] To officially enroll refugee children in Moldovan schools, the parents should submit a request for asylum in Moldova. Furthermore, children should show proof of vaccinations required for their age. However, vaccine hesitancy among refugees is reported to be significant for various reasons. For example, in a small sample collected in the MSNA, 11 out of 13 respondents indicated their intention not to vaccinate children in Moldova. At the same time, one said, "I don't know," and only one responded positively. For children whose vaccination records in Ukraine are difficult to retrieve, cases have been reported where parents would not want to vaccinate children again in Moldova.

3.12. Top educational priorities of parents

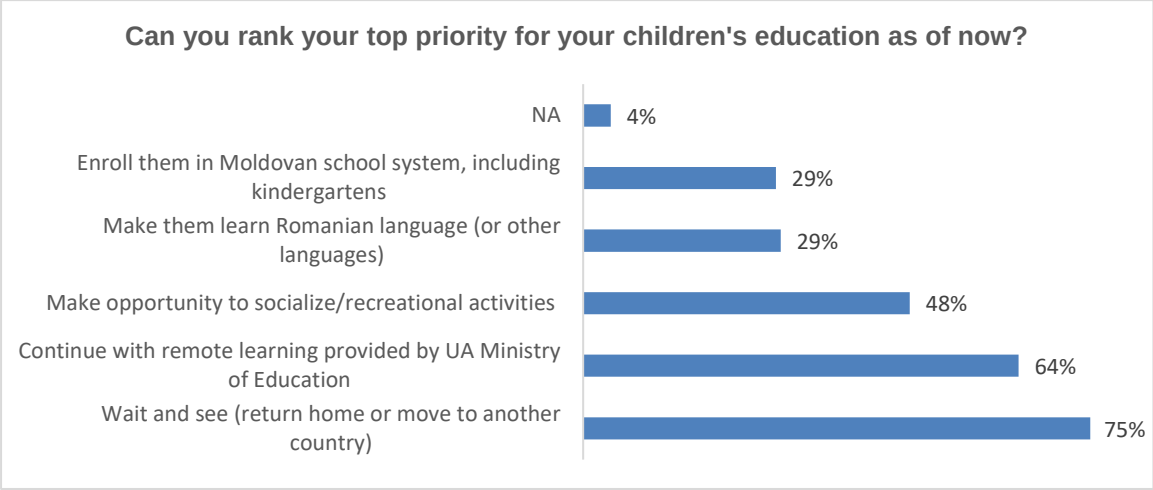

Figure 31 Educational priorities for children expressed by refugee parents

The overwhelming majority of refugee parents are undecided about educational priorities for children due to the uncertainties arising from displacement. Three-quarters of parents responded that they are waiting to see what happens next to address their children's educational needs instead of making proactive decisions about education. Amid uncertainty, parents prioritize continuing with remote learning provided by UA MoE (64%) and, to a lesser extent, social and recreational activities (48%) that can complement remote learning.

Regardless of educational levels, the priority of enrolling children in the national education system appears low. Only less than 30% of responses indicated school enrolment in Moldova as a top priority. The same is true for Romanian language learning, which goes hand in hand with school enrolment. The relatively low priority given to enrolment in formal education emphasizes once again the importance of scaling up community outreach efforts and Romanian language bridging to encourage refugee children's school enrolment in the foreseeable future.

3.13. Parents' perceptions of educational activities right now

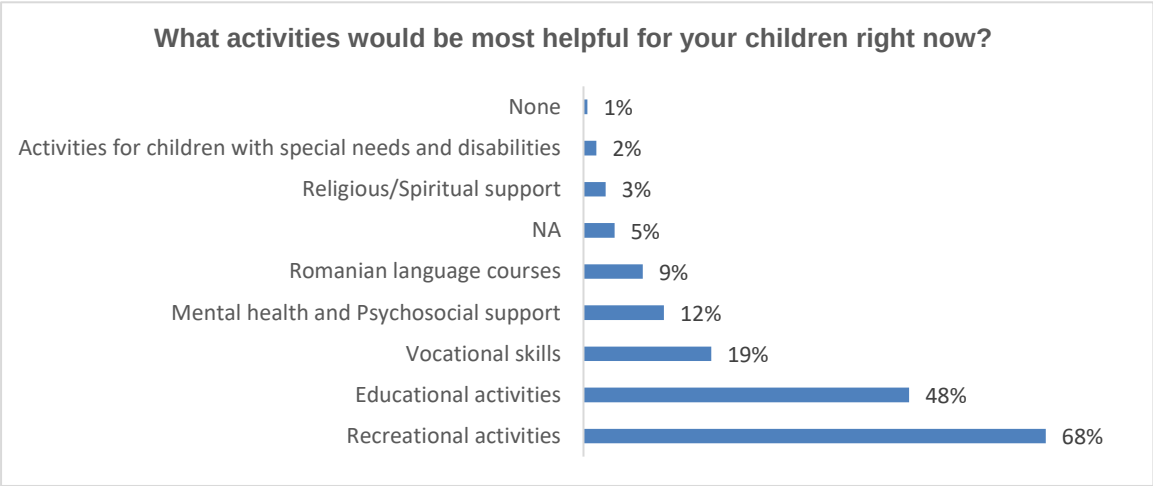

Figure 32 Education activities considered helpful for children according to refugee parents

Most parents consider recreational activities helpful for their children. This preference for recreational activities is understandable given that children attending remote learning tend to be isolated at home with limited interactions with fellow children. 12% of the responses point to MHPSS as a helpful activity, suggesting that parents expect education to support the emotional well-being of their children after displacement. There is thus

a need to strengthen non-formal education programmes focused on mental health support and stress-relief activities as a complement to formal education and remote learning.

The result further highlights the demand for activities meeting the long-term learning needs of children, such as subject-specific learning (48%) and vocational training (19%, mostly for older children). The importance given to Romanian language learning is yet minor (9%), confirming again refugee parents' reticence to enrol children in Romanian-speaking Moldovan schools. While refugee children should be encouraged as much as possible to attend formal education, it would be realistic to continuously facilitate their access to online learning and improve its quality to minimise children's learning loss in the meantime.

The response rate (2%) does not stand out in the overall results. Still, parents with children with special needs and disabilities see the need to enhance access to special education programmes beyond the simple provision of assistive technologies and devices for these children.

3.14. Primary concerns related to education during this time of crisis

When asked about the children's concerns related to their education in this time of crisis, 23% of the parents answered that their children had no specific or major concerns. Some children (8%) do not enjoy online learning, implying that continuing online learning may not be a sustainable option in the future. Social-emotional concerns expressed by refugee children (feeling stressed, missing home, wanting to communicate with friends in Ukraine etc.) can easily lead to increased frustrations and a lack of motivation for learning that can further hinder their effective integration into the Moldovan society.

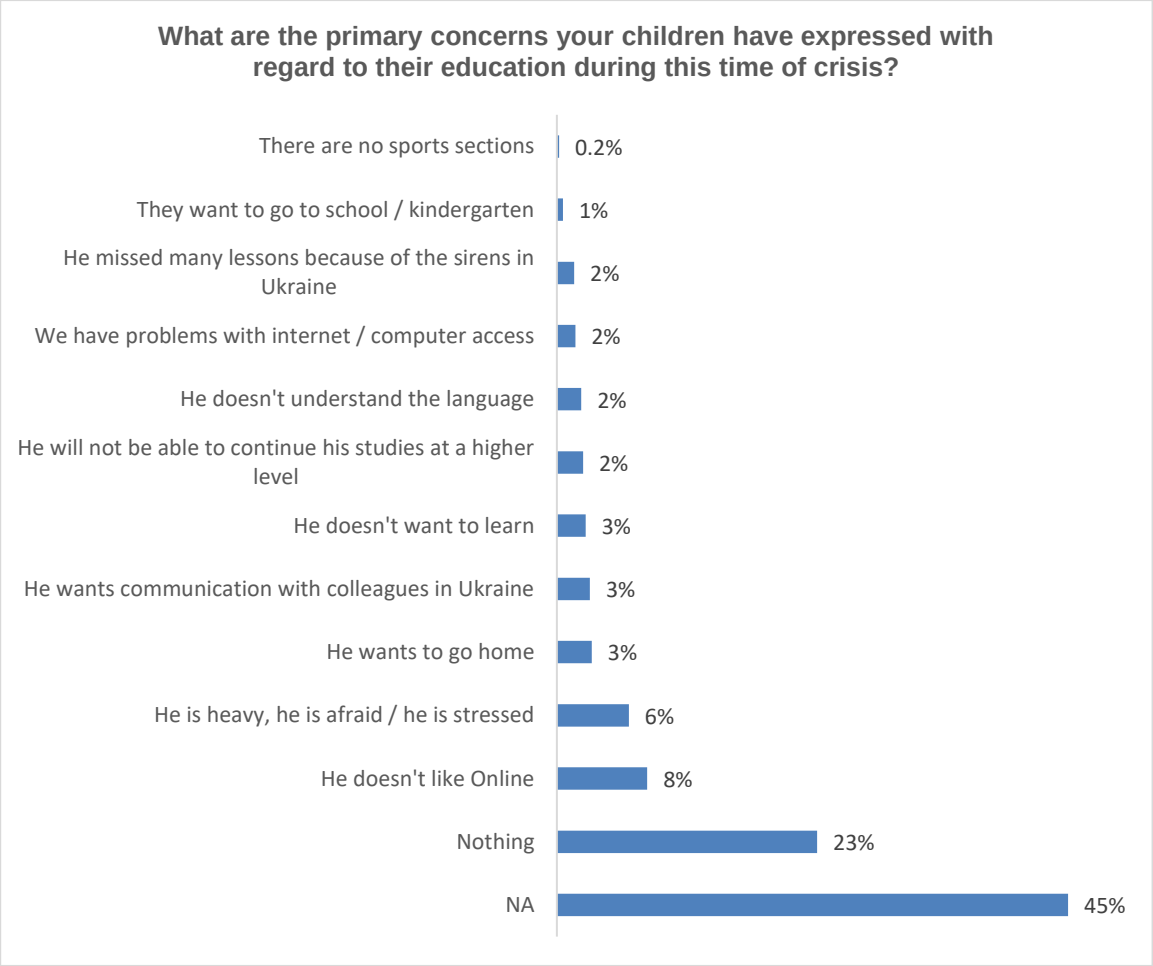

Figure 33 Primary concerns expressed by refugee children regarding education

4. Summary of Recommendations by Issues Identified

4.1. Difficulty in reaching refugee families outside RACs with information on available educational services

Recommendations	Addressed to
Expand community outreach and disseminate messages on available educational opportunities to fill the information gap reported by refugee families. The outreach efforts can mainly target refugee families living outside RACs, using notably phone calls, SMS, Viber, and Telegram.	MER and IREWG partners
Link education-related monitoring and reporting with other assistance, such as food distribution, directly targeting and reaching refugee families residing within host communities.	IREWG partners

4.2. Decisive role of the language of instruction in integrating children into formal education

Given the current context where the majority of refugee parents prefer continuation of online learning, a two-track approach could be considered for the next school year.

Recommendations	Addressed to
For those who wish to be enrolled in Romanian-speaking schools, intensive language classes can be organized with gradual immersion into mainstream classes and contacts with Moldovan peers. Attention should be given to showing respect and valuing children's language spoken at home to foster their identity and a sense of belonging between home and school. Parent participation or support from Ukrainian teachers during the language class should be encouraged as much as possible to facilitate communication.[18]	MER and IREWG partners
For those who wish to continue education with remote learning, Romanian language learning programmes could be made available through mobile applications or online websites. This can be done by granting free access to refugee children for existing programmes or by developing a new programme adapted to their learning needs. The latter would require more time and mobilization of additional resources.	IREWG partners

4.3. Expanding the provision of non-formal education as per the demands from parents for recreational activities and MHPSS

Recommendations	Addressed to
Increase MHPSS support through non-formal education and diversify non-formal education activities with age-specific programmes complementing online learning. They could include, for example, life skills on managing emotions and stress, adolescent sexual and reproductive health, and preventing violence. Disseminate as widely as possible information on the available non-formal education programmes to refugee parents and learners.	IREWG partners
Identify localities outside Chisinau where MHPSS is lacking in non-formal education programmes due to a lack of local resources or capacity. Dispatch to these localities mobile teams composed of non-formal service providers and experts (e.g., paediatric	IREWG partners

[18] European Commission. "Policy guidance on supporting inclusion of Ukrainian refugees in education" March 2022.

psychologists) from Chisinau to provide the most critical MHPSS services to refugee children.	
Use the abovementioned mobile teams to identify capacity building needs of local actors and organise training sessions addressing the needs. Capacity building of local actors should be prioritised to enhance the sustainability and quality of non-formal education outside Chisinau.	IREWG partners
Include systematically Moldovan peers in activities that are beneficial for both refugee and host community children to build social cohesion.	IREWG partners
Reinforce pathways between non-formal and formal education for learners who may later decide to transition into formal education.	MER and IREWG partners

4.4. Identifying and mobilising Ukrainian teaching staff among refugees[19]

Recommendations	Addressed to
Scale up the mechanisms to identify Ukrainian educators among refugees. It is recommended to include student teachers to expand the pool of Ukrainian teaching staff. For those already in Moldova, encourage self-declaration via SMS surveys, online recruitment drives, and NGOs and associations already working with Ukrainian educators. For new arrivals, administrative measures could be put in place for the systemic identification of educators at border crossing points. With support from education partners, MER could play a vital role in centralising the database and facilitating collaboration with the border police.	MER and IREWG partners
Between the ministries of education in Moldova and Ukraine, establish a collaboration platform on issues related to Ukrainian educators in Moldova. Such a platform could serve to facilitate verification of Ukrainian educators and teachers' qualifications and recognition of their teaching activities in Moldova to encourage long-term career development during displacement. It would further facilitate collaborative discussions around how best to introduce MHPSS services targeting refugee teachers.	MER
Develop a policy outlining the key pedagogical areas where inclusion of Ukrainian teaching staff is essential. Prioritise those areas in deploying refugee teachers in the next school year. Some main priority areas would include language bridging programmes, early childhood development programmes, teaching assistance for remote learning, and pedagogical counselling for refugee parents. The policy could further clarify how to adopt a fast-track approach to accelerate the deployment of refugee teachers in the priority areas by removing administrative barriers.	MER and IREWG partners
Organise pedagogical trainings and networking events for both Ukrainian and Moldovan teaching staff. The interactions would help form professional communities fostering a sense of belonging and social cohesion while facilitating sharing of good practices.	MER and IREWG partners

4.5. High proportion of preschool-aged children not attending education

Recommendations	Addressed to
Develop guidance materials and operationalise help centres for parents to assist them in identifying suitable preschool institutions meeting specific demands they may have. This is especially important in relation to the young age of children. Each child in this age group	MER and IREWG partners

[19] Some of the recommendations on the integration of refugee teaching staff were inspired by the following resource: European Commission. June 2022. "*Supporting the inclusion of displaced children from Ukraine in education: Considerations, key principles and practices for the school year 2022-2023*"

comes with a vastly different physical, emotional, social, and cognitive development level and needs individual care. It is thus important for parents to have a safe and nurturing environment and teachers who are responsive to their concerns. Finding reliable preschool programmes in proximity that satisfy these needs can be especially challenging for refugee parents, who often have limited resources and access to information.	
Support a mapping exercise of available preschools or day care centres in the rayons where refugee families stay. Once completed, the mapping can be shared with refugee parents through online platforms.	MER and IREWG partners

4.6. Parents' preference for non-formal education for preschool-aged children

Recommendations	Addressed to
Harmonize non-formal preschool programmes for refugee children by establishing and applying minimum quality standards. Various organizations in Moldova offer non-formal education programmes for refugee children. Still, there is no pre-established set of standards that they can follow to ensure minimum standards. In setting minimum quality standards, it would be essential to closely involve both parents and non-formal education providers. The role of non-formal education is particularly important for preschool-aged refugee children. After experiencing sudden changes in surroundings and psychological distress, parents and young children can experience higher levels of separation anxiety. The flexibility of non-formal education can address this concern and encourage preschool-aged children's participation in education by, for example, allowing parental presence or participation in class. To increase preschool-aged children's access to education through non-formal education, education providers should ensure that the programmes meet the most crucial physical and cognitive developmental needs of children of this age group. For 5 to 6 years old, it would further include preparing them for the first year of primary school.	MER and IREWG partners

4.7. High proportion of adolescent boys not attending educational activities and vulnerabilities of adolescent girls

Recommendations	Addressed to
Diversify age-specific non-formal educational activities offered to adolescent girls and boys, including life skills, career guidance and counselling, and prevention of risky behaviours and various forms of exploitation. Encourage family and peers' participation in the activities as much as possible to ensure that the necessary care and support are given within families and communities.	IREWG partners
Strengthen collaboration with the Gender Task Force within the RCF to identify additional risks and opportunities related to refugee adolescent girls and boys. Develop a mechanism based on the identified risks and opportunities to monitor their access to essential education services.	IREWG partners
Facilitate access to technical and vocational education and training for adolescent boys who are not attending education to meet family-related responsibilities.	MER and IREWG partners

4.8. Lack of data on children with disabilities and special needs and their educational needs

Recommendations	Addressed to
Partner with local associations working for children with disabilities and the Inter-Agency Refugee Sub-Group on Disability to assess the types of disabilities and special needs among refugee children. The samples should be as exclusive as possible, covering both urban and rural settings. It is recommended that the questions are functionality-based to the extent possible, such as those developed by the Washington Group, and include how the children currently access education, including online learning.	IREWG partners
Promote cross-sector collaboration with relevant working groups such as the Inter-Agency Refugee Sub-Group on Disability, the Child-Protection Sub-Working Group and the Health and Nutrition Working Group to facilitate data collection on children with disabilities and special needs and strengthen partnerships with organisations supporting special education.	IREWG partners
As part of the immediate response, prioritise providing assistive technologies and special education through community-based associations. In a longer-term, a partnership between MER, parents, education providers, and professionals from both Moldova and Ukraine with medical and social expertise on disability and special needs is encouraged to find longer-term solutions through the development of harmonised curricula and training of teachers for special education.	MER and IREWG partners

4.9. Limited access to UA MoE online learning platforms due to the cost of the Internet and lack of devices

Recommendations	Addressed to
Conduct an in-depth assessment on the current situation of online learning attended by Ukrainian refugee learners in Moldova, focusing on quality and children's learning experience. The number of samples collected should be significant enough to enable meaningful comparisons across rayons and different socio-economic situations among refugee learners. The assessment should further help determine if primary and secondary school-aged children not attending any educational activities are unable to access online learning because of the cost of the Internet or lack of devices. It is also suggested that the assessment includes a mapping exercise of the existing learning centres in rayons with refugee learners as well as the centres' IT capacity.	MER and IREWG partners
Based on the mapping exercise suggested above, equip the learning centres in need with the necessary IT facilities and materials. All IT equipment will remain in the centres to continue to serve host community children in case refugee children leave these localities. In rayons where no learning centre is available, it is recommended to facilitate refugee children's access to Moldovan schools in proximity during certain hours a day for their attendance at online classes. Support can be provided to these schools to complement the existing IT equipment.	MER and IREWG partners

4.10. Parents' concerns regarding the quality of online learning provided by UA MoE

Recommendations	Addressed to
Train and deploy Ukrainian teachers as supervisors, facilitators, or digital learning assistants through online channels or call centres during fixed hours each day. Given the large number of refugee learners attending online classes, online channels and call centres would be more realistic in providing learning assistance. Refugee learners can	MER and IREWG partners

reach teachers in real-time using these channels to ask specific questions related to online lessons.	
Identify the specific areas of concern perceived by the parents for the quality and fill the defined gaps through in-person non-formal education programmes.	MER and IREWG partners

4.11. Preparing the national education system to absorb more refugee children in the long-term

Recommendations	Addressed to
Develop a standardised rapid competence assessment for refugee children and adolescents who wish to enrol in Moldovan schools during the school year. In addition to the overall readiness for class, the assessment can evaluate children's learning levels in key competencies such as the language of instruction. It would also identify each learner's specific needs to provide assistance adapted to their needs.	MER
Identify kindergartens and schools located in areas with large refugee populations and map their existing capacities in terms of infrastructure. Support those with limited spaces or dilapidated infrastructure with rehabilitation or construction of additional classrooms and WASH facilities. Modular classrooms could be considered as long as they meet MER's safety and quality standards.	MER and IREWG partners

4.12. Strengthening coordination among education service providers for refugees

Recommendations	Addressed to
Bring more education service providers into the existing coordination structure (i.e., Inter-Agency Refugee Education Sector Working Group). The outreach effort for an extensive network of education partners can target both current and prospective education providers such as municipalities, community and religious groups, NGOs, and also private sector actors interested in supporting refugee education.	MER and IREWG partners
Develop a costed joint action plan built on the current Refugee Response Plan. The action plan covering the upcoming school year could prioritise the capacity building of local education actors.	IREWG partners
Pool resources and practices among partners to strengthen information sharing, data collection, and monitoring and evaluation of the existing coordination structure for refugee education.	IREWG partners

Annexes

Annex A - List of RACs where survey samples were collected

RACs	Total Number of samples collected (129)
Moldexpo	17
Academia de Studii Economice din Moldova	12
Școala Profesională or. Nisporeni	12
Căminul Institutului de Științe ale Educației	10
Căminul nr. 2 al Universității de Stat B.P. Hașdeu	10
Căminul Universității Tehnice a Moldove	9
Hotelul Bălți	7
Centrul de agrement „Patria- LukOil”	6
Scoala internat Congaz	6
Centrul Comunitar Multifuncțional „Generația PRO”	5
sat. Ivancea (sediu ce aparține SA Moldtelecom)	5
Comunitatea Religioasă Biserica Creștină Penticostală ”Viața Nouă”	4
Complexul Sportiv și de Întremare ”MACON ACTIV”	3
Hotelul ZAREA	3
Centrul de triaj pentru refugiati Palanca	3
Biserica Baptista	2
Centrul de odihnă pentru copii și tineri „Prietenia”	2
Centrul Sportiv de Pregătire a Loturilor Naționale a Ministerului Educației și Cercetării	2
Scoala Internat Carpineni	2
Școala tehnică feroviară, Basarabeasca	2
Tabăra de odihnă Cristiano	2
Biserica Creștină Evanghelică Baptistă ”Emanuel”	1
Centru Tiratex	1
Centrul Creștin „SAREPTA” Sărata Galbenă	1
Concordia	1
Fundația Internațională din Moldova Calea fericirii	1

Annex B - Questionnaire used for the survey

	General information:
	Assessment Identification
	Date of assessment: __/__/__/ (dd/mm/yy)
	Name of person assessed:
	Gender of person assessed:
	Age of person assessed:
	Informed Consent
	My name is _____ and I work with_____. We are collecting information to better understand the impact of the Ukrainian refugee crisis on education in Moldova. I would like to ask you to participate in this interview. The information you provide will be kept confidential and we will not record your name. Please answer all the questions to the best of your ability. There are no wrong answers to the questions that will be asked. There is no direct benefit to you in participating in this assessment and your participation in voluntary. You may refuse to answer any question.
Q1	Where are you currently staying? *Provide Rayon, district and town drop down menu*
Q2	Who are the actors working in education in the location you are staying? *NGOs (learning centres, CFS, etc.)* *Community groups (i.e. mothers)* *Local Authorities (i.e. municipalities)* *Religious groups (i.e. churches)* *Government (preschool, school)* *Private teachers/tutors* *Others (specify)*
Q3	Are you a teacher/an education personell? *y/n*
Q4	Are there any school-aged children (3-18 years) in this family? If "no" survey is closed.
Q5	How many children are part of this family ? *Boys 3--6* *Boys 7-10* *Boys 11-15* *Boys 16-18* *Girls 3--6* *Girls 7-10* *Girls 11-15* *Girls 16-18*
Q6	Do your children have special needs/disability? *Yes/No*
Q7	What is the language spoken at home? *Ukrainian, Russian, Romanian, Romani, other (specify)*
Q8	How long this family have been in Moldova, in number of weeks? *drop down menu (1,2,3,4,5,6,7,8,9,10)*
Q19	Where is your family currently hosted *drop down menu*

	How many school-aged children in the family have currently access to some form of education ? Enter number:	UA Ministry of Education online digital platform	Moldovan School (language of instruction in Russian)	Moldovan School (language of instruction in Romanian)	Non formal education (for example: children clubs, language lessons, day care centers, summer camps, child friendly spaces, other non curricular activities)	other digital learning platform	Do not access any education activity
Q10	*Boys 3--6*						
	Boys 7-10						
	Boys 11-15						
	Boys 16-18						
	Girls 3--6						
	Girls 7-10						
	Girls 11-15						
	Girls 16-18						

Q11	For the children attending the online UA Ministry of Education Digital platform can you rank their main challenges (1 is very serious concern, 2 serious concern, 3 somehow concerning, 4 not so serious concern, 5 not a concern)
	Connection is expensive
	Connection is not available
	Limited availability of devices (laptops, tablets)
	Quality is not good
	It triggers bad memories
	The lessons are not regular
	other (specify)
Q12	If your children attended non formal education activities (for example: children clubs, language lessons, day care centers, summer camps, child friendly spaces, other non curricular activities) who provided them?
Q13 for boys and Q13 for girls	What are the reasons why your children are not going to school/learning centres? *Choose from drop down list. Ask them to list the top three for boys and top three for girls. Read the categories only if the respondent does not answer spontaneously*
	Drop down menu:
	I don't have enough informations on the education opportunities in Moldova
	School/learning centre is insecure (e.g. bullying)
	Too crowded / not enough spaces
	Not enough learning materials/material are not available for children with disability
	Language of Instruction is not in children's language
	Children are needed at home to help family (take care of siblings)
	Cannot afford costs associated to school
	Young people/ adolescences are working
	Parents believe education is not a priority at this moment
	Children have special needs/disabilities
	No transportation available
	no ID documents/no vaccination records
	no information on education opportunities
Q14	Can you rank your top priority for your children education as of now? (1 is the most important priority, 2 important priority, 3 average, 4 not so important, 5 no important at all)
	Drop down menu:
	Wait and see (return home or move to another country)
	Enroll them in Moldovan school system, including kindergartens
	Continue with remote learning provided by UA Ministry of Education
	Make them learn Romanian language (or other languages)
	Make opportunity to socialize/recreational activities
	Other
Q15	What activities would be most helpful for your children right now?
	Ask them to list the top three. Read the categories only if the respondent does not answer spontaneously.
	Drop down menu:
	Educational activities
	Recreational activities
	Vocational skills
	Mental health and Psychosocial support
	Romanian language courses
	Religious/Spiritual support
	Activities for children with special needs and disabilities
	Other
Q16	What are the primary concerns your children have expressed with regard to their education during this time of crisis? (open question)

Annex C - Education personnel among refugee parents by location

Rayon	Frequency	Percent
mun. Chisinau	43	65.5
Cahul	8	11.9
mun. Balti	5	6.8
Basarabeasca	3	4.0
Orhei	2	3.0
Cantemir	1	2.0
Causeni	1	2.0
Cimislia	1	2.0
Ialoveni	1	1.0
Straseni	1	1.0