BRITISH COUNCIL

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Teacher needs analysis – Ukraine

July 2022

www.britishcouncil.org

Abbreviations

CPD	Continuous Professional Development
EDP	Externally displaced person
FGD	Focus group discussion
IDP	Internally displaced person
INEE	Inter-Agency for Education in Emergencies
NUS	New Ukrainian School
SEND	Special educational needs and disability
TAG	Teacher Activity Group

Contents

Acknowledgements

Executive summary

'When I see something in my inbox from the British Council it helps me to know I am not alone.' Teacher in FGD

Key messages:

🎓 Teachers are committed and dedicated to supporting education in Ukraine despite their pressing concerns and needs.

🎓 Teachers are highly motivated to join courses and CPD opportunities to support their professional development.

🎓 Teachers highly rate British Council support and resources and are consistently accessing them.

🎓 Teachers need support to help them maintain and build their professionalism and to maintain mental health and wellbeing.

Key reflections on the current situation:

English teachers responded to the survey from every region in the country, despite the conflict in some regions, demonstrating that teachers are accessing the British Council platform from every region in the country.

8% (128 teachers) report being externally displaced, and **11%** (172 teachers) are internally displaced.

80% of teachers responded that they teach internally displaced pupils remotely, and **85%** said they continued to teach externally displaced pupils. However, it appears from FGDs that internally displaced pupils are increasingly registering in schools in their new areas, and **66%** of teachers reported that they now teach IDPs new to their school.

Very high levels of teaching commitment were apparent from the survey, where **95%** of internally displaced teachers are still teaching, and **91%** of externally displaced teachers are still teaching despite being located abroad. In addition, some are planning courses for students over the summer.

Teachers are **hopeful** that they will be back in schools with students in September 2022, but many also believe the reality will be online, remote teaching and learning.

98% are currently teaching in some form (80% stating online and only 4% face to face). In addition, **98%** of teachers responded that they still had access to the internet, and **94%** reported that they had access to some form of device.

The lesson length is 20/30 minutes, but teachers are struggling to teach this length of time with the same outcomes. Some teachers noted that it was hard to teach to this length and are teaching longer (40-minute) lessons. Lessons are regularly cut even shorter as they are disturbed by sirens.

Key findings:

Salaries - Salaries or lack of them over the summer and reductions in current salaries are causing stress to teachers, and the focus on meeting basic needs is overwhelming for some.

Widening gaps - Gaps exist due to COVID-19, which are exacerbated. In addition, remote learning fatigue, difficulties with online learning (SEND students), lack of connectivity and access to devices are widening gaps.

External displacement - Students abroad are grappling with two education systems. Time zones and language are additional stresses when accessing education.

Attendance - Reported as an issue by many FGDs. Varies according to location (between 50% - 100% attendance). Attendance is positively impacted when teachers and students see each other, which increases motivation. The routine of sessions and seeing familiar faces helps people connect and feel normal, despite the many distractions at home.

Resources - Teachers and students who had to flee their homes lack educational or otherwise resources. A lack of equipment and materials makes teaching and learning much harder.

Motivation and learning - Reporting on motivation and learning were mixed, and FGDs reported that motivation levels vary, and many students are not mentally present. The focus of education has shifted; it is now more on routine, safe spaces, fun and psychological support.

Trauma, stress, and psychological needs - Teachers reported challenges in supporting students and their mental health and wellbeing. This reduces available learning time for students, and the challenges of supporting students psychologically are also significant (diverse needs). Teachers believe they lack the skills to do this well, especially remotely.

Continuing professional development needs:

97% of respondents across all regions of Ukraine expressed the desire for CPD. The top 3 areas are:

1. **Maintain and improve English** through speaking English practice clubs for teachers (informal and conversational) to meet teachers' social needs and maintain professionalism.

2. **Support the development of engaging online lessons** to keep students motivated and learning

3. **CPD that meets the psychosocial needs of teachers and students** directly and a mechanism to meet and discuss issues in a more flexible structure to address wellbeing and professional community cohesion.

Other: Courses on teaching SEND students remotely and differentiation.

A bank of accessible curated resources to support English learning and pedagogy development will help address the lack of materials and resources for teachers and students.

Reflections on British Council provision:

- All FGDs expressed deep appreciation for the British Council CPD offer.

- There are high levels of motivation to join courses.

- Teachers report that they want to resume CPD.

- Some teachers highlighted specific British Council materials/courses they found helpful.

- There is a need to make sure that cost does not become a barrier to accessing CPD.

- Talking to teacher educators revealed that some University teachers are asking if they can join the British Council courses.

- Teachers report consistently using the British Council platform (NB: this is from teachers from facilitators' groups, including some teachers from pedagogical universities).

- Some teachers reported their desire to have the opportunity to speak with students and teachers from all over the world (this refers to previous opportunities).

Recommendations:

Recommendation	Content
Collect timely and relevant feedback	- Continually shifting context requires quick feedback mechanisms - Monitor the plan to return to F2F teaching in September and adjust CPD accordingly - CPD needs will change and need to be offered quickly
Address teacher and student psychological support needs	- CPD for teachers around trauma informed practice - Psychological support for both teachers and students is needed across Ukraine (directed towards Ministry of Education)
Support teacher wellbeing and professionalism	- Set-up a semi-structured space for teachers to connect and support each other (Teacher Activity Groups could facilitate this) - Provide a semi-structured space for teachers to connect, maintain and enhance their professional identity, and support each other's wellbeing
Establish teacher activity groups and summer school	- Ensure that summer school supports addressed current needs of psychological support - Include courses that support the return to school – address the possibility of online teaching
Curate online resources	- Organise current offer for easier access and reduce planning burden for teachers e.g., by topic, ability, grade/level - Increase bank of available resources in line with revised CPD offer ensuring integration with Ukrainian Education system
Revise the CPD offer	- Conduct a gap analysis in relation to the CPD needs expressed by teachers and address - Consider Ukrainian government plans and curriculum needs in offer - Consider who has internet connectivity (teachers and students) use a blended approach
Involve parents in learning	- Work with parents to support children's learning. - Develop a "family learning model" to support parents to access English materials with their children
Develop e-twinning projects	Although it is recognised this impacts a limited number of students, teachers thought it would add value to schools in the UK who are hosting Ukrainian EDPs
Establish working groups	Create working groups to both build capacity of Ukrainian practitioners and ensure any CPD is directly linked to a Ukrainian context
Plan for the lack of connectivity and devices	- Think about how to support learning using non-digital formats. - Identify feasibility of where it might be possible to provide connection and devices e.g., strategic areas where large number of IDPs are located

1 Introduction

1.1 Scope of the needs assessment

The purpose of the commissioned work was to analyse teacher needs in the current crisis context affecting Ukraine to understand better how the British Council CPD offer can support English teachers in both primary and secondary schools.

The whole consultancy was delivered online. The British Council provided technical support through weekly team meetings and was part of the planning process for data collection.

The agreed deliverables of the needs assessment were:

- Needs analysis – consolidate the survey results distributed to about 8000 English teachers across Ukraine. The survey contains 17 specific questions. In addition, provide summaries of teachers' profiles focusing on the most outstanding data, e.g., impacting factors, location etc., and areas of English teacher professional needs in the current situation.

- Focus group interviews – design questions for an interview and conduct interviews to specify/clarify/enhance understanding of the areas of English teacher professional development needs in the current situation. The number of focus groups to be identified in the survey analyses, e.g., geographical split into five groups.

- Report – produce a report based on the survey results and interview data analyses. The report should include an executive summary and an evidence-based description of the areas of English teacher professional development needs in the current situation. These actionable recommendations can inform the programme's design for English teaching (and learning) in the current situation and annexes.

Possible additional services:

- Support with the dissemination of findings at a British Council conference

- Support with developing the British Council CPD offer

2 Continuous professional development in crisis contexts

Teachers are integral to the functioning of an education system and the development of children and young people. The need for teachers in a crisis context is heightened and they play a critical role in supporting children, young people and families to carry on in the face of adversity. They also have needs that must be recognised and addressed both personally and professionally. Moreover, to maintain and improve the quality of teaching, good professional development is a necessary support to teachers.

'Perhaps most important, teachers can bring a sense of stability and hope and disrupt the cycle of violence by equipping learners with the skills to heal, grow, and participate in the peaceful reconstruction of their communities.'[1]

This teacher needs analysis raised three areas of need in relation to their current circumstances and CPD needs.

1. The support teachers need to develop professionally

2. The support teachers need to support children and young people to cope, thrive and deal with psychosocial needs and trauma.

3. The support teachers need to deal with their own mental health and wellbeing needs.

This report will address these in detail further on but for the purposes of covering trauma, stress, and psychological needs, the model detailed below has informed our thinking, findings and recommendations (see annex 2 for a list of other resources in this area).

The Inter-Agency Network for Education in Emergencies[2] (INEE) outline three principles of teacher wellbeing:

Principle One: Promote teachers' access to mental health & psychosocial support

The underlying idea behind this principle is when teachers can take better care of themselves, they can create positive learning environments, manage stress and prevent wellbeing. The IASC Intervention Pyramid (2007) outlines four levels of support, with the principle being the higher you go up the pyramid, the fewer teachers will need support (example activities are found to the right).

Figure 1: IASC Intervention Pyramid

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[1] STRENGTHENING TEACHER PROFESSIONAL DEVELOPMENT: Local and global communities of practice in Kakuma Refugee Camp I Kenya accessed 05.07.22 https://resource-centre-uploads.s3.amazonaws.com/uploads/Promising-Practices-in-Refugee-Education-Strengthening-teacher-proffesional-development-Local-and-global-communities-of-practice-in-Kakuma-Refugee-Camp-I-Kenya.pdf

[2] Guidance Note Principles of Teacher Well Being in Emergency Settings Inter-Agency Network for Education in Emergencies (2022) https://inee.org/resources/guidance-note-teacher-wellbeing-emergency-settings

Basic Psychosocial Support

Refferal System

Specialized Support

Examples: Identify specialized services available; and collaborate with protection and health sectors to establish referral systems for specialized care in the school and/or community

Focused, Non-Specialized Support

Examples: Hire or strengthen the role of school counselors and MHPSS focal points to recognize and respond to needs of teachers; provide individual or group focused care through scalable psycho-logical interventions; which can be facilitated by paraprofessionals (e.g., group interpersonal therapy, mindfulness sessions, stress management techniques).

Community & Family Support

Examples: Strengthen networks of support in community (e.g., through peer-to-peer support groups and Parent-Teacher Associations); rebuild and restore areas of natural engage-ment (e.g., community gardens); re-establish rituals and cul-tural events (e.g., commemoration events, cultural festivals); equip teachers with skills to ensure their own wellbeing (e.g., through social and emotional skills workshops).

Basic Services & Security

Examples: Advocate for: access to basic needs (e.g., food, water, shelter, and health); security and adequate governance for creating safe teaching and learning environments; safeguarding mech-anisms in place to report and address abuse, neglect, and exploitation; access to information on legal rights and family tracing and reunifi-cation processes; and States to sign the Safe School Declaration Act.

NB see footnote for reference[3]

The critical question is which of these does the British Council have the capacity to deliver on effectively. Around essential services and security, this would seem to be at a government level. However, specialised support may be beyond the capacity of the British Council, so the two possible areas of support could be focused on non-specialised and community and family. The issue with focused, non-specialised support is that it would involve teacher self-identification and primarily whether this is a service best delivered in the first language and possibly beyond the British Council's remit. Therefore, a focus area can be around community and family support. For example, in the FGDs, teachers highlighted that family support mechanisms were often missing because of displacement and partners being called into national service, creating more need for community. Activities such as Peer to Peer Support Groups (Teacher Activity Groups) and online workshops equip teachers with skills to ensure their wellbeing would fit into this area.

Principle Two: Create enabling work environments

As FGDs reported, one area in which this can be realised is effective CPD for Teachers. The evaluation of the NUS programme in 2021 and this survey/FGD process clearly showed that teachers valued and rated the CPD offered by the British Council. Teachers in the FGDs identified professional-pedagogical and linguistic professional development (improved speaking and listening) as areas of need. In addition,

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[3] Guidance Note Principles of Teacher Well Being in Emergency Settings Inter-Agency Network for Education in Emergencies (2022) p17

teachers need to have resources and supplementary materials that enable them to teach effectively. More effective use of the British Council platform can support this (see latter recommendations).

Principle Three: Enhance Teacher voice, agency and leadership

The process of carrying out this study to identify teacher needs is part of enhancing teaching voice and agency. Teachers in their FGDs highlighted this, stating that the British Council had not forgotten them was empowering. Other elements in the teacher's voice include the idea of teachers themselves being the experts on teaching, learning and their wellbeing and knowing their students best and, with this, the capacity for them to carry out their action research and develop their sense of purpose (agency) and develop leadership skills, for example, leading community or school projects.

3 Methodology

3.1 Data collection and sampling

The needs analysis sought to cover a representative sample across Ukraine, but the data set provided (teacher survey - see discussion below) did not show any significant regional differences in responses, therefore, reducing the need for regionally based focus group discussions (FGDs). Furthermore, the difficult context of fighting and a mobile population meant that regional FGDs were logistically impossible.

The composition of the FGDs was determined by the data from the survey and through discussion with the British Council team into the following categories:

- Primary and secondary teachers

- Internally displaced teachers

- Externally displaced teachers

- Teachers delivering blended learning

- Teacher Educators

- Facilitators

3.2 The survey sample

The survey was sent to **7,584** respondents (English teachers, teacher educators and facilitators) in May 2022. The aim was to ascertain the CPD needs of teachers. After duplicates (teachers who responded more than once) and those who responded to less than 25% of the questionnaire were removed, there were **1,495** responses to the survey.

The data set was compared to the survey carried out in March 2021 for the British Council under another contract, so it served as a benchmark for comparison. In addition, given the rapid turn-around time of the teacher needs analysis contract, this point of comparison allowed for checking the reliability of the survey data.

3.2.1 School-level and length of time teaching English

Figure 2: Respondents by school level　　　　　*Figure 3: Respondents by length of time teaching English*
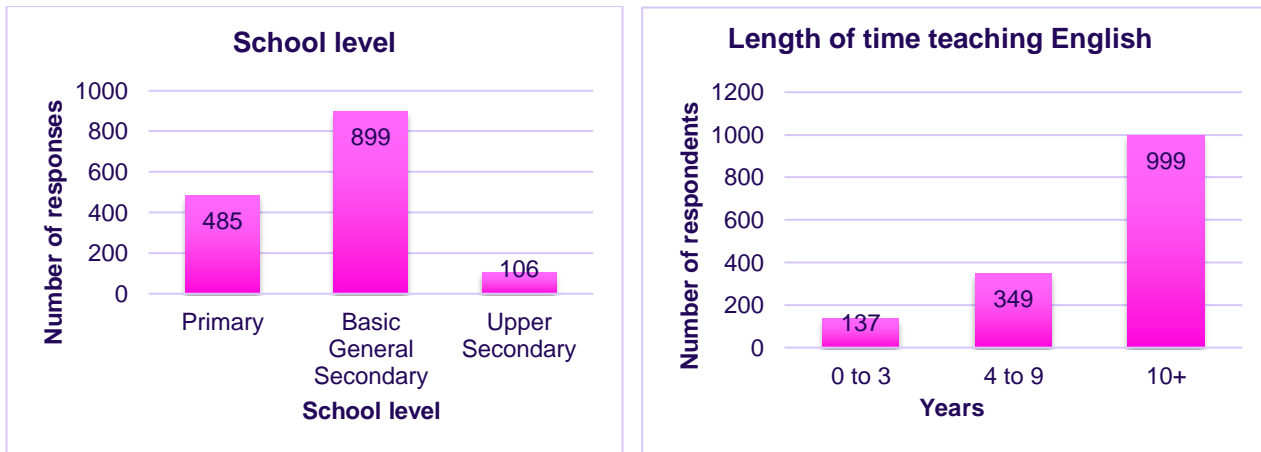
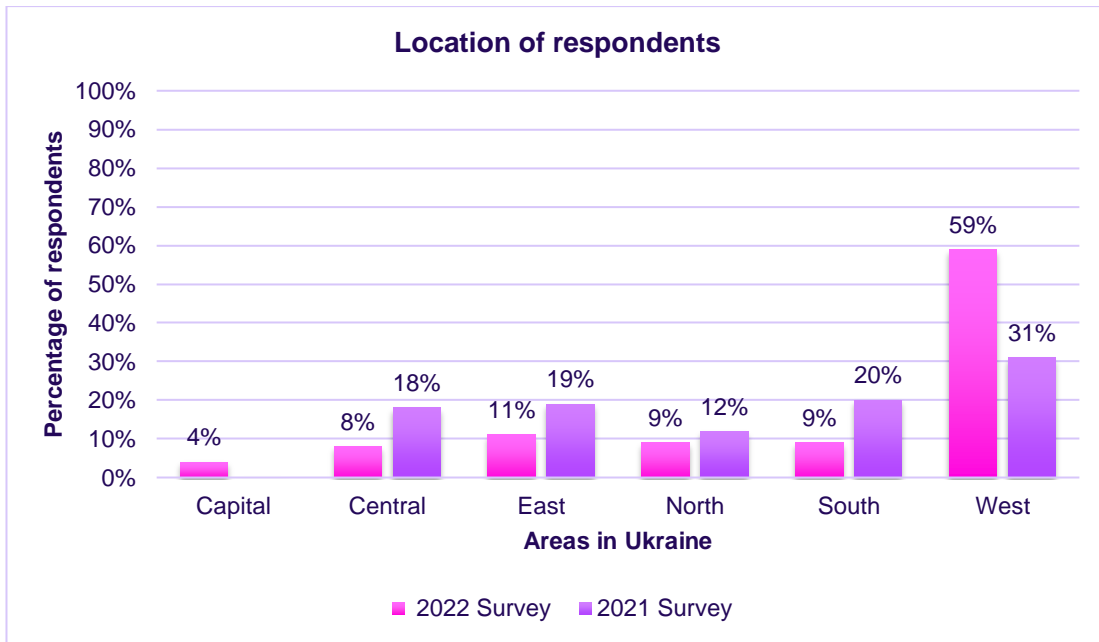Of those, **33%** principally taught students aged between 6 and 10 (primary), **60%** students aged between 11 and 15 (basic general secondary) and **7%** students were above the age of 15 (upper secondary). Most respondents, **67%**, were experienced teachers having taught ten years or more, with **24%** having taught 4 to 10 years and **9%** for three years or less. [4]

3.2.2 Location of respondents

Perhaps surprisingly, English teachers responded to the survey from every region in the country, despite the conflict in some regions. By implication, this means teachers are accessing the British Council platform from every region in the country. Annex 1 shows a detailed breakdown by Oblast (regions), and the data presented here have been grouped according to the area to allow for more efficient disaggregation and analysis of results. The regions have been grouped into the following areas: Capital, Central, East, North, South and West. This also allowed for comparison to the 2021 NUS survey of English teachers.

Figure 4: Areal location of respondents

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[4] In the 2021 NUS evaluation survey there was a similar demographic with 65% teaching more than ten years and 24% teaching between 4 and 9 years. One possible reason for the larger proportion of respondents working in Basic General Secondary school is that the Ukrainian government is still proposing to implement the Basic General Secondary reforms in 2022 as part of the New Ukrainian School Reforms. However, when this was triangulated with in discussions in the FGDs it was found that English teachers often, in fact, teach across educational levels (both primary and secondary). It was impossible to see this in the survey data as options did not allow respondents to choose both levels, only one.

Location of respondents

Percentage of respondents (y-axis): 0% to 100%

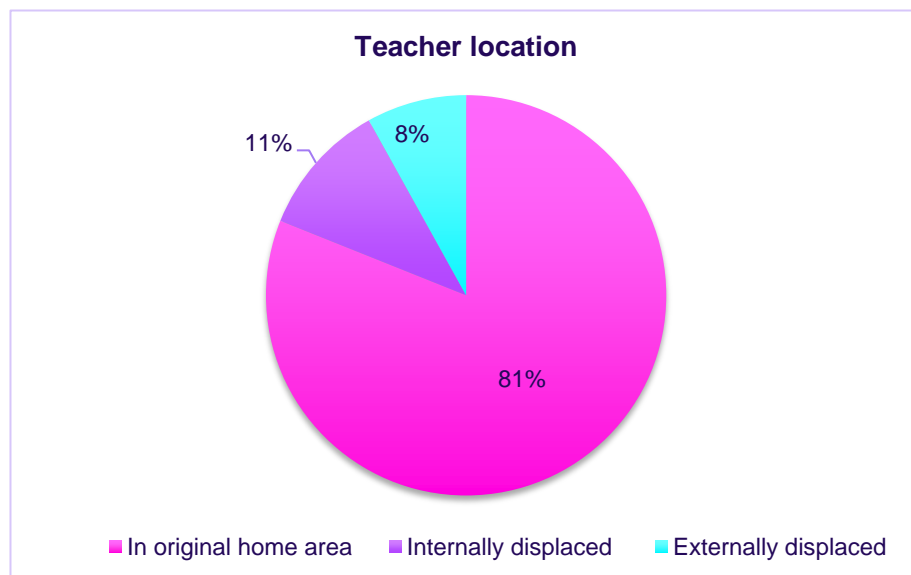| Areas in Ukraine	2022 Survey	2021 Survey
Capital	4%	
Central	8%	18%
East	11%	19%
North	9%	12%
South	9%	20%
West	59%	31%

■ 2022 Survey ■ 2021 Survey

NB: In the 2021 survey, the capital Kyiv was included in the Central

Most of the respondents are from the West, which the conflict has less impacted. However, it was also the most reported in the 2021 survey. So clearly, the impact of conflict can be seen through the percentage difference between 2021 and 2022.

It was also essential to understand whether English teachers have moved and what status they would ascribe to themselves. Figure 6 shows that of the teachers who responded to the survey, 8% (128 teachers) stated that they were externally displaced, having moved out of the country, and 11% (172 teachers) were internally displaced.

Figure 5: English teacher mobility

Teacher location

81%	In original home area
11%	Internally displaced
8%	Externally displaced

■ In original home area ■ Internally displaced ■ Externally displaced

The region which displaced teachers identified themselves from is below. It is important to compare these figures with the percentage of surveyed teachers; otherwise, it would appear that more teachers in the West have become displaced.

Figure 6: Location status as reported by teachers from the survey

Survey respondents reporting location status by area
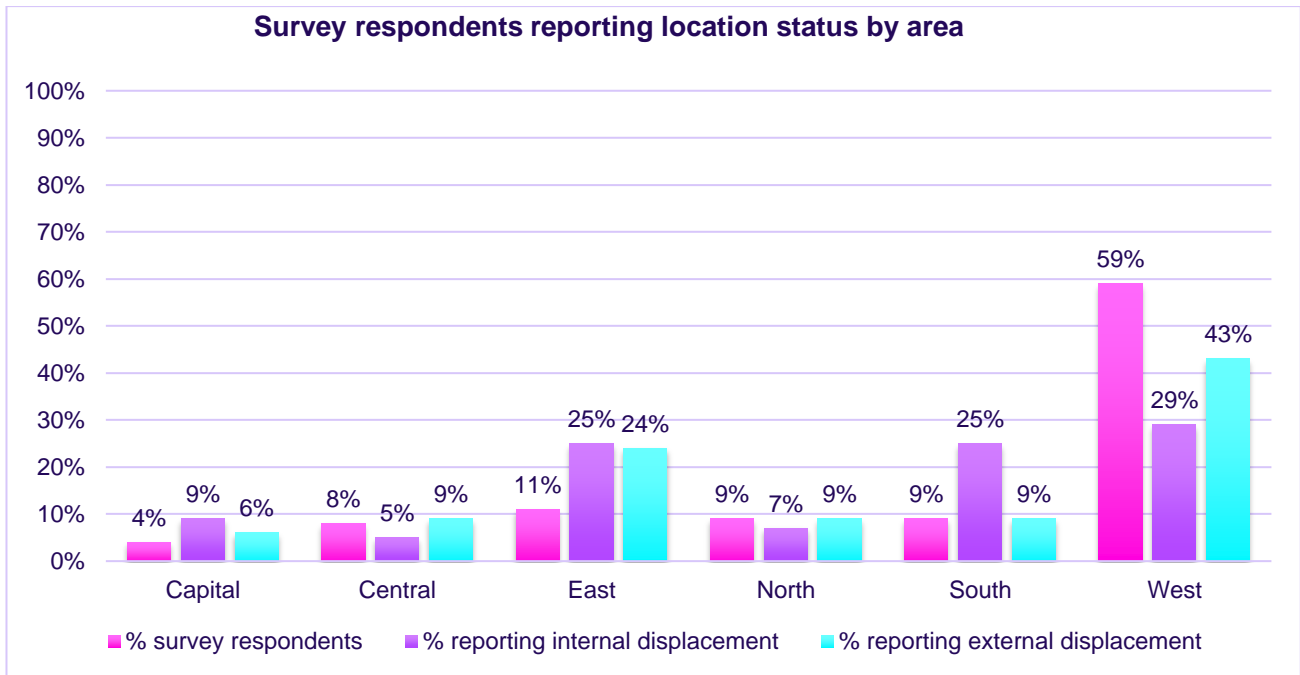
This would suggest that those teachers who disproportionally identified themselves as IDP and EDP were from the South and East, reflecting the areas where the fighting has been most significant. However, in certain Oblasts, there was a far higher proportion of teachers displaced; for example, in Donetska, 90% of teachers who responded were displaced.

3.2.3 Current teaching status

98% of the teachers who responded to the survey identified themselves as currently teaching. In the survey, the category offline was used. However, in focus group discussions, it appeared that teachers understood the offline category as actually teaching face to face. This some teachers reported as happening at the end of the academic year.

Figure 7: Teacher delivery approach

Teacher delivery approach
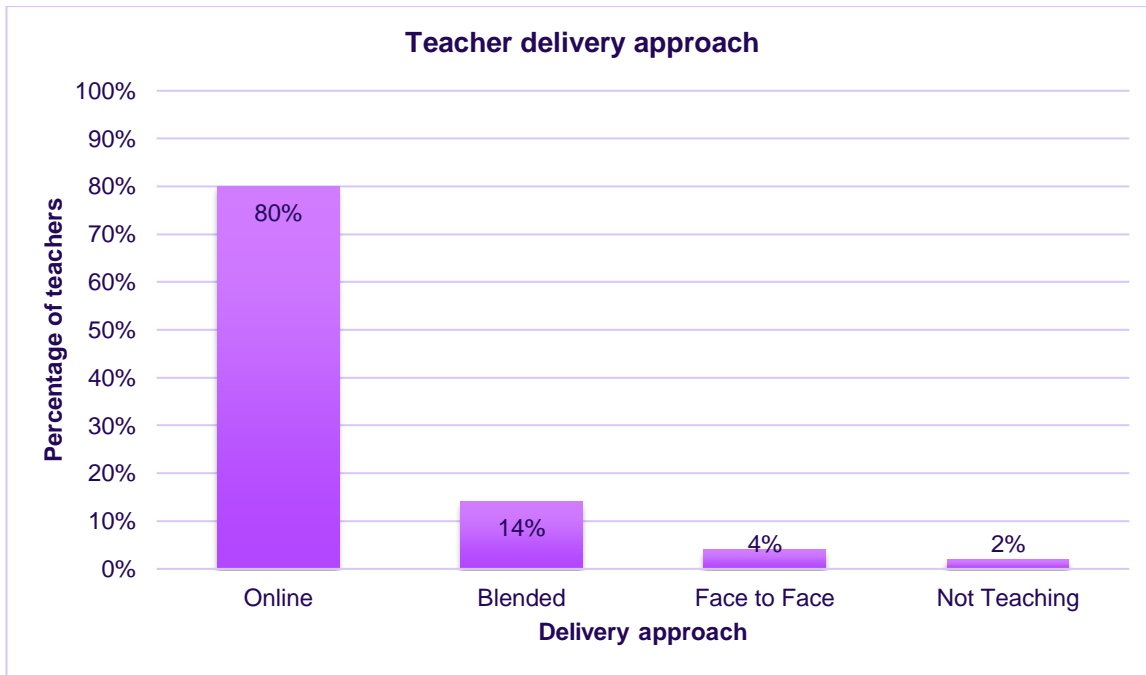
Most teachers are using online learning. Unsurprisingly, those who responded by either using blended or face-to-face teaching were disproportionally represented by areas in the West where fighting appears to be less severe. Very high levels of teaching commitment were apparent from the survey, where 95% of teachers who reported as internally displaced responded that they were still teaching, and 91% of teachers who reported as externally displaced responded as still teaching even though they had left Ukraine.

Concerning the platforms teachers used when teaching online, most were using either zoom or google classroom.

Figure 8: Platforms used for online teaching
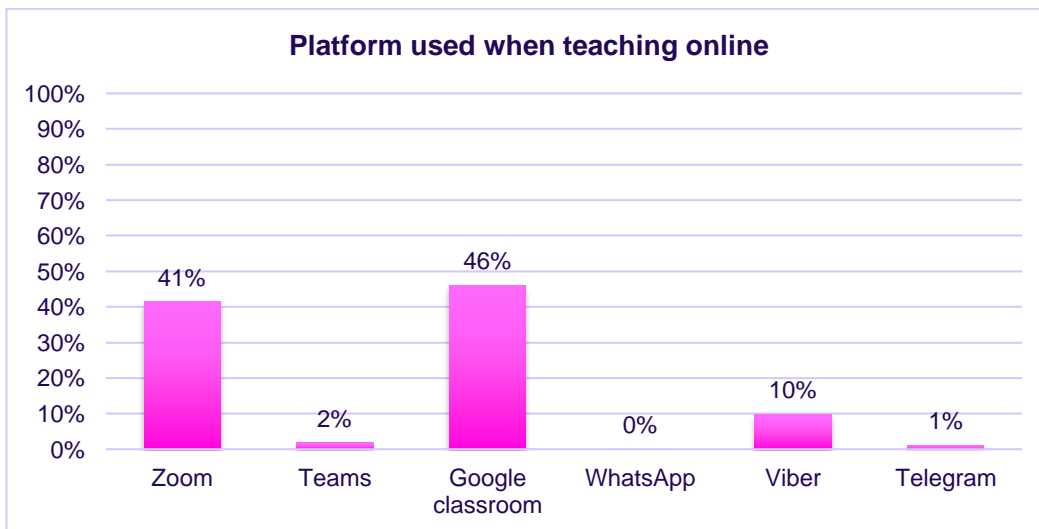
Questions were also asked as the make-up of the classes the teachers taught. 80% of teachers responded that they continue to teach remotely internally displaced pupils, and 85% said they continue to teach externally displaced pupils. It appears from FGDs that internally displaced pupils are increasingly registering in schools in their new areas, and 66% of teachers reported that they now teach IDPs new to their school. Slightly more teachers (71%) were teaching IDPs in the West. In FDGs, teachers pointed out that it varied much between schools. For example, one school reported that 3-7

IDPs were present in each class. FGDs reported that EDP students often access education in local schools in the countries where they were located and schools in their place of origin. For example, two teachers spoke of children "doing assignments and homework in their Ukrainian school." They felt this was because families wanted to return as soon as possible and, as a result, not miss out on education in a Ukrainian school context.

3.3 FGD sample

Discussion with the British Council and data analysis led to the decision to have FGDs that represented the type of teachers and teaching currently experienced in Ukraine (see table 1).

The FGDs were conducted over two weeks and analysed to reflect current trends.

Eleven FGDs were carried out with **86** teachers, teacher educators and facilitators:

Table 1: Focus Group Discussions

	FGD	Date	Facilitator	Attended
1	Primary and secondary teachers	Wednesday 8.06.22 14.00 – 15.00	Anita Reilly	14
2	Primary and secondary teachers	Wednesday 08.06.22 15.30 – 16.30	Mark Smith	9
3	Primary and secondary teachers	Thursday 09.06.22	Laura Jude	14
4	Primary and secondary teachers	Thursday 09.06.22 15:30-16:30	Mark Smith	7
5	Internally displaced teachers	Friday 10.06.22	Laura Jude	11
6	Externally displaced teachers	Monday 13.06.22 14.00 – 15.00	Anita Reilly	8
7	Externally displaced teachers	Monday 13.06.22 15.30 – 16.30	Anita Reilly	9 teachers and 1 facilitator
8	Techers delivering blended learning	Tuesday 14.06.22	Anita Reilly	3
9	Reflective FGD	Tuesday 14.06.22 16.30 – 17.30	Laura Jude	2
10	Teacher Educators	Wednesday 15.06.22 10.00 – 11.00	Anita Reilly	6
11	Facilitators	Wednesday 15.06.22 14.00-15.30	Anita Reilly	2

FGD number 9 was introduced to explore ideas further and provide more detail. The sample size was small, and the participants were only there through interest (potential selection bias), but the rich line of questioning that was possible overrode any issues around potential selection bias. Again, the intention was to provide detail and flavour to inform the recommendations.

A further informal FGD was conducted in London face to face after presenting findings at the British Council Cultural Relations Day on 1st July 2022. This informal discussion validated findings (as did the presentation on the 1st) and supported this report's recommendations.

3.4 Assumptions, limitations and risks

Several assumptions were made in the design of this needs analysis:

- Enable-Ed did not design the 2022 English teacher survey or assist in data collection. However, the assumption of data reliability was carefully examined due to the nature of perception surveys. The reliability of the survey data collected in the 2021 NUS evaluation gave confidence in the 2022 survey data for analysis.

- In times of conflict, respondents move quickly and without warning. This has implications for the sample size and the reliability of data collected as situations change. Given these constraints and the willingness of the English teachers to engage with a survey and in FGDs, the risk posed to the data is minimal. It is understood that this is a snapshot in time, specifically between May-June 2022.

- The assumption around the initial planning of the sample was that the stratification of respondents along geographical lines was held. This needs analysis employed the thinking behind the 2021 NUS evaluation and split the data into five regional areas:
    - Western (Lutsk, Rivne, Lviv, Ternopil, Zakarpattya, Chernivtsi, Ivano-Frankivsk, Khmelnitskiy)
    - Eastern (Kharkiv, Donetsk, Luhansk, Dnipro)
    - Southern (Kherson, Mykolaiv, Zaporizhzhya, Odesa, Kirovograd)
    - Northern (Sumy, Poltava, Chernigiv)
    - Central (Kyiv city, Kyiv region, Vinnytsya, Cherkasy, Zhytomyr)
  The only difference is the introduction of capital to represent Kyiv in one category.
- During the FGDs, English was the communication medium, so some nuance of response may have been missed due to translation and interpretation.

- British Council staff were present in a few FGDs, which would introduce a bias to the data. However, in this case, it was felt that the presence would be positive and would not prevent the respondents from speaking freely or being reflective of British Council support. In addition, Enable-Ed thought that, given the circumstances, a known person who understands the lived-in context would be helpful.

3.5 The needs assessment team

One of the values that Enable-Ed tries to embody in all work is the value of humility. This is manifest in the desire for participatory evaluations that are open, transparent, relevant and valuable. We are aware that we operate in places where we do not speak the language, have not experienced first-hand the systems and will miss a nuanced understanding of the context.

There was a need to maintain a sensitive approach in all FGDs as the current context has many challenges that as facilitators we do not know. All FGDs supported teachers to share and have the space to raise nay issues, concerns and comments. There was no pressure to attend but there was an overwhelming positive response to do so with teachers emailing to express their desire to attend but unfortunately were unable to as the internet in occupied territory is not reliable.

3.6 Principles and Ethics

Throughout this evaluation, Enable-Ed commits to:

Confidentiality: this will apply to all documentation we receive from the British Council unless agreed that they can be used for broader purposes and are necessary for the communication with stakeholders.

Close collaboration and communication: Enable-Ed recognise that a highly participatory approach is needed for the success of the needs assessment. Enable- Ed will ensure close collaboration with the British Council through regular communications via email and Teams.

Ethical behaviour: Due to the remote nature of the needs assessment, Enable-Ed expects the British Council and its own staff to treat focus group discussions with respect, empathy and acknowledge the difficult circumstances that face teachers in Ukraine. The needs assessment will adhere to the UNEG Norms and Standards and Ethical Guidelines for Evaluation regarding respectful data gathering and honest reporting.

4 Key findings

4.1 Key findings from the teacher survey

Basic data about teachers, the length of service, location and mobility are presented in the data sample section above. The critical information from the data sample is presented below, with some reflections added from the FGDs to provide more nuance and context.

1. English teachers responded to the survey from every region in the country, despite the conflict in some regions. By implication, this means teachers are accessing the British Council platform from every region in the country.

2. Most of the respondents are from the West, which has less impacted the conflict. However, it was also the most reported in the 2021 NUS survey.

3. Regarding displaced teachers, **8%** (128 teachers) stated that they were externally displaced, having moved out of the country, and **11%** (172 teachers) were internally displaced.

4. The highest percentages of displaced teachers correlate with the areas where conflict is most significant. In certain Oblasts, there was a far higher proportion of teachers displaced; for example, in Donetska, **90%** of teachers who responded were displaced

5. **98%** of the teachers who responded to the survey identified themselves as currently teaching in some form (80% stating online and only 4% face to face). These results are not wholly accurate. In the FGDs, it appeared that teachers understood the offline category as teaching face to face, so they had selected that in the survey.

6. Very high levels of teaching commitment were apparent from the survey, where **95%** of teachers who reported as internally displaced responded that they were still teaching, and **91%** of teachers who reported as externally displaced responded as still teaching even though they had left Ukraine.

7. Concerning the platforms teachers used for online teaching, **41%** used zoom and **46%** used google classrooms.

8. **80%** of teachers responded that they teach internally displaced pupils remotely, and 85% said they continued to teach externally displaced pupils. However, it appears from FGDs that internally displaced pupils are increasingly registering in schools in their new areas, and 66% of teachers reported that they now teach IDPs new to their school. In FGDs, teachers pointed out that it varied much to schools. For example, one school reported that 3-7 IDPs were present in each class. In addition, FDGs reported that EDP students often access education in local schools in the countries where they are located and schools in their place of origin. For example, two teachers spoke of children' *doing assignments and homework in their Ukrainian school.'* They felt this was because families wanted to return asap and, as a result, not miss out on education in a Ukrainian school context.

9. The survey asked questions focusing on the desire for CPD. Notably, **97%** (1,445) of respondents reported that they still wished to continue professional development online, with only 42 responding negatively. Significantly English teachers desired online CPD in every Oblast or area of the country.

Figure 9: Desire for CPD

Respondents desire for CPD

■ Yes to CPD ■ No to CPD
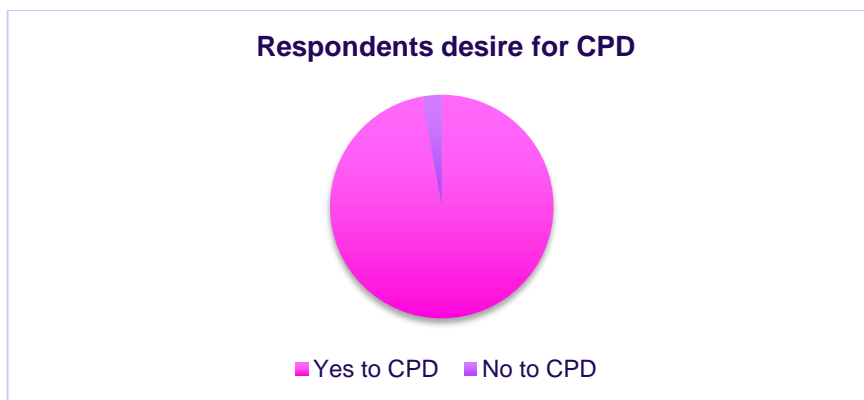
10. There is demand for summer school, with **58%** saying they wished to attend. However, what became apparent in FGDs is that there was confusion regarding whether such a school would be online or offline or the school's time scale, and it was this that was deterring teachers. Many felt this was *'the desirable time'* for CPD as they had more space and time. They also desired a sense of online community with like-minded individuals over the summer that they believed the CPD might provide. A key question would be the logistics of such a course. In one area, a teacher reported that summer vacations had been reduced to 24 days (not 56 days) to provide additional support to IDPs. Some teachers reported that schools also have volunteer centres in which teachers manage to support families of IDPs.

11. Regarding potential CPD content, **96%** of respondents reported that they were interested in learning more about UK culture, and **91%** said they wished for English online practice with learners of English in other countries. In terms of CPD requirements, teachers in the survey identified the following:

Table 2: CPD requirements

	No of Responses	% Total Responses
Teaching English in the basic secondary school	909	63%
Child protection and safeguarding in teaching	31	2%
Teaching refugees	23	2%
Emotional management	64	4%
Special Educational Needs – social, emotional and behavioural difficulties	117	8%
Special Educational Needs – multicultural influences	30	2%
Teacher trainer	119	8%
Mentor trainer	24	2%
Introduction to trauma	0	0%
Dealing with challenging behaviour	96	7%
English for resilience	28	2%

However, the survey data is unreliable as only two teachers chose more than one option (it was not clear that more than one option was possible). Furthermore, the option which was significantly higher was the first option; teachers did not know other options such as English for resilience. This put in question the reliability of the response to this question. This was corroborated when CPD needs were directly discussed in FGDs.

12. Regarding access to online CPD, **98%** of teachers responded that they still had access to the internet, and **94%** reported that they had access to some form of device. However, the survey did not make clear what that device was. Of the 6% who said they did not have access to a device, nearly all had responded that they are teaching online or blended, suggesting that this question may have been incorrectly answered. Again, no additional indicators were found when this group was disaggregated further; for example, very few IDPs or EDPs who teachers reported were less likely to have any device.

13. Finally, in terms of additional resources: **87%** of teachers felt that 15-minute radio lessons for primary and secondary school learners would be an excellent supplement to the lessons taught, and **93%** felt that 'Words on the Street', video lessons for 15-16-year-old school learners would also be a good additional resource. A key question regarding this is that teachers reported that the Ukrainian government had said schools would return to face-to-face learning in September, so would this have significant added value? Teachers in FGDs, when reflecting on the likelihood of this, did say that this was certainly something "they hoped for but equally were preparing for more remote learning."

4.2 Key findings from the FGDs

Generally speaking, the findings from the FGDs are repeated in all but one FGD. The similarities of answers across the FGDs were striking, the only exception being the externally displaced teacher FGD, where there was a different set of needs and challenges. The teacher educator group had a slightly different focus and discussed how to support teachers. The questions and discussions were centred around three areas:

1. The current teaching situation and its challenges
2. Continuous professional development needs
3. British Council provision

It was decided to run an additional FGD more reflectively to explore what teachers thought about a summer school, online community and resources.

4.2.1 The current teaching situation and its challenges:

The FGDs all reported a mixed experience of teaching. There is a consensus that:

- **COVID-19** has prepared them well to teach online, but there is remote learning fatigue (both students and teachers). However, from a student perspective, they already know how to use google classrooms and are adapting quickly to the technology again.

- Most teachers report that as of February 2022, teaching moved online, and some teachers stopped teaching altogether (these were few and tended to be internally or externally displaced). The direction from the **government** is that teachers can teach from abroad, but that depends upon the location of externally displaced teachers (time zones can prove difficult).

- **Teachers are hopeful** that they will be back in schools with students in September 2022, but many also believe the reality will be online, remote teaching and learning. There is pressure to go back in September, but FGDs report that it is too dangerous, and parents will not want to send their children back to school when schools are being targeted.

- **Gaps** in student learning and between students will be exacerbated (they already exist due to COVID-19), and some teachers expressed that this needs to be acknowledged and addressed. Gaps are regional and have to do with those who have materials/resources and internet connectivity and those who do not. A few teachers reported that they have already planned to offer online revision and catch-up sessions over the summer holidays. Some teachers are also planning content that can be used offline and allow students to catch up as internet connectivity and access to devices can be an issue. One worry is that this is not an immediate concern (understandably) at the moment, so gaps will widen, especially for those families and students who are more vulnerable.

- **Salaries** or lack of them over the summer and reductions in current salaries are causing stress to teachers, and the focus on meeting basic needs is overwhelming for some. In addition, across all FGDs, there was the worry that exhaustion due to stress and long hours worked (many people are volunteering and accepting people into their own homes), whether based in Ukraine or abroad, would be challenging to manage.

- **Attendance** is reported as an issue by many FGD participants. This varies according to location (between and within regions), but teachers estimate 50 – 100% attendance. The higher end of attendance was reported in classes primarily made up of the original group with fewer displaced children. There were mixed results regarding who is attending; FGDs reported that primary students find it harder to attend (attention span and the need for a parent to support or if there is only one device and secondary aged sibling, they will have priority) than secondary aged students. Conversely, one FGD discussed how primary students were faring better in attendance and motivation as parents were involved.

  There are also issues in knowing where students are studying after they have left their original classes as some schools are shut completely, and some students have moved away. The class composition has changed for some schools as new students are there. In some areas, the influx of people has been huge and educational buildings are being repurposed (e.g., for accommodation).

  Attendance is better where engagement in lessons is stronger. This is mainly due to a prior relationship between students and teachers. Attendance suffers when parents work and cannot support their children's access to education.

- **Learning and motivation** are intrinsically linked, which was noted by all FGDs. However, the reporting on motivation and learning was mixed, and FGDs reported that motivation levels vary, and many students are not mentally present. For example, remote learning fatigue means that some secondary students switch off their cameras and are not engaged while they may be present. Primary-aged students appear to be more motivated but suffer from fear and psychosocial issues that hold back learning.

  For students that are newly arrived in classes, the textbooks[5] and what they are learning is different, and while they are keen to learn, it is challenging.

  Teachers also report a change in the composition of their classes, becoming more mixed in terms of ability and level, which is providing challenges.

  Teachers in one FGD reported that if students are engaged and receive variety in the educational offer, they are motivated and will learn. The COVID-19 experience has taught many teachers how to make engaging lessons fun for students and supports them in learning

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[5] This is interesting as we are not sure if it is the same English textbook nationally or whether different publishers produce different textbooks regionally.

flexibly. For example, the use of games is motivating for students and fun. But conversely, the conflict also reduces motivation to attend and learn.

It is hard to assess who is learning objectively, and this varies by area/region, especially as there is extreme trauma for those in some areas that have been occupied. Furthermore, missed lessons also make it difficult to say who is learning.

Students face psychological issues, so teachers try to motivate them and keep classes light and fun. As a result, the focus of education has shifted; it is now more on routine, safe spaces, fun and psychological support. Many FGDs reported that when students (and teachers) see each other, motivation increases, the routine of sessions and seeing familiar faces helps people connect and feel normal, despite the many distractions at home.

- **Online learning** is suitable for some students and not for others. Teachers also report that some students (grade 3) have been learning online for 3 years. They need face-to-face teaching to support their social development. Not only will this allow the teacher to deal with behavioural issues, but they can help them with focus and catching up. There is a consensus that students and teachers are tired of online learning. It can be hard to keep students motivated. Furthermore, when new students arrive (displaced), creating a relationship and rapport is challenging.

  Conversely, some students are better when they are studying online. Some students do better without distraction and do not need much social contact. However, it was universally agreed that assessment for learning is a challenge when online teaching.

- **Being located outside of Ukraine** has difficulties, and many students are abroad and are grappling with two education systems, one Ukrainian and the other the host country. This increases pressure, and the challenges of another language, lack of materials, and uncertainty increase stress and pressure. In addition, time zones can be an issue when students are trying to access Ukrainian education (teachers and students in Canada, Finland, Italy, Germany and Poland). There are also associated language issues with living abroad. It can be tricky for teachers entering into another system and curriculum as they lack language skills or the wrong qualifications. However, some teachers noted that students were thriving abroad and saw actual use for their English language skills, motivating them to learn more. One challenge is ensuring teachers are supported to return and utilise their increased capacity gained from working in two education systems.

- **The lesson length** is 20/30 minutes, but teachers are struggling to teach this length of time with the same outcomes and are in some cases teaching longer (40-minute) lessons. Lessons are regularly cut even shorter as they are disturbed by sirens. Lesson length varies and will often include an element of independent study for students

- **Trauma and stress** came up in all FGDs, unsurprisingly. The need to support teachers (personally and professionally) was mentioned many times. Teachers gave examples of having to meet basic needs, dealing with displaced children arriving in classrooms who are distressed, experiencing loss of family and friends, homesickness and hurt physically and mentally. This is also the same for teachers.

- **Psychosocial needs** were raised in all FGDs. Teachers reported that there are challenges in supporting students' psychological needs. Not only does this challenge eat into available learning time, but the challenges of supporting students psychologically are also significant (diverse needs), and teachers believe they lack the skills to do this well. However, some

teachers reported the positive impact of meeting online for students regarding support and seeing friends.

Teachers also cited the psychological challenges they face (although to a much lesser extent than the reporting of student psychological needs). For example, they reported de-professionalism, not feeling 'like a teacher' and lack of focus.

Both students and teachers need psychological and wellbeing support.

- **Resource needs** are being experienced across the system. Teachers and students who had to flee their homes lack educational or otherwise resources. A lack of equipment and materials makes teaching and learning much harder. The work is increased for teachers teaching students that do not have learning materials as they produce PowerPoint presentations and worksheets for their students.

- **Internet connectivity and access to devices** were reported as a challenge in all FGDs, and in some cases, teachers reported that mobile network provision had been cancelled. In addition, many teachers reported that moving to rural and remote areas for safety and family connections means students struggle to get online. It is also uncertain how many students do not have access to a device. For example, teachers reported that in a large family, there was often a maximum of one device to support the learning, which would invariably go to the oldest child.

- Some FGDs reported the importance of reaching out to **parents** to support the learning process. Only one FGD reported that parents had been very supportive and engaged, but most of the FGD noted that parents greatly influence the learning process.

- **Lack of control** and negative feelings of uncertainty was reported in many ways. Teachers reported that they could prepare fun, engaging lessons but when parents and children are stressed, displaced and without the internet, they face many difficulties, and it is difficult to predict anything.

- **Assessment and evaluation** are much more challenging in the current circumstances. English has been removed from the final exams, with only History, maths and Ukrainian remaining. This is demotivating for those students who have studied hard and are stressed for school leavers this year as there is a lack of advice on how/where to take exams.

- **English language** is seen in both negative and positive light. For teachers, the ability to engage with language courses is seen as a form of escapism but also increases feelings of professionalism for teachers. For students, learning English is mixed. For those living outside Ukraine, it is motivating to learn English as they will use it, but for those in Ukraine, teachers report that students question its use in everyday life. Many teachers also reported difficulties in teaching English online as there is a reluctance to use English in class and students can be shy and are afraid of making mistakes.

- **Inclusion** is challenging, and this has been exacerbated over the last three months. Students that do not have access to devices and the internet are not in the 'classroom' but SEND students are also missing out on remote learning. In addition, the situation varies by gender, with teachers reporting more boys and girls in their lessons. In terms of inclusion in the already existing classroom, this is made more challenging when the teacher does not have a previous relationship with the class.

4.2.2 Continuous professional development needs:

All FGDs noted that the focus for many now is meeting their basic needs and there is worry about salaries now and in the future. This underlying fear and worry will impact how teachers view preparing for the NUS reforms and plan for the teaching in September and the immediate weeks. However, overall, teachers expressed the desire to continue working professionally and deeply appreciated the concern about the future that the British Council is articulating through the desire to support teachers. It must also be noted that when teachers were talking about psychosocial support, they were referring, in the main, to their students. While they talked about the need to support teachers, too, it is more than likely they are putting the needs of students first. The overarching uncertainty is raising the need to have CPD that addresses psychosocial issues directly, but the mere presence of a mechanism to meet and discuss issues in a more flexible structure is psychosocial support.

The FGDs that consulted facilitators also raised additional needs. As facilitators meet teachers, they feel that although they understand the situation teachers are in, they need help to reassure them and give them hope and psychological support. They were keen to point out that this would not be about making them forget about their issues, but coping with them, having hope for the future, and being confident and retaining their identity as teachers.

The most often cited CPD needs are in the table below, but the top three needs, as expressed in the vast majority of FGDs, focus on the need to maintain and improve English, support on how to make online lessons engaging and addressing the psychosocial needs of teachers and students.

Table 3: CPD needs reported in FGDs

Continuing professional development topics/themes:	Frequency of mention:
Speaking English practice through clubs for teachers (informal and conversational)	6
How to make online teaching engaging and keep students motivated (especially short lessons)	5
Tips from psychologists – how to be sensitive to students' needs, teachers' needs, and how to manage stressful situations (separation from families – not in Ukrainian culture to seek help.[6]	5
Teaching SEND students online	3
Differentiation – they will return with different starting points.	3
Online platform to meet and share experiences – share their feelings, findings, and worries. Feel part of a wider community.	3
Courses on: Conflict resolution and multi-national education and diversity/ integrated classes[7]	2
How to organise work in mixed ability classes.	2
Address lack of materials through worksheet development and English materials	2

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[6] There was a resource sent by the government, but teachers still do not feel prepared.
[7] Some participants thought there were some courses on diversity and integration but they did not know how to access those.

Making lessons more interactive and activity-based	2
Supporting those outside Ukraine to get qualifications in those countries – CELTA, IETLS, teaching assistant qualifications	2
English language courses	2
Meetings with native speakers of English who are teachers about lesson planning	2
Support teachers to develop their digital skills (may need more research on this).	1
Courses on dealing with social, emotional and behavioural difficulties	1
How to motivate students in the current climate	1
How to work with parents to support home learning	1
How to work with and support new students	1
How to manage attendance fluidity	1
Assessment in the short term	1
How to teach concepts to younger children also how to teach older children	1
How to encourage students to improve confidence in speaking	1
Strategies to integrate teaching English with providing psychological help.	1
Interactive self-study platforms	1
Practical conversational English for when students are abroad	1
Blended learning	1

Additional points raised:

- How can teachers be encouraged to change their teaching and support the change process? What techniques can be employed to achieve this?

- Enquiry-based learning and action research would be beneficial.

- How to deal with all the new information coming to them, and how to interpret propaganda.

4.2.3 British Council provision:

All FGDs noted that the British Council courses are well received, accessed and support teachers with their online teaching. As a result, teachers are motivated to join courses and are inspirational.[8] Many of them reported how much they enjoyed the British Council courses and expressed the desire for the British Council to continue making the courses. Teachers also reported that they would like to resume CPD, although costs can be a barrier.[9]

The following points were raised in the discussion:

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[8] One teacher gave birth between two sessions and still joined. One teacher accidently did not mute, and they heard her saying very positive comments to her family.
[9] What are the costs associated with accessing British Council courses?

- University teachers are asking if they can join the British Council courses.[10] There is a gap between what they study at university and what they see when they come to the school and see the teachers' new methodologies.

- One FGD reported consistently using the British Council platform, especially articles about British life with older students and those older students engage with the games.

- Another FGD expressed the desire to have a chat function with English teachers (British) to share questions and ask for tips. They would like to hear how British educators implement methodologies practically.

- It is great to have the opportunity to speak with students and teachers from all over the world. For example, in the past, there was a student exchange and other students (who were also learning English) came to teach some classes; this motivated the students to speak English.

4.2.4 Additional reflections on initial FGD answers

After the first few FGDs, Enable-Ed decided to explore some emerging themes that would form the recommendations. As a result, two additional FGDs that took a more reflective process were set up. The results below are based on a discussion with two teachers in one FGD; the second was cancelled. While the sample size is small, these discussions generated many ideas that can be considered.

The main areas of provision that the British Council could offer discussed in this session were:
1. Summer Schools
2. Online community
3. Resources

Summer schools

Many FGD, including the reflective one, intimated they would appreciate some form of summer school. While there are many movement restrictions, teachers feel it would support and motivate them. Moreover, it would support them to be ready for September.

Comments from teachers:

- Funded conferences that include content where teachers participate (especially not city-based) – where teachers can share action research and opportunities to speak to other teachers to get practical tips.

- Regular meetings at the same time each day that the summer school would run – ideally afternoons – teachers have different summer holidays but can probably get cover for afternoons.

- For conferences, daytime would be best and whole day conferences preferred

- Workshops on resource use would be helpful – for example, how to use a specific video or game in your lesson, with particular emphasis on how to use the same resources for learners of different abilities (understood this as a request for the content which covers differentiation by support).

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[10] It is worth noting that this was a comment made by a teacher of pedagogical university who trains future teachers using the new curriculum and course on methodology of teaching English. It has been done in the British Council project for PRESETTs 'New Generation School Teacher'. No university teachers were interviewed.

- How to help learners overcome examination stress.

- How to support parents of learners who are transitioning to university.

- Organising a set of lectures or meetings with psychologists.

- Supporting teachers to get back into the professional mindset and community.

Online community

All FGDs referenced the need to maintain professional contact and support groups online. The nature of this offer varied from targeted English support in a structured manner to semi-structured safe spaces where teachers can connect and support each other.

Comments from teachers:

- Provide a topic based 'Speaking hub' (an online meeting themed around a teaching topic) to provide teachers with a starting point for discussion.

- Teachers would like the group to be fluid – meeting as often as necessary, for example, and structured in a way that means you can miss a meeting.

- Potentially project/collaborative work overtime.

- Informal for now and then moving to formal.

- A place to share experiences of the current teaching climate.

- Would like groups to include students from a wellbeing and community point of view.

- To be able to access web-based resources (like 'teacher net')

Resources

The reflective FGD was asked what resources, specifically, would be helpful. Teacher comments included:

- Digitised textbooks will reduce the lack of textbooks when schools return in September. This will also alleviate the cost barrier for some students and teachers.[11]

- Various online resources relate to the same topic; for example, a video, worksheet and text are all on one topic. This would alleviate the pressure of planning.

- Tag resources for ability/level as many classes are now broad mixed ability. This will also support differentiation and help reduce the burden of planning.

- Many younger children do not get priority for device use (as they have older siblings studying for exams etc.), so they cannot attend online lessons. Their parents then help them after work but need simple resources to support them and help their children as many parents don't speak much English.

- A bank of resources would be very helpful – having resources in one place to cut down planning time.

- Teachers in occupied areas have limited internet access to lesson plans, so a database would be helpful and resources for children to use independently.

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[11] Teachers get one set paid for by school, all subsequent texts must be paid for themselves.

- Resources to make reading easier for students.

- Teacher tips page – pedagogy and delivery tips (short video tips) – particularly plenary and starter ideas.

Other

This time was largely taken up with positive feedback from teachers to the British Council.

- Great thanks to the British Council trainers who taught the teacher to be a facilitator/mentor.

- Teachers also valued the resources, webinars and SIG groups.

- Teachers value the conferences from the British Council, especially methodology content and other teachers sharing their knowledge.

- Teachers appreciated the opportunity to develop as teachers and hoped that mentor training would restart as this was particularly useful.

- There was also an appreciation for the British Council for not *'leaving our teachers at this time'* and organising these FGDs.

5 Recommendations

From the survey and FGDs, many experiences and shifting priorities change daily, making it difficult to see a clear, definitive picture emerging from the data to form recommendations. However, it is also clear that there are some areas that all teachers share concerns around, even though they may have differing experiences. The recommendations have been structured in such a way to reflect this and invite discussion with the British Council on what is possible both logistically and financially.

Recommendation 1: Collect timely, relevant feedback

The ever-shifting landscape and context mean that developing a plan to collect feedback and check in with teachers is needed. Given the government's plan to return to face-to-face teaching in September and teachers' reticence (in some areas – and this will change over time) and believe this will not happen, consulting them on their needs at regular intervals is advisable. This will also enhance teacher voice/agency (Principle 3 of Inter-Agency Network for Education in Emergencies principles of teacher

wellbeing). In addition, to ensure the feedback loop is completed both the findings of the survey/FGDs and any subject actions ("You said, we did") needs to be communicated to teachers who completed the survey/FGDs. Finally, given the misinterpretation of the survey questions, revisit the survey to ensure the questions are fit for purpose.

Recommendation 2: Address teacher and student psychological support needs

All FGDs spoke about psychological support for teachers and students. This needs to be examined in the context of what the British Council has the capacity and skills to offer (principles of Do No Harm are key here) and the raising of expectations by asking what teachers need.

Develop courses and sessions on supporting teachers/children through trauma-informed practice. This recommendation needs further discussion on how this might be achieved, but knowledge/skills-based courses for teachers to support students would be the first step and ensure that professionals in this area are consulted.

One possible avenue is the Language for Resilience Course which explores methods can be used in language teaching that allow participants to explore feelings and personal stories in a safe way.

Possible programmes can include:

- language programmes that use the creative arts, drama, puppets, etc.
- dual-language theatre workshop development
- training programmes for language teachers and facilitators that build their understanding of the impact of trauma on learning and provides tools and activities that can be used to help address this through their teaching.

This could be in the form of a language of resilience pedagogy or an intervention programme with a specific sequence of activities to support children in Social and Emotional Learning and managing mental health, for example, through a speaking club.

Recommendation 3: Support teacher wellbeing and professionalism

Provide a semi-structured space for teachers to connect, maintain and enhance their professional identity, and support each other's wellbeing (see TAG group recommendation 4).[12]

A possible method for this is **Teacher Activity Groups/Communities of Practice.**

As part of the NUS primary reform, 85 TAG groups were set up by the British Council. The NUS evaluation found that there were clear benefits potentially attributed to the TAGs, with a higher proportion of teachers rating their own pedagogical skill sets and students' learning as improved compared to those not attending TAGs and a greater proportion of teachers in TAGs saying that the

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[12] Throughout the FGD process it was apparent that this space was seen as a moment where teachers could connect and speak with each other, so time was given to allow this to happen. Enable-Ed has also learnt from this process about the need to be very mindful of how people enter into a space and what their needs are from the process.

programme had a significant impact on elements such as job satisfaction and teacher voice (Principle 3) compared to those not in TAGs. However, the evaluation also found that COVID-19 had a significant impact on the TAGs, with the vast majority no longer meeting or switching simply to a social media group.

The British Council had strong existing TAG materials with twelve set sessions each, including,

- A warmer/icebreaker
- Think/discuss questions to help express ideas about a typical pedagogical topic
- Articles and videos to support a particular pedagogical topic.

in which TAG leaders have been trained to deliver.

We would suggest that such a format may need to be adapted to incorporate the Inter-Agency for Education in Emergencies' three principles of teacher wellbeing and the need for these to be delivered online at a more substantial level.

As part of the recommendations from Enable Ed's 2021 NUS evaluation, the following was suggested:

1) The ideal size for TAGs is 10-15 teachers to ensure a motivating number for attendance. It is also small enough for teachers to build relationships that enable them to share criticism free from their challenges.
2) To improve 'group ownership' of TAGs, encourage all teachers/members to lead elements of TAG sessions
3) A stronger focus on the 'shared solution' to common problems element of TAGs is firmly integrated into the TAG programme. For example, every second or third session becomes a 'developing a common solution to a shared problem' session (see diagram below).
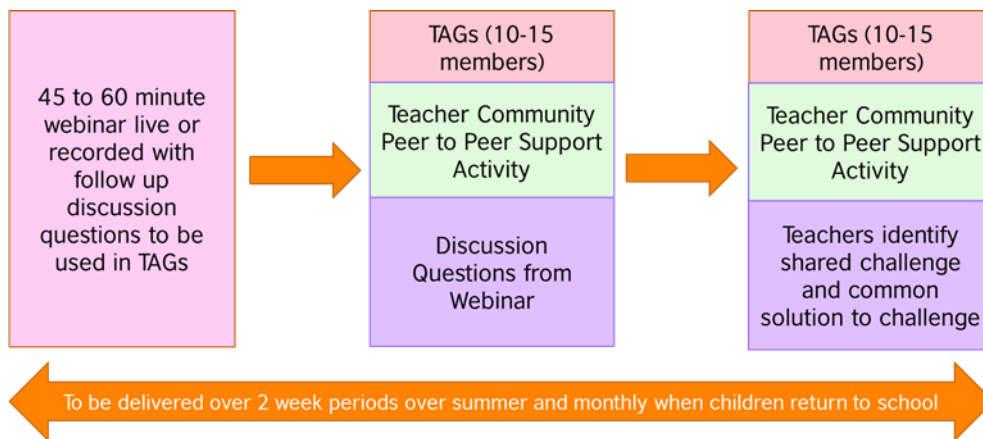
Recommendation 4: Establish teacher activity groups (TAGs) and summer school

Following on from recommendation 3 is the mechanism that potentially develops all three principles: the use of TAGs. In an education for emergencies/summer school context, stage three could be an opportunity for teachers to be given time to reflect on the common solution rather than try it out and stage four to share their reflections.

In addition, a general adaptation to all TAG could be to provide a greater space in the TAG content to create a stronger teacher community element to facilitate peer-to-peer support and social and emotional learning activities (Principle 1). This could, for example, be an initial 20 to 30-minute activity with the possible use of breakout rooms to create more opportunities for teachers to share in a less structured format.

In the original TAG resources, there were articles around a particular topic to be read (in advance). These could be replaced in a summer school context with a webinar around either a CPD or stress management topic, which could be watched live or recorded. Therefore, one possible model for a summer school could be:

Figure 10: Potential summer school model

45 to 60 minute webinar live or recorded with follow up discussion questions to be used in TAGs	TAGs (10-15 members)	TAGs (10-15 members)
	Teacher Community Peer to Peer Support Activity	Teacher Community Peer to Peer Support Activity
	Discussion Questions from Webinar	Teachers identify shared challenge and common solution to challenge

To be delivered over 2 week periods over summer and monthly when children return to school

Such a model would enable those not wishing to access TAGs to receive the CPD as a recorded Webinar still. The shared challenge/common solution activity may also have the option of developing a common teaching resource that could be uploaded onto the British Council Platform.

Many teachers highlighted that in the survey and FGDs, they wished to speak to native speakers of teachers of English from the UK or other EU communities. If the British Council could facilitate this, it could be included as either part of this TAG group cycle or as an additional element. However, this is perhaps ambitious given short time frames.

A key to implementing this would be the need to identify and train TAG leaders over a very short period.

Recommendation 4: Curate online resources

Many of the FGD respondents accessed and used the online resources but made the point that they could be ordered/presented according to topic, level and ability and grouped with variation in delivery method. This was also felt in conference discussions with the point being emphasised that there was too much material on the internet and without that curacy too often teachers choose inappropriate content for the learning outcomes that need to be delivered.

 Therefore, reorganising materials and online offers might not require much effort. This would support teachers to plan more efficiently and reveal potential gaps that could be addressed.

Another possibility could be to curate resources by teacher groups and commission them to plug gaps with resources. If the British Council had the budget, teachers could be paid to do this, giving some the security of financial income over the summer ready for September. The design of this could be along curriculum lines, and there are many examples out there that could be used – see https://www.thenational.academy/; this was a teacher-led offer in the UK during COVID-19 that has supported teachers in the state sector in the UK.

Recommendation 5: Revise the CPD offer

Given the interest in CPD and the diversity of ideas put forward by the FGDs and survey, revise the British Council offer to see what gaps exist. The top areas of need are the need to maintain and improve English, support making online lessons engaging and addressing the psychosocial needs of teachers and students. The second area of making online lessons engaging is particularly important given the fear that learning will be online in September. However, it was felt in discussions at and post conference there is a real need to develop a pedagogy for online teaching rather than simply provide a possible list of apps. The Ukrainian Ministry representative noted that it needs to include the importance of

assessment of learning whilst online. Many topics have been raised that could be incorporated into this offer (see tables above).

As part of the conference/post conference discussion one idea arose around facilitating the development of CPD in non-English subjects through partnering with UK Schools or Teaching Hubs. There would probably be a need for non-English subject specialists to have a minimum level of English for this to take place. While this is out of the remit of the British Council, the Ministry of Education could utilise well-trained English teachers could be used as a resource.

Recommendation 6: Involve parents in learning

Many teachers reported the need to work with parents to support their children's learning. This could involve resources to support them using English materials with their children However, an underlying assumption in this is that the parents speak good English which may not impact children who have the greatest gap in learning. An alternative methodology is to develop a family learning model. This can be described as 'any learning activity that involves both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family.'

Recommendation 7: Develop e-twinning projects

Teachers are still interested in (reflected both at the conference/post conference discussions and in FGDs) the potential for e-twinning projects enabling students from both UK and Ukraine to carry out activities together. Although it is recognised this impacts a limited number of students, teachers thought it would add value to schools in the UK who are hosting Ukrainian EDPs.

Recommendation 8: Establish working groups

Linked to recommendations five to seven is the potential of creating working groups to both build capacity of Ukrainian practitioners and ensure any CPD is directly linked to a Ukrainian context. This could combine expertise in the UK and with that of the Ukraine to, for example, develop models and content of such areas as a digital pedagogy or family learning.

Recommendation 9: Plan for the lack of connectivity and devices

While it is not feasible for the British Council to resolve the issues around lack of connectivity, electricity and devices, thinking about how to support learning using non-digital formats might become more important. Digital offers naturally exclude some students and teachers, so discussing how to mitigate this is crucial for inclusion. Another possibility, discussed in the conference (although highly unlikely to be within the scope of the British Council) was to provide strategic areas where large number of IDPs were located where connectivity and devices can be made available.

6 Appendix

6.1 Oblasts (regions) and areas by respondent amount

Area	Region	Number of respondents	% Respondents
Capital	Kyiv city	66	4%
Central	Cherkaska	66	4%
Central	Kirovogradska	7	0%
Central	Poltavska	4	0%
Central	Vinnytska	27	2%
Central	Zhytomyrska	11	1%
East	Dnipropetrovska	60	4%

East	Donetska	10	1%
East	Kharkivska	54	4%
East	Luganska	33	2%
North	Chernigivska	108	7%
North	Kyiv region	15	1%
North	Sumska	11	1%
South	Khersonska	13	1%
South	Mykolaivska	48	3%
South	Odeska	29	2%
South	Zaporizhska	49	3%
West	Chernivetska	45	3%
West	Ivano-Frankivska	384	26%
West	Khmenlnytska	51	3%
West	Lvivska	42	3%
West	Rivnenska	39	3%
West	Volynska	87	6%
West	Zakarpatska	72	5%
West	Ternopilska	158	11%

6.2 Teacher professional development in crisis contexts

1. Guidance Note for Teacher Wellbeing in Emergency Settings 2022:

   This Guidance Note advises supporting teacher wellbeing in the five domains of INEE's (2010) Minimum Standards. It explains how to:

   - promote mental health and psychosocial support (MHPSS) for teachers

   - create more enabling work environments for teachers; and

   - enhance teacher voice, agency, and leadership in crises.

This INEE Minimum Standards-aligned Guidance Note is:

https://inee.org/resources/guidance-note-teacher-wellbeing-emergency-settings

2. Mental Health and Psychosocial Support Humanitarian response in Ukraine and neighbouring countries 2022

https://inee.org/sites/default/files/resources/Mental%20Health%20and%20Psychosocial%20Support%2C%20Humanitarian%20Response%20in%20Ukraine%20and%20Neighbouring%20Countries.pdf

3. A module on the Teacher Policy Development Guide 2021

https://inee.org/sites/default/files/resources/Module_Crisis%20sensitive%20teacher%20policy_18Mar22.pdf

4. Teacher Professional Development in Crisis Contexts - sharing good practice, lessons learned and opportunities for change (webinar) 2021

https://inee.org/sites/default/files/resources/%5BTiCC%5D%20TPD%20Case%20Study%20Webinar%20Slide%20Deck.pdf

5. Supporting Teachers in Crisis Contexts: Implementation Research in Sierra Leone 2021

https://inee.org/sites/default/files/resources/3EA_SierraLeone_2021.05.20.pdf

6. Assessment of Teacher Competencies in Crisis Contexts – Afghanistan 2021

https://inee.org/resources/assessment-teacher-competencies-crisis-contexts-afghanistan

7. Training Package for Primary School Teachers in Crisis Contexts 2020

https://inee.org/resources/training-package-primary-school-teachers-crisis-contexts

8. Transforming Teaching Through Understanding Trauma: A Workshop Series Summary 2020

https://inee.org/sites/default/files/resources/TFAll_Transforming%20Teaching%20Through%20Understanding%20Trauma_2020.pdf

9. Teachers Professional Development: An inter-agency approach 2019

https://inee.org/resources/teachers-professional-development-inter-agency-approach

10. Strengthening teacher professional development: Local and global communities of practice in Kakuma Refugee Camp I Kenya

https://resource-centre-uploads.s3.amazonaws.com/uploads/Promising-Practices-in-Refugee-Education-Strengthening-teacher-proffesional-development-Local-and-global-communities-of-practice-in-Kakuma-Refugee-Camp-I-Kenya.pdf