



INSTITUTE
OF PUBLIC
POLICY



Save the Children

Assessment of the education and protection needs of children moved to Armenia as a result of the 2020 Nagorno-Karabakh conflict

Assessment report

Institute of Public Policy

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List of abbreviations

FGD	Focus Group Discussion
LSGB	Local Self-Government Bodies
LWPC	Left without Parental Care
IPP	Institute of Public Policy
MESCS	Ministry of Education, Science, Culture and Sports
MLSA	Ministry of Labor and Social Affairs
MTAI	Ministry of Territorial Administration and Infrastructure
NCEDI	National Center for Education Development and Innovation
NGO	Non-Governmental Organization
NK	Nagorno-Karabakh
RA	Republic of Armenia
SCI	Save the Children International
UNHCR	The UN Refugee Agency
SEN	Special Educational Needs

Background

On September 27th 2020, war broke out between Azerbaijan and Nagorno-Karabakh (hereinafter NK), along the line of contact, as well as within NK and Azerbaijan. The conflict has led to a significant amount of displacement. Republic of Armenia (hereinafter RA) has hosted a large number of displaced ethnic Armenians from NK (mostly women and children) in its towns closest to Azerbaijan and NK, with some reportedly moving to other parts of the country. The Ministry of Foreign Affairs reported at the end of October, 2020 that 90,000 persons displaced from NK have moved to Armenia.

Following the six-week conflict, a complete ceasefire was declared¹ and all military operations ended on November 10, 2020. Some regions from NK (Shahumyan, Kashatagh, separate parts of other regions) came under the control of Azerbaijan. Point 7 of the Statement states that internally displaced persons and refugees are returning to the territory of NK and the surrounding areas under the auspices of the United Nations High Commissioner for Refugees (hereinafter referred to as the UNHCR). Since then, population movements have been observed from NK to RA, inside NK between different regions, from RA to NK.

As of May 31, 2021, as a result of the 2020 conflict, 34,168 displaced people were living in RA in a refugee-like situation. More than 80% of them live in Yerevan, Kotayk, Syunik, Ararat and Armavir provinces².

Children of different ages make up a large number of the displaced³ population (about 39%)⁴. Their needs are diverse and very urgent. In the case of children, along with the vital needs (housing, security, food), another priority need of being included in the education system and receiving a quality education is also added. Although this issue has been raised in the press, in public discussions and in the activities of NGOs, there is still a lack of comprehensive assessment and understanding of the situation. This assessment aims to fill the knowledge gap on child protection risks and needs as well as children's educational needs and rights.

¹ Statement by the Prime Minister of the Republic of Armenia, the President of the Republic of Azerbaijan and the President of the Russian Federation, <https://bit.ly/3raCkeE>.

² UNHCR Return monitoring data, June 15, 2021, <https://cutt.ly/2n7iXSX>.

³ Both here and elsewhere in the report, the term "displaced" is used as an equivalent to the term "being in a refugee-like situation" to make the text more concise, easier to read. Undoubtedly, the notion of "being in a refugee-like situation" encouraged by the UNHCR is in line with the situation in Armenia. The use of "displaced" has a purely practical / technical significance.

⁴ People in a refugee-like situation: estimated demographic breakdown, <https://cutt.ly/Fn7poYJ>. The estimate of the demographic distribution is calculated based on numbers from governmental sources. Due to use of different demographic categories, "children" in this breakdown covers persons up to and including the age of 19.

Scope of assessment, objectives and questions

The aim of the assessment was:

Identify and describe education and protection needs related to the NK conflict and displacement crisis among children both local and in a refugee-like situation in capital Yerevan and in five provinces of RA (Ararat, Armavir, Kotayk, Gegharkunik and Syunik).

The main objectives of the assessment were:

1. To identify child protection risks and evaluate the extent to which protection needs of children (both displaced and local) are met.
2. To reveal gaps in ensuring protective environment in educational institutions.
3. To understand the existing capacities of educational institutions to cope with the increased pressure.
4. To understand the barriers that prevent children to access quality education
5. To recommend which interventions should be prioritized, and under which modality in order to ensure access to quality education in protective environment.
6. To recommend further actions on advocacy.

The assessment questions were the following:

1. What are the main protection risks and immediate needs caused by conflict and displacement crisis faced by host and refugee like girls and boys?
2. What are the psychological needs of teachers, children and parents/caregivers and how they are being addressed?
3. What are the gaps in available protection services on educational institution level, including staff capacity of identification of the needs and providing referrals?
4. What are the main educational needs both for displaced and host community children?
5. What is the capacity of educational institutions to respond to increased burden? The answer will include a section on conflict sensitive education and capacity to address children with disabilities' educational needs.
6. What are the barriers, including finance, preventing children from getting quality education? This answer will include data on out-of-school children and major reasons/ barriers.
7. What are the barriers for integration of children (stress, sense of uncertainty, language, etc.)? What are the implications of current situation to transition to TVET and higher education?
8. What kind of interventions, modalities and partnerships could be envisaged by "Save the Children International" (hereinafter referred to as SCI) in order to improve access of children to quality education in protective environment?

The above-mentioned are the objectives and key questions planned in advance, before the start of the assessment. During the actual assessment, new topics and issues were identified worthy of study and analysis, which were also included in the report. Thus, the content of the report is richer and more comprehensive than just the issues presented above.

The conclusions and recommendations of the assessment are grouped under seven thematic directions:

1. Social protection of displaced children and families

2. Education policy for displaced children
3. Child protection and safe environment in educational institutions
4. Accessibility and availability of education
5. Educational process and educational needs
6. Staff needs in educational institutions
7. The impact of crisis on local children

Listed under each recommendation are the main bodies responsible for its implementation. Of course, the list does not exclude the involvement of other actors.

In all the issues where patterns were observed related to the gender, age, place of residence or other demographic characteristics of children, they were mentioned. If there are no special notes, it means that the identified problems are typical for children in general, regardless of their gender, age or other demographic characteristics.

This report will be presented to the main stakeholders and beneficiaries as well as be used for further programming and advocacy. The primary target audience of the assessment are SCI, donors, international and local humanitarian actors, RA Government and human rights activists.

The assessment was conducted by the “Institute of Public Policy” (hereinafter referred to as IPP) with the financial support by SCI.

“Institute of Public Policy” NGO
Yerevan, Hanrapetutyán 3rd lane, 8/13
Phone: (374) 60 54 18 47
Email: info@ipp.am
Website: www.ipp.am

Authors group:

- Avetik Mejlumyan
- Goharik Tigranyan
- Gohar Khachatryan

Research coordinators:

- Astghik Pirumyan
- Arpi Poghosyan

Research team members (interviewers):

- Vahan Nersisyan
- Anahit Sargsyan
- Arevik Hambardzumyan
- Ruzanna Aslikyan
- Gurgen Mejlumyan

- Arpi Poghosyan

Assessment methodology

Assessment methodology and data collection methods

The assessment methodology was rooted in SCI's principle of child participation and used an inclusive, rights-based and safe approach. Assessment methodology was gender sensitive in order to ensure that specific gender issues are revealed and analyzed.

Assessment was based on quantitative and qualitative methods for collecting data, including meetings with different stakeholders.

Main data collection methods were the following:

Secondary data review

- Open-source data on the realization of the right to education and protection of displaced children, as well as other related issues were analyzed. These included press releases, articles and videos, public posts (for example, on social media), etc.
- Based on formal inquiries to the responsible bodies, information was received and analyzed on the above-mentioned issues and assessment questions.

Focus group discussions (FGDs) with:

- Displaced children (8 years old and above).
- Parents/ caregivers of displaced children.
- The educational institutions' staff (teachers, administrative and other supporting staff).

In-depth interviews with:

- Displaced children (8 years old and above).
- Parents/ caregivers of displaced children.
- The educational institutions' staff (teachers, administrative and other supporting staff).

Key informant interviews with:

- Decision makers in the field of education (i.e. representatives of ministries and provincial administrations).
- Administrative staff of the educational institutions (school principals, deputy principals).
- Decision makers in the field of social protection (i.e. representatives of ministries and provincial administrations).
- Staff of social protection institutions (community social workers, social case managers, etc.).

Expert interviews with:

- Representatives of non-governmental organizations (NGOs), experts and researchers in the field of education.
- Representatives of NGOs, experts and researchers in the field of social protection.

Online survey for:

- Caregivers of school-age children.

The following data collection tools were developed and used during the assessment:

1. FGD questionnaire for displaced children.
2. In-depth interview questionnaire for displaced children.
3. FGD questionnaire for local children.
4. FGD questionnaire for the caregivers of displaced schoolchildren.
5. In-depth interview questionnaire for caregivers of displaced schoolchildren.
6. FGD questionnaire for the caregivers of displaced preschool children.
7. In-depth interview questionnaire for the caregivers of displaced preschool children.
8. FGD questionnaire for teachers, administrative and support staff.
9. In-depth interview questionnaire for teachers, administrative and support staff.
10. In-depth interview questionnaire for teachers and support staff of preschool educational institutions.
11. Key informant interview questionnaire for the decision makers in the field of education.
12. Key informant interview questionnaire for the administrative staff of the educational institutions.
13. Key informant interview questionnaire for the decision makers in the social protection field.
14. Key informant interview questionnaire for the staff of social protection institutions.
15. Expert interview questionnaire for education and social sector representatives.
16. Online survey questionnaire for the caregivers of displaced school-age children.

Assessment locations and sampling

Assessment locations have been selected based on:

1. Number of displaced population (high or low).
2. Distance from the capital city, Yerevan (nearby or remote).
3. Bordering locations, where many displaced population reside.

Assessment focused on the capital city and five provinces of Armenia:

- **Yerevan** - capital city with high number of displaced population.
- **Kotayk, Ararat and Armavir** - provinces close to capital city with high number of displaced population (compared to other provinces).
- **Syunik** - remote and bordering with NK province in South with high number of displaced population (compared to other provinces).
- **Gegharkunik** - remote and bordering with lost territories province in North with low number of displaced population (compared to other provinces) but in close proximity to the border.

The selection of respondents in each location has been conducted in two stages.

As the research topic is unique and applies to a limited number of people, the selection process first prioritized the areas where there is a sufficient number of displaced children to conduct FGDs or interviews. These were temporary accommodations, collective centers, hotels, or any other place where the displaced people have been provided shelter by RA Government.

Randomly sampling approach was applied for selecting the participants of FGDs and interviews. At the same time possible diversity of respondents was ensured. Thus, parents having children of different ages and genders were invited to participate in FGDs. An FGD built on this principle allow us to see the gender-specific problems (if any) of children in each age group. Each FGD conducted with a group of 8-10 participants.

The same applies to the selection of respondents for individual interviews. Here as well, the gender and age diversity of the respondents ensured as much as possible.

The number of FGDs and interviews to be conducted at each location has been determined based on the situation and specific needs of that specific province. For example, in residences where displaced children (<5 years old) do not attend kindergarten, it was not expedient to meet with the kindergarten staff. The distribution of the number of FGDs and interviews has been periodically adjusted and changed based on information provided by SCI partner organizations in place.

Purposive sampling approach was applied for selecting the participants of key informant and expert interviews. Here, the main criteria for selecting the respondents were their official status and functions related to the assessment topic, awareness of the topic, public activism and involvement in overcoming the emergency situation. The circle of experts was easily identified by studying open sources (videos, articles, social media posts) and identifying the most active individuals who are well informed on the topic. In the case of line ministries and provincial administrations, those were the representatives of specific departments (for example, of general education or social assistance).

The numbers of interviews and FGDs with each group of respondents are presented below.

Table 1. The numbers of FGDs and interviews with each target group.

FGDs with	Number of FGDs
Displaced children	6
Local children	3
Caregivers of displaced children	4
Staff of the educational institutions (teachers)	3
Total FGDs	16
In-depth interviews with	Number of interviews
Displaced children	8
Caregivers of the displaced schoolchildren	9
Caregivers of the displaced preschool children	4
Staff of the educational institutions (teachers)	4
Staff of the preschool educational institutions	3
Total in-depth interviews	28
Key informant interviews with	Number of interviews
Decision makers in the field of education (ministries, provincial administrations)	8
Administrative staff of the educational institutions (preschool educational institutions, principals or deputy principals of secondary schools and secondary vocational institutions)	9

Decision makers in the social protection field (ministries, provincial administrations)	2
(Staff of the social protection institutions (community social workers, social case managers, etc.))	12
<i>Total key informant interviews</i>	31
Expert interviews with	Number of interviews
Education field experts	3
Social protection field experts	2
<i>Total expert interviews</i>	5
Online survey for	
Caregivers of the displaced schoolchildren	824
<i>Total number of online survey responses</i>	824

Limitations of the assessment

As the assessment covered only the RA territory, the displaced persons who had moved to RA as a result of the 2020 conflict, but then returned to their permanent residence in NK before the implementation of the assessment, were left out. It is expected that the needs and attitudes of people who have returned to their homes may differ from the needs and attitudes of those who continue to live in RA. Thus, the assessment reflects the opinions of the displaced people currently living in RA.

This assessment only addresses the educational and protection needs that are conditioned by the conflict and displacement of people in 2020. The purpose of the assessment was not to identify problems outside the context of the crisis. The recurring issues of the education system (e.g. seismic resistance of schools, lack of teachers, dissatisfaction with the quality of education, etc.) have not received special attention because they are not directly related to the crisis. And vice versa, the assessment studied the issues that are relatively new and related to the crisis in 2020.

Organization of the assessment and engagement of children

The assessment was carried out during the period of May 5-31, 2021, through visits to Yerevan and five provinces.

A team of six experienced interviewers was formed to conduct the assessment. Three trainings were organized for them to present, discuss and test the assessment methodology and research tools. In addition to the workshops, team members held regular meetings to discuss ongoing issues and achievements, and to find solutions to various obstacles of field work.

The transcripts from the FGDs and interviews were reviewed simultaneously in order to identify possible deficiencies and avoid them in future.

Current needs assessment adopted mixed research methods and involved analysis of secondary and primary data, with a triangulation of the data collection methods and approaches. The conclusions of this report are based on a qualitative and quantitative data combination and analysis.

Prior to the start of the assessment, the research team members participated in the Child Safeguarding Training conducted by SCI's Child Protection and Education Technical Advisor. The participants got acquainted with the types and risks of violence against children, child protection regulations, and committed to follow them. Participants were also informed of the steps required of them, particularly reporting, when they notice (or suspect) presumed cases of child abuse.

The assessment was based on the following ethical considerations:

- Child safeguarding – application of the highest standards of behavior towards children.
- Sensitivity – to childrens' rights, gender, inclusion and cultural contexts.
- Openness (to the highest degree) – towards the information provided by all parties involved.
- Confidentiality and data protection – measures have been put in place to protect the identity of all participants and any information that may put them or others at risk.
- Broad participation - the highest involvement of all parties related to the topic was ensured.
- Reliability and independence – the assessment was conducted so that the findings and conclusions would be correct and trustworthy.

Formal letters of cooperation have been sent to:

- The three line ministries (Ministry of Labor and Social Affairs, Ministry of Education, Science, Culture and Sports, Ministry of Territorial Administration and Infrastructure, hereinafter referred to as MLSA, MESCS, MTAI).
- The provincial administrations of five RA provinces (Ararat, Kotayk, Armavir, Syunik, Gegharkunik).
- Yerevan municipality.

The letters presented the objectives, methods and locations of the assessment. The following support was requested from the officials (ministers, governors, mayor):

- To provide the available information on the number of people displaced after 2020 NK conflict, in particular, the number of people sheltered in different residences, collective centers, the number of children among them, the schools that serve them, the contact persons, etc;
- To grant the project implementation team access to facilities under their jurisdiction for research activities;

- To provide support in organizing FGDs and interviews, both with the staff of these institutions and with the representatives of educational institutions and social services.

The information provided by the above-mentioned institutions was used to contact the respondents and make arrangements for meetings.

Then the research team established correspondence and contacted different urban communities in the above-mentioned five provinces in order to receive the same support.

Another possible means of identifying and communicating with potential respondents was obtaining contact information of displaced persons from local self-government bodies (hereinafter referred to as LSGB) (with the direct support of the SCI NK Response Team).

Finally, educational institutions were another key link establishing communication with respondents. For example, schools have helped the research teams reach out to the families of children studying there. After obtaining the consent of the caregivers, interviews and FGDs were organized with these children.

Children participated in all research activities only with their own free will, on a voluntary basis. Written consents were taken from parents/caregivers or teachers prior to conducting the FGDs and interviews with children. Assessment activities provided a safe, creative space where children felt that their thoughts and ideas are important.

Engagement of online survey participants and their demographic characteristics

The online survey was conducted in the period of 17-31 May, 2021.

The announcement / invitation to participate in the online survey was posted on IPP's Facebook page and was widely disseminated through various mailing lists (including through SCI partner organizations). The announcement was also promoted by targeted Facebook ads, which made the online survey announcement visible to about 70,000 people on Facebook, and 3,600 of them followed the survey link at least once. It is not possible to know the actual volume of the survey reach-out (views) through mailing lists and other means.

The standardized online survey questionnaire consisted of 44 questions, which addressed childrens' different educational needs: time volume of the missed classes, lack of textbooks, differences between the subjects in RA and NK, opportunities or limitations of extracurricular education in RA, etc.

The collected data were processed (Excel, SPSS) and used in the report combined with qualitative data.

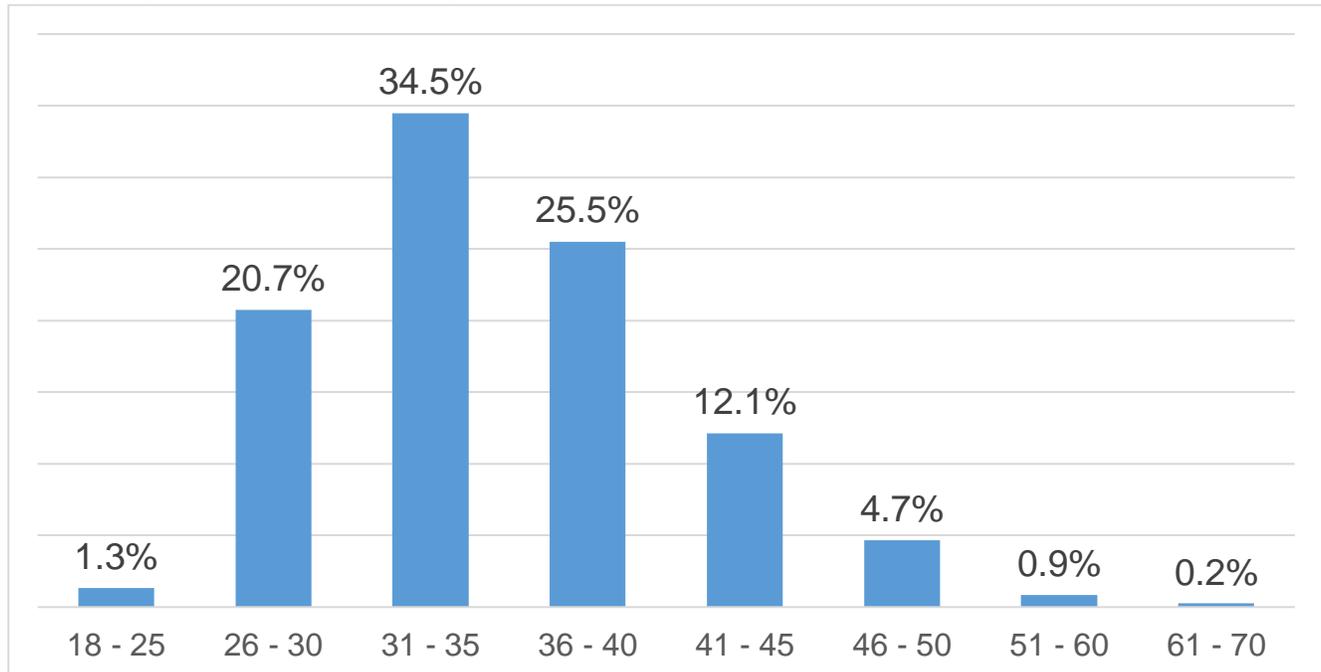
A total of 824 people participated in the online survey (in other words the online questionnaire was completed for 824 children).

Different questions were answered by a different number of respondents, and their number is indicated wherever needed.

816 respondents mentioned their gender: 97.7% (797) were women, 2.3% (19) were men.

815 respondents indicated their age. The largest age group is 31-35 years old (34.5%), the second group consists of 36-40 years old (25.5%). The distribution of all age groups is shown in Figure 1 below.

Figure 1. Age composition of the respondents (N⁵ = 815).



⁵ Number of respondents to that particular question.

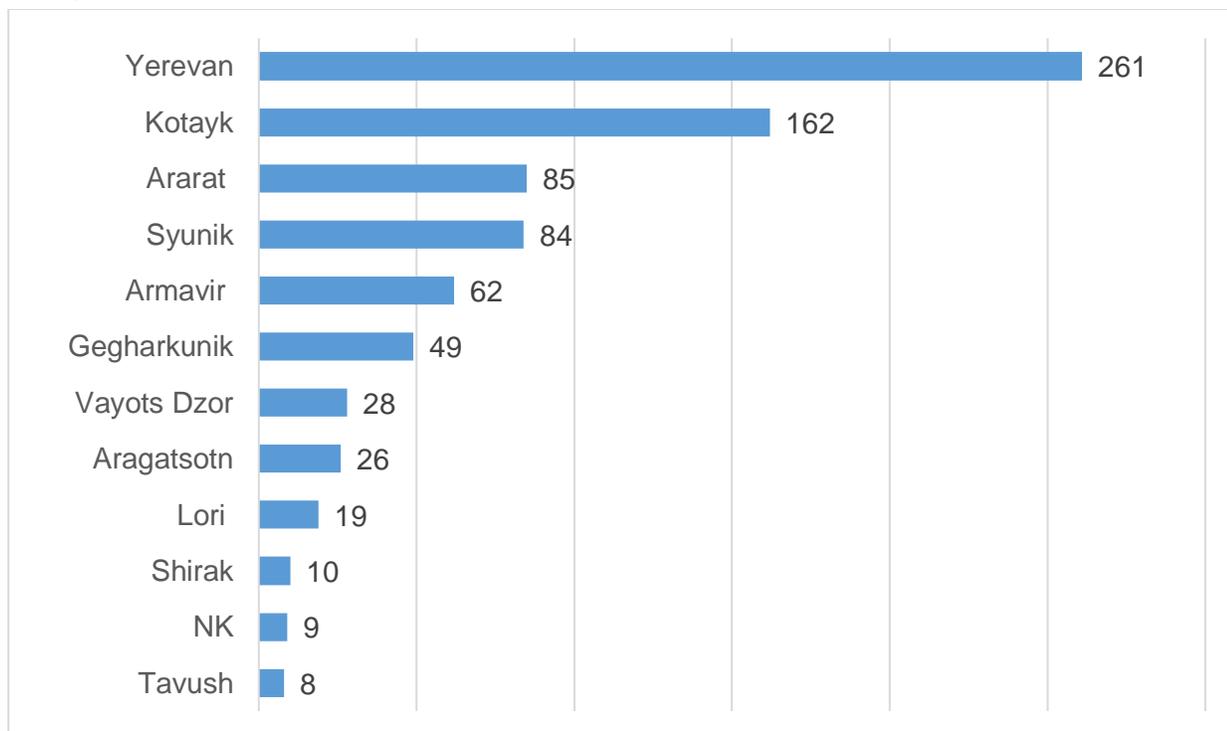
798 respondents mentioned in which region of NK they lived in before moving to RA. The largest group are the residents of Hadrut region (29.2%), in the second place are the residents of Kashatagh region (27.6%), in the third place are the residents of Shahumyan region (12.2%).

Residents of Stepanakert, Shushi, Askeran, Martakert and Martuni represent 31.1% of the respondents.

Prior to moving to RA, 7.3% of respondents lived in the capital city of NK: Stepanakert, 35.7% in other cities, and 57% in rural communities.

803 of the respondents mentioned where they were living at the time of the survey. The distribution of their responses is shown in Figure 2.

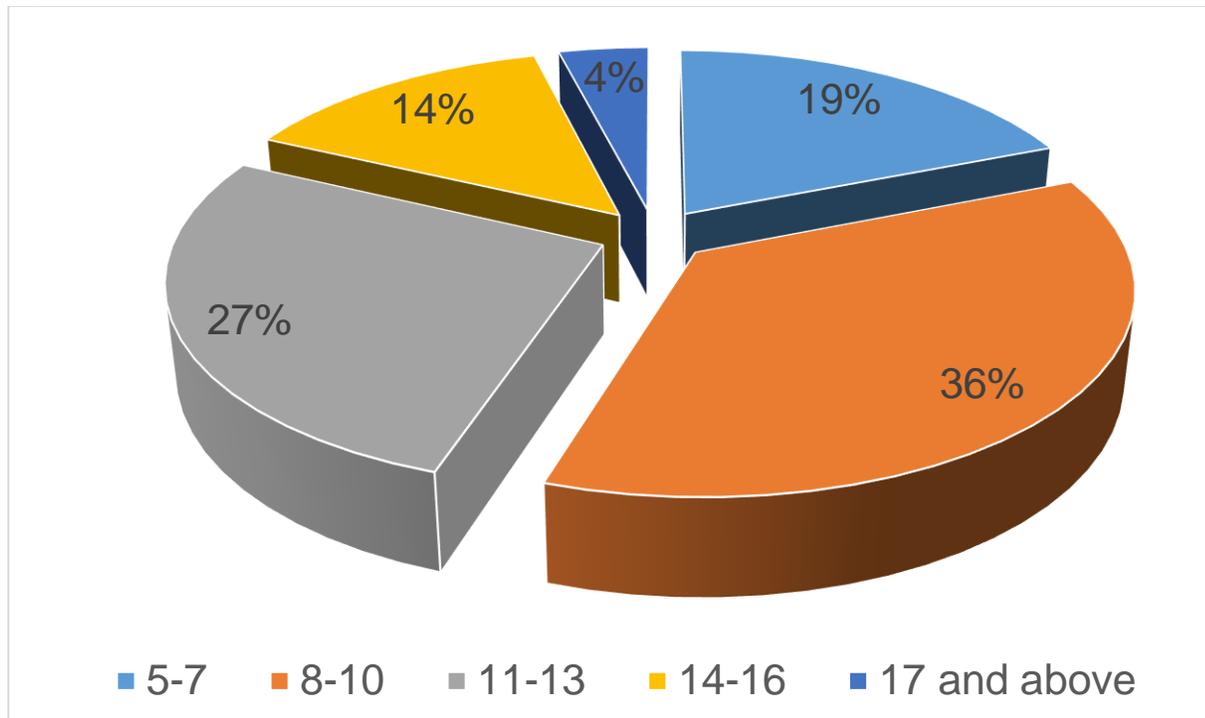
Figure 2. Distribution of respondents by current (at the time of participating in the survey) place of residence (N = 803).



About 34% of the respondents live in the capital city Yerevan, almost as many in other cities, and about 32% in rural areas.

At the very beginning of the online survey, the respondents (821) indicated the age of the child for whom they were answering the questions. The largest group is children aged 8-10 (36%), the smallest is children (persons) aged 17 and above (4%). The age distribution of children is shown below in Figure 3.

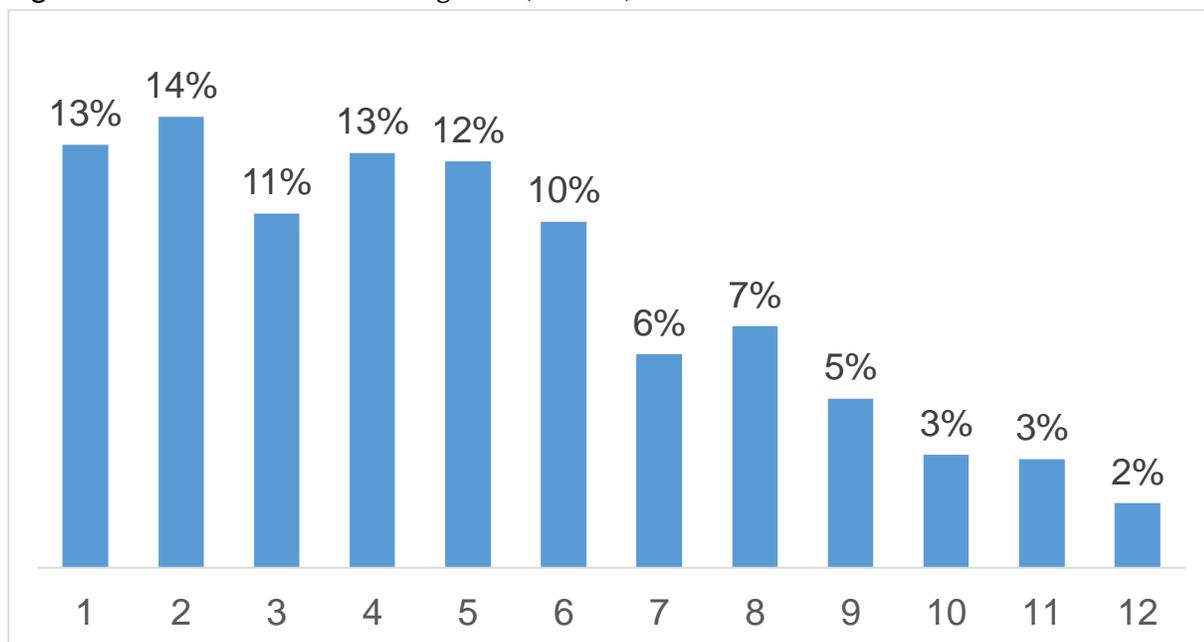
Figure 3. Distribution of children by age groups (N = 821).



53% of children were boys and 47% were girls.

The distribution of grades is presented in Figure 4, which shows that the majority of children (51%) are from primary school.

Figure 4. Distribution of children's grades (N = 822).



The representativeness of the online survey sample is challenging because the survey organizer had no significant influence on the respondents' selection process. Anyone getting acquainted with the online survey

invitation can make their own decision to participate. On the other hand, data on the statistical population was scarce, which complicates the rationale for sample representativeness. However, the team has tried to make some assumptions and assertions based on the available baseline data.

Thus, as mentioned above, UNHCR estimates that children make up about 39% of the displaced population⁶. At the same time, because of using different demographic categories, this group includes people under the age of 19 years old. Besides, as part of this survey, some of the respondents completed the questionnaire for 17-19 years old, so the above-mentioned 39% is quite applicable baseline data.

According to another UNHCR estimation, about 13-14% of the displaced population are children aged 0 to 5 years old⁷. Thus, in the statistical (general) population of the online survey, people aged 6 to 19 make up about 26-27% of the displaced population. This means that as of May 31⁸, there were about 8,800 to 9,200 children living in RA. For making the further calculation of the sample easier, we will take the rounded number of 9,000. In case of 9,000 of statistical (general) population, if 786 respondents would take part in the survey, the sampling error would be 3.5% in 96% significance range. However, since the number of participants in the online survey was higher (824), it is safe to say that the sampling error does not exceed 3.5% in 96% significance range.

There are other indirect factors that indicate high representativeness of the sample. For instance, as shown above, 53% of the online survey responses were for boys and 47% for girls. This distribution is in line with the proportion of boys and girls within the displaced population, according to UNHCR sources cited above⁹.

⁶ People in a refugee-like situation: estimated demographic breakdown, <https://cutt.ly/Fn7poYI>.

⁷ Refugee-like in Armenia – % Females & Males by Age, <https://cutt.ly/Wn7g28w>.

⁸ 34,168 persons, as per UNHCR Return Monitoring Dashboard, 15 June, 2021, <https://cutt.ly/2n7iXSX>.

⁹ Refugee-like in Armenia – % Females & Males by Age, <https://cutt.ly/Wn7g28w>.

Conclusions

1. Social protection of displaced children and families

- 1.1 In the context of the NK conflict and the post-conflict crisis, the protection of children becomes a priority, as arise risks of violence against children, neglect, malnutrition, deterioration of psychological state and interruption of education.
- 1.2 Measures for social protection of displaced families in the early stages of the crisis caused by the NK conflict were spontaneous and poorly coordinated.
- 1.3 Some of the displaced families received support from several institutions/ organizations at the same time, while the minimum vital needs of others were not adequately assessed and met.
- 1.4 At the beginning of the crisis, families received the main support from volunteer groups and humanitarian organizations. Presently, their role has significantly declined and State support has become more coordinated and stable.
- 1.5 The lack of coordinated and consistent communication (including gaps in data sharing) and coordination between social services and humanitarian aid organizations / groups hindered effective provision of social protection services.
- 1.6 One of the obstacles to effective social protection was also the absence of a unified resource-mapping database, which is a problem up to date.
- 1.7 The services provided in the initial stage of the crisis were not multifaceted and mainly included provision of housing and other humanitarian assistance (food, clothing, medicine, hygiene items, other). Child protection, as well as psychological, educational and other needs, were not usually considered as a priority.
- 1.8 Although currently more attention is paid to the childrens' above-mentioned needs, they are mostly met by international and local NGOs operating in the communities.
- 1.9 As a result of the crisis, the lack of diversity of services offered by the state and LSGBs became obvious. For example, families in a difficult life situations where one parent was absent (passed away, served in a military service, etc.) and the other was taking care of the family, needed special support for proper child care, realization of the right to education, and other issues.
- 1.10 The guardianship and trusteeship committees also failed to properly perform their responsibilities in this direction, especially in terms of identifying and referring out-of-school children to available educational institutions.
- 1.11 Issues of professional support for social workers providing services to children and their families during the crisis were not adequately addressed, no supervision services were provided.
- 1.12 Currently, the number and thematic diversity of training and psychological support programs for social workers has increased.
- 1.13 During the crisis, social protection services often had to break certain rules of social field legislation and regulations (for example, by providing assistance to those who did not present the required documentation) to support families in a difficult situation. This indicates the lack of flexible social protection mechanisms and special policies to implement during emergency situations.

2. Education policy for displaced children

- 2.1 The following systematic issues can be singled out in the policy aimed at ensuring the right to education of children displaced during the crisis:
 - a) Lack of legislative and policy documents regulating emergency situations (documents that would, for example, regulate the organization of education of displaced persons, provision of textbooks, educational materials, etc.).
 - b) Lack of cooperation and flexibility at different levels of executive power, including lack of intersectoral and inter-departmental communication, cooperation and coordination.
 - c) Lack of mapping of available resources and services (both provided by the government agencies and international and local NGOs).
- 2.2 Gaps in the legislative and policy levels has led to a number of systematic problems: Inadequate assessment of children's educational needs, long time gap of receiving education, unclear data on out-of-school children, insufficient provision of educational property, etc.
- 2.3 At the local level, municipalities and educational institutions have had to break some of the laws and regulations in the field of education for ensuring the best interests of a child (for example, admitting large numbers of displaced children to a local school in violation of the maximum permissible student number in each class). This also indicates the lack of flexible educational policy mechanisms adjusted to emergency situations.
- 2.4 The definition of crisis is still missing in the education legislation. It is not clear what crisis is and what is considered an emergency situation by the state. That is why clear policies were not defined and the necessary mechanisms were not operating during the war.
- 2.5 Prior to the MESCS instruction to admit displaced children to schools, even if they fail to provide certain documents, some schools required them in accordance with the established procedure, creating additional difficulties for displaced families.
- 2.6 A problem related to the above-mentioned situation is the limited autonomy of educational institutions. The schools mostly waited for instructions from "above" to take an action. The independence and decision making of schools in applying situational solutions on their own initiative to ensure the best interests of the child is still a systemic problem.
- 2.7 There is a lack of flexibility in terms of education content as well. The educational outcomes are set by grades and teachers don't have the freedom to achieve this or that outcome in the later grades. Some outcomes remain unattained as children do not attend school or skip classes.
- 2.8 Due to legal restrictions, displaced children had not been registered in the electronic registers until the end of 2020, that is why they were not graded during that period. It is unclear how the results of the first semester were reflected in the year-end summaries.
- 2.9 Responsible state institutions usually do not know the number of displaced families, students transferred to general education, primary, secondary, vocational and higher education institutions. Provincial administrations and municipalities have certain data on the distribution of students.
- 2.10 There is no common standard and joint database for data collection on the educational needs of displaced children and their inclusion in the educational process.

3. Child protection and safe environment in educational institutions

- 3.1 Displaced children, especially younger ones, have increased stress and anxiety. Memories and fears related to the war affected the childrens' behavior with the following manifestations: waking up at nights, giving inadequate response to unexpected situations, being thoughtful and self-contained, etc.
- 3.2 Stress level among the caregivers of children in displaced families has also been increased. However, the needs assessment discovered only one case of child abuse in one of the displaced families.
- 3.3 Almost half of the displaced children (about 48%) had to change schools at least once during their stay in RA due to a change of residence. Frequent change of residence (3-4 times on average) leads to a feeling of uncertainty in children, hinders effective inclusion in the education system.
- 3.4 Displaced children had difficulty integrating into the school environment because of the attitude of teachers, local children and their parents. Interestingly enough, that attitude was bipolar: adaptation of children was hampered by both negative stereotypes and, conversely, extremely positive (exaggerated, visibly differentiated) attitudes (for example, allowing cheating, not being prepared for the lessons).
- 3.5 The host community and the school did not conduct effective, coordinated work for childrens' adaptation, neither with the local teachers, children and parents, nor with the displaced children and parents. The reasons were the sudden crisis, the unplanned and uncoordinated work and the failure of responsible bodies.
- 3.6 Children with special educational needs (SEN) have encountered more serious difficulties during the adaptation process. The provision of housing for their families was more difficult to regulate, as it was necessary to take into account the availability of opportunities and services to meet the additional / rehabilitation needs of these children in the new settlements.
- 3.7 Girls were adapted to the school environment faster and easier than boys, whose environment is more focused on the struggle and competition for leadership. Competition and conflicts among boys have made it difficult to adapt.
- 3.8 On the other hand, incidences of discrimination or miss-treatment of girls was slightly higher than that of boys.
- 3.9 In some schools, subgroups of students from host communities and from NK were formed, which had disagreements among one another. However, despite some conflict situations, solidarity and mutual assistance among children had significantly prevailed.
- 3.10 The role of both displaced and local parents is essential in creating positive, collaborative behavior and environment. However, schools did not have established mechanisms for working with parents in this specific direction.
- 3.11 According to the online survey, 17% of children had difficulty understanding the material provided at school or communicating with peers because of actual dialect barriers. Presently, dialect barriers do not play a significant role, as there has been a process of mutual adaptation to dialects.
- 3.12 The vast majority of both displaced and local children are unaware of the concept of "safe internet", though most of them widely use online platforms.
- 3.13 It is worrying that both caregivers and teachers highlighted the factor of "being surrounded with good people" when it comes to child protection. This means underestimation of institutional defense mechanisms and / or lack of awareness.
- 3.14 Presently, the problems of adaptation are mainly solved, but not due to systematic professional support, but due to the time factor. People just adapted to the situation (passive adaptation) not having alternatives and psychological support.

4. Accessibility and availability of education

- 4.1 The right of displaced families in rural communities to choose an educational institution for their child was in fact limited due to the lack of alternatives. However, this problem is also faced by the local residents of those communities.
- 4.2 The online survey found that around 100 displaced children (about 14% of respondents) spent considerable amount of time getting to school (12% - from 25 to 40 minutes, 2% - more than 40 minutes), because of school being far away. It is worrisome that 8% of children (31 children) get to school in 25 to 40 minutes, even by car, and 3% (13 children) spend more than 40 minutes on the road.
- 4.3 There are no durable solutions for organizing transportation of children to school in the assessed rural provinces of Armenia. Transportation is organized occasionally, either by LSGBs or international or/ and local NGOs.
- 4.4 Some of the displaced children were not able to participate in online classes in Armenia at the beginning of the crisis due to lack or poor quality of internet connection and lack of electronic devices.
- 4.5 Participation in online classes was hindered by frequent changes of residence, stress (of a child or parent), uncertainty about staying in RA or returning to NK, not adapting to the environment, etc. Presently, the issue of participation in online classes is not relevant, as the education is organized in a traditional face-to-face modality.
- 4.6 There is a lack of structured and unified mechanism for identification and referral of out-of-school children. According to various state agencies (MESCS, provincial administrations), there are no children left out of education. Meanwhile, during the assessment, there were displaced children identified who do not attend any educational institution.
- 4.7 48 of those surveyed online (6.7%) indicated that they knew at least one (even 6 and more) school-age child who did not attend school. The most common reasons for these children not attending school were: "Lack of shoes", "Lack of access to inclusive quality education for children with SEN", "Family problems/difficulties", "Parent unwilling to take the child/ children to school", as well as "Not adapting to the school", "Fears", "School distance from the place of residence", "Documentation problems", etc.
- 4.8 12 participants of the online survey (out of 820 respondents to the question) stated that their children did not attend school at the time of the survey. 9 out of these 12 children were from primary school. It is noteworthy that 5 out of 9 were at the first grade.
- 4.9 There can be distinguished two main risk groups of children left out of compulsory education. One group are students in primary or secondary vocational schools in NK who, after moving to RA, no longer attend either college or high school. Common reasons are lack of preferred specialization at the nearest educational institution, lack of financial resources, lack of desire or change in educational goals. The second largest risk group are the first graders, for whom, due to the crisis, the acquisition of basic literacy and other basic knowledge has been interrupted, which has hindered the acquisition of further final results intended for the first grade. In addition, families do not consider skipping this first level of education a serious problem; they believe that it is possible to enter school at least a year later.
- 4.10 As a result of displacement, the children with SEN were at risk of being left out of the educational process. The main reasons for this are the lack of relevant professionals (both assessment specialists and assistants)

in the host community; and other inclusion barriers in the community / school (for example, adaptation of the physical environment).

- 4.11 The research revealed at least two cases when children with SEN do not attend school because there is a lack of appropriate conditions at the school (specialists, adaptation of the environment).
- 4.12 Lack of documentation (especially related to child's assessment) was one of the most common reasons for not receiving adequate institutional support for children with SEN in communities and schools. This problem was partially solved by inviting assessment specialists.
- 4.13 In many communities, the responsibility of making educational institutions and educational processes accessible to children rests entirely with social workers, provincial administration staff, and other social professionals. Other state and community bodies (for example, guardianship and trusteeship committees) do not realize their role in this process and do not carry it out properly.
- 4.14 The electronic system for identification of out-of-school children, where data on children left out of compulsory education are to be collected (which should be the basis for the intervention of guardianship and trusteeship bodies of the the local self-governing bodies and the social agency in the area) is not operating yet.
- 4.15 There is a lack of awareness among the displaced families about the requirements of the RA legislation and legal guarantees in the field of education. Many parents or caregivers are not aware that 12-year education is compulsory in RA; they think that a child who has graduated from the 9th grade can choose to not attend either a school or a secondary vocational education institution by the family's wish / decision.
- 4.16 One of the problems in the field of vocational education is the limited access to free education for displaced youth. Currently, the problem of 36 students transferred to RA has received a situational solution. The vast majority of them were given free places or flexible discounts.
- 4.17 No clear steps have been taken by the MESCS to identify and guide children left out of vocational education. The Ministry does not have data on students left out of this level of education or higher education.
- 4.18 The main impact of the crisis on the higher education level has been manifested in the emergence of financial difficulties. Displaced families find it difficult to pay tuition on time. On the other hand, mechanisms for reimbursing the tuition fees of war veterans and their families have been put into place.

5. Educational process and educational needs

- 5.1 There are some inconsistencies in terms of certain subjects, especially in the case of foreign languages. Some students who have studied a foreign language in NK are forced to switch to a new foreign language (for example, French instead of English) in RA, which is a part of host school's curriculum. Children have to start learning the alphabet of a new foreign language at the 5th or 6th grade.
- 5.2 The lack of foreign language textbooks is the most evailing issue in schools, which complicates the situation of students learning a new foreign language, who have to either take photos of the textbooks or acquire them in other ways.

It is especially difficult for children in grades 5 and 7, as new, relatively "complex" subjects are added to the curriculum in those grades. Children in these grades who have dropped out-of-school due to the crisis have

difficulty in catching up for missed lessons in new subjects and mastering the material. The most challenging is catch up of missed physics and chemistry subjects at the 7th grade.

- 5.3 30% of the participants in the online survey mentioned that there are subjects in the current school that are completely new to the child (subjects that were not taught in the NK school). The list of new subjects for children is listed below according to the frequency of answers.
- French (mentioned by 75 respondents);
 - English (35);
 - German (34);
 - The history of Armenian church (6);
 - Chess (3).
- 5.4 The admission of displaced children into schools has resulted in a shortage of textbooks supplemented by the school's own reserves or school libraries in neighboring communities. 117 participants (14.3%) of the online survey stated that the child does not have all the necessary textbooks. 10 of the respondents mentioned 5 and more missing textbooks.
- 5.5 The vast majority of online survey respondents (about 80%) stated that so far they have not spent any money on textbooks, only 16% of respondents have spent some money on textbooks (mostly up to 10,000 AMD).
- 5.6 Currently, the problem of school textbooks remains relevant. It is not known whether additions have been made to the textbook reserve funds or whether the displaced children will face the problem of not getting certain textbooks in the new school year as well.
- 5.7 In contrast to the lack of textbooks, representatives of all study groups (education experts, decision makers, parents and children) noted that there was no shortage of stationery and educational supplies.
- 5.8 Despite this, the vast majority of online survey participants have so far spent money on stationery: about 33% - up to 10,000 drams, about 47% - from 10,000 to 50,000 drams.
- 5.9 There was no comprehensive education needs assessment conducted, including missed classes or strengths of the displaced children in the host schools.
- 5.10 The negative impact of the pandemic added to the crisis caused by the conflict. Since the months of March-June 2020, schools in both NK and RA switched to distance learning, in which some children did not participate properly due to poor internet connection and lack of electronic devices.
- 5.11 Admission of displaced students has led to overcrowding in some host schools (exceeding the set number of students).
- 5.12 The displaced children had difficulty adjusting to classes with large numbers of students, as in their small communities in NK they were used to studying in classes with 1 to 5 students in average. In their former, small classes, they were "forced" to answer lessons almost every day, while in large classes, they felt less responsible for preparing for classes. In addition, teachers in small classes in NK spent more time paying attention to each student individually, explaining difficult parts of the educational materials, and were consistent in ensuring that the students master it.
- 5.13 In dormitories, especially children from large families have difficulties preparing their lessons: lack of adequate space, difficulty concentrating due to noise, and lack/absence of educational property.
- 5.14 The online survey found that 135 children (about 20% of respondents or every fifth child) went to school for the first time within a week (within 7 days) of moving to RA. It is worrying that every third child went to school for the first time not earlier than 7 weeks after moving to RA.

- 5.15 27% of the online survey participants mentioned that their children have missed 2-3 weeks of classes since September 27, 2020. 25% of the respondents mentioned 1-1.5 months and 22% mentioned missing classes for 1.5-2 months. Finally, 12% of respondents mentioned that their children missed classes for 2.5 months or more.
- 5.16 The issue of filling in the missed classes by the displaced children is still relevant, as there are no instructions at the systemic or state level to fill that gap.
- 5.17 There are communities where the pedagogical community of the school has organized catch-up classes to fill the educational gap (although in this case not all teachers have organized such classes).
- 5.18 In case of some subjects (a new foreign language, missed science subjects) children need constant help, which somehow has not been and is not organized now.
- 5.19 64% of the online survey respondents indicated that their children needed extra help to fill in the missed classes. 14.4% of the respondents mentioned that no one helped their child to fill in those gaps.
- 5.20 In most cases, the educational gap was filled at home with the support of a family member or independently through textbooks. Some of the missed classes may have been completed in the above-mentioned ways, but others have certainly been left out (the actual volume is difficult to estimate), which in future will affect the children's learning outcomes.
- 5.21 16% of the respondents had to spend 10,000-50,000 AMD for extra/ catch-up classes. 22% of the respondents allocated more than 50,000 AMD for the same goal.
- 5.22 According to the results of the online survey, the share of children participating in out-of-school activities/ classes is the same during their stay both in RA and NK. However, there have been significant changes at the individual level, both positive and negative. Thus, at least 98 children transferred from NK (about 13.4% of the total number of respondents) who did not participate in any extracurricular classes in NK have started attending more than one in RA. On the contrary, negative development is equally common when a child attending one or more extracurricular classes in NK does not attend any extracurricular classes in RA or attends only one.
- 5.23 The main reasons for children to drop out of extracurricular education in RA are the lack of necessary financial resources, the lack of extracurricular classes nearby in accordance with the child's preferences (especially in rural areas), the parent's employment and psychological condition due to family reasons.
- 5.24 Taking as a guideline the "Minimum Standards for Education in Crisis Situations", it should be noted that the educational process in RA has not been comprehensively adapted to the educational needs of displaced children, and as a result the proposed standards have not been met mostly.

6. Staff needs in educational institutions

- 6.1 There is a lack of appropriate number of specialists (for example, social workers, speech therapists, psychologists) in schools and kindergartens, as a result of which some of the displaced children have not received and do not receive social and psychological support. Children and parents are not aware of the presence and possible functions of a special educator, psychologist and social worker at schools.
- 6.2 Most of the teachers mentioned that they were tense during the crisis, as the scope of responsibility and workload was expanding. Although the vast majority needed psychological support, such support was almost non-existent or severely inadequate. This issue is still relevant to this day.

- 6.3 The pedagogical community lacks the skills to speak on "sensitive" or "complex" topics, which they explain by the lack of appropriate training courses. Teachers in the humanities (history, sociology, literature) who are more or less involved in the subject of conflict, war, victory or defeat are in a particularly difficult situation.
- 6.4 The pedagogical community has a lack of media literacy, as a result of which they have difficulties distinguishing between true and false information and transmitting it to students.
- 6.5 Teachers and educators lack the capacity to act in emergency situations. The reason is that the issue of relevant knowledge and skills development courses, trainings and professional support has not got systematic solution yet.

7. The impact of crisis on local children

- 7.1 The vast majority of students both the ones who had a loss of a relative / close person and the ones who had not, were preoccupied, inattentive, difficult to concentrate, restless, and tense at the beginning of the war. Many of the students mentioned that this psychological condition made it difficult to master the educational material.
- 7.2 Unlike displaced children, less work was done on the psychological needs of local children because the priorities were different.
- 7.3 Activity in schools in terms of organization of various events and celebrations has decreased.
- 7.4 The crisis, along with its negative impact, has also yielded some positive results. Many who have hosted displaced families in their own homes or relatives' families have begun to reconsider their stereotypes and take a more supportive stance.
- 7.5 During and after the crisis, the students developed mutual assistance - joint performance of different tasks, support for each other.
- 7.6 The re-profiling of kindergartens in some communities of RA as shelters for displaced families prevented the local children from attending kindergarten. Moreover, the actual absence of the kindergarten had the same effect on the children transferred from NK, who were deprived of the opportunity to get pre-school education for the same reason.

Recommendations

1. Social protection of displaced children and families

- 1.1 Develop and adopt a document regulating urgent social protection measures for families in emergency situations (including actions, responsible bodies, scope of responsibilities, types of services provided, cooperation mechanisms of government agencies, coordination formats). Introduce a flexible mechanism of process control and monitoring to ensure efficiency of services delivered to beneficiaries. *(RA Government, MLSA)*
- 1.2 Initiate discussions to revise the list of available social services to make it more targeted, responsive and flexible to different types of emergencies, with a particular focus on expanding the list of services to the most vulnerable children. *(MLSA)*
- 1.3 Develop and introduce a unified database on the needs, services provided and resources offered to families in a difficult life situation. Develop a function and rules for the transfer of personal data between state, public and private institutions - to provide humanitarian assistance. *(RA Government, MLSA)*
- 1.4 Introduce compulsory training on crisis management for all the social field professionals at the undergraduate and postgraduate levels, also organize on-job professional trainings. *(MLSA, International and local humanitarian organizations, Institutions providing education in the field of Social work)*
- 1.5 Introduce (or develop in social services where it already exists) the institute of supportive supervision¹⁰ as a mechanism for the protection and professional support of social professionals. *(MLSA, Professional organizations of social workers, Institutions providing education in the field of Social work)*
- 1.6 Ensure targeted child support (clothing, food, educational supplies, etc.) through a needs assessment and personalized approach. *(MLSA, Services in Social protection system)*
- 1.7 Ensure accessibility and availability of information on social services and support available for people with disabilities. *(MLSA, Services in Social protection system)*

2. Education policy for displaced children

- 2.1 Develop and adopt a special document regulating education policy in emergency situations (including urgent actions of all responsible institutions in the field of education, possible temporary suspension (or flexible changes) of some provisions of the current legislation), priority steps and guarantees at all levels of

¹⁰ Supervision is the transfer of knowledge and skills from the more experienced to beginners, from the ones with richer knowledge to those with less knowledge, to practitioners (Alfred Kadushin, Daniel Harkness, Supervision in Social Work, 5th edition, Columbia University Press, New York 2014, p. 19):

education to meet the minimum educational and social needs of children in a difficult situation). (*RA Government, MESCS*)

- 2.2 Expand the authorization of educational institutions at the local level to make urgent decisions in emergency situations, in particular on the following issues:
 - a) Identify the situations in which educational institutions can take urgent, independent steps (which may even conflict with established rules, orders, and regulations) in the best interests of the child.
 - b) Establish a mandatory procedure for checking the educational needs of a child entering an educational institution, the ultimate goal of which will be to adapt the educational program to the needs of the child.
 - c) Ensure the autonomy and flexibility of the pedagogical community to choose alternative ways and schedules of ensuring educational outcomes in emergency situations. (*MESCS, MTAI, Yerevan municipality*)
- 2.3 Strengthen interdepartmental cooperation and appropriate culture (mutual trust, openness). Clarify the functions of the various departments and their staff in emergency situations to avoid functional overlay. (*RA Government*)
- 2.4 Mapping the capacity and resources of organizations in the field of education to guide them in emergency situations and conduct optimal role distribution. (*MESCS*)
- 2.5 Introduce a unified and common system for collecting and storing data related to childrens' education in emergency situations. Introduce mechanisms for continuous updates of that data. Develop rules for the transfer of collected personal data to state, public and private sector organizations for humanitarian purposes. (*MESCS, MTAI, Yerevan municipality*)
- 2.6 Organize awareness-raising campaigns among both local and displaced families to present the RA educational legislation and guarantees (compulsory education, admission procedures, mandatory documents, obligations of educational institutions, etc.). (*MESCS, MTAI, Yerevan municipality*)

3. Child protection and safe environment in educational institutions

- 3.1 Develop rules for accommodating the needs of children while distributing families by place of residence in emergency situations (especially taking into account the needs of children with SEN). (*MESCS, MLSA*)
- 3.2 Encourage local teachers, children and parents, as well as displaced children and parents to combine their efforts to create a non-discriminatory, safe school environment. (*MESCS, International and local humanitarian organizations, Educational institutions*)
- 3.3 Inform both displaced and local children and their families about child protection and report mechanisms. Discuss the possibility of making the awareness raising activities regular, consistent, for example, by

including it in a few classes of a certain subject. *(MESCS, MLSA, International and local humanitarian organizations, Human rights organizations)*

- 3.4 In order to ensure the protection of children online, regularly discuss the risks associated with Internet, and reflect on the idea of "Safe Internet" for children. *(MESCS, MLSA, International and local humanitarian organizations, Human rights organizations)*
- 3.5 Organize special trainings for the pedagogical community to develop teachers' sensitive, not stereotypical and inclusive approaches to communicating and working with all. *(MESCS, NCEDI, International and local humanitarian organizations)*
- 3.6 Provide ongoing psychological support to both displaced and local children. *(MESCS, International and local humanitarian organizations)*
- 3.7 Ensure access to inclusive community services for children with SEN, as well as access to social and health support services to meet additional needs. Work with all parties involved in the school and at the place of residence to ensure non-discriminatory environment and necessary opportunities. *(MESCS, MTAI, Yerevan municipality, International and local humanitarian organizations)*

4. Accessibility and availability of education

- 4.1 Ensure free and safe transportation of children to educational institutions by the state and LSGBs. *(MTAI, LSGBs)*
- 4.2 Provide each school with a certain number of electronic devices (tablets, computers) to create a reserve. Provide these devices to children from vulnerable groups based on need to ensure their access to online classes/ distance learning. *(MESCS, MTAI, Yerevan municipality)*
- 4.3 Take effective steps to identify and refer out-of-school children to education institutions. Launch the proper electronic subsystem as soon as possible, where data on out-of-school children should be collected. *(MESCS, MTAI, Yerevan municipality)*
- 4.4 Define the functions of community social workers in exercising / ensuring childrens' right to education. If necessary and urgent, attach other people to social workers to assess and effectively meet children's educational needs. *(MESCS, MTAI, MLSA)*
- 4.5 Carry out awareness-raising activities for various state and local agencies, explaining them their roles and responsibilities towards identifying and referring out-of-school children to education institutions. *(MESCS, MTAI, Yerevan municipality)*

- 4.6 Develop systemic solutions to activate the role of guardianship and trusteeship commissions and develop their capacity in identifying, guiding, and supervising out-of-school children. *(MESCS, MTAI, Yerevan municipality)*
- 4.7 Develop and implement an awareness-raising campaign entitled "No Child Left Out of Education", emphasizing the importance of education and the irreversible consequences of education gap. As part of this campaign, specifically target the at-risk groups identified in this needs assessment report that are most likely to drop out of education: first graders and children graduating from 9th grade. *(MESCS, MTAI, Yerevan municipality, International and local humanitarian organizations)*
- 4.8 Provide access and inclusion of all types of educational services for children with SEN. Work with all parties involved in the school to provide a non-discriminatory environment and necessary opportunities for all children. *(MESCS, MTAI, Yerevan municipality, International and local humanitarian organizations)*
- 4.9 In case of impossibility (or lack of desire) to continue their education in secondary vocational education institutions, refer students to high schools, explaining to their caregivers the importance of compulsory education and the responsibilities of caregivers in this regard. *(MESCS, MTAI, Yerevan municipality)*

5. Educational process and educational needs

- 5.1 Conduct a comprehensive assessment of educational content gaps for both displaced and local children. Examine the number of lessons missed by children. *(MESCS, NCEDI, MTAI, Yerevan municipality, International and local humanitarian organizations)*
- 5.2 Compare subject differences (especially in foreign languages) for displaced children and assess the extent of the gap. Assess the complexity of mastering new subjects and the amount of missed material. Identify the missed material during (because of) the online education in NK. *(MESCS, NCEDI)*
- 5.3 Form different groups of children according to the assessed needs, organize either extracurricular or summer school classes for them to fill the educational gap (for both displaced and local children). Pay special attention to developing a knowledge base for children to learn new subjects (especially foreign languages) effectively. *(MESCS, MTAI, Yerevan municipality, International and local humanitarian organizations)*
- 5.4 Continuously encourage teachers (through rewards, privileges, category awards, etc.) who play a significant role in helping children to organize additional catch-up classes. *(MESCS, MTAI, Yerevan municipality)*
- 5.5 Develop solutions to reduce the number of students in overcrowded classes and make the educational process more inclusive. Work with displaced children to help them adjust to the size of the classes in new schools more quickly. *(MESCS, NCEDI, MTAI, Yerevan municipality)*

- 5.6 Provide comfortable facilities for the displaced children to prepare their lessons in schools or other community areas (quiet environment, necessary equipment, electronic devices, literature, stationery, etc.). *(MESCS, MTAI, Yerevan municipality, International and local humanitarian organizations)*
- 5.7 Conduct mapping of out-of-school classes and other forms of extracurricular education classes operating with discount systems or free of charge. Inform children and their caregivers about available opportunities. *(MESCS, MTAI, Yerevan municipality, International and local humanitarian organizations)*
- 5.8 Create a nationwide reserve of textbooks and an online platform designed to facilitate the rapid delivery (redistribution) of textbooks in emergency situations. *(MESCS, Textbook Revolving Fund)*

6. Staff needs in educational institutions

- 6.1 Ensure the presence of psychologists in educational institutions who will work with displaced children and provide appropriate psycho-social support (including online). *(MESCS, MTAI, Yerevan municipality, International and local humanitarian organizations)*
- 6.2 Include the following changes in the reforms in the field of pedagogical training:
- a) Include training on teaching methodology for "sensitive" and "complex" topics (conflict, war, etc.), developing the knowledge, skills and abilities of the pedagogical community.
 - b) Include crisis management training not only in pedagogical training but also in higher pedagogical education.
 - c) Include special training on the social and emotional characteristics of children in emergency situations and the rules for dealing with them. Develop the sensitivity of the pedagogical community, especially in emergency situations.
 - d) Include the component of media literacy in pedagogical education by introducing a special course in order to fill in the gap. Regularly organize seminars and courses on media literacy based on examples from life. *(MESCS, NCEDI, Pedagogical University)*
- 6.3 Provide ongoing psychological support for educators to overcome their own stress and depression. Assist them in developing their self-help and supervision skills through appropriate training and skills development events. *(MESCS, NCEDI, International and local humanitarian organizations)*

7. The impact of crisis on local children

- 7.1 Offer displaced families sheltered in kindergartens of different communities other places for residence so that the kindergartens can serve their original mission of providing pre-school education for both local and displaced children. *(MTAI, Communities, International and local humanitarian organizations)*

- 7.2 Strengthen mutual support mechanisms for displaced and local children by creating open platforms for children to share their experiences. (*Communities, Educational institutions*)
- 7.3 Develop the skills of local teachers and parents to talk to their children about the conflict, to discuss and filter media information. (*NCEDI, Communities, Educational institutions*)