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Teach for Ukraine

Tech-enabled tutoring for learning recovery for adolescents, Ukraine

Disruptions to learning caused by the last two years of pandemic followed by the war in Ukraine will carry high social and economic costs for the country. Teach for Ukraine's tech-enabled tutoring program provides 6 to 8-week learning and socio-emotional support to Ukrainian students in grades 5 to 10 affected by the war.

The problem

Learning loss in Ukraine due to a combination of extended pandemic-related school closures and the Russian invasion are estimated to be over one year[1]. Evidence suggests that traumatic events, such wars, natural disasters, and pandemics, can trigger or deepen the presence of stressors within homes and ultimately impact children's socio-emotional development, learning, and sense of protection[2]. Even before the pandemic, student learning levels were already low - 26 percent and 36 percent of students did not achieve the minimum learning standards in reading and math, respectively[3] - and disparities between disadvantaged and advantaged students were high, equivalent to more than two years of learning gains.

The partner

Teach for Ukraine (TFU) is a non-governmental organization established in 2017. Teach for Ukraine is a partner in a global Teach for All network, spanning more than 60 countries on six continents. The organization engages the best graduates and young professionals from diverse backgrounds to teach for two years in Ukraine's rural high-need schools. Participation in the program is extremely competitive with less than 1 in 10 applicants being selected for the program.

The philanthropic solution

The tech-enabled tutoring program is a 6 to 8-week program designed to provide learning and socio-emotional support to Ukrainian students in grades 5 to 10 who are out of school due to the war. Students are placed in small groups of 4-5 students and receive tutoring three days per week for a total of 6 one-hour sessions each week. At least 25% of the tutoring time in each week is dedicated explicitly to psychosocial support. Each group is assigned three tutors who have specific training to deliver academic content and who have also been trained on providing psychosocial support to students.

The World Bank supports the evaluation of this program which consists of multiple rounds to inform the program's scalability. The multiple rounds will allow for the testing of implementation effectiveness, the validation of instruments as well as the evaluation of variations in content delivery, length, and group structure of the program itself.

The evidence

Existing evidence shows that high dosage small group tutoring involving one-on-one or small-group instruction is one of the most versatile and potentially transformative educational tools today. Although in-person tutoring programs have many benefits, they are prohibitively expensive to implement at scale. Yet, technology can enhance the design and delivery of small group tutoring with speed, scale, and low marginal costs, which is also particularly suitable for contexts affected by conflict. Overall, the evidence points to two key benefits of tutoring: providing a massive increase in personalized instruction enabling teaching at the right level[4], and fostering mentoring relationships and human connection which affect development of cognitive and socioemotional skills[5].
Early results of the first program iterations show high student attendance of 75%.

The impact

- By end of 2022, the program will reach 2,800 war-affected adolescents with tech-enabled tutoring to improve their academic performance, socio-emotional skills, aspirations, and psychological well-being

- Building the evidence base for scale up of the tech-enabled tutoring program to inform national adoption by the Ukrainian government

Location	Ukraine
Target group	Children 10-16 years old
Partner(s)	Teach for Ukraine, World Bank
Grant total	USD 800,000
SDG(s)	4
Duration	6 months
Program ID	53296

Source: [1]Angrist et al, 2022; [2]Quintana-Domeque and Ródenas-Serrano, 2017; Almond et al. 2018; Camacho, 2008; [3]PISA, 2018 [4]Banerjee et al., 2015 [5]Kosse et al., 2020.

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