

save **ED** ANNUAL REPORT

saved.foundation



OUR 2025



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CHAPTER 1

1

YEAR OVERVIEW



WHO WE ARE

savED

savED is an international charitable foundation that restores life in war-affected communities through educational, social, and infrastructure solutions.



At the core of savED's work is a comprehensive approach. In communities affected by war, we implement infrastructure solutions that restore physical access to education, combined with educational programmes, youth engagement, professional training, and psychosocial support for educators. Through this approach, we help communities build resilience, develop ambitions for growth, and independently seek pathways for improvement.

WHERE WE WORK

📍 **CHERNIHIV OBLAST**

📍 **KYIV OBLAST**

📍 **SUMY OBLAST**

📍 **KHARKIV OBLAST**

📍 **DNIPROPETROVSK OBLAST**

📍 **MYKOLAIV OBLAST**

📍 **ZAPORIZHZHIA OBLAST**

📍 **ODESA OBLAST**

📍 **KHERSON OBLAST**

THANKS TO OUR WORK IN 2025:

+ 228 000
CHILDREN

felt supported — in their learning, development,
and the simple everyday joys of childhood

+ 50 000
CHILDREN

caught up on learning losses, lesson
by lesson, together with us

+ 5000
CHILDREN

to sit at their desks again for the first time
since the start of the full-scale invasion

116
COMMUNITIES

ACROS 9
REGIONS

became part of our
shared effort to restore
life through education

10
SHELTERS

in schools and kindergartens
were renovated

«THE YEAR'S BIG STORY» (PERVOMAISKE — THE VILLAGE NOW CALLED ZAVODSKE)

REASON TO RETURN HOME

📍 Zavodske, Mykolaiv oblast

After eight months in an active combat zone and partial occupation — with all educational institutions destroyed or damaged — the village of Zavodske, known as Pervomaiske until June 2025, began returning to normal life only in November 2022.

Of more than 800 children who had lived and studied in the community before the full-scale invasion, only 50 remained by early 2023. The few who remained were limited to remote learning only — facing a shortage of teachers and technical equipment, unstable internet access, and frequent power outages.



« **Children and their parents constantly needed in-person interaction. The psychological condition of the children required attention, and learning outcomes were very low. The community had no capacity to create conditions for meetings or to help students catch up on learning losses** »

Iryna Lukashevych, head of the department of education.

When the first families with children began returning to Zavodske in early 2023, the need for dedicated educational spaces became urgent. The opening of the EduHive youth educational center in 2023, established in a surviving outpatient clinic in partnership with Crown Agents Ltd, marked a turning point for the community.

Ms. Iryna emphasizes:

« **The opening of the EduHive became the starting point for restoring the educational process. Parents, teachers, and residents gained confidence that recovery would happen — that there was a reason to return home.** »

And this was only the beginning: more children returned, and more infrastructure solutions were created to support their learning. Later in 2023, next to the EduHive, the foundation equipped a shelter in the basement of a five-story residential building.

As more families continued to return, the need for a larger educational space grew. As a result, in partnership with IREX, with the support of USAID and the community itself, a modular school — Pervomaiskyi Lyceum — was built in 2025. Six spacious classrooms equipped with modern technology, an accessible restroom, a

teachers' room, a server room, and a nearby shelter were included. A ramp, high-quality ventilation, stable internet access, and alternative energy sources ensured uninterrupted learning under any circumstances.

BY THE END OF 2025
Pervomaiskyi Lyceum

EMPLOYED

25 TEACHERS,

SERVED

235 STUDENTS,

including four internally displaced children from the Kherson oblast.

Students from different grades attend classes in shifts — combining in-person and remote learning. Every day, 80 students are transported to the lyceum by school buses from surrounding villages. Local teachers have completed training in both trauma-informed approaches and learning loss recovery, enabling them to provide the necessary support to students, parents, and colleagues.

Last year, students in grades 5, 7, 9, 10, 11 caught up on learning losses in mathematics, Ukrainian history, Ukrainian language, and English.

Inna Moskalyk, deputy principal of the lyceum, says:

« **No technology can replace live communication. You can see in a child's eyes when they don't understand and where repetition is needed.** »

When the number of preschool and primary school children in the community exceeded 200, the foundation and the community jointly decided to expand the educational space within the outpatient clinic. What began as a single equipped room has grown into an EduHive center occupying an entire floor of the medical facility.

Lessons and catch-up classes, clubs, scientific experiments, film screenings, board games, and meetings of teachers, volunteers, and local residents — the EduHive is alive every day, bringing the community together. From the oldest residents to the youngest children, whose number in the educational space now exceeds one hundred depending on the season.

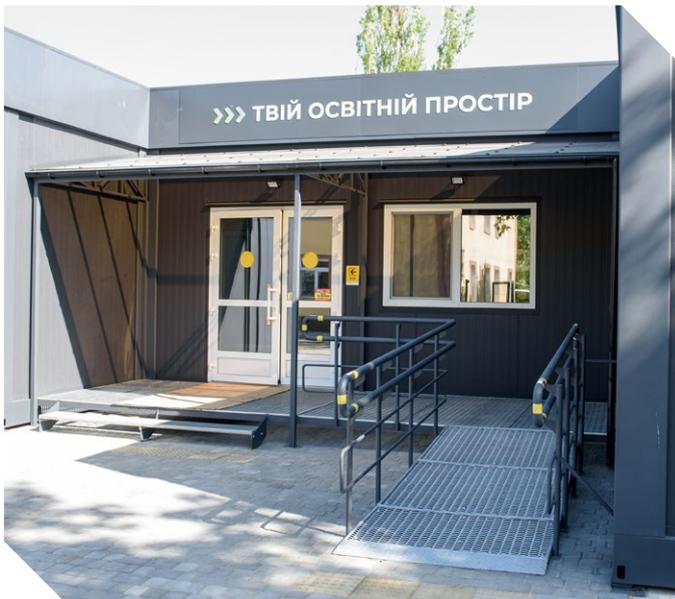
Within the UActive educational program, active teenagers from Zavodske engage in civic initiatives, strengthening intergenerational trust and fostering responsibility for the future of their community.



In a settlement that experienced the total destruction of its educational infrastructure, this comprehensive approach to creating educational spaces has become one of the key steps toward restoring access to education for local school-age children. It has the potential to trigger a wave of residents returning home, revitalize social life, and become a new starting point for the community's recovery.

Iryna Lukashevych says:

« **A community's life changes when there are people — when there are children. That means development and stability** »



savED's comprehensive approach to restoring community life through the renewal of education — as demonstrated in Zavodske — has become a starting point for relaunching the settlement's vital processes. Because life truly continues when people return and children are learning.

When children have the opportunity to learn offline, develop social skills, and receive quality education, the community invests in its own resilience. The restoration of life through education in Zavodske is a joint effort of the foundation and its partners who share a deep commitment to Ukrainian children — Plan International, United States Agency for International Development (USAID), IREX, The LEGO Group, Lenovo, GlobalGiving, and Crown Agents Ltd.



HOW YOU CAN GET INVOLVED

Would you like to create impact together with us? We invite you to join in a way that feels right for you — we'll help find the form of support that matches your interests and capacity.

FINANCIAL SUPPORT

▶ **RENOVATE OR EQUIP**

a shelter with furniture _____ from \$2500 ↗ **\$230 000**

▶ **ESTABLISH**

an EduHive learning centre _____ from **\$60 000**

▶ **SUPPORT THE OPERATION**

of an EduHive learning centre _____ from **\$11 500** per year for one centre

▶ **FUND**

a project by participants
of the UActive programme — with a contribution of any size, or fully — from **\$5000**

▶ **COVER THE COST**

of a teacher training or educational retreat

CONTRIBUTING YOUR PRODUCT OR EXPERTISE

- ▶ **PROVIDE GIFTS**
for an event at an EduHive learning centre or for an educators' retreat.
- ▶ **OFFER**
educational products or deliver a lecture in our learning spaces.

ADVOCACY & COMMUNICATION SUPPORT

- ▶ **JOIN OR AMPLIFY**
our campaign on social media. Co-create an advocacy or communication initiative with us.

MENTORSHIP SUPPORT FOR YOUTH

- ▶ **SUPPORT PARTICIPANTS OF THE UACTIVE PROGRAMME**
starting from \$0. You can contribute not only financially, but also by becoming a mentor or motivational speaker!

MEDIA SUPPORT

- ▶ **PARTNER WITH US**
on a media piece highlighting our projects and the people whose lives they have changed.



CHAPTER 2

2

YEAR IN DETAIL



2.1

A WORD FROM THE CO-FOUNDERS AND DIRECTOR



We remained committed to our defined priorities and tools of support, which are described in this report, and did not disperse our efforts across random initiatives. savED continued to develop not as a collection of unrelated projects, but as an institution with a clear logic of work. We strengthened our team and operational approaches around our core directions to scale quality and results — not just the number of activities.

FOR SAVED, 2025

**WAS A YEAR OF STAYING FOCUSED
AND DELIVERING ON OUR MISSION
UNDER THE PRESSURE OF WAR**

Working in frontline communities became even more difficult, especially in the second half of 2025. The advance of enemy forces, forced evacuations, and a sharp increase in air attacks complicated efforts to return children to in-person or hybrid learning. Learning in shelters, unfortunately, did not lose its relevance — on the contrary, it became even more necessary.

IN THESE CONDITIONS, THE MOST IMPORTANT THING IS NOT TO «DO EVERYTHING», BUT TO DO WHAT TRULY IMPROVES CHILDREN'S LIVES WITHIN THIS REALITY.

THREE KEY SHIFTS IN 2025:



EXPANSION TO NEW REGIONS:

Sumy, Kherson, and Odesa oblasts.

SCALING OUR SUPPORT TOOLS FOR COMMUNITIES:

the reach of all programmes grew significantly, and the EduHive network doubled in size.

MORE COMMUNITIES RECEIVING A «FULL PACKAGE» OF SUPPORT:

safe learning spaces, learning loss recovery, a programme for teenagers, and psychosocial support for educators — ensuring sustainable impact rather than isolated interventions.

Against this backdrop, savED grew stronger as an institution. During 2025, the team doubled in size and now includes more than 100 professionals. This growth allowed us to maintain scale, but it also tested the quality of our management systems. In 2025, we fully transitioned from a project-based structure to functional management: clearly defined roles, no duplication of responsibilities, and transparent accountability from task to result.

An important milestone was our cooperation with the Swedish agency Sida, particularly in strengthening savED institutionally. We began systematically implementing Sida's audit recommendations related to institutional development — from strategic governance and planning to financial management, HR processes, project and organisational policies, as well as digital and physical security for the team.

OUR GOAL IS TO BUILD AN INSTITUTIONALLY CAPABLE, TRANSPARENT, ACCOUNTABLE, AND SUSTAINABLE ORGANISATION



Despite a challenging funding environment in 2025 — including the closure of USAID programmes at the beginning of the year — we maintained our ability to implement priority programmes and retained our team. This was made possible by diversified funding sources and the absence of critical dependence on one or two partners. At the same time, the situation surrounding U.S. funding became an important lesson and reinforced the need for further diversification.

We are writing these words at a time when the situation in Ukraine has grown even more difficult: russia's continued attacks on energy infrastructure, cold weather and blackouts, the forced return of millions of children to remote learning, and the evacuation of communities in Dnipropetrovsk oblast, where savED operates.

We have a plan for 2026, but we understand

THAT WE MUST REMAIN FLEXIBLE — RESPONDING TO CHANGES IN CONTEXT AND SUPPORTING COMMUNITIES ACCORDING TO THEIR EVOLVING NEEDS

We work for one purpose: to create meaningful change in the lives of Ukrainian children through educational and social solutions that deliver measurable impact for communities and respond to the realities and consequences of war.

We build partnerships as shared work — where each partner brings added value, and where responsibility and transparency are distributed as clearly as the results for which we remain accountable to communities. If this approach resonates with you, we will be glad to move forward together in 2026.



Anna Novosad,
co-founder,
director
of strategic
development



Anna Putsova,
co-founder,
director
of initiative
implementation



Anastasiia Klímina,
director

HOW WE WORK

OUR VALUES



COURAGE

we have the courage to act in the most challenging conditions and to support communities in the most remote war-affected regions.

COMMITMENT

we are committed to every project, every child, and every community where our support can change lives.

EXPERTISE

we combine professionalism, hands-on experience, and a deep understanding of educational and social processes.

INTEGRITY

in every step of our work, from decision-making to project implementation.

LIFE-AFFIRMING APPROACH

we do not simply restore what was lost; we create hope and open paths to new life.

SYNERGY

we believe in the power of collaboration: our impact is the result of close cooperation with partners and communities.

CONFIDENCE

we move decisively toward our goals, knowing that our work truly changes the world around us.



THEORY OF CHANGE: SAVED'S PATH TO IMPACT

savED operates from the conviction

THAT EDUCATION IS ONE OF THE KEY DRIVERS OF COMMUNITY RESILIENCE AND A PREREQUISITE FOR LONG-TERM DEVELOPMENT.

In response to the challenges of war, savED combines infrastructure solutions, educational programmes, and work with communities' social capital.

The foundation builds on its own expertise in restoring educational environments, working with children, teenagers, and educators, as well as on flexible fundraising models and a strong interdisciplinary team.

This enables savED to adapt solutions to the specific context of each community and respond to war-driven needs in a timely and effective way.

AT THE FIRST STAGE OF COOPERATION, SAVED RESTORES PHYSICAL AND SOCIAL ACCESS TO EDUCATION.

Through the creation and support of learning spaces, the renovation and equipping of shelters, and the development of safe environments for learning, the foundation returns children's access to offline education and informal development.

Concurrently, savED addresses the consequences of learning loss and psycho-emotional exhaustion.

Through learning-loss recovery and socio-emotional support programmes, children gradually regain foundational knowledge, learning skills, and self-confidence. Educators, in turn, gain access to training, professional support, and tools that help them work under prolonged stress and remain motivated within their communities. This improves the quality of the educational process and reduces the risk of teacher burnout.



A separate strategic focus is work with adolescents and youth.

savED is guided by the belief that community recovery is impossible without the active participation of young people. Through dedicated programmes, the foundation helps teenagers better understand their strengths, see development opportunities within their own regions, and build motivation to stay and contribute to recovery efforts. The formation of alumni communities strengthens the long-term impact of these programmes and creates networks of young change-makers within communities.

To scale its impact, savED invests in analytics, public communications, and advocacy.

Research, partner-driven media projects, and engagement with opinion leaders help strengthen public understanding of education's role in national recovery and foster a culture of supporting educational initiatives both in Ukraine and internationally.



ALL OF THIS IS MADE POSSIBLE THROUGH THE INTENTIONAL DEVELOPMENT OF THE ORGANISATION ITSELF.

savED consistently strengthens its institutional capacity, transparent governance processes, internal coordination systems, and partnerships. Financial sustainability and accountability build trust among Ukrainian and international partners, opening access to resources for continued work in emergency and crisis contexts.

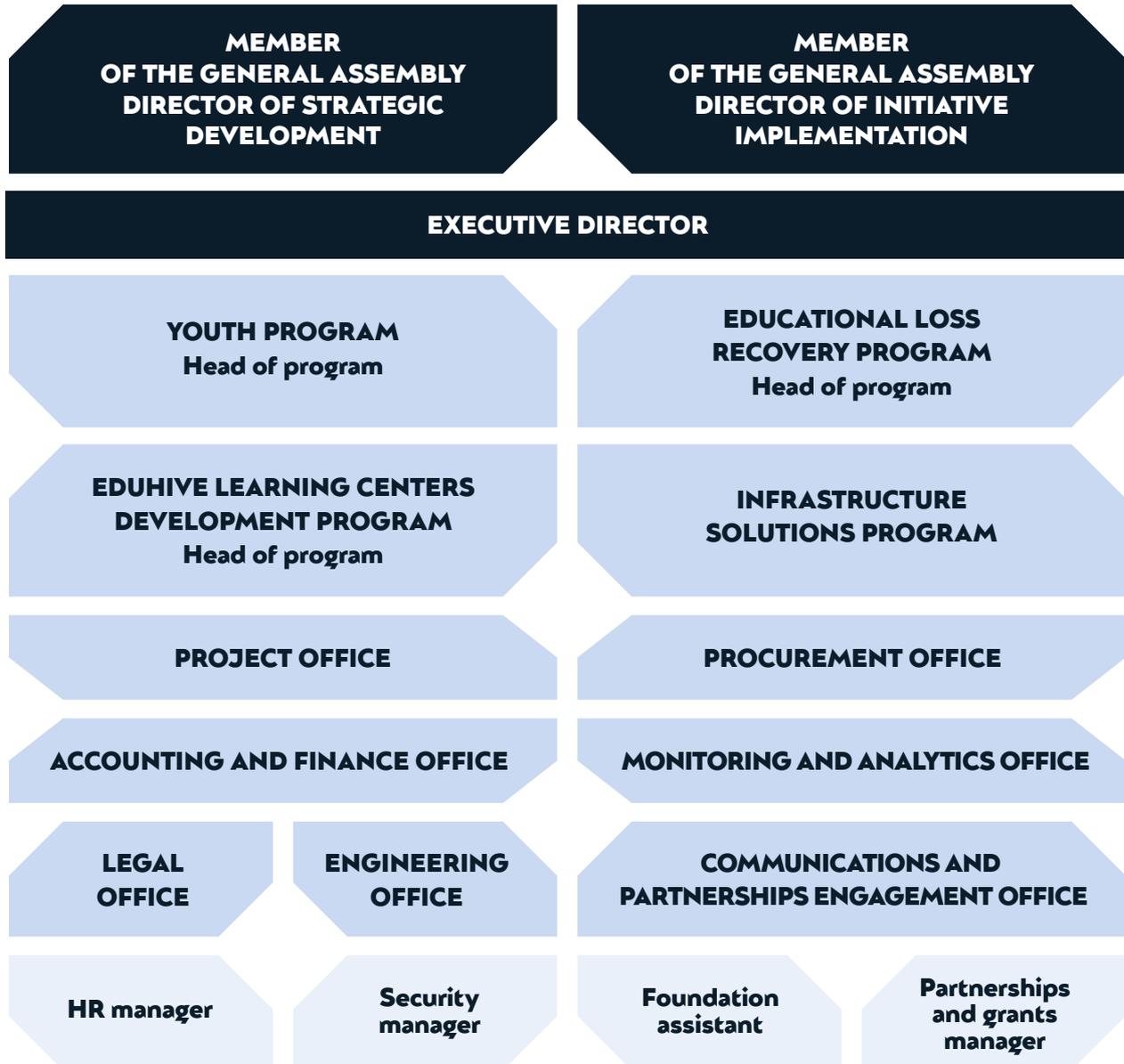
As a result, children in war-affected communities regain access to safe education, socialise, and develop skills essential for learning and life.

Educators become more resilient and professionally prepared to work in crisis conditions. Young people see prospects within their communities and are ready to take part in recovery. Communities gradually rebuild, strengthen social capital, and become more attractive for families with children.

Through systematic work with education, people, and institutions, savED contributes to the long-term resilience of war-affected communities and to Ukraine's overall recovery.



FOUNDATION STRUCTURE AND TEAM



UKRAINE IN 2025: WHAT PARTNERS SHOULD KNOW



IN 2025, RUSSIA DROPPED ON UKRAINE

more than

**60 000 AERIAL
BOMBS,**

launched

2400 MISSILES

and used over

**100 000
DRONES,**

while air raid alerts sounded at least

19 000 TIMES.

Since the beginning of russia's full-scale invasion of Ukraine, the UN Human Rights Monitoring Mission in Ukraine has documented at least

14 383 CIVILIAN DEATHS,

including

738 CHILDREN,

as well as

37 541 CIVILIAN INJURIES,

including

2318 CHILDREN

(data for 10 months, from January to October)

According to the Institute for the Study of War,

**SINCE 1 JANUARY 2025
RUSSIAN FORCES HAVE SEIZED
APPROXIMATELY**

**4669 SQUARE
KILOMETRES**

**(0.77% OF THE TERRITORY)
IN UKRAINE.**

**4456
EDUCATION
INSTITUTIONS**

**HAVE BEEN DAMAGED BY
BOMBING AND SHELLING,**

**408
OF THEM COMPLETELY
DESTROYED.**

In Ukraine

**400,000 AND
450,000 SCHOOL
STUDENTS**

(15% OF THE TOTAL) study remotely.

Another approximately

350,000 STUDENTS

are abroad but continue studying
in Ukrainian schools

Therefore, in total around

**800,000
CHILDREN**

**ARE STUDYING
REMOTELY IN
UKRAINIAN SCHOOLS**

Most of those who remain
in the country and study in
this format live in frontline
territories.

According to various estimates, since the beginning of the full-scale invasion

AROUND

1.7 MILLION YOUNG UKRAINIANS HAVE ENDED UP ABROAD

(including university students, school students, and young people who left the country for safety or educational reasons).

WHAT HAS CHANGED SINCE 2022–2024

- ▶ From November 2025, the Government of Ukraine approved the **MANDATORY EVACUATION OF CHILDREN** together with their parents or legal representatives from certain settlements in **CHERNIHIV, DNIPROPETROVSK AND ZAPORIZHZHIA OBLASTS** to reduce risks for children in frontline communities. Since 1 June 2025, almost 150,000 people have been evacuated from frontline territories, including nearly 18,000 children.
- ▶ **160,000 CHILDREN** who studied remotely last year have **RETURNED TO CLASSROOMS** this academic year. The highest share of students who were able to transition from remote to in-person learning during the year was recorded in frontline regions. For central and northern oblasts, this indicator is around 50%, while for western oblasts it is only 25%.

▶ **11 235 SCHOOLS (90 %)** have shelters of various types; however, their condition and equipment vary significantly. In total, **645 SCHOOLS DO NOT HAVE SHELTERS.**

▶ The construction of underground schools continues. **AS OF THE END OF THE YEAR, 40 SUCH FACILITIES ARE OPERATING** in Zaporizhzhia, Kharkiv, Sumy, Chernihiv and Kherson oblasts. **IN TOTAL, 221 UNDERGROUND SCHOOLS ARE PLANNED.**

▶ After restrictions on travel abroad for young men (aged 18–22) were eased in August 2025, the number of men in this age group crossing the border increased significantly. For example, **NEARLY 100,000 MEN AGED 18–22 LEFT THE COUNTRY OVER SEVERAL MONTHS IN AUTUMN 2025.**



▶ In 2025, russia **CONTINUED TARGETED ATTACKS ON UKRAINE'S ENERGY SYSTEM, USING NEW TACTICS AND IMPROVED WEAPONS.** While earlier strikes on energy infrastructure were dispersed, the enemy now attacks two or three regions simultaneously, **MASSIVELY DESTROYING DISTRIBUTION AND GENERATION SYSTEMS WITHIN A REGION, CAUSING EMERGENCY OUTAGES AND PROLONGED RECOVERY PERIODS.**



CONSEQUENCES OF THE FOURTH YEAR OF RUSSIA'S FULL-SCALE INVASION OF UKRAINE

PHYSICAL LOSSES OF EDUCATIONAL INFRASTRUCTURE:

due to the destruction and damage of schools, opportunities for safe in-person learning are limited, and schools are forced to operate in blended or remote formats.

LIMITED ACCESS TO ONLINE EDUCATION:

disruptions in electricity and connectivity — especially during the autumn–winter period — make access to remote learning difficult. Children in frontline communities suffer the most, as they often have no option for in-person learning at all.

NEGATIVE PSYCHOLOGICAL IMPACT ON CHILDREN AND EDUCATORS:

recent studies by UNICEF and the Ministry of Education and Science of Ukraine indicate deteriorating mental health and increasing psychological challenges among learners and educators overall.

EDUCATIONAL LOSSES:

prolonged remote or blended learning caused by security risks and migration has widened the gap in Ukrainian students' learning outcomes compared to international benchmarks, particularly in reading and mathematics.

THE DEPARTURE OF CHILDREN AND YOUNG PEOPLE FROM UKRAINE

for education, safety and career opportunities creates additional challenges for education, local communities and the labour market, and exacerbates demographic ageing and the shortage of young professionals.



THE ROLE OF SAVED

Due to the factors listed above, there is a need for comprehensive support for education, as reflected in the Strategic Activity Plan of the Ministry of Education and Science of Ukraine and the Education Cluster Humanitarian Response Plan for emergencies. savED's activities are aligned with state and humanitarian priorities and address the following challenges in Ukrainian education:

1 RESTORING EDUCATIONAL INFRASTRUCTURE AND SAFE LEARNING CONDITIONS

savED restores the operation of education institutions and equips safe underground educational spaces that can be used for continuous learning during air raid alerts.

2 CREATING COMFORTABLE SPACES FOR LEARNING AND SOCIALISATION OF CHILDREN

through supporting and developing the EduHive learning centres network, which serves as a rapid educational solution where educational infrastructure has been damaged or lost, or transforms into modern hubs of formal and non-formal education within operating schools.



3 THE EDUCATION LOSS RECOVERY PROGRAMME

is implemented by the foundation in 6 oblasts of Ukraine. It covers core school subjects and not only enables students to catch up on missed lessons but also helps children adapt to offline learning and school life.

SOCIAL AND EMOTIONAL LEARNING (SEL) FOR STUDENTS AND PSYCHO-EMOTIONAL SUPPORT PROGRAMMES FOR EDUCATORS

are cross-cutting components of the foundation's other instruments. They help children develop live communication skills and cope with war-related stress, and support educators in sustaining their work in frontline communities.

THE UACTIVE PROGRAMME FOR TEENAGERS FROM FRONTLINE AND WAR-AFFECTED COMMUNITIES IN UKRAINE

combines practical skills development, project-based learning and real opportunities for social change in their communities. UActive strengthens social connections and civic engagement and increases young people's motivation to remain and build their future in Ukraine.



OUR AREAS OF WORK AND RESULTS

2.4.1

RESTORING ACCESS TO OFFLINE EDUCATION

THE PROBLEM AND CONTEXT

In 2025, returning to offline learning for thousands of Ukrainian children remained impossible without a safe space nearby. In some communities where the foundation operates, air raid alerts began sounding even more frequently (such as in Synelnykove district in Dnipropetrovsk oblast), and education institutions experienced new air attacks and, as a result, new destruction.

Even where buildings survived, the lack of a properly equipped shelter that allows the educational process to continue means constant interruptions of learning or a complete transition to online education. For primary school students, this is especially critical: prolonged remote learning deepens educational losses, complicates socialisation, and affects children's psycho-emotional well-being.

At the same time, the scale of destruction of educational infrastructure is such that full recovery may take years, and in some cases is impossible in the short term. But children cannot “pause” their childhood and education. This is why solutions are needed that restore live learning here and now — even in difficult conditions.

SAVED’S APPROACH

We work on restoring access to offline education in a comprehensive way, combining safety, quality space, and educational content. Our approach is based on the principles of long-term impact, thoughtful design, strong educational programming, and community engagement.

SHELTERS

We believe that a school shelter is not just a place to wait out an air raid alert. It must be a space where learning can continue without interruption. For us, the sense of comfort for children and adults is critically important — and this shapes our design solutions and renovation budgets. We renovate basement spaces comprehensively: with waterproofing, ventilation, soundproofing, heating, lighting, and toilets. We also equip them with ergonomic furniture, technology, books, and board games.



TEMPORARY SCHOOLS

In communities where schools suffered significant destruction, we repurpose surviving premises — palaces of culture or other public buildings — to meet educational needs. Such temporary schools in settlements along the line of active hostilities often remain the only places where children can study offline. Even if classes are held in shifts, this is significantly better than continuous online learning or daily travel to other communities.

MODULAR SCHOOLS

Together with partners, we have introduced modular temporary educational spaces — comfortable, bright, and warm buildings with several classrooms, a teachers' room, and an inclusive toilet. These small but functional facilities make it possible to launch full-fledged offline learning within a short timeframe.



LEARNING CENTRES

EduHive learning centres, as well as learning centres established by UNICEF and savED, have become one of the foundation's main tools for supporting children in affected communities. They operate where schools are destroyed, damaged, or unable to function due to the security situation. These are not only comfortable and well-equipped spaces, but also programmes for additional classes, education loss recovery, tutor support, extracurricular activities, and teachers' professional development.

For small communities, such centres often become hubs of safety and hope: even if there are few children, an EduHive makes it possible to return to a normal offline childhood. Over time, these spaces grow into hubs for the entire community — venues for the National Multi-Subject Test (NMT), academic competitions, meetings, and joint initiatives.



KEY ACHIEVEMENTS IN 2025

- ✓ Renovated and equipped **10 EDUCATIONAL SPACES:** in Mykolaiv oblast (6) and Kharkiv oblast (4).
- ✓ Thanks to our shelters, **MORE THAN 5,000 CHILDREN** returned to learning.
- ✓ Opened **89 LEARNING CENTRES** in Dnipropetrovsk (33), Zaporizhzhia (27), Kharkiv (13), Mykolaiv (6), Sumy (5), Chernihiv (3), Kyiv (1), and Kherson (1) oblasts. The total number of centres established by savED reached 164.
- ✓ Of these, **3 CENTRES ARE DIY EDUHIVES.**
- ✓ Supported the operation of **129 LEARNING CENTRES.**
- ✓ **48,600 CHILDREN** visited the learning centres, resulting in **MORE THAN 832,000 VISITS OVER THE YEAR.**
- ✓ Opened **2 LEARNING CENTRES FOR TEACHERS** in Dnipropetrovsk and Zaporizhzhia oblasts.
- ✓ In **PARTNERSHIP WITH IREX**, opened **3 MODULAR SCHOOLS** in Mykolaiv oblast.



COMMUNITY CASE

EDUHIVE IN THE SETTLEMENT OF LYPOVA DOLYNA

 Community: Lypovodolynska
Region: Sumy oblast



From the first weeks of the full-scale war, educators in Lypovodolynska community faced numerous challenges. Schools were forced to switch to remote learning: in the absence of shelters and under constant danger, returning children to classrooms became impossible. School and municipal premises took on a different role — becoming hubs for humanitarian aid and shelters for internally displaced people from the most affected districts of the oblast.

Lypovodolynska community remains part of border-area Sumy oblast, which is regularly shelled by Russian forces. In this reality, the need for additional educational and social spaces for children is particularly acute.

In 2025, savED began operating in Sumy oblast — a new region for the foundation. During the year, we established five EduHive digital learning centres here, one of which opened in Lypova Dolyna. This became possible within the framework of the 2024–2026 Multi-Year Resilience Programme, supported by Education Cannot Wait — the UN global fund for education in emergencies and protracted crises.

The EduHive has become a place where children can study, communicate, and feel supported. The centre is equipped with computers, STEM kits, interactive equipment, board games, and books. But its greatest value is the atmosphere of safety, trust, and genuine interest, in which every child feels that their thoughts, ideas, and curiosity truly matter.

Iryna Vovk, principal of the lyceum where the EduHive was established says:

“ **In our community, the security situation does not allow children to return to full in-person learning. That is why students gladly come to the EduHive after school hours. Here they have interactive classes, an English speaking club, STEM activities, and creative workshops. It pains me deeply that because of the war children cannot attend school, sit at their desks, and communicate live with teachers and classmates. Spaces like this at least partially help fill that loss.** ”

COMMUNITY CASE

A SHARED UNDERGROUND EDUCATIONAL SPACE FOR A SCHOOL AND KINDERGARTEN IN MYKOLAIV

 Community: Mykolaivska
Region: Mykolaiv oblast

In the first months of the full-scale invasion, part of the settlements in Mykolaiv oblast were occupied, and the oblast itself became one of the key regions of resistance in southern Ukraine. Mykolaiv, a Hero City, lived for a long time under continuous shelling and a constant sense of danger. Education in these conditions became particularly vulnerable: classes were repeatedly interrupted by air raid alerts, and the lack of equipped shelters significantly limited opportunities for safe learning and live communication for both school students and preschool children.



In summer 2025, with the support of the LEGO Foundation, we equipped three modern shelters in Mykolaiv based in kindergartens and schools. One of them was created as a shared shelter for a preschool institution and a gymnasium.

We transformed the underground space into a fully functional educational environment with learning and play zones. For preschool children, we installed beds so they could rest and recover in safe and calm conditions. The total area of the renovated shelter exceeds 1,230 square metres.

Today, this hub simultaneously serves as a space for learning and support for both kindergarten pupils and gymnasium students and is the largest educational shelter in Mykolaiv. The total cost of equipping this shelter exceeded UAH 18 million.

2.4.2

CATCHING UP ON EDUCATIONAL LOSSES



THE PROBLEM AND CONTEXT

Frequent interruptions of lessons due to air raid alerts and power outages, prolonged online learning, and children's social isolation caused by the war have significantly deepened educational losses. Today, these losses have already become systemic and cumulative in nature. According to diagnostic testing conducted within various foundation programmes, the majority of students are unable to complete more than half of the tasks in key subjects from the previous two academic years. In effect, every second topic needs to be revisited and recovered.

These results reflect not only knowledge gaps. They also indicate decreased learning motivation, growing self-doubt, and a loss of the sense of achievement. Students struggle to concentrate, interact with peers, and learn systematically. In such conditions, school mechanisms

alone cannot compensate for the full scale of educational losses: teachers are overloaded, there is a shortage of ready-made methodological solutions (programmes and materials), and formal grades often do not reflect the actual level of content mastery.

SAVED'S APPROACH

The foundation's educational loss recovery programme has evolved from pilot and experimental formats into a scalable, comprehensive system with a clear methodology.

Our approach is based on combining academic and socio-emotional support. We address real learning gaps through diagnostics and targeted lessons, while simultaneously restoring children's ability to learn, their confidence, motivation, and sense of safety and support.

KEY ELEMENTS OF THE APPROACH INCLUDE:

- ▶ proprietary methodologies and lesson scenarios adapted to wartime conditions;
- ▶ modern workbooks designed to motivate students and simplify teachers' work (allowing lessons to continue seamlessly even after relocation to a shelter);
- ▶ systematic teacher training and methodological support;
- ▶ a clearly structured organisational vertical within the team that ensures consistent quality during scaling.

The learning process focuses on mastering the most essential topics in Ukrainian language, mathematics, English, and the history of Ukraine. Each lesson is dynamic and includes socio-emotional regulation practices. There are no grades — only baseline and final diagnostics. This format reduces fear of making mistakes, restores interest in learning, and strengthens children's intrinsic motivation. Our principle is simple: catching up is a safe space for gradually returning to confident learning.

Another important component of our work is our approach to organising operational processes in cooperation with teachers. We create conditions in which they can focus on their primary role — teaching children — without being distracted by organisational matters. To achieve this, we systematically develop a team of methodologists and design programmes so that educational content specialists focus on content development, while project managers take responsibility for process coordination, performance indicators, and organisational tasks such as procurement of learning materials.



KEY ACHIEVEMENTS IN 2025

- ✓ **50,900 STUDENTS** participated in educational loss recovery programmes across 7 oblasts;
- ✓ **2,500 TEACHERS** delivered catch-up lessons;
- ✓ a ready-to-use package of programmes, lesson plans, and workbooks for students and teachers was developed (**28 COMPREHENSIVE SOLUTIONS**) for educational loss recovery;
- ✓ teachers consistently report that **SAVED'S MATERIALS AND METHODOLOGIES** extend beyond the catch-up programme and are integrated into regular school lessons, improving their quality and student engagement;

- ✓ a data analytics system was established in the form of interactive dashboards with filtering options (attendance, academic performance, task completion by subject, children with special educational needs, internally displaced students, etc.)



2.4.3

TEACHER SUPPORT AND RESILIENCE



THE PROBLEM AND CONTEXT

Because of the war, Ukrainian educators are experiencing extraordinary pressure. In addition to their professional responsibility for teaching children, they often live and work in a state of chronic stress, loss, and uncertainty. This is especially acute in communities directly affected by hostilities.

In such conditions, teachers are forced to perform multiple roles simultaneously: delivering lessons, providing emotional support to children, responding to crisis situations, and coping with their own exhaustion. We recognise that without an emotionally resilient adult, a high-quality and safe educational process is impossible. That is why supporting teachers in communities is a critically important area of our work.

SAVED'S APPROACH

The foundation has developed a support programme for educators and tutors aimed at restoring internal resources, strengthening resilience, and developing practical skills for working in conditions of prolonged crisis.

We collaborate with experienced Ukrainian psychologists, coaches, and mental health specialists who help participants better understand the processes of stress and trauma and master practical self-support

tools. The programme covers crisis psychology, tension reduction techniques, conflict resolution (the teacher's role as mediator), art

therapy, and the development of emotional intelligence as a resource for overcoming both educational and psychological losses.

KEY BENEFITS OF THE PROGRAM

- ▶ **TARGETED SUPPORT.** Participation in the programme is free of charge. It is designed for teachers and tutors from the most affected regions, where the need for psycho-emotional support is most acute.
- ▶ **DEPTH AND FORMAT.** The programme consists of five modules (20 online training sessions), culminating in a five-day educational and restorative retreat. In addition, participants take part in supervision meetings with experts (10 hours), receiving feedback and continued support after the main activities conclude.
- ▶ **FOCUS ON PERSONAL RESOURCES.** We go beyond theory and help teachers identify their own sources of strength, meaning, and practical ways to prevent emotional burnout. For many participants, the programme becomes a safe space of trust, support, and professional community.



KEY ACHIEVEMENTS IN 2025

- ✓ **78 TUTORS** from communities in Mykolaiv, Kharkiv, and Chernihiv oblasts participated in the programme;
- ✓ tutors completed **THE SIX-MONTH SUPPORT PROGRAMME**, received certificates of completion, and participated in supervision sessions;



PARTICIPANTS HIGHLIGHTED THE FOLLOWING POSITIVE ASPECTS OF THE PROGRAMME:

- ▶ the importance of focusing on personal resources, which can also benefit students;
- ▶ the cumulative effect of the programme: over the six months of engagement, participants began to observe a positive impact on their professional and personal growth;
- ▶ the formation of a meaningful professional community: tutors who participated in the programme also joined other foundation initiatives, including the development of the youth track. These results indicate the formation of a sustainable educator community within the foundation.

PARTICIPANT TESTIMONIALS



My journey with savED has been a journey of returning to myself. Not abrupt or loud, but very quiet, gentle, and honest... Each meeting seemed to remove another layer of tension, pain, and accumulated fatigue. I began to feel that I once again had the right to breathe deeply, the right not to be strong every single minute, the right to live not in survival mode, but fully. It was delicate yet profound work that touched not only thoughts, but also the body, emotions, and memory.

The retreat with savED became a point of inner silence for me. There, I felt the internal noise stop for the first time in a long while, replaced by a soft warmth inside and a sense of home — not outside, but within myself. There were many tears, much silence, much sincerity — and healing emerged from that. I felt support not as words, but as a state in which you are held and not allowed to fall.

I am endlessly grateful to savED for this space of humanity, depth, and genuine care. And special thanks to Iryna Pleshakova — for her sensitivity, for the strength to be present, and for her ability to guide gently where it is painful and frightening. This experience did not end with the meetings or the retreat — it continues to live within me, changing my inner state, my pace, and my attitude toward myself.





It was a breath of fresh air, an opportunity to feel needed. There was a constant sense that someone cared about you and supported you — and that is incredibly important.



I truly appreciate the atmosphere of the training sessions. It is a space of inspiration, where thoughts grow like seeds in fertile soil. The trainers are like masters of a magical craft: they know how to ignite a spark in your eyes, awaken belief in yourself, and uncover what had been quietly resting deep inside.



2.4.4

YOUTH ENGAGEMENT FOR UKRAINE'S RECOVERY



savED's 2025 study "War, Education, and Social Capital" demonstrates that one of the key factors shaping adolescents' well-being and future life choices is their sense of belonging to their community. The findings reveal significant vulnerability among young people: only 53% of surveyed students feel (fully or mostly) that they are part of their community.

THE UACTIVE PROGRAMME FOR TEENAGERS FROM FRONTLINE REGIONS WHO ASPIRE TO CONTRIBUTE TO UKRAINE'S RECOVERY IS THE FLAGSHIP PRODUCT OF SAVED'S YOUTH DIRECTION AND A PRACTICAL RESPONSE TO THIS CHALLENGE

Over the course of 10 months, teenagers develop project management skills to create socially impactful solutions for their home communities. They go through this journey in teams and with the support of mentors (teachers and facilitators), who help them master the curriculum, prepare for final project presentations, and implement their ideas after receiving financial support.



KEY ACHIEVEMENTS IN 2025



THE PROGRAMME TEAM OPERATED IN 5 REGIONS:

Kyiv, Chernihiv, Mykolaiv, and, starting in summer, Kharkiv and the Kryvyi Rih district in Dnipropetrovsk oblast. A new programme season took place in four regions, while in Kyiv oblast we continued working with the alumni community and launched a structured mentor community.



WE LAUNCHED A MENTORS' COMMUNITY

and, within its framework, organised the first educational trip to Lviv for 40 teachers from frontline regions in summer. In autumn, another trip to Lviv marked the beginning of a year-long modular programme for mentors.



Approximately **400 TEENAGERS FROM FOUR REGIONS** joined the 2025/2026 season. After the winter project presentations, the programme's broader community will exceed 1,000 teenagers.



TEN NEW PROJECTS WERE IMPLEMENTED IN ADDITION TO THE 30 COMPLETED PREVIOUSLY.

These include memory alleys, documentary films and community cinema spaces, restored parks, youth hubs, STEM classrooms, and more.



In 2025, we organised INTERNATIONAL ALUMNI VISITS FOR THE FIRST TIME:

in spring — to the United States, and in autumn and winter — to Germany. During these visits, teenagers connected with peers and representatives of the foundation's partner organisations.

✓ We **SIGNED A MEMORANDUM** with the National University of Kyiv-Mohyla Academy and strengthened our partnership with the Ukrainian Catholic University. **FOR THE FIRST TIME, WE LAUNCHED SCHOLARSHIPS FOR ALUMNI** — three of our participants from Mykolaiv and Kyiv oblasts are now studying at two of the country's leading universities.

✓ **WE PUBLISHED THE SECOND EDITION OF OUR PROGRAMME GUIDEBOOK** for training teenagers throughout the season and once again received a recommendation from the Ukrainian Institute for Education Quality Assurance.



✓ **WE SCALED THE PROGRAMME: FROM 200 PARTICIPANTS** learning simultaneously **TO 400 PARTICIPANTS** (as of September 2025).

✓ **WE CALCULATED THE FUNDS** independently raised by alumni of the 2024/2025 season for their projects — **USD 47,754 IN ONE SEASON**. As of the start of the new season, the total amount of funds independently raised by teenagers has reached USD 248,000.



PARTICIPANT TESTIMONIALS

TARAS SENYSH

16, from Shpytky village, Kyiv oblast.



At the beginning of Russia's invasion, his village became a frontline settlement. Taras and his family temporarily relocated to Lviv for about a month. The community suffered significant destruction: a Russian

shell exploded near his school, shattering windows and blocking the entrance to the gym. When Taras returned and saw the scale of destruction, he decided to help his village and community.

« **During the programme, our team proposed creating a 3D printing workshop to improve the environmental situation in the village. We decided to collect and recycle plastic to produce useful items. First, we focused on waste bins, as they were in short supply. Since launching, we have continuously developed the project. For example, we started printing anti-stress toys — some we donate to soldiers undergoing rehabilitation, and some we sell through an online store to support our activities. In addition, we began producing specialised spare parts for the Armed Forces of Ukraine. Now we are also working on launching a robotics club based at the STEM workshop to engage younger students from the lyceum.**



Beyond his team project, Taras became an active member of the alumni community. He attended an open day at the Kyiv School of Economics, joined an educational trip to Lviv, and participated in the summer “Iron Squad” camp. He presented his project at external events, including DOU

Picnic in Kyiv and a breakfast meeting with parliamentarians in Berlin. In autumn, Taras became one of the first participants in savED’s mentorship programme, where his mentor was the foundation’s co-founder, Anna Novosad. In spring 2026, he will join the alumni community’s trip to the United States — the second such visit in the programme’s history.

DARIA BONDAR
14, from Prybuzke
village, Mykolaiv
oblast



Daria joined the programme in autumn 2025. At the beginning of the invasion, she and her mother left their village, first relocating within Ukraine and later to Poland. They returned home a year later. Today, Daria is an active

member of her community, which experienced severe shelling and destruction in 2022. She regularly attends the EduHive learning centre established by savED and partners and works with peers to find means to support Prybuzke.

« **After everything our fellow villagers went through, the echoes of those events still affect people’s emotional state. It shows up differently for everyone, but everyone feels the consequences of the war years. Our team decided to create a project to address this — a relaxation room where local residents can step away for a while and regain inner calm.** »

Within her team, Daria is responsible for managing the Instagram content and is preparing to present her idea to the jury and programme partners in January. Her team has already secured support from the community — including the school principal, the local education department, and representatives of the village council.

2.4.5

UPPER SECONDARY SCHOOL REFORM: THE «ZMIST» PROJECT



THE PROBLEM AND CONTEXT

In 2027, Ukraine will launch the upper secondary school reform. As part of this reform, teenagers will be able to choose their learning profiles, shape their own educational trajectories, deepen knowledge in selected areas, and see a clear connection between their studies and their future. The learning content will be developed with young people's needs and interests in mind. This approach ensures not only strong academic preparation but also a sense of meaning in learning — a key condition for quality education.

Such a large-scale reform requires serious preparation. It involves not only updating curricula but also transitioning from a post-soviet education model to a fundamentally new system. For teachers, the format of work is also changing: there are more opportunities to design original elective courses, better understand students' needs, identify interdisciplinary connections, and integrate them into modern, relevant subjects.



SAVED'S APPROACH

savED is one of the first educational foundations in Ukraine to invest in supporting upper secondary school reform.

In 2022–2023, a team of educational experts developed Ukraine's first upper secondary curriculum model, using Zhytomyr Lyceum No. 25 as a pilot case. Together with the Kyiv-Mohyla Business School, under the supervision of Dean Oleksandr Savruk, the team developed the lyceum's mission, vision, and values, defined

learning profiles, created more than 30 course programmes, and designed its brand identity and business processes.

This experience became the starting point for expanding support for upper secondary reform and launching a dedicated project within the foundation – "Zmist" (meaning "Content"). With the support of the international NGO Finn Church Aid, the team focused in 2025 on providing practical support to educators.

KEY ACHIEVEMENTS IN 2025

- ✓ Conducted **12 REGIONAL MEETINGS** and engaged **1,025 EDUCATORS** in discussions on the specialised upper secondary reform;
- ✓ Developed **MORE THAN 1,200 READY-TO-USE TEACHING AND METHODOLOGICAL MATERIALS** for upper secondary teachers across language and literature, natural sciences, mathematics, civic education, and history;



LAUNCHED DIGITAL TOOLS TO SUPPORT REFORM PREPARATION:

- ✓ **AN ONLINE COURSE ON THE EDERA** platform about specialised upper secondary education; the «Zmist. Profile» **LIBRARY OF MATERIALS** for upper secondary schools.
- ✓ **MORE THAN 5,300 TEACHERS** successfully completed the online course; Zmist's educational products are being piloted by **255 TEACHERS AND NEARLY 3,000 STUDENTS** across Ukraine;
- ✓ In cooperation with the Ministry of Education and Science of Ukraine, was developed a **PROGRAMME FOR EDUCATION ADMINISTRATORS**, completed by **83 PARTICIPANTS**.

STARTING 2026, THE ZMIST PROJECT WILL SEPARATE INTO AN INDEPENDENT ORGANISATION FOCUSED EXCLUSIVELY ON SUPPORTING UPPER SECONDARY REFORM IN UKRAINE AND FURTHER DEVELOPING THIS DIRECTION.

TEACHERS' TESTIMONIALS FROM THE «ZMIST» ELECTIVE COURSE PILOTS

NINA KRYVKO

Varash Lyceum No. 1

Pilots the course «Personal Development and Career Guidance»



« **The most valuable insight for me during this month of piloting was realising how important it is to develop not only knowledge but also practical skills for self-care and responsible attitudes toward oneself and others. During the lessons, I saw that upper secondary students are ready to speak openly about their emotions, stress, and psychological well-being – and this helps build trusting relationships in the classroom. I also became convinced that interactive methods – discussions and situational tasks – significantly increase student engagement and help them better understand real-life risks and ways to address them.** »

YULIIA LOHINOVA

Kryvvyi Rih Lyceum «KOLIIA»

Pilots the course «Literary Text and Its Interpretations»



« One of my students wrote a review for our school newspaper: 'I became confident that I would choose the elective course "Literary Text and Its Interpretations" when our teacher, Yuliia Ihorivna, presented it. The presentation was bright, engaging, and intriguing. After attending the first lesson, I realised I had made the right choice. In this elective, we interpret texts — we show how we see the work. This develops our thinking and helps us analyse literature more deeply, understand more than what we read, see the truth and essence, and go beyond the surface.



Цифровий освітній ресурс

CHAPTER 3

3

A photograph of a female teacher with long brown hair, wearing a white shirt and a blue lanyard, hugging a group of five children. The children are of various ages and are looking towards the camera. The background is a blue wall decorated with children's artwork, including drawings of flowers, hands, and a tree. A white banner with the text 'Цифровий освітній ресурс' is visible at the top left. A large white number '3' is in the top right corner, and the word 'PARTNERSHIPS' is written in large white letters at the bottom.

PARTNERSHIPS

TYPES OF PARTNERS WE WORK WITH



In 2025, savED continued to build partnerships as **long-term collaborations** grounded in trust, shared vision, and a clear understanding of each party's responsibilities. We work with **international governmental institutions, international and Ukrainian non-governmental and humanitarian organisations, foundations, international businesses, Ukrainian corporate and private sector partners, as well as crowdfunding platforms, and we also attract individual charitable contributions.**

FOR US, PARTNERSHIP IS NEVER LIMITED TO RESOURCES ALONE. IT IS JOINT WORK ON SOLUTIONS THAT GENERATE REAL, TANGIBLE, AND MEASURABLE IMPACT IN RESTORING LIFE IN UKRAINIAN COMMUNITIES AFFECTED BY THE WAR.

We collaborate with partners in several main formats. Within grant-funded partnerships, savED acts as a reliable local implementer and strategic partner, taking full responsibility for programme design, implementation, and reporting. We work deeply within the local context, carefully analysing the needs of communities,



schools, students, and educators, and transforming donor support into practical solutions that genuinely work on the ground. In this format, our role is to ensure efficient use of resources and the achievement of results aligned with both donor objectives and the real needs of communities.

In **corporate partnerships**, savED works with international and Ukrainian socially responsible businesses on

long-term projects with a clear social purpose and measurable impact. This cooperation includes strategic planning, engagement of partner teams, and joint implementation of communication and PR initiatives. For businesses, savED serves as a trusted guide in the field of social responsibility and a strong communication partner, helping translate corporate values and investments into sustainable, tangible change for communities.



Regardless of the format of cooperation, savED assumes responsibility for the full project cycle — both infrastructural and educational components. Each initiative begins with a needs assessment and the development of a clear theory of change, including defined objectives, indicators, and expected outcomes.

We implement projects locally, coordinating work with communities, schools, local authorities, and contractors, ensuring quality, timeliness, and alignment with planned goals. We place particular emphasis on transparent

financial and programme reporting tailored to each partner's requirements, as well as on systematic monitoring and evaluation of results. For us, these processes are tools of accountability and continuous improvement.



WE DO EVERYTHING POSSIBLE TO ENSURE THAT OUR PARTNERS FULLY:

- ▶ **UNDERSTAND**
the local context
- ▶ **HAVE ACCESS**
to communities and educational institutions
- ▶ **CAN QUICKLY**
launch and scale initiatives
- ▶ **FEEL CONFIDENT**
thanks to transparent processes and measurable results



PARTNERSHIPS IN FOCUS

Throughout the year, savED brought together international and Ukrainian organisations, foundations, NGOs, businesses, platforms, and consulting companies around a shared goal — restoring life in war-affected communities through educational, social, and infrastructural solutions.



▶ **SAFE LEARNING SPACES**

Together with LEGO Foundation, King Baudouin Foundation, Kindernothilfe (KNH), Danish Refugee Council, United Nations Development Programme (UNDP), Choose Love, United Help Ukraine, and GlobalGiving, we renovated and equipped shelters, safety classrooms, and adapted community spaces to meet children's educational needs. This enabled thousands of students to return to in-person or blended learning in safe and comfortable environments.

▶ **EDUHIVE LEARNING CENTRES**

In partnership with UNICEF, Swedish International Development Cooperation Agency (Sida), Education Cannot Wait, PROMAN, Chemonics International (USAID), Nova Ukraine, Humanite Foundation Canada, and the National Network of Local Philanthropy Development (Foundation of Ukrainian NGOs), savED expanded and supported the network of EduHive digital learning centres. For children in frontline and war-affected communities, these centres became spaces of stability, support, and safe peer interaction, ensuring access to quality educational opportunities.



▶ **LEARNING RECOVERY AND PSYCHOSOCIAL WELL-BEING**

Together with UNICEF, European Union (represented by the European Commission Delegation), Swedish International Development Cooperation Agency (Sida), The European Wergeland Centre, Centre for Public Value Assessment (CPVA), IREX (USAID), Spirit of America, Razom (Razom Inc.), PROMAN, United Nations Development Programme, and the National Network of Local Philanthropy Development, we implemented the catchUP and UActive programmes, as well as psychosocial support initiatives for children and educators and Teacher Professional Development (TPD) activities. These initiatives helped children recover learning losses, regain motivation, and once again feel part of a community.



▶ **RESEARCH AND DEVELOPMENT OF EDUCATIONAL SOLUTIONS**

In cooperation with UNICEF, European Union (represented by the European Commission Delegation), PROMAN, Finn Church Aid, the International Renaissance Foundation, and Chemonics International (USAID), savED conducted analytical research and developed educational materials aimed at restoring quality education and strengthening social capital in war-affected communities.



WHAT UNITES THESE PARTNERSHIPS?

Trust, shared responsibility, and a focus on children. Together, we do more than restore infrastructure or implement programmes — we help return to children a sense of safety, belonging, and belief in the future.



savED builds each partnership as a long-term collaboration and works closely with partners at every stage of the project lifecycle — from in-depth needs assessments and joint strategic planning to implementation, systematic monitoring of results, and accountability.



WE HIGHLY VALUE THAT OUR PARTNERS SHARE OUR VISION OF EDUCATION AS A FOUNDATION FOR COMMUNITY RECOVERY. THIS ALIGNMENT ENABLES US TO ENSURE HIGH-QUALITY PROJECT DELIVERY, TRANSPARENT PROCESSES, AND SUSTAINABLE IMPACT FOR CHILDREN AND COMMUNITIES.



CHAPTER 4

4

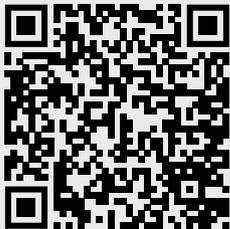
RESEARCH AND LEARNING

In 2025, savED systematically strengthened the research and analytical component of its work to assess the effectiveness of its programmes, gain a deeper understanding of the war's impact on education, and make data-driven decisions.

INTERNAL RESEARCH ON PROGRAMMES AND TOOLS



Throughout the year, the foundation implemented and continued a number of internal studies aimed at evaluating the effectiveness of its key educational support instruments.



The study assessing the effectiveness of the EduHive learning centres was completed in 2025. In this research, we examined EduHive centres as community hubs — spaces that not only improve access to education, but also support parents and teachers, while contributing to school development and strengthening local communities.

The study evaluating the effectiveness of the learning loss recovery programme is currently at the data analysis stage. In 2025, the field phase of the research was conducted, and both qualitative and quantitative data were collected. These data are now being analysed to assess the programme's impact on students' academic outcomes.



In addition to this research, the foundation **systematically analysed each wave of the learning loss recovery programme**, visualising the results through **interactive dashboards**. This analysis enables us to track:

- ▶ the percentage improvement in students' academic results following each programme wave;

- ▶ progress dynamics at the level of individual schools and communities;
- ▶ differences in outcomes across various groups of children (by age, grade level, participation format, etc.);
- ▶ comparative analysis of responses to entry and exit assessments, including the identification of common knowledge gaps and areas of greatest progress.



THE FOUNDATION USES THESE ANALYTICAL TOOLS TO PROMPTLY ADJUST PROGRAMME DECISIONS, ENHANCE THE QUALITY OF EDUCATIONAL INTERVENTIONS, AND BUILD A STRONG EVIDENCE BASE DEMONSTRATING THE PROGRAMME'S EFFECTIVENESS.

THE FOUNDATION'S ANNUAL STUDY



In 2025, **savED** conducted a large-scale study titled **«War, Education and Social Capital: Three Years of Full-Scale Invasion»** with the support of the International Renaissance Foundation. The study offers an expanded vision of the role of school — not only as an institution for knowledge transfer, but as a key environment for building trust, social connections, a sense of support, and belonging, which together form the foundation of communities' social capital in times of war.



The research combines quantitative and qualitative methods and consists of several complementary components:



A NATIONWIDE QUANTITATIVE SURVEY

of students, parents, teachers, and school administration representatives;



QUALITATIVE CASE STUDIES IN FIVE COMMUNITIES,

enabling deeper analysis of local practices, experiences, and mechanisms for building social capital through schools;



A COMPARATIVE ANALYSIS OF CHANGE DYNAMICS

based on comparing 2025 findings with data from a similar study conducted in 2023.

The findings show that despite the prolonged war, Ukraine's education system demonstrates strong adaptability and a gradual return to in-person learning. At the same time, the experience of education stakeholders remains fragmented, and the level of emotional vulnerability remains high.

LEARNING FORMAT

70% OF STUDENTS

In 2025 studied in person
(always or mostly)

However, students studied in
frontline regions

34 % had fully in-person education

17 % a blended format

49 % remote learning

By comparison, in other regions this
figure reaches approximately **90%**.

EXTRACURRICULAR ENGAGEMENT

Only
41% OF STUDENTS

regularly participate
in extracurricular activities

Children with experience of
internal displacement are involved
even less frequently.



LEARNING LOSS

82% ADMINISTRATIONS

acknowledge the presence
of learning loss among students

yet only **2% ASSESS IT
AS SIGNIFICANT**
(compared to 8% in 2023)

indicating partial stabilisation
of the situation

SOCIAL CONNECTIONS

57% STUDENTS

studying in person or in a blended
format are significantly more likely
to report having many friends
compared to those studying remotely

41% STUDENTS

PSYCHO-EMOTIONAL WELL-BEING

21% OF STUDENTS
explicitly report a need
for psychological support

**38% OF STUDENTS
21% OF PARENTS** } consider it
potentially
beneficial

KEY INSIGHTS IN THE CONTEXT OF SOCIAL CAPITA

The study confirms that **social capital does not automatically emerge from physical presence at school**; it depends on the quality of educational and social experience.

▶ SCHOOL AS A COMMUNITY

91 % OF ADMINISTRATIONS
86 % OF TEACHERS

consider school a space of cohesion.

However, **42 % OF STUDENTS** feel that school gives them confidence in the future.

▶ SENSE OF BELONGING TO THE COMMUNITY

53 % OF STUDENTS

feel part of their community,

and another **15 % OF STUDENTS** — rather agree,

Notably, students from internally displaced families demonstrate almost the same level of integration as those who were not displaced.

▶ LEARNING FORMAT AND PERCEPTION OF SCHOOL

In-person and blended formats are associated with a more positive perception of school as a supportive environment. In contrast, frontline regions with predominantly remote learning report deteriorating communication and weaker social interaction.

▶ DRIVERS OF BELONGING

The strongest factors associated with a sense of belonging include satisfaction with learning, having friends, a sense of meaning in one's actions, and belief in the possibility of fulfilling self-realisation within the community.



▶ TRUST AND SUPPORT

Despite strong horizontal ties among educators,

only **54 % OF STUDENTS** report that there is an adult at school they can turn to in case of difficulties.

▶ PARENTAL ENGAGEMENT

While **76 % OF PARENTS** regularly show interest in their children's learning,

only **13 % OF ADMINISTRATIONS** are fully satisfied with the level of parental involvement in school life.

CHANGE DYNAMICS COMPARED TO 2023

A comparative analysis of 2023 and 2025 data demonstrates **stabilisation alongside emerging new risks:**



THE SHARE OF IN-PERSON LEARNING INCREASED

39% ↗ 70%

WHILE REMOTE LEARNING DECREASED

44% ↘ 20%

TECHNICAL BARRIERS TO LEARNING HAVE DECREASED, WHILE PSYCHO-EMOTIONAL FACTORS – ANXIETY, FEAR, EXHAUSTION – HAVE GROWN IN IMPORTANCE;

OPTIMISM AMONG ADMINISTRATIONS AND TEACHERS REMAINS HIGH

85% 

MIGRATION INTENTIONS among young people remain high; however, a stronger sense of belonging to the community directly correlates with the desire to remain in Ukraine and in their local community.

WHEREAS STUDENTS' confidence that school will help them fulfil their life plans REMAINS CONSISTENTLY LOW

42% 

THE STUDY FINDINGS CONFIRM THAT:

restoring educational services during wartime is critical not only for academic outcomes, but also for preserving social capital and sustaining community resilience. School remains one of the few stable spaces capable of maintaining

social connections. However, without targeted local solutions, its potential as an environment for support and strengthening a sense of belonging remains limited.

ONGOING REGIONAL AND CONTEXTUAL ANALYTICS



In addition to standalone studies, in 2025 savED conducted **continuous analytical work in its focus regions**, which included:

▶ **IN-DEPTH INTERVIEWS WITH REPRESENTATIVES OF FOCUS COMMUNITIES**, educators, and local partners to better understand current challenges and needs.

▶ **MONITORING VISITS TO LOCATIONS**, aimed at assessing needs, analysing the condition of shelters, verifying the operational capacity of educational spaces, and establishing and maintaining cooperation with education departments and local self-government authorities.

▶ **MONTHLY OPERATIONAL UPDATES COLLECTED THROUGH «PEOPLE ON THE GROUND»**, covering the security situation, the duration and frequency of air raid alerts, access to electricity and internet, migration processes, as well as the presence and activity of other humanitarian and educational organisations in the communities.

▶ **CONTEXTUAL ANALYSIS OF THE WAR'S IMPACT ON THE EDUCATIONAL PROCESS**, including research into how prolonged are air raid alerts, power outages, and other security factors that disrupt learning in the foundation's focus regions.

USE OF RESEARCH RESULTS AND LESSONS LEARNED



In 2025, **savED** systematically integrated research findings, analytical insights, and accumulated lessons learned into programme planning, operational decision-making, and the organisation's strategic development. Analytical work is not treated as a standalone product, but as a **tool for continuous improvement** in a rapidly changing wartime context.

FINDINGS FROM INTERNAL STUDIES AND ONGOING PROGRAMME analytics directly shape the design and delivery of savED's educational interventions:

- ▶ **the analysis of the effectiveness of EduHive** educational centres is used to adjust centre formats, class schedules, and support priorities based on children's needs, local educators' capacity, the security situation, access to electricity, and community demands.

- ▶ **dashboard data from the learning loss recovery** programme enable rapid adaptation of teaching approaches, programme content, and work with specific groups of children, based on identified knowledge gaps and learning progress dynamics.
- ▶ **Comparative analysis of entry and exit assessments** informs improvements in educational materials and teaching methodologies.

ANALYTICAL RESULTS SERVE AS THE BASIS FOR:

defining **geographic priorities** and scaling programmes in communities with the highest educational and social vulnerability;

refining **criteria for selecting locations** and partner institutions, taking into account security, infrastructure, and staff factors;

making informed decisions on whether to launch programmes, pause them, or adjust their format in high-risk communities.



THE FINDINGS OF THE ANNUAL STUDY «WAR, EDUCATION AND SOCIAL CAPITAL» HAVE REINFORCED THE FOUNDATION'S FOCUS ON THE SOCIAL AND PSYCHO-EMOTIONAL DIMENSIONS OF EDUCATION:

- ▶ savED programmes increasingly view schools and educational spaces as environments for building trust, social connections, and a sense of belonging — not merely as places of knowledge transfer;
- ▶ programme decisions incorporate data on how learning formats, extracurricular engagement, and peer interaction influence children’s social integration;
- ▶ analysis of youth migration intentions informs the development of interventions aimed at strengthening young people’s connection to their communities.

Lessons learned from regional and contextual analytics are applied to:

develop more flexible models of cooperation with communities and education departments; ◀

account for local specificities and constraints in programme planning; ◀

strengthen the role of local partners as co-creators of solutions, rather than solely programme implementers. ◀

Research findings and analytical conclusions are embedded into the foundation’s internal processes:

▶ they are used for team reflection and the accumulation of institutional memory;

▶ they inform strategic planning and the refinement of the foundation’s theories of change;

▶ they reinforce the foundation’s evidence base in its engagement with partners and stakeholders.

In 2025, savED established an approach in which **research and analytics are an integral part of programme logic**, and lessons learned serve as a key resource for adaptation, resilience, and increasing the impact of educational interventions in wartime.

CHAPTER 5

KFC + sav ED

5

3 000 000 €

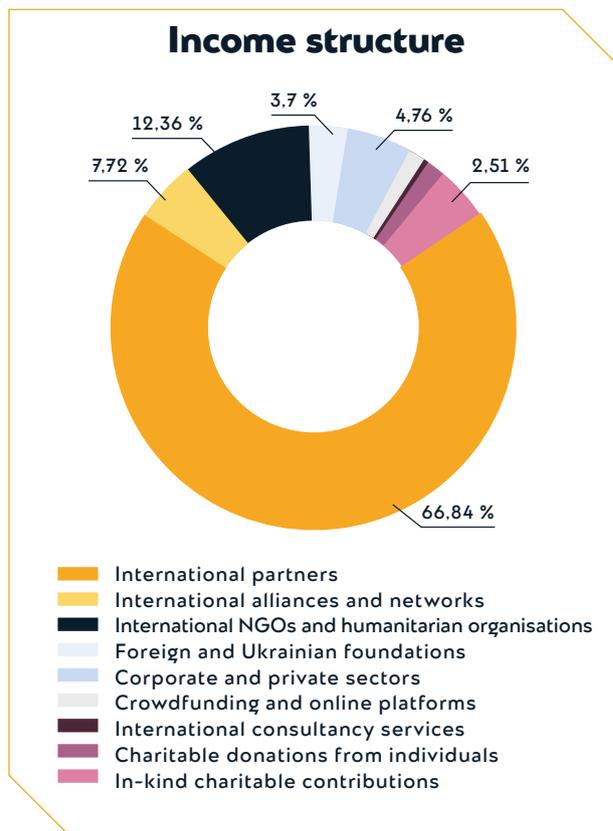
на облаштування Запорізької спеціалізованої
школи-інтернату II-III ступенів «Січковий колегіум»
Запорізької обласної ради

FINANCIAL TRANSPARENCY

IN 2025, THE FOUNDATION ACCUMULATED A TOTAL OF **8,327,624 EUR** TO CARRY OUT ITS STATUTORY ACTIVITIES.

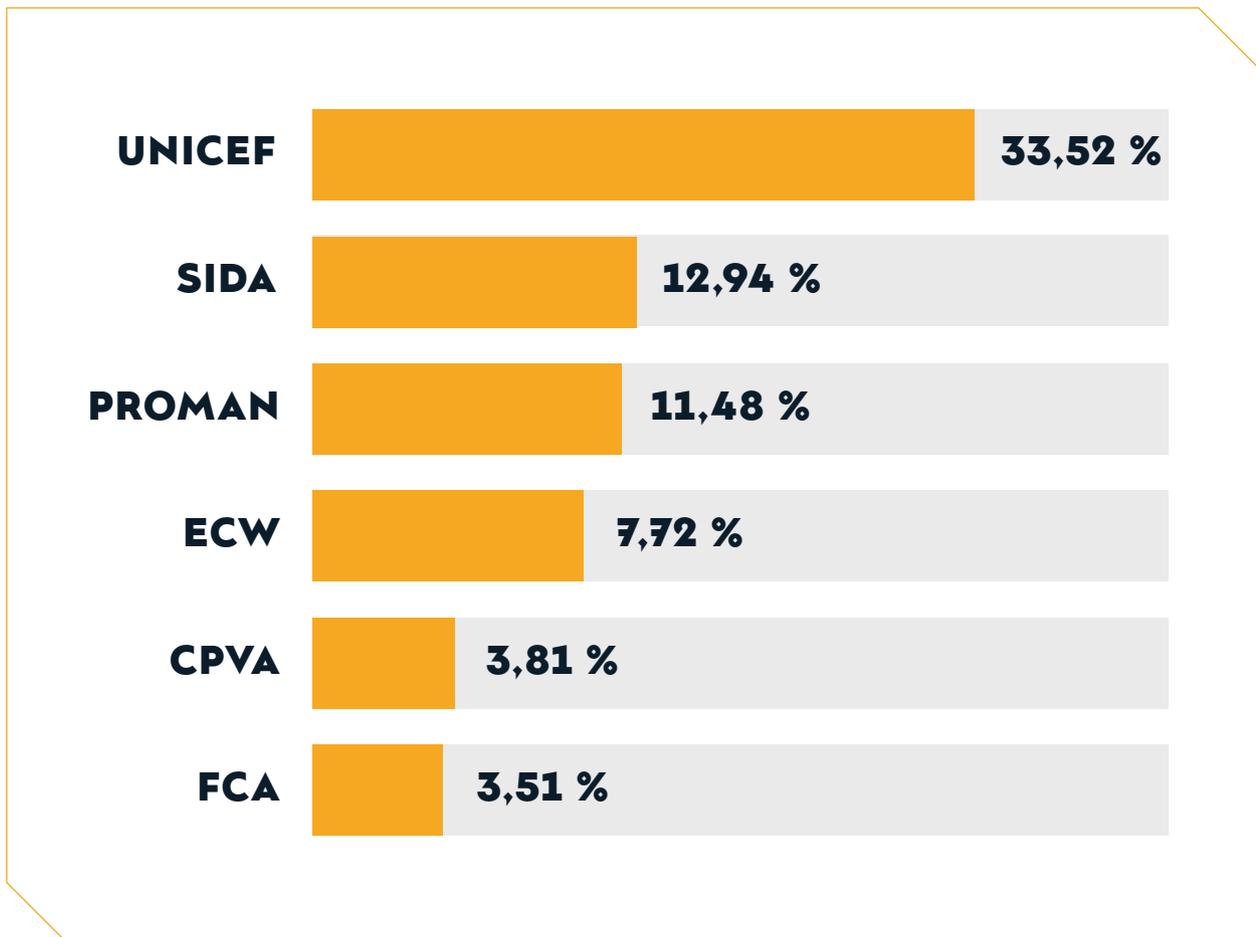
THE FOUNDATION'S PRIMARY SOURCES OF INCOME IN 2025 WERE:

- ▶ Grant funding from international Partners (international organisations, multilateral institutions, government-affiliated organisations and bilateral donors);
- ▶ Grant funding from international NGOs and humanitarian organisations;
- ▶ Funding from foreign and Ukrainian foundations;
- ▶ Charitable contributions from the corporate and private sectors;
- ▶ Funding from international alliances and networks;
- ▶ Grant funding from crowdfunding and online platforms;
- ▶ Income from international consultancy services;
- ▶ Charitable donations from individuals;
- ▶ In-kind charitable contributions (furniture, equipment, books, etc.).

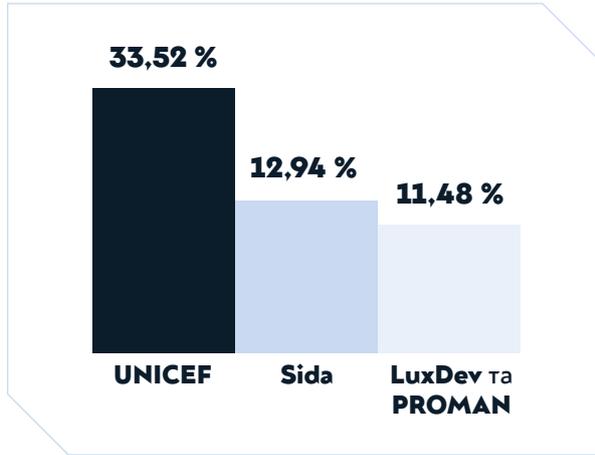


Our largest partners in 2025 included international organisations such as UNICEF, global funds such as Education Cannot Wait, European foundations, and Ukrainian companies.

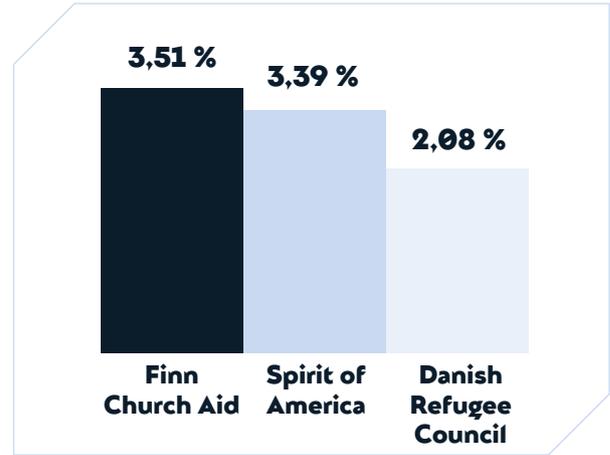
THE LARGEST PARTNERS AND THEIR RESPECTIVE SHARES OF THE TOTAL FUNDS ACCUMULATED IN 2025 ARE PRESENTED IN THE FOLLOWING CATEGORIES:



**THE THREE LARGEST PARTNERS
IN THE CATEGORY
«INTERNATIONAL PARTNERS»**



**THE THREE LARGEST PARTNERS
IN THE CATEGORY «INTERNATIONAL
NGOS AND HUMANITARIAN
ORGANISATIONS»**



**THE THREE LARGEST PARTNERS
IN THE CATEGORY «CORPORATE
AND PRIVATE SECTOR»**



THE FOUNDATION'S TOTAL EXPENDITURES IN 2025 AMOUNTED TO 9,440,716 EUR.

▶ **91,27 %**

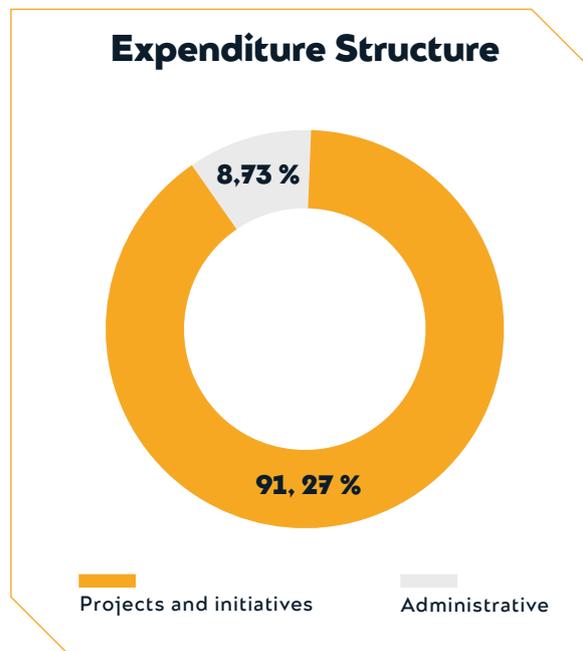
of all expenditures were directed towards the implementation of the foundation's projects and initiatives, as well as the provision of targeted charitable assistance to educational institutions.

▶ **8,73 %**

was allocated to administrative needs.

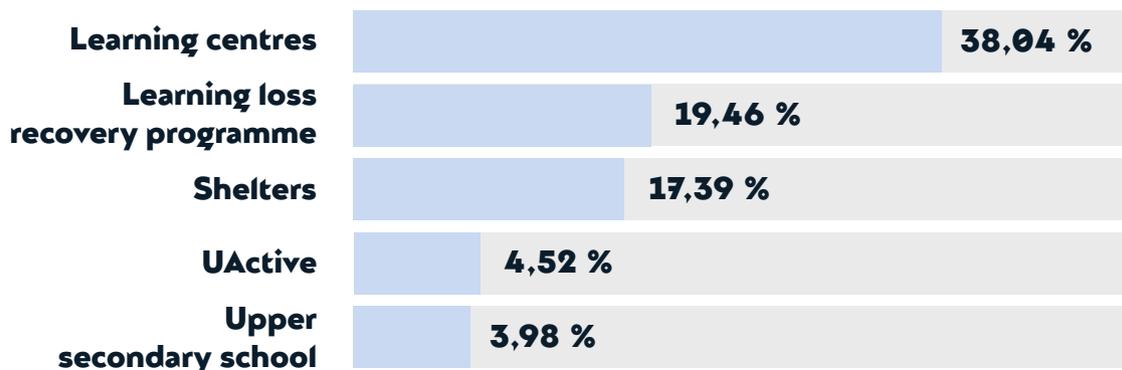
Within the foundation's programme activities, the largest share of funding in 2025 was allocated to the establishment of new and the support of the existing network of EduHive learning centres

38 % OF TOTAL EXPENDITURES



Significant resources were also directed towards renovation and equipping of shelters in educational institutions; repair of school premises; development and implementation of the learning loss recovery programme; implementation of the UActive programme for adolescents; and support for the upper secondary school reform.

Structure of programme expenditures



AMONG OTHER INITIATIVES IMPLEMENTED BY THE FOUNDATION IN 2025:

- ▶ advocacy campaigns in Ukraine and abroad to draw attention to the urgent needs of the education sector during the war;
- ▶ establishment of «safety classrooms» in educational institutions;
- ▶ implementation of a social and emotional support programme for teachers and tutors;
- ▶ conduct and presentation of analytical research.

AUDITS COMPLETED BY THE FOUNDATION

Financial (verifying financial management processes and the use of funds in accordance with partner agreements):

- ▶ Kreston Ukraine Dihad LLC — general audit of financial statements for 2024;
- ▶ IF-Audit LLC — commissioned by partner Kindernothilfe e. V.;
- ▶ SKN & Company — commissioned by partner UNICEF Ukraine Country Office.

CHAPTER 6

6

PLANS FOR 2026



In 2026, the foundation's direction and desired outcomes will be shaped around five strategic goals.

GOAL 1

RESTORE ACCESS TO SAFE OFFLINE EDUCATION IN WAR-AFFECTED REGIONS AND COMMUNITIES



Until the end of 2026, savED will support war-affected communities **in returning children to safe, offline educational activities** through flexible, tailored solutions: underground schools, shelters (including in preschools), modular schools, and EduHive learning centres.

IN 2026, WE WILL:

- ▶ **Create at least five underground educational spaces** in basements of schools and preschools that have received approval from the State Emergency Service of Ukraine (SES). The priority region will be Sumy oblast.
- ▶ **Fully equip each renovated underground space** for safe and comfortable long-term learning underground — including lighting, ventilation, sanitation facilities, furniture, essential equipment, and new books. The savED standard: **safety + the ability to ensure full-fledged learning**, not merely a place to wait out an air raid alert.

▶ **Install two modular schools** in communities in Mykolaiv oblast where educational infrastructure has been destroyed, using rapid-assembly modular construction technology.

▶ **ESTABLISH
10 NEW EDUHIVE
CENTRES**

in frontline communities, 3 STEM EduHives focused on science and mathematics subjects; as well as 1 DIY EduHive in Kryvyi Rih, where children will learn through research, experimentation, and hands-on work with technology.



▶ **RESTORE AT LEAST
25 % OF A DAMAGED
EDUCATIONAL
INSTITUTION**

▶ in the Boromlia community in Sumy oblast.

▶ **Implement a comprehensive support model** in at least five frontline communities, including: development of a community needs map; deployment of the full savED toolkit within the community (underground educational space, EduHives, learning loss recovery programmes, psycho-emotional support for teachers, UActive programme).

GOAL 2



RESTORE AND STRENGTHEN THE RESILIENCE OF EDUCATORS AND STUDENTS THROUGH EDUCATIONAL AND SOCIAL PROGRAMMES

In 2026, savED will focus on two interconnected priorities: children must catch up on lost learning and gain access to quality education and communication, while educators must withstand the pressures of war and remain in the

profession. We will achieve this through scaling the learning loss recovery programme, systematic teacher support, and further development of EduHive centres — where learning is combined with safe and meaningful «smart leisure».

IN 2026, WE WILL:



- ▶ **Scale the learning loss recovery programme** across seven regions (Dnipropetrovsk, Zaporizhzhia, Odesa, Kharkiv, Mykolaiv, Chernihiv, and Sumy oblasts),

REACHING 350+ SCHOOLS AND 50,000 STUDENTS DURING 2026

Our focus is not simply to “deliver classes,” but to achieve measurable impact: 85% of students should demonstrate academic progress based on a composite indicator.

- ▶ **Introduce a quality assurance system to ensure consistent programme implementation at scale.**

- ▶ **Expand the learning loss recovery programme product line**, such as a materials package focused on the National Multi-Subject Test (NMT); new history learning materials.

- ▶ In the same time **invest in teachers:**
**BY CONDUCTING 90 TRAINING WEBINARS FOR 1,000+ EDUCATORS;
2 IN-PERSON TRAINING SESSIONS FOR 500+ TEACHERS IN TOTAL**

We set clear quality benchmarks: 80% of teachers should apply the programme approaches in their practice; 80% should receive a professional development certificate.



- ▶ Conduct **four waves of the psycho-emotional support programme for educators**, engaging 240 participants in total — because in order for educators to support students, they themselves need support.

▶ Design and launch the first cohort of a **support programme for school principals**.

▶ We will continue to **develop the EduHives**, which remain savED's core instrument, including by introducing flagship educational programmes in the centres — series of extracurricular classes and courses where learning is combined with play, communication, and creativity.

▶ Launch a **package of non-academic educational courses** in which children, together with tutors and experienced trainers (educational and cultural leaders of the country), will develop emotional intelligence, communication skills, gender sensitivity, resilience, and creativity through dynamic game-based sessions, readings, and discussions.

▶ Additionally develop and pilot **psycho-emotional support journals for educators** (within four programme waves), as well as a **personal growth journal** for adolescents.

▶ **Continue supporting** (within the existing network)

127 EDUHIVES.



▶ **Strengthen the STEM direction** by introducing three proprietary STEM programmes in STEM EduHives.

▶ Systematically **develop the EduHive tutor community** by launching a community format for peer support and exchange of experience.

▶ In 2026, we will strengthen evidence and standards by conducting a **study on the effectiveness of the EduHives** and updating the **EduHive creation handbook**.

GOAL 3



CREATE CONDITIONS FOR ENGAGING YOUTH FROM DE-OCCUPIED REGIONS IN THE RECOVERY AND DEVELOPMENT OF THEIR COMMUNITIES, AND FOSTER A CULTURE OF ACTIVE AND ENTREPRENEURIAL ADOLESCENTS

In 2026, we will continue to develop UActive as a programme that helps teenagers become agents of change: gaining project management skills, experiencing teamwork, finding mentors, and implementing change in their communities. At the same time, we will launch a new youth product — a career guidance programme aimed

at creating opportunities and future prospects for adolescents so they choose to stay at home, in Ukraine. In parallel, we will strengthen the two main pillars of a scalable youth direction — the mentor community and the alumni community — so that the impact does not end after one programme season.

IN 2026, WE WILL:

- ▶ **Deliver a full UActive season**, ensuring both educational and practical components of the programme, engaging 400+ participants with the goal of implementing 20+ successful youth-led community projects. We aim to maintain **at least four regions** with regular offline meetings and stable mentor cohorts to ensure consistent quality and engagement standards regardless of geography.



- ▶ **Launch a new career guidance programme within the youth direction:** develop its detailed concept, methodology, practical component, and structure; conduct the first participant intake; and implement the first stage of the programme by December 2026.
- ▶ **Further develop the mentor community,** which serves as the engine of the programme locally. We will continue implementing new modules within the annual modular mentor development programme and offer additional targeted support solutions for teachers and mentors involved in youth initiatives.
- ▶ **Strengthen the alumni community as a long-term «network of opportunities».** We will continue developing the UActive alumni network as a living community through regular events, collaboration with regional teams, and ongoing dissemination of opportunities (education, scholarships, internships, events). We will also build partnerships with universities and international educational organisations to organise study visits/exchanges and career development activities, enabling alumni to see clear pathways of opportunity and remain engaged within the UActive community. Mechanisms will be created to integrate graduates of the new youth programme into the broader alumni network.

GOAL 4

savED

LEVERAGE A STRONG SAVED BRAND TO SYSTEMATICALLY EXPAND PARTNERSHIPS AND RESOURCE MOBILISATION TO ENSURE LONG-TERM SUPPORT FOR THE FOUNDATION'S MISSION



In 2026, savED will strengthen fundraising and communications as key pillars of organisational resilience. **A strong brand and reputation, combined with clearly articulated needs and goals and systematic partner engagement,** will ensure long-term mission support — from institutional funding to business partnerships, public campaigns, and international programmes.

IN 2026, WE WILL:

- ▶ Improve and streamline **the internal partnership and fundraising system** to ensure that internal processes support smooth and professional collaboration.
- ▶ Conduct at least **three public fundraising campaigns.**
- ▶ Access **new international funding instruments,** including opportunities within the Ukraine Facility framework.
- ▶ Systematise **media and advocacy efforts:** develop a media strategy, build long-term media partnerships, and strengthen video formats as a consistent communication product.
- ▶ Secure stable and diversified **institutional funding** through tailored engagement strategies for different partner types: international governmental and non-governmental organisations, private foundations, and Ukrainian and international businesses.
- ▶ Systematically **develop in-kind and reputational partnerships** as a strategic tool.
- ▶ **Update the foundation's communication strategy:** conduct a short feedback cycle with partners (interviews/surveys), refine target audiences and partner segments, and update communication channels and formats to ensure communications build trust and engagement.

GOAL 5

BUILD AN INSTITUTIONALLY STRONG, FINANCIALLY SUSTAINABLE, AND ACCOUNTABLE ORGANISATION



In 2026, savED will continue investing in its organisational foundation — governance systems, financial management, team development, implementation standards, and analytics. Our goal is to ensure that the foundation can sustainably scale its impact while remaining transparent, well-governed, and resilient even in challenging conditions.

IN 2026, WE WILL:

- ▶ Enhance **the quality of strategic governance** and **public accountability**.
- ▶ Further develop the foundation's **senior governance structure**.
- ▶ Expand the composition of the General Assembly and establish the legal and operational framework for launching a Supervisory Board;
- ▶ Streamline financial policies and control mechanisms to minimise risks and improve resource management quality.
- ▶ Scale the project and knowledge management system to ensure consistently high implementation standards across programmes and initiatives.
- ▶ Update the monitoring and evaluation system to serve all programmes and partnerships effectively, while strengthening the foundation's analytical capacity and public expertise.
- ▶ Invest in team development as a key driver of organisational success.



CHAPTER 7

7

APPENDICES



THEORY OF CHANGE

IMPACT

Communities affected by the war in the target regions are expanding access to education, driving recovery, building resilience, and restoring their appeal for families with children

OUTCOMES

- ▶ Children in target communities have restored access to safe offline learning and non-formal education, are socialising, and acquiring new skills.
- ▶ Children from frontline communities have remedied learning losses and gained improved access to psychosocial support, while educators have new knowledge, skills, and motivation to continue working in their communities.
- ▶ The savED brand as a leader in community recovery is strengthened and leveraged to disseminate analytical materials and advocacy messages.
- ▶ Youth from frontline communities have strengthened knowledge, skills, and motivation to participate in recovery programmes and join the UActive alumni community after completing the programme.

In 2025, the savED team worked toward achieving five strategic goals that form the foundation's Theory of Change, which demonstrates the link between our actions, results, and long-term impact.



OUTPUTS

✓ **228 000** CHILDREN
received support from the foundation through improved conditions for safe offline learning and through educational and social programmes

✓ **49 000** UNIQUE CHILDREN
attended EduHives during the year

✓ **50 000+** CHILDREN
participated in the catch-up programme and social-emotional learning

✓ **585** ADOLESCENTS
participated in the UActive programme

✓ **88** NEW EDUHIVES
were established

✓ **41** PREVIOUSLY ESTABLISHED EDUHIVES
were supported

✓ **25 000** EDUCATORS
were reached by the foundation

✓ **1** STUDY WAS PREPARED
(«War, education, and social capital»)

✓ **sav ED** operates
IN 9 REGIONS

✓ **116** FRONTLINE AND DE-OCCUPIED
communities received support

✓ **454** INSTITUTIONS
(schools, kindergartens, hospitals, cultural centres, etc.) received support

INPUTS

▶ **37 PROJECTS IMPLEMENTED WITH 45 PARTNERS**

▶ **100+ TEAM MEMBERS**

▶ **TARGETED FUNDRAISING AT SPECIFIC LOCATIONS**

▶ **EXPERTISE IN EDUCATION:**
restoration of educational infrastructure, remediation of learning losses, meaningful leisure for children, and work with youth and educators

PARTNERS SAVED COLLABORATED WITH IN 2025

INTERNATIONAL ORGANISATIONS AND MULTILATERAL INSTITUTIONS



GOVERNMENT-AFFILIATED ORGANISATIONS



INTERNATIONAL NGOS AND HUMANITARIAN ORGANISATIONS



FOUNDATIONS

LEGO Foundation



INTERNATIONAL AND UKRAINIAN CORPORATE AND PRIVATE SECTOR (including foreign companies registered in Ukraine)

KFC

GEA Engineering
for a better
world.

<epam>

Henkel

**British
Camp**

КНІВСТАР

SQUAD

SUZIRIA
Goods for pets

ROOSH

lyft

Readeat 

JUL

OBRIO

**LIONS
MEDIA**
SMART MARKETING

INTERNATIONAL ALLIANCES AND NETWORKS

 **EDUCATION
CANNOT
WAIT**
The Global Fund for Education
in Emergencies and Protracted Crises

CROWDFUNDING AND ONLINE PLATFORMS

 GlobalGiving

UNIVERSITIES

 Ukrainian
Catholic
University


NATIONAL UNIVERSITY OF
KYIV-MOHYLA ACADEMY

INFLUENCERS

Children's Day Campaign

Mariia Ozirna (Dukhovne Lychko)

Back-to-School Campaign (1 September)

Artem Kotenko

World Children's Day Campaign

Serhiy Zhadan

Support for the UActive Programme

- ▶ Schmalgauzen (band)
- ▶ Dzijdio

Fundraising for a shelter in Mala Danylivka

- ▶ Oleksandr Khomenko (MUR)
- ▶ Yuliia Lohvin (JUL)

«Carol of Wonders» Campaign

- ▶ Ihor Lachenko
- ▶ Vasyi Baidak
- ▶ Oleksandra Matviichuk
- ▶ Danylo Mireskin
- ▶ Dariia Kolomiiets



KEY PROJECTS OF THE FOUNDATION IN 2025



7.3.1

REMEDYING LEARNING LOSSES IN THE DNIPROPETROVSK AND ZAPORIZHZHYA OBLASTS, UKRAINE THROUGH CATCH-UP PROGRAM AND DIGITAL LEARNING CENTRES (DLCS)

-  **PARTNER:** UNICEF
-  **GEOGRAPHY:** Dnipropetrovsk and Zaporizhzhia oblasts

PROJECT OVERVIEW

-  Establishment and support of educational centres in communities of Dnipropetrovsk and Zaporizhzhia oblasts as safe, equipped spaces for learning, communication, and child support.
-  Implementation of the catch-up programme in schools and centres: offline classes in Ukrainian, English, and mathematics.
-  Teacher preparation, mentoring, and development: training, methodological support, regular workshops, and continuous guidance from senior and junior methodologists.



ACHIEVEMENTS IN 2025

- ✓ **43,964 children** received information, through developed teaching materials, on recognising domestic gender-based violence, how to respond, and where to seek help. Teachers completed specialised training to address this topic appropriately with children.
- ✓ **36 existing centres** supported.
- ✓ **2 teacher centres** established (Kryvyi Rih and Zaporizhzhia).
- ✓ **1,492 educators** visited teacher centres (**target: 1,400**).
- ✓ **20,085 children** visited children's centres (**target: 19,067**).
- ✓ **44 educators** certified as trainers in gender competence to further share their knowledge with the colleagues.

- ✓ **87% of students** demonstrated improved knowledge based on assessment results.
- ✓ **43,964 children** enrolled in catch-up classes which accounts for **158.7% of the target (27,690 children)**.
- ✓ **18 new children's educational centres** established and launched (including 1 hospital-based centre in Zaporizhzhia, 4 in underground schools, and 3 in school shelters).



DISTINCTIVE FEATURES

Two large waves of the catch-up programme were delivered. Workbooks were developed and printed for every student, along with teacher guides and motivational stickers. Teachers received offline training and continuous methodological and financial support. After each wave, interactive PowerBI dashboards were created with testing results disaggregated by subject and gender, enabling partners to track real programme impact.



A hospital-based centre established in Zaporizhzhia focuses on restoring a sense of normal childhood and psychological support within a medical setting. Due to patient turnover it is different from the regular centres, the model combines flexible learning, therapy elements, and strict sanitary requirements. For a child, such a space becomes a “breath of normality”: they can step out of the hospital room for a while, change their environment, and regain confidence through creativity and communication.



Educational centers for teachers have been established in Zaporizhzhia and Kryvyi Rih — spaces that combine professional training, psychological support, access to modern equipment, and a vibrant professional community of educators. It is a place where teachers can not only attend training sessions but also gain hands-on experience working with 3D printers, telescopes, robotics, and laser cutters. Here, they can develop at their own pace, ask questions, share challenges, and find solutions together. All of this increases confidence, reduces professional burnout, and helps them better support their students.



Within the emergency response budget, windows damaged by the 4 April 2025 explosion were replaced at Kryvyi Rih Lyceum No. 35.

7.3.2

SAVED EDUCATION IN UKRAINE / «PRESERVING EDUCATION IN UKRAINE»

-  **PARTNER:** SIDA (Swedish International Development Cooperation Agency) / Government of Sweden
-  **GEOGRAPHY:** Kharkiv, Mykolaiv, and Chernihiv regions



PROJECT OVERVIEW

The foundation's comprehensive approach was implemented through:

- ▶ the establishment of 10 new educational centers in the Kharkiv region;
- ▶ support for the operation of 16 previously established educational centers across the three regions;
- ▶ implementation of the UActive program in the Kharkiv region;
- ▶ delivery of the MPSS program for educators.



ACHIEVEMENTS IN 2025

- ✓ The centers reached **5,200 children (94% of the target achieved)**.
- ✓ **7 new centers** were renovated and equipped (**70% of the target achieved**).

✓ **78 educators** participated in the MPSS program (**130% of the target achieved**).

✓ **100 children** are undergoing project management training through the UActive program (**100% of the target achieved**).

DISTINCTIVE FEATURES

For the first time, within this project, the foundation initiated the creation of an educational center based at a university. Unlike the traditional practice of locating such spaces in schools, the university-based center will serve as an open platform accessible to both school pupils and university students.



As the university dormitories have become shelters for internally displaced families, the space is also designed to perform a social adaptation function, supporting the integration of internally displaced children into their new environment and fostering a sense of a supportive community.

Within this project, the foundation also developed and launched the Mainstream Educational Program (MEP) for the first time. It is now available to all centers that continue to receive support from the foundation.

7.3.3

SUPPORT TO IMPROVEMENT OF SCHOOL EDUCATION IN KRYVYI RIH RAION

 **PARTNER:** PROMAN LuxDev / Government of the Grand Duchy of Luxembourg

 **GEOGRAPHY:** Kryvyi Rih city, Kryvyi Rih Raion



PROJECT OVERVIEW

The project is aimed at ensuring access to quality education for children in the communities of Kryvyi Rih Raion through the establishment and development of learning centers, as well as the implementation of comprehensive learning programs for students and educators.

KEY PROJECT OBJECTIVES:

- ▶ establishment of 15 digital EduHive learning centers in educational institutions of Kryvyi Rih Raion;
- ▶ launch and implementation of the UActive civic education and entrepreneurship program in Kryvyi Rih Raion;
- ▶ implementation of the catchUP learning loss recovery program for primary school students and preparation of senior students for the National Multi-Subject Test (NMT).

ACHIEVEMENTS IN 2025

- ✓ **1,964 children** attended the educational centers 75,736 times in total.
- ✓ **18 new centers were renovated** and equipped (instead of the initially planned 15).
- ✓ **100 children** are undergoing project management training within the UActive program.
- ✓ **52 educational** institutions and **3,084 children** participated in a wave of the learning loss recovery program. The exceeded target coverage for the wave (1,500 children) demonstrates the program's success and strong interest among students and teachers.
- ✓ Teachers note that the project's focus on preparation for the NMT makes it unique and highly desirable, as most current projects are primarily focused on lower secondary education.

DISTINCTIVE FEATURES

The project includes a number of unique solutions that significantly enhance its social impact, innovation, and scalability potential in Kryvyi Rih Raion. In addition to the planned 15 learning centers, three additional centers with a STEM component were established. By attending these centers, children have the opportunity to study engineering, technology, and other applied fields in greater depth and to acquire practical skills.

An important advantage of the project is the foundation's systematic support for the operation of these centers through the development and implementation of unique STEM educational programs. As a result, a distinct STEM ecosystem and an active community of school students engaged in innovative learning are gradually being formed in the Kryvyi Rih area, generating a long-term educational and social impact.

7.3.3

MULTI-YEAR RESILIENCE PROGRAMME, MYRP

-  **PARTNER:** Global UN Fund — Education Cannot Wait (ECW)
-  **GEOGRAPHY:** Sumy, Kyiv, Kharkiv, Kherson, Dnipropetrovsk, Zaporizhzhia, Chernihiv, and Mykolaiv oblasts

PROJECT OVERVIEW

The project is aimed at establishing (renovating, equipping, and furnishing) and

coordinating the operation of 24 educational centers in war-affected communities. Each center employs two tutors who administer the space and deliver educational and other activities for young visitors.

ACHIEVEMENTS IN 2025

- ✓ **23 centers** were established and made operational (**95.8% of the target achieved**).



- ✓ From March to December 2025 alone, the centers were attended by nearly **1,500 children**, with total visits exceeding 25,000.

DISTINCTIVE FEATURES

One of the educational centers was opened in a community located just 12 kilometers from the frontline. The foundation established the educational space in a shelter facility within a lyceum in the Kherson region. Creating this space was a major challenge: the settlement regularly suffers from shelling and FPV drone attacks. Constant danger, complicated logistics, and significant building damage led many contractors to refuse the work. However, the foundation's team consciously chose not to stop. Approximately 600 children study at the lyceum, most of whom are forced to learn in a blended or fully online format. The institution's shelter

is the only fully equipped shelter in the area capable of accommodating up to 800 people. Today, both a kindergarten and the newly created educational space operate there — the only safe place in the community where children can study and socialize. The foundation continues renovation works to fully restore the shelter.

The foundation also opened five learning centers in a new region for its operations — the Sumy oblast. Under the constant threat of shelling, most children study in blended or distance formats. The foundation took responsibility for establishing learning centers in five communities: the cities of Romny, Konotop, and Okhtyrka, as well as the villages of Lypova Dolyna and Boromlia. The team faced numerous challenges. The foundation conducted dozens of negotiations with local authorities and secured the support of education departments to obtain all necessary permits and ensure children's safety. The result of these efforts is vibrant, fully equipped spaces that have become pillars of support for their communities.

The foundation applied an individual approach to the creation of centers within the project, thereby generating additional value aimed at strengthening overall community resilience. Each space has its own story, challenges, needs, and priorities: in one community, stable and uninterrupted internet access is critical; in another, autonomous lighting sources, charging stations, and wireless solutions are the primary need. The foundation analyzes the real needs of communities and designs its support model so that each educational space becomes not only a place for learning and leisure but also a place of resilience, recovery, and hope.

7.3.5

«IMPROVING THE LEVEL OF EDUCATION OF STUDENTS IN UKRAINE»

PARTNER: CPVA (Central Project Management Agency), Lithuania

GEOGRAPHY: Odesa oblast (Velykodolynska community, Molodizhne Lyceum)



PROJECT OVERVIEW

The project provides for the regular delivery of high-quality educational activities for students in grades 5–9 in a shelter built by partners in one of the largest communities of the Odesa region, with the prospect of further geographic expansion. Within the project, students participate in learning loss recovery classes in mathematics, English and Ukrainian languages, and history, as well as in STEM and ART programs.

ACHIEVEMENTS IN 2025

✓ **183 students** participated (**target: 160**).

✓ **130 of them** attended more than 50% of the classes (**target: 100**).

A pilot wave of learning loss recovery classes was delivered for 16 groups of 5th- and 7th-grade students.

✓ Although the initial plan was to engage only teachers from the local community, the geography was expanded to include teachers from Chornomorsk.



A Science and Arts Festival was organized for more than **350 children**. While not originally planned within the project, it became a response to the challenge of motivating students to engage in learning.



An offline psychological training session was conducted for **teachers and tutors, with 19 participants** — all specialists involved in the project.

DISTINCTIVE FEATURES

The project enabled the development of STEM and ART programs as comprehensive educational waves that combine an interdisciplinary approach with the practical application of acquired knowledge and skills. The pilot implementation of these programs is scheduled for early 2026.



Another unique aspect of the project is that savED delivers educational activities for students from four educational institutions within one community. To gather all participants in a shared safe space in the shelter, the foundation provides regular transportation for children. The challenging security situation and complex transport logistics did not hinder implementation thanks to the coordinated work of the project team and effective cooperation with local stakeholders.





LET'S STAY IN TOUCH!

WE ARE ALWAYS OPEN TO NEW PARTNERSHIPS AND OPPORTUNITIES

An enormous number of communities, schools, children, and adults need our support, so we continuously seek resources for new learning centers, shelters, tutor support, the renovation of rural libraries, and refreshments for UActive participants during their project presentations. Together with partners, we can renovate large shelters step by step, and equip EduHives separately with furniture or board games.

REACH OUT TO US – AND WE WILL IDENTIFY A PROJECT WHERE ANY FORM OF YOUR SUPPORT WILL BE MEANINGFUL AND TRULY NEEDED.

With gratitude, savED

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