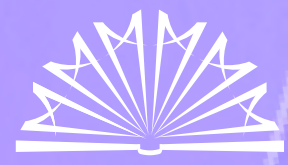


EDUCATION AS A TOOL FOR SHAPING PERSONAL RESILIENCE, NATIONAL SOCIAL CAPITAL, AND A CULTURE OF PEACE

UKRAINE

**SPECIAL RESEARCH FOR THE 5TH SUMMIT OF FIRST
LADIES AND GENTLEMEN**

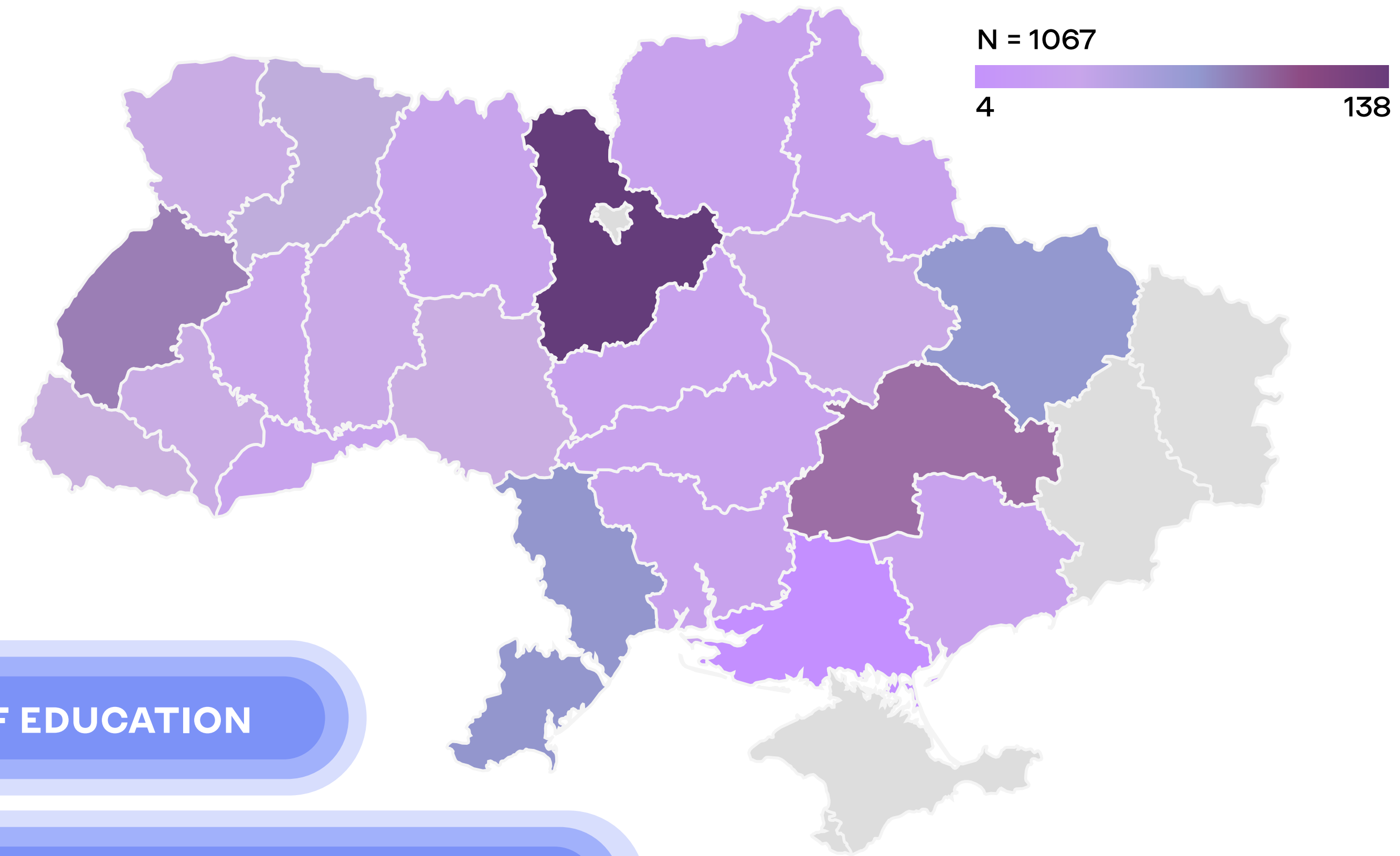
SEPTEMBER 2025



UKRAINE. ONLINE STUDENT SURVEY

RESEARCH GEOGRAPHY

Research geography covers all of Ukraine, excluding territories temporarily occupied as of 23 February 2022 (the Autonomous Republic of Crimea, the city of Sevastopol, and the occupied areas of Donetsk and Luhansk regions). Respondents living in areas occupied after 24 February 2022 may participate (if they feel safe enough to answer the questions).

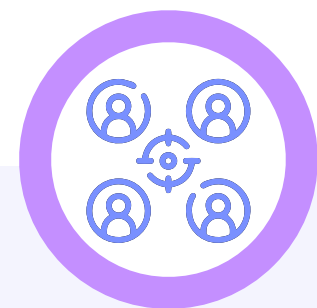


RESEARCH OBJECTIVES

- IDENTIFY THE KEY FUNCTIONS AND VALUES OF EDUCATION
- DETERMINE CRITICAL SKILLS NEEDED FOR THE FUTURE
- ASSESS THE ROLE OF EDUCATION IN FOSTERING A CULTURE OF PEACE AND SOCIAL TRUST



RESEARCH METHODOLOGY

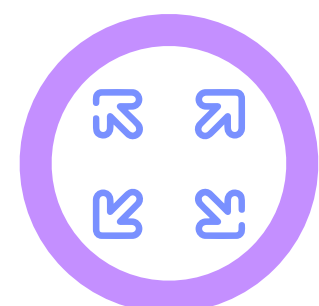


TARGET GROUP

The online survey of students aged 15-17 was conducted in July-August 2025.

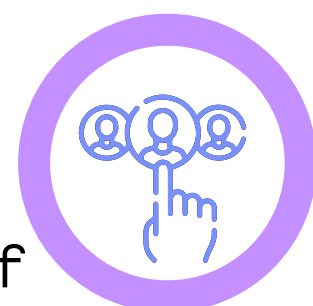
This age group is particularly important for research on fostering a culture of peace and social resilience, as upper secondary students are actively developing their civic views and worldview. They are also capable of consciously evaluating and having informed opinions about their previous school experience.

An important ethical aspect is the direct participation of the students themselves in the survey, reflecting the principle of **'nothing about us without us'**. This underscores their agency as active participants in the educational process and gives value to their perspectives in shaping policies and practices.



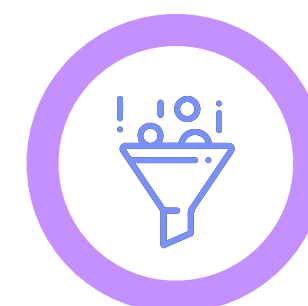
SAMPLE SIZE

The total sample consisted of 1,067 respondents, ensuring statistical significance



SELECTION METHOD

A mixed approach combining an online panel with targeted recruitment



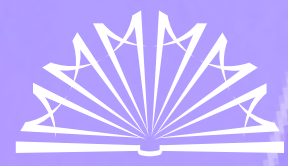
DATA COLLECTION

Data were gathered via online surveys to ensure efficiency and anonymity



SAMPLE TYPE

Non-random, purposive sampling based on specific criteria

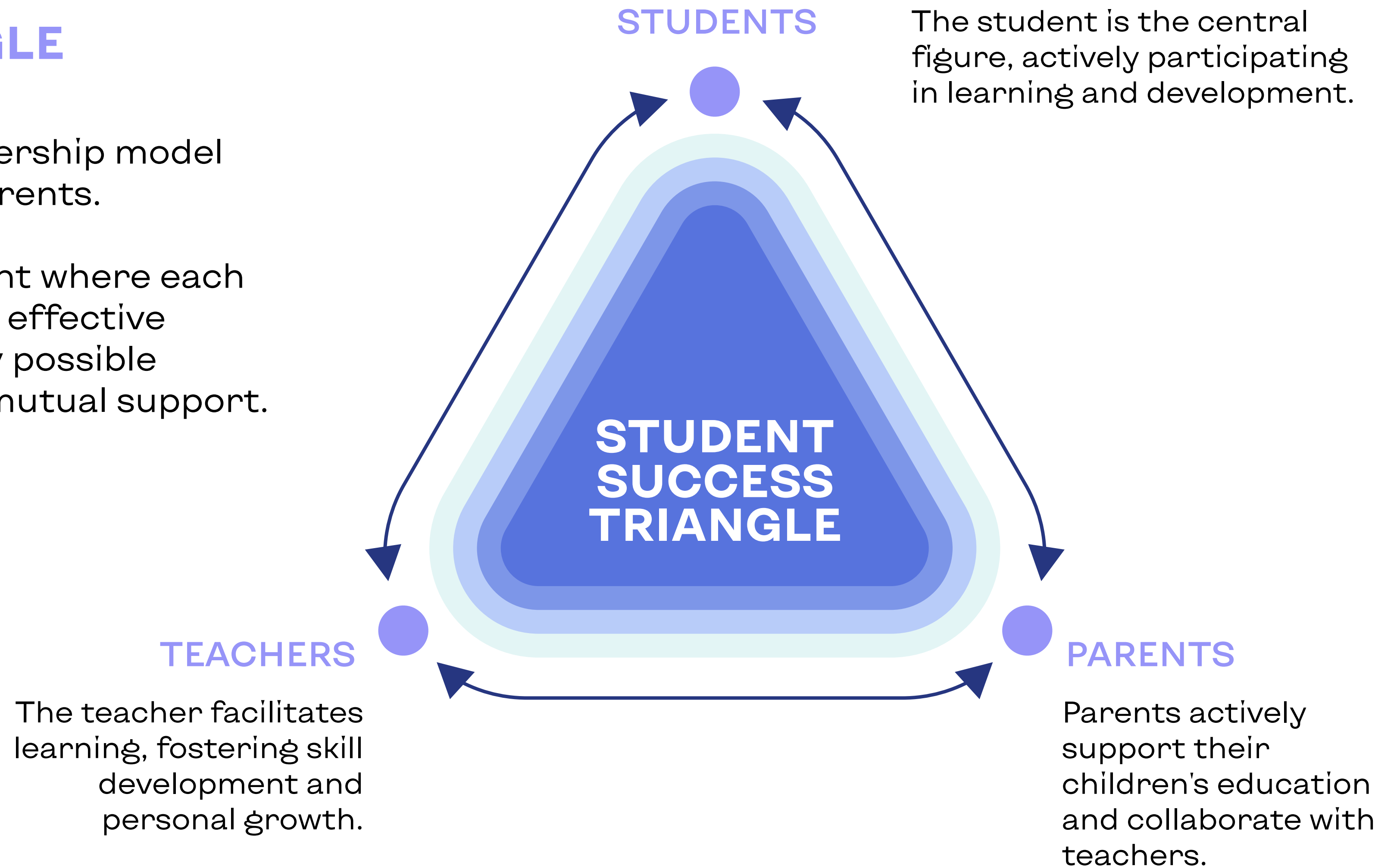


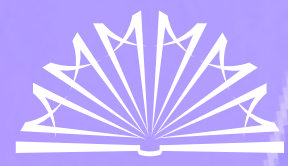
SURVEY RESPONDENTS

THE EDUCATION TRIANGLE AS PARTNERSHIP

The “education triangle” is a partnership model uniting students, teachers, and parents.

It creates a supportive environment where each plays a vital role, emphasizing that effective learning and development are only possible through coordinated efforts and mutual support.





KEY FUNCTIONS OF EDUCATION

Preparing for independent and successful adult life

50 %

Acquiring knowledge and skills for employment

42 %

Providing access to and experience with modern technologies

34 %

Developing communication and teamwork abilities

28 %

Helping to understand students' interests and aspirations

26 %



FOCUS ON AUTONOMY:

today's young people expect education to provide them with independence – in life, in their careers, and in the digital sphere.



EMOTIONAL AND CIVIC EDUCATION – IN THE BACKGROUND:

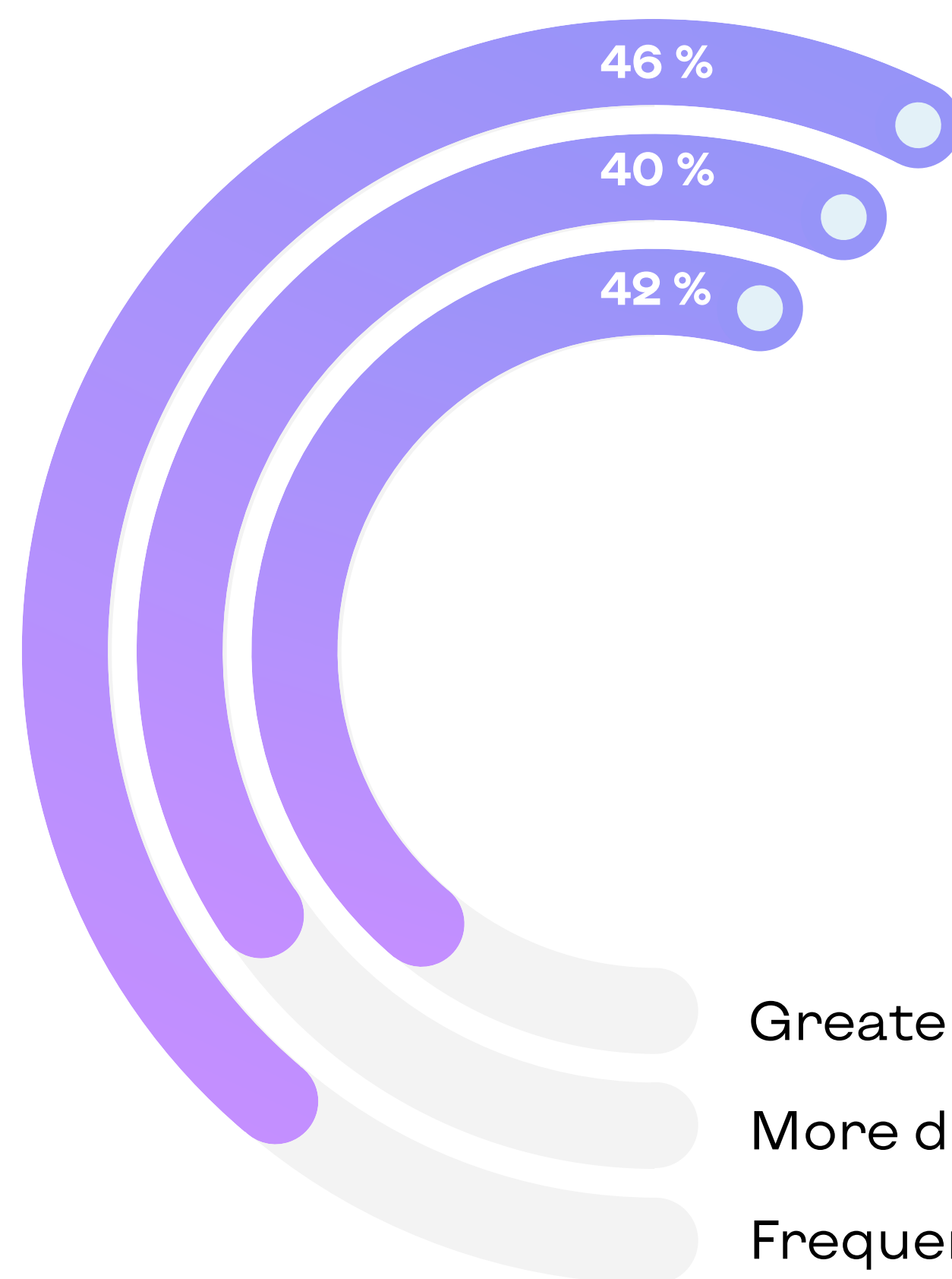
skills related to community life, democracy, and the environment are not a priority for adolescents and young people.



Which of the following functions of education do you consider the most important? **TOP 5**



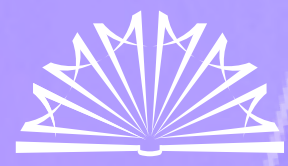
SCHOOLING DURING WARTIME



Despite the challenges of wartime, school remains a space for adaptation, support, and fostering responsibility



What are the features of schooling during wartime for you? **TOP 3**



SCHOOL AS AN ENVIRONMENT FOR SKILLS DEVELOPMENT

Attention and responsibility

52 %

Resilience, flexibility and adaptability

41 %

Motivation and self-awareness

35 %

Creative thinking

33 %

Analytical thinking

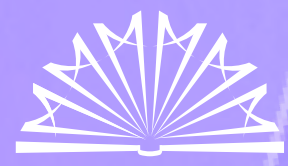
32 %



School shapes responsible individuals but requires transformation to foster leadership, mental well-being, and digital skills



Which of the following skills does school help to develop? **TOP 5**

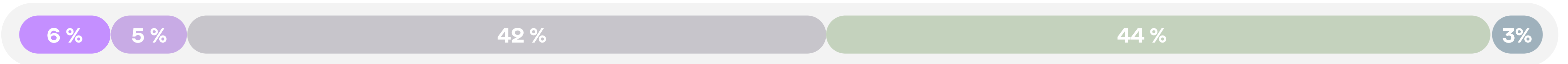


SOCIO-TECHNOLOGICAL IMAGINATION

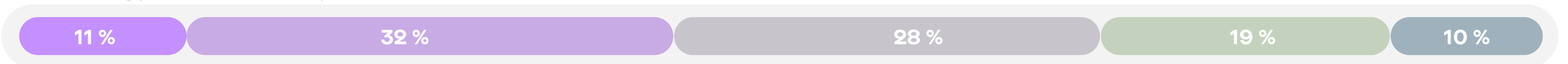
Technology creates new opportunities for engaging people in solving important problems



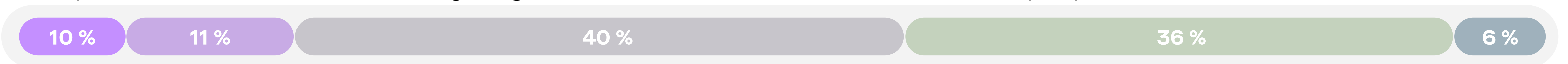
The internet and digital platforms help people better understand different perspectives



Technology makes society more divided and conflict-prone



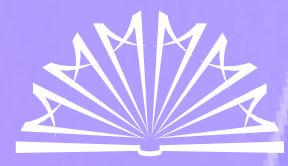
The spread of disinformation through digital channels undermines trust between people



To what extent do you agree with the following statements about technology's impact on society?



Young people recognise technology's great potential to bring people together and share knowledge, while also being aware of the risks of division and eroded trust caused by disinformation.



ROLE-MODEL TEACHERS

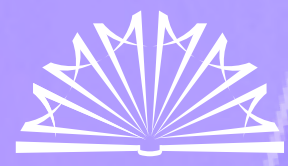


AN IDEAL TEACHER

is primarily seen as a source of support, clear explanations, and motivation — not strict rules or the latest technology.



In your opinion, what kind of teacher makes a good role model for students?



KEY QUALITIES OF A TEACHER IN WARTIME

Inspiring example of civic responsibility

27 %

Respect for diverse experiences

34 %

Teaching skills useful in crisis situations

46 %

Ability to discuss difficult topics openly

47 %

Understanding each student's personal circumstances

56 %

Ability to provide support in difficult moments

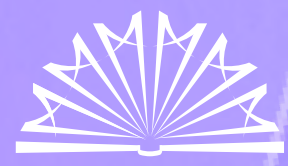
58 %



The profile of a teacher in wartime shifts from academic expertise towards emotional resilience, empathy, and the readiness to engage in difficult discussions, with a practical component of teaching that is relevant to crisis conditions.



Which teacher qualities are especially important during war?



CAREER GUIDANCE

Introduces students to different professions

35 %

Helps understand the skills required for various professions

33 %

Invites guest speakers from different fields

30 %

Offers career aptitude tests or surveys

28 %

Provides consultations with a psychologist or career advisor

23 %

The school does not provide career guidance

12 %

None of the above

7 %

Difficult to say

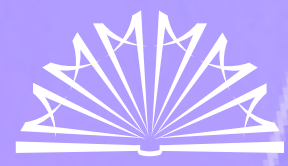
4 %



Schools tend to offer more informational and introductory formats (meetings, lessons, tests) but less often provide individual support and in-depth counselling, which could help students make more informed choices.



How does your school help you navigate the world of careers?



PREPARING FOR LIFE DURING WARTIME AND THE COUNTRY'S RECOVERY

Provides knowledge on how to act in emergency situations

47 %

Encourages participation in volunteering or community service projects

44 %

Teaches students to stay focused and hopeful

36 %

Holds discussions about the war and solidarity

32 %

Helps students understand how they can contribute to the country

30 %

Supports students' mental and emotional well-being

27 %

None of the above

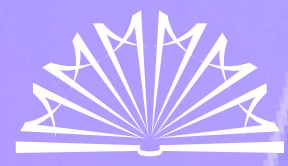
8 %



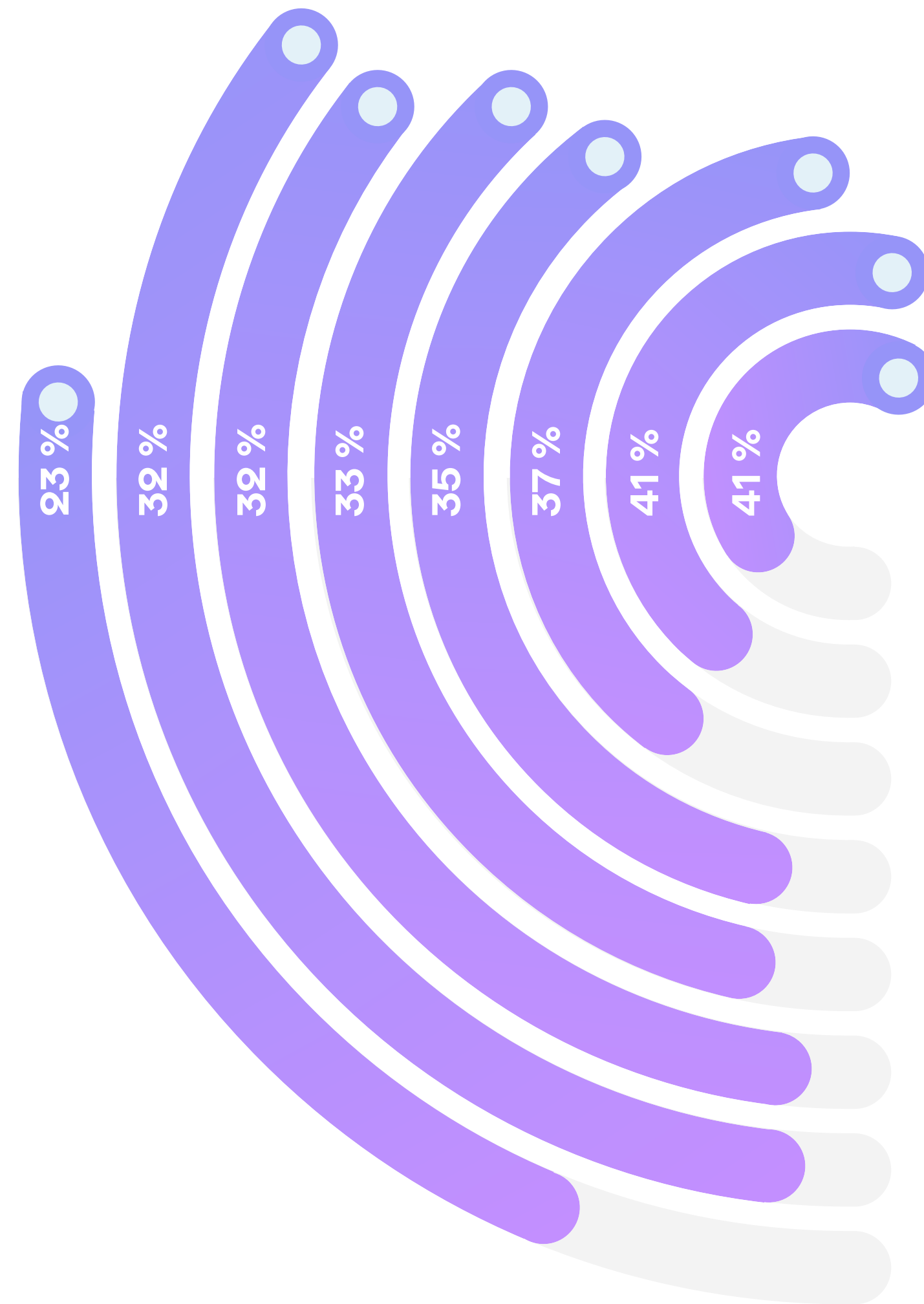
Schools most often equip students with practical knowledge for safety and encourage volunteering. Support for mental and emotional well-being, as well as motivation, is less common, even though these are critical for young people's resilience.



How does school prepare students for life during the war and the country's future recovery?



ESSENTIAL QUALITIES OF A CITIZEN



Willingness to help others

Resilience in challenging situations

Awareness of rights and responsibilities

Critical thinking skills

Ability to work with others

Participation in civic life

Respect for different points of view

Responsible attitude towards the environment



AN ACTIVE CITIZEN

is a resilient society member, ready to help others, aware of their rights, and able to think critically.



Which qualities do you consider essential for an active citizen of your country?



STUDENT VALUES DURING WARTIME

Respect for Ukraine's defenders

35 %

Faith in one's own abilities and in the future

33 %

Responsibility for one's actions

30 %

Mutual support and solidarity

28 %

Understanding how to distinguish truth from manipulation

23 %

Awareness of the importance of freedom and democracy

12 %

National identity and patriotism

7 %

Willingness to act for the common good

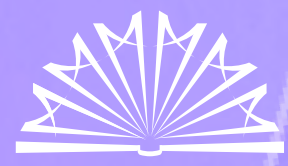
4 %



**RESPECT, RESILIENCE,
AND RESPONSIBILITY**
are the values students
consider most important
during the war.



Which values do you think have become especially important for students during wartime?



WAYS TO FOSTER A CULTURE OF PEACE

Learning peaceful conflict resolution

37 %

Learning about human rights

34 %

Collaborative activities (projects, volunteering, exchanges)

32 %

Examples of fair treatment by teachers

31 %

Developing critical thinking

28 %



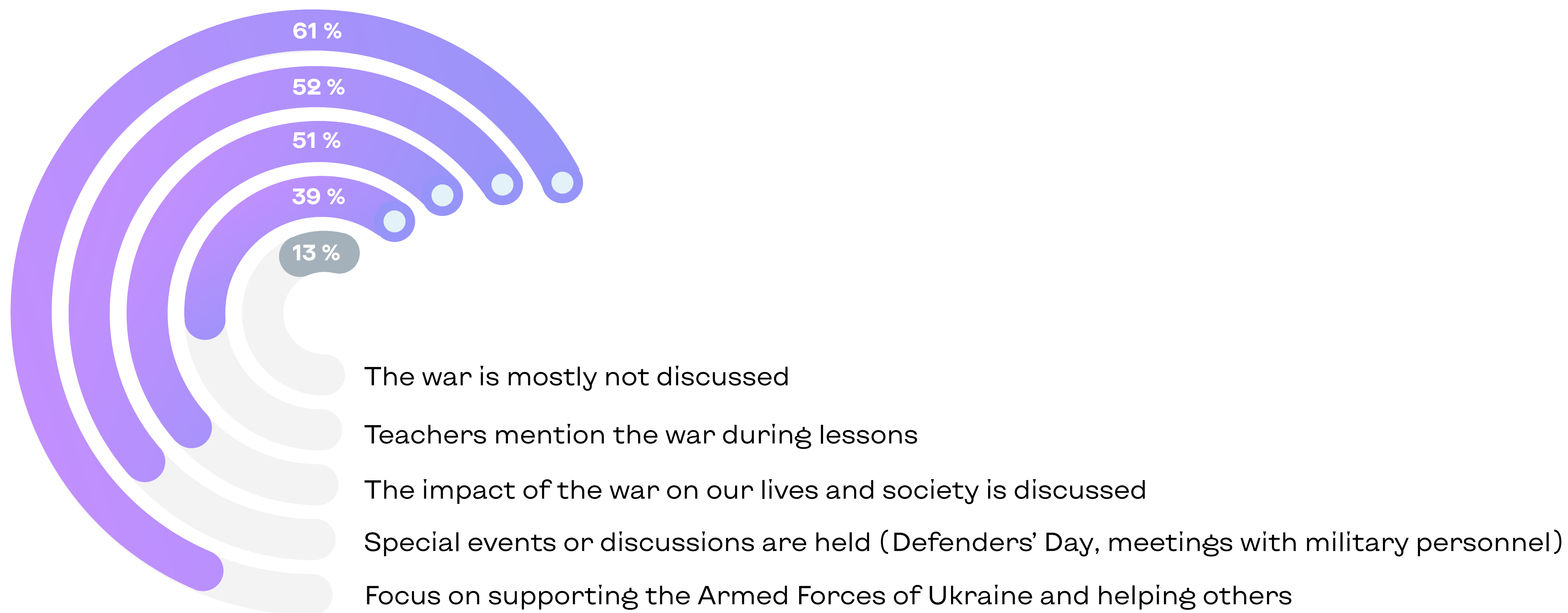
Students seek not only to learn about human rights or techniques for peaceful conflict resolution, but also to experience them through collaborative projects, observe fairness in teachers' actions, and practice critical thinking. This signals that a culture of peace is seen as a daily practice, not just an abstract set of rules.



In your opinion, what can help foster a culture of peace among students?



DISCUSSING THE WAR AT SCHOOL



How is the topic of the full-scale war in Ukraine addressed at your school?



KEY ASPECTS OF DISCUSSING THE WAR

The importance of unity and mutual support

45 %

The courage and sacrifice of those defending Ukraine

44 %

The value of independence and human dignity

44 %

How to rebuild the country after the war

39 %

Disinformation and how to identify it

37 %

The complex emotions the war evokes

30 %

The war should not be discussed at school

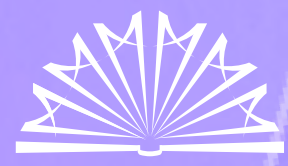
5 %



Responses indicate that, for students, the war in school discourse is primarily associated with the formation of value-based unity, recognising the contribution of defenders, and understanding the foundations of statehood – not merely with the emotional experience of events.



In your opinion, what is important to discuss at school when it comes to the full-scale war?



REACTIONS TO THE TOPIC OF WAR

Participate in volunteer or charitable initiatives

43 %

Discuss the news and try to understand events

41 %

Show support and empathy for one another

38 %

Some express disappointment or despair because of the war

26 %

Disagreements arise due to differing attitudes toward the war

18 %

Avoid conversations about the war because it causes anxiety

17 %

Mock or insult those affected by the war

8 %

None of the above

6 %

Difficult to say

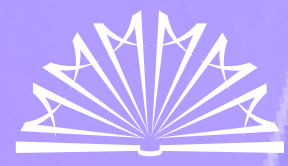
5 %



In the school environment, proactive and empathetic responses to the topic of war prevail. At the same time, a noticeable share of expressed despair and disappointment points to the emotional exhaustion of some students, while instances of mockery or hostility remain marginal.



How do students in your class or school react to the topic of the full-scale war?



EDUCATION AS A RESOURCE FOR AUTONOMY.

Students primarily expect school to strengthen their independence – personal, professional, and digital – while civic and emotional functions more often remain secondary.

SCHOOL DURING WARTIME – A SPACE FOR ADAPTATION.

Despite disruptions, school fulfils a supporting role: fostering responsibility, maintaining psychological resilience, and giving a sense of predictability.

GENDER DIFFERENCES IN PERCEIVED INSTABILITY.

Girls are more likely than boys to note frequent changes in learning formats (**49%** vs. **42%**); at the same time, around one-third of respondents (approximately **32%**) report feelings of anxiety.

THE SKILL SET BACKBONE:

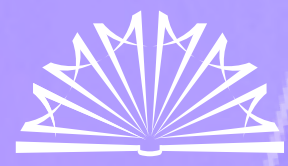
Responsibility and resilience are present, but leadership and attention to mental health are lacking. Students also need more advanced digital skills, which turn individual resilience into collective problem-solving.

TECHNOLOGY – BOTH AN OPPORTUNITY AND A RISK.

Young people see the potential for connection and collaboration, but also the risks of disinformation; there is a need for “built-in” information integrity across all digital activities.

THE IDEAL TEACHER – A CORE TRIANGLE.

Competence, motivation, and fairness form the stable centre of expectations; formal attributes are important but secondary. Support and simple explanation are more important than technological skills. What matters most to students is that the teacher offers support, explains things clearly, and inspires them. Empathy, a safe classroom environment, and the practical relevance of learning are becoming increasingly important.



CAREER SUPPORT: PLENTY OF INFORMATION, LITTLE INDIVIDUAL GUIDANCE.

Schools tend to offer general activities (lessons, lectures, tests) rather than personalised pathways; boys are more likely to report receiving no support.

PREPARATION FOR LIFE DURING WARTIME: STRONG PRACTICAL COMPONENTS, WEAKER PSYCHO-EMOTIONAL ONES.

Actions in emergencies and basic safety skills are learned more effectively than self-help, mutual aid, or future planning.

TWO "CORES" OF RESILIENCE.

Operational: emergency response + volunteering;
psychological: faith in the future + psycho-emotional support. The greatest effect comes from combining both.

PROFILE OF AN ACTIVE CITIZEN:

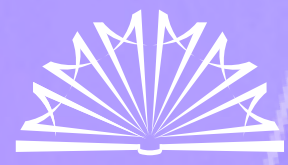
A combination of willingness to help, resilience, legal awareness, and critical thinking forms the dominant model among students. Core values in wartime: respect, resilience, and responsibility are the three main anchors students consider most important.

PROFILE OF AN ACTIVE CITIZEN:

A combination of willingness to help, resilience, legal awareness, and critical thinking forms the dominant model among students. Core values in wartime: respect, resilience, and responsibility are the three main anchors students consider most important.

HOW WAR IS DISCUSSED AND REACTED TO IN SCHOOL:

Proactive and empathetic responses prevail; feelings of despair are noticeable but not dominant.



FOCUS GROUPS: PARENTS AND TEACHERS

RESEARCH OBJECTIVES:

To explore how educators and parents perceive current changes in Ukrainian education during the war; to identify the strengths and weaknesses of the system as they see them; to understand their expectations of schools during wartime and the post-war period; and to examine how education can contribute to fostering a culture of peace, resilience, and the development of the national social capital

DISTRIBUTION MAP

The focus groups involved parents and teachers from small towns and villages (populations up to 50,000) across 4 regions, as well as from 4 major Ukrainian cities. Each region and city was represented by one focus group of parents and one of teachers

RESEARCH PARAMETERS

16 FOCUS GROUPS,

including:

- **8 focus groups** with lower and upper secondary school teachers
- **8 focus groups** with parents of lower and upper secondary school students

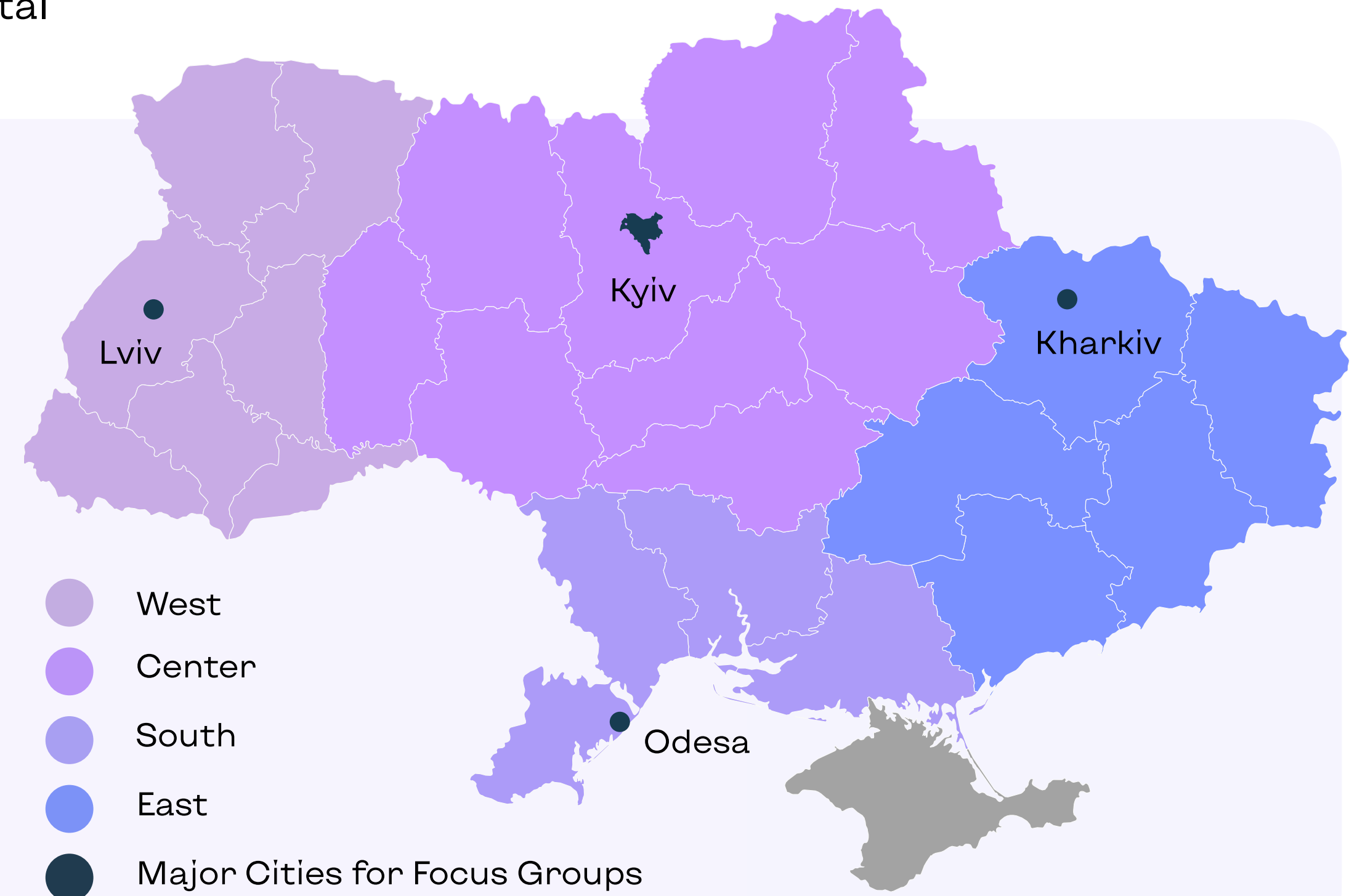
98 PARTICIPANTS,

including:

- **48** lower and upper secondary school **teachers**
- **50 parents** of lower and upper secondary school students

FOCUS GROUPS PERIOD:

July–August 2025





SCHOOL EDUCATION: ASSOCIATIONS, IMAGES, CHARACTERISTICS

SHARED INSIGHTS FROM PARENTS AND TEACHERS

EDUCATION AS A CONTINUOUS PROCESS OF CHANGE AND ADAPTATION TO NEW CHALLENGES IN SPITE OF OBSTACLES.

- In Ukraine, education is perceived as a continuous transformation: constant reforms, the search for new approaches and practices, and attempts to build a better future.
- At the same time, the system transforms not thanks to favourable conditions, but in spite of numerous obstacles.

TEACHERS' PERSPECTIVE

EDUCATION IS...

TRANSFORMATION

ADAPTABILITY

POWER

LOAD

RESILIENCE

CONNECTION
TO HOME

EDUCATION - WHAT KIND?

DEVALUED

SURVIVING

UNDERFUNDED

COMPREHENSIVE

MULTIFACETED

FLEXIBLE

Education is like a ship that rocks us - tossing us about on different waves, but we don't sink.

EDUCATION AS THE FOUNDATION OF NATIONAL DEVELOPMENT, YET IN NEED OF CHANGE

- Education is seen as the foundation of the country's development and the highest value by both parents and teachers.
- At the same time, the existing system is far from ideal, and there is a strong demand for transformation, deeper changes, and reform.

PARENTS' PERSPECTIVE

EDUCATION IS...

FOUNDATION

STRESS

DESPAIR

CHALLENGE

OPPORTUNITY

IMPERFECTION

EDUCATION - WHAT KIND?

OUTDATED

COMPLICATED

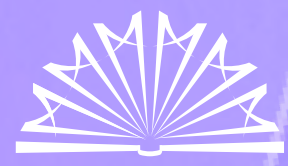
UNINTERESTING

CUMBERSOME

HIGH QUALITY

OBSOLETE

The education system is like an elephant - large but unwieldy.



TRENDS IN EDUCATION OVER THE PAST FIVE YEARS

SHARED INSIGHTS FROM PARENTS AND TEACHERS

REMOTE AND HYBRID LEARNING, WHILE ACCELERATING DIGITALISATION, REMAIN A SIGNIFICANT CHALLENGE FOR UKRAINIAN EDUCATION

- **Lack of face-to-face communication:** During remote learning, children quickly acquire new technological skills, but they miss out on in-person communication, lose opportunities for socialisation, and show weaker communication skills. Teachers working remotely also lack interaction with their colleagues.
- **Decline in physical health:** Children's health deteriorates due to the need to spend more time at the computer, lack of physical activity, and theoretical rather than practical PE lessons.
- **Technical issues:** Not all students have the necessary equipment to participate in online classes, and power outages or unreliable internet connections hinder or prevent learning altogether.
- **Challenges in conducting quality lessons in shelters:** Effective learning is nearly impossible in shelters, and shortened hybrid-format lessons do not allow for covering material properly.

TEACHERS' PERSPECTIVE

SHIFT IN PARENTS' PRIORITIES

- **Education** has **receded into the background** for parents, while children show less motivation to learn

AN URGENT NEED TO DEVELOP AI SKILLS

- Children widely use AI for simple, routine tasks, often trusting its outputs blindly rather than developing their own thinking.
- Teachers are gradually learning to use AI in lesson preparation but require systematic support and guidance to use it effectively.

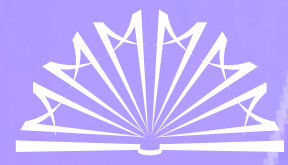
SCHOOLS ARE BECOMING MORE INCLUSIVE

- Teachers are increasingly attentive to students' emotional well-being, developing emotional intelligence, applying individualised approaches, and creating spaces for self-expression. Each student is treated as an individual - though not all educators have fully embraced this yet.

PARENTS' PERSPECTIVE

FEMINISED PROFESSION

- **Men are underrepresented** in the teaching profession. It is important for children to have the opportunity to interact with representatives of both genders.



RELEVANCE OF THE SCHOOL CURRICULUM AND ITS ALIGNMENT WITH MARKET NEEDS

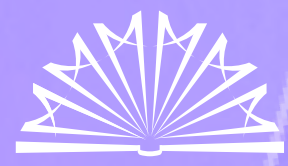
SHARED INSIGHTS FROM PARENTS AND TEACHERS

PARTICIPANTS EXPRESSED DIFFERING VIEWS ON WHETHER THE CURRICULUM IS OVERLOADED, BUT THEY AGREED THAT IT LACKS PRACTICAL RELEVANCE

- Some consider the curriculum **challenging but not overloaded**, as students still have time for clubs and other interests. Others argue that the curriculum, particularly in lower secondary school, is **excessively dense**: students are required to master a large volume of material in a short period of time.
- The school curriculum is focused on academic knowledge, **with too few practical tasks**: students often fail to understand the purpose of certain subjects, which undermines their motivation to learn.

CAREER GUIDANCE IS LACKING IN SCHOOLS

- Upper secondary school students have **insufficient opportunities to explore different fields** and understand how they work to choose a future career path.
- The curriculum does not help students discover which professions suit them best. **There is a need for career guidance courses or sessions** where students can explore their interests and career opportunities.



PARENTS' PERSPECTIVE

PARENTAL INVOLVEMENT IN THE EDUCATIONAL PROCESS IS INDIVIDUAL AND DEPENDS ON THE CHILD'S NEEDS AND PERSONAL QUALITIES

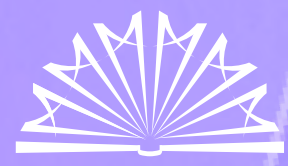
- Some parents **take an active part** in their child's education, while others note that the child's workload is moderate and that they were most involved during the primary school years.

WORKLOAD ON PARENTS INCREASES DURING REMOTE LEARNING

- Online learning **imposes greater demands due to organisational aspects**, such as providing the necessary technical setup, monitoring the child's engagement in lessons, and supervising homework.

PREPARATION FOR AND TAKING THE NATIONAL MULTI-SUBJECT TEST (NMT) SIGNIFICANTLY INCREASE THE BURDEN ON PARENTS AND STUDENTS.

- Preparation for and taking the **National Multi-Subject Test (NMT)** significantly increases the workload on both parents and students.
- Upper secondary students focus their efforts primarily on the subjects required for the NMT, often neglecting other subjects.
- There is a **gap between the school curriculum and the test requirements**. School education does not provide in-depth preparation specifically for the NMT, so parents are compelled to hire tutors to prepare their children for the exam. Test results are also affected by differences in the learning formats experienced by students from different regions.
- Preparing for and taking the NMT **creates considerable pressure on students**, who often have to sit the test after sleepless nights caused by air raid alerts and shelling, which may negatively affect their performance.



SHARED INSIGHTS FROM PARENTS AND TEACHERS

STAFF SHORTAGE IN THE PROFESSION AND MOTIVATION TO REMAIN IN THE PROFESSION

- There is a noticeable trend of an ageing teaching workforce. Schools experience a significant shortage of younger teachers
- Young people are less likely to choose a teaching career because of low salaries, the low prestige of the profession, and the heavy workload

- Teachers remain in the profession out of vocation, love for the work, and care for children. Senior teachers are also inclined to stay due to a lack of alternative career opportunities
- Teachers' pay remains low and does not correspond to the scope of their responsibilities and workload

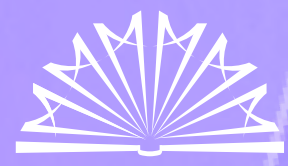
TEACHERS' PERSPECTIVE

INCREASING WORKLOAD FOR TEACHERS

- Teachers indicate excessive workload, particularly due to the large amount of **paperwork and reporting**, which leads to overtime and makes the teaching profession overly bureaucratic
- **Hybrid learning increases workload** due to the need to adapt lesson formats and the challenges of teaching in shelters
- **The emotional challenges** faced by teachers during the war **are increasing** – students require more support, motivation, emotional calm, and reassurance from their teachers

TEACHER AUTONOMY OFFERS OPPORTUNITIES BUT CREATES NEW CHALLENGES

- Teacher and school autonomy is perceived ambiguously. Some teachers report that **autonomy provides space** to implement new approaches, while others feel that the lack of clear rules **shifts the responsibility** for implementing reforms onto teachers



TEACHERS' PERSPECTIVE

UNDERAPPRECIATION OF THE TEACHING PROFESSION IN SOCIETY

- Society and the state **have not established a position of trust and respect** towards teachers. Nevertheless, some teachers perceive positive changes in how their profession is viewed.
- Teachers and schools are often seen purely as **“curriculum implementers” or “providers of educational services,”** with no recognition of teaching as a prestigious intellectual profession.
- **The role of teachers as mentors** and guides in child development, and in shaping personality and future, is **undervalued.**

TEACHERS ARE EXPECTED TO BE ROLE MODELS FOR STUDENTS

- Children aspire to see and **learn from successful teachers**, especially those who are financially secure.
- Today, teachers must **combine multiple roles:** friend, counsellor, and mentor whom students can turn to for support.
- **Long-term bonds** form between students and teachers – teachers sometimes experience gratitude from students that lasts for years.

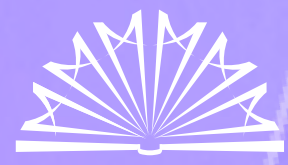
TEACHERS DO NOT FEEL TRUSTED BY PARENTS

- Parents tend to question teachers' professionalism and teaching methods.
- **The teacher's work** is often seen as **the sole factor in a child's academic performance**, while the role of a family, the engagement of the students themselves, as well as the impact of the war on learning outcomes, are overlooked. Successful learning depends on a partnership between students, parents, and teachers.
- **Support and recognition** (if present) from school administration, parents, and students **positively influence teachers' motivation** to remain in the profession.

Society's general attitude tends towards devaluation, though there is a positive trend.

Behind every successful person stands a Teacher.

The role of the teacher is invaluable but insufficiently recognised. There is a strong hope that this may change, as the teacher's role is indeed nation-centred.



TEACHERS' PERSPECTIVE

- Teachers have a wide range of opportunities for development
- Teachers are continuously improving and **maintaining their level of expertise**
- Teachers have access to a large selection of professional development courses, both free and paid
- Teachers need more up-to-date, practical, and flexible formats for professional training
- Professional training of teachers is combined with daily work tasks, requiring **additional time and personal resources**
- Courses offered by institutes of postgraduate education are often perceived by teachers as formalities, as **not all of them are relevant or valuable**
- There is a demand for improving state-provided courses: **short courses, evening and offline sessions** that allow for networking and exchange of experience among colleagues
- Teachers particularly value practical training formats such as workshops, internships, project participation, and the exchange of experience (including internationally)
- Teachers highlight the relevance of, and show interest in, courses on first aid, STEM, and digital literacy



FOSTERING A CULTURE OF PEACE IN THE SCHOOL ENVIRONMENT

SHARED INSIGHTS FROM PARENTS AND TEACHERS

JOINT RESPONSIBILITY OF SCHOOL AND FAMILY

- Building a culture of peace is most effective when actions are coordinated between parents, class teachers, teachers, and school administration.

- There is a need to **increase the number of psychological support specialists** in schools to assist students and to facilitate the resolution of problematic situations among students.

TEACHERS' PERSPECTIVE

DEVELOPING A CULTURE OF PEACE IS AMONG THE KEY TASKS OF SCHOOLS AND TEACHERS

- У школах сформовано систему заходів із розбудови безпечного середовища: **соціально-психологічні служби, навчання для вчителів, робота з правоохоронними органами** тощо
- Формування культури миру в умовах війни залишається складним завданням, передусім через **емоційний стан учнів** та дисонанс уявлень про війну та культуру миру
- **Культура миру** розвивається **через цінності**, зокрема турботи та поваги, а також через залучення учнів до **волонтерських ініціатив та суспільно корисної праці** (прибирання у парку, волонтерство у притулках)
- **Вчителі є взірцем** для дітей у питаннях толерантності та мають поважати дітей, ставитися до них як до рівних – це є зоною для розвитку

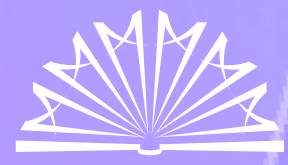
PARENTS' PERSPECTIVE

THE CULTURE OF PEACE BEGINS IN THE FAMILY

- A culture of tolerance and mutual respect within the family is the foundation for developing these values in school.

Schools respond to bullying

- Today's students particularly need skills of non-violent communication, negotiation, and reaching compromise – these skills are currently lacking.
- Parents have different views of students' emotional state: some note difficulties in managing emotions and empathy, while others point to an increase in children's empathy.
- Schools work to counter bullying, but lack practical recommendations for parents on how to act in difficult situations.



FOSTERING A CULTURE OF PEACE IN THE SCHOOL ENVIRONMENT

TEACHERS' PERSPECTIVE

IMPACT OF ONLINE CONTENT ON STUDENTS

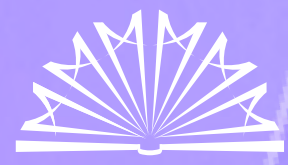
- The destructive **nature of consumed online content** negatively **affects children's behaviour** at school and their interaction with peers.

Shaping a worldview that envisages life without violence in any form has always been, and remains to this day, a fundamental task of educational institutions.

We also teach children that peace must be won, protected, and preserved...

PARENTS' PERSPECTIVE

If parents in a family are intolerant, if they are aggressive, if they treat each other and other people with disrespect, then where will children find an example to follow? They learn from their parents, and it is very difficult for schools to correct this.



EXPLORING THE TOPIC OF WAR IN THE SCHOOL ENVIRONMENT

SHARED INSIGHTS FROM PARENTS AND TEACHERS

ACTIVE ROLE OF SCHOOLS IN ADDRESSING THE TOPIC OF WAR

- The culture of communication on the topic of war in schools is particularly relevant, as it affects every family.
- Developing media literacy skills among students is crucial for countering disinformation during wartime.
- In addressing the topic of war, schools organise various activities: thematic form periods, daily moments of silence, meetings with veterans and military personnel. They also engage students and parents in charitable and volunteer initiatives (e.g. net weaving, blood donation days).

TEACHERS' PERSPECTIVE

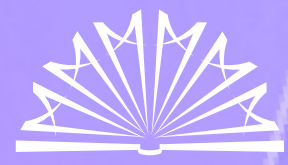
ADDRESSING THE TOPIC OF WAR IS BOTH RELEVANT AND CHALLENGING

- Teachers emphasise the importance of ethical and sensitive communication with students, as well as the **need for additional support for students**, particularly **internally displaced children and those who have lost parents** as a result of the war.
- The topic of war in schools is usually presented in the context of resilience, struggle and heroism of the nation, while at the same time acknowledging tragedy.
- **The requirement to produce photographic reports** of form periods, especially those related to the war, **creates additional pressure on students and teachers**, as it is not always appropriate.

PARENTS' PERSPECTIVE

DIFFERENCES IN APPROACHING THE TOPIC OF WAR

- Among parents, there is **no unified view** on whether, and to what extent, the topic of war should be addressed in schools.
- The topic of war is integrated into the school curriculum, particularly through the "Defence of Ukraine" course, but there is a clear **need to enhance its coverage in history lessons**.



EXPLORING THE TOPIC OF WAR IN THE SCHOOL ENVIRONMENT

TEACHERS' PERSPECTIVE

NEED FOR A SYSTEMIC APPROACH

- Responsibility for how the topic of war is addressed in schools lies with teachers and school administrations. At the national level, **there is a lack of a systemic approach** to presenting this topic.

They [children] experience this very deeply, no matter how young they are...

These are trials, these are experiments... Personally, I haven't seen any real, effective practices at the national level...

PARENTS' PERSPECTIVE

DEVELOPING SKILLS RELEVANT IN WARTIME CONDITIONS

- Schools involve representatives of state services (**police officers and State Emergency Service staff**) to discuss rules of life in wartime (working with information, mine safety).

This should be covered in history lessons. Children must know the origins of Russian aggression; they need to be taught the facts our generation did not know. Children must be aware of this - it will help them in life.

I believe the school addresses this issue in a perfunctory way and fails to convey the essence of the problem. They need to have more conversations with children so that they can truly understand it...



CONCLUSIONS

FOCUS GROUPS: PARENTS & TEACHERS

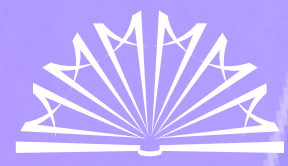
The education system in Ukraine **is undergoing continuous change** and striving to find better solutions. The war has significantly complicated this process, yet it has also demonstrated **the resilience of education** and its **capacity to withstand serious challenges**. At present, Ukrainian schools **lack a coherent national narrative** that could serve as a strong foundation for development during the war and in the future. There remains **an urgent need** for further **reforms and improvements** to the education system.

A notable trend in education is **the increasing role of artificial intelligence (AI)**. Students are more often turning to AI for routine tasks, often accepting the responses uncritically rather than developing independent thinking. Teachers also actively use AI and recognise its considerable potential, but they report **a lack of methodological support**.

Participants in the research differ in their assessment of **the curriculum's workload**; however, there is a shared view that **it is insufficiently practical**.

Remote and hybrid forms of learning, while supporting the digitalisation of education, also **create significant challenges** for modern schooling. **Children become more isolated**, their communication skills decline, and teachers lack interaction and support from colleagues. Remote and hybrid learning **reduce students' motivation and interest** in education, **negatively affect the quality of learning**, and differences in access to technical resources **exacerbate educational inequality**.

Ukrainian teachers face numerous challenges in their work: **low pay, excessive workloads, and the limited effectiveness of educational reforms**, all of which impact their motivation and, more broadly, the development of education. Despite these difficulties, teachers **remain in the profession out of vocation** and a love for children. Older teachers are also inclined to stay in schools due to a lack of career alternatives.

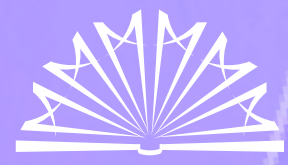


CONCLUSIONS

Fostering **A CULTURE OF PEACE** is an extremely relevant yet complex task, as it requires attention to children's emotional well-being and the creation of a supportive atmosphere in the learning process. This requires **coordinated interaction between the educational institution, educators, and families**. It is the family that lays the foundation of values of mutual respect and tolerance, while teachers are expected to support and reinforce these values through their own example, treating students as equals. Such **a culture of respect requires** ongoing **strengthening** in schools. There is a clear need to develop systemic **psychological support** for children, as well as to introduce training in peaceful conflict resolution skills, which will help nurture a generation capable of building a society based on trust, mutual understanding, and shared identity.

FOCUS GROUPS: PARENTS & TEACHERS

THE TOPIC OF WAR is addressed in schools through various practices, including **form periods, volunteer initiatives, and lessons on the Defence of Ukraine**. However, there is **insufficient emphasis** on the issue of Russian armed aggression and its exploration **in history lessons**. At the national level, there are **no effective practices** or guidelines **for addressing the topic of war** in lessons. At the same time, **the school's role** is not only to address the topic of war but also **to create a safe environment for the psychological support of all students** and to foster their conscious understanding of the war's events. Particular attention in schools is given **to developing** skills among students that have become especially relevant due to the war, including **media literacy** and **mine safety**, often through meetings with representatives of state services such as the police and the State Emergency Service.



The Fifth Summit of
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IMPLEMENTERS AND PARTNERS



Deloitte.



This study was conducted in Ukraine as part of the global research project for the 5th Summit of First Ladies and Gentlemen. The research was implemented by the Centre for Social change and Behavioral economics in cooperation with Deloitte, with the support of the Ministry of Education and Science of Ukraine.



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