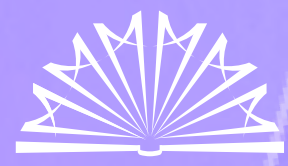


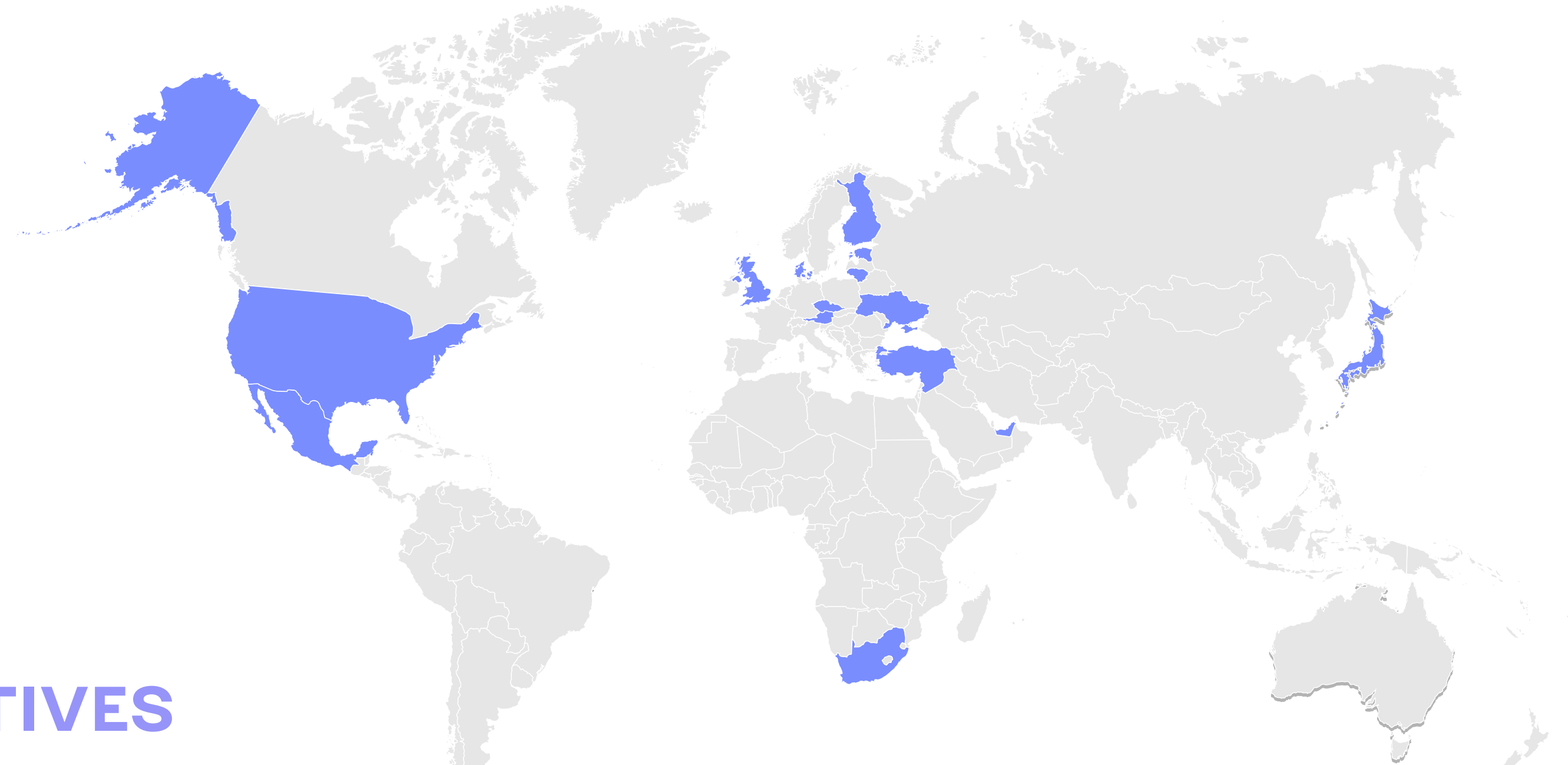
**EDUCATION AS A TOOL FOR  
SHAPING PERSONAL RESILIENCE,  
NATIONAL SOCIAL CAPITAL, AND  
A CULTURE OF PEACE**















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

**SEPTEMBER 2025**



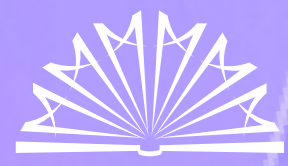
# RESEARCH GOALS AND GEOGRAPHY



-  Austria
-  Czech Republic
-  Denmark
-  Estonia
-  Finland
-  Japan
-  Lithuania
-  Mexico
-  South Africa
-  Türkiye
-  UAE
-  Ukraine
-  United Kingdom
-  USA

## RESEARCH OBJECTIVES

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



# SURVEY RESPONDENTS

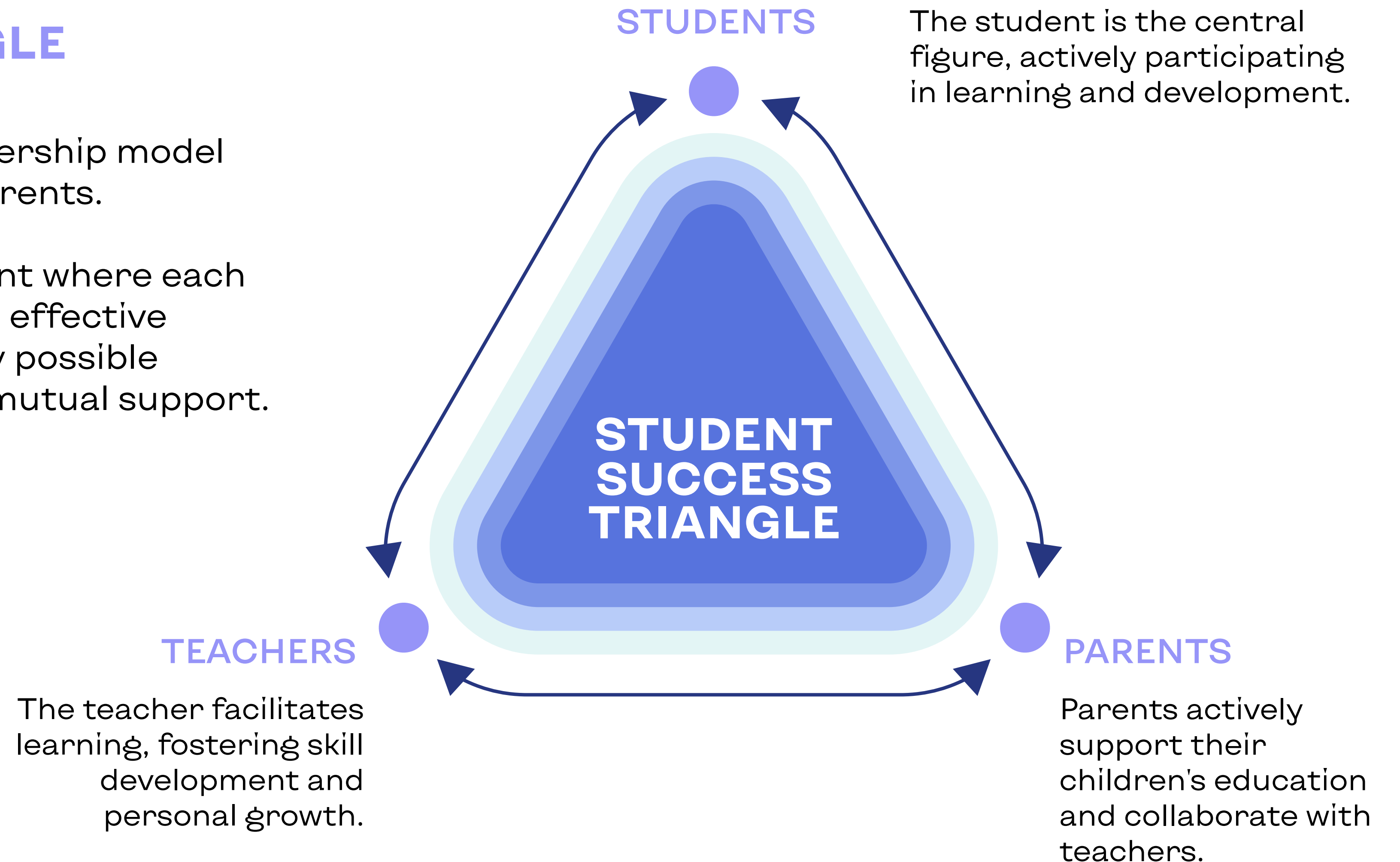
## THE EDUCATION TRIANGLE AS PARTNERSHIP

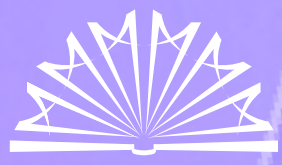
The “education triangle” is a partnership model uniting students, teachers, and parents.

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.

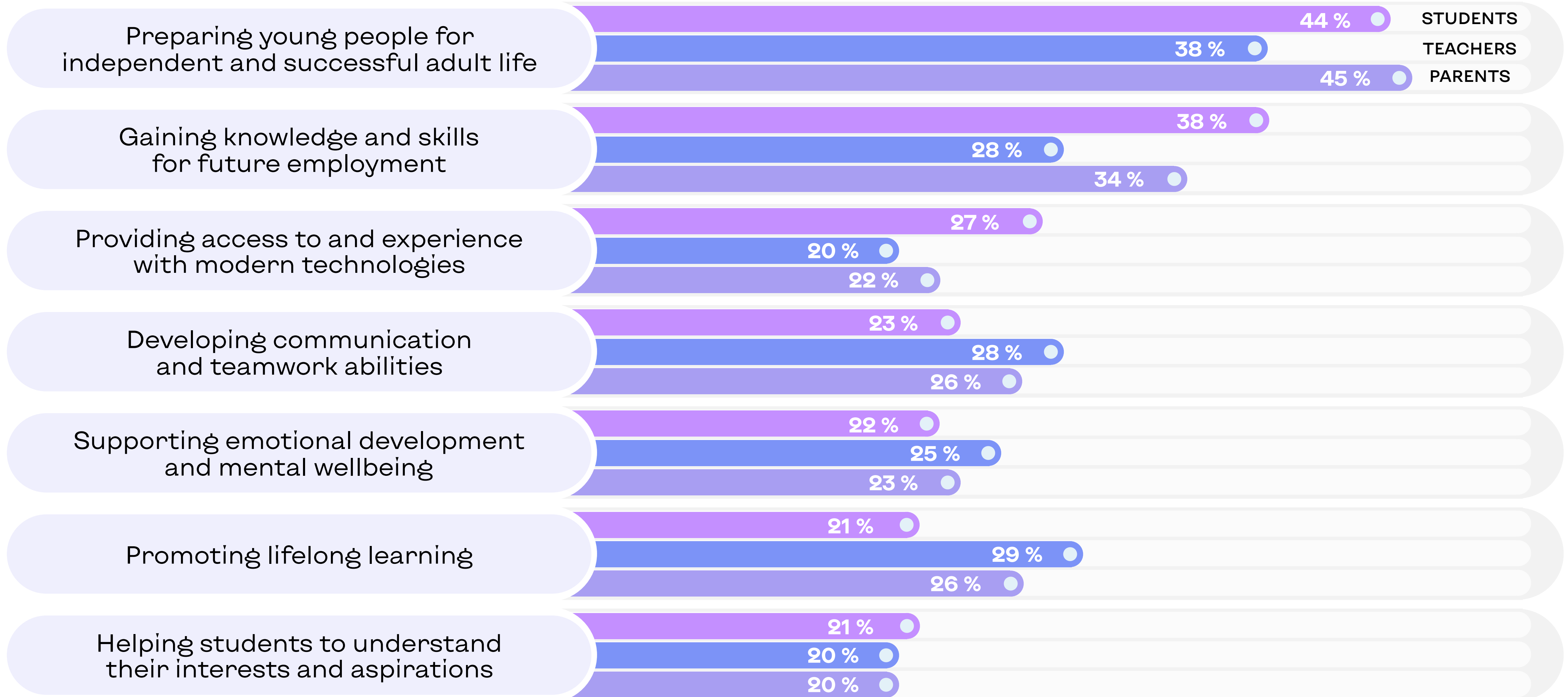
### TARGET AUDIENCE (IN EACH COUNTRY):

- **200 students**  
(ages 15-17)
- **100 teachers**
- **100 parents**

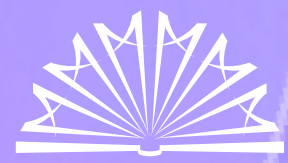




# KEY FUNCTIONS OF EDUCATION



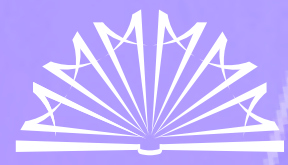
Which of the following functions of education do you consider the most important? **TOP-7**



# THE ROLE OF EDUCATION IN LIFE

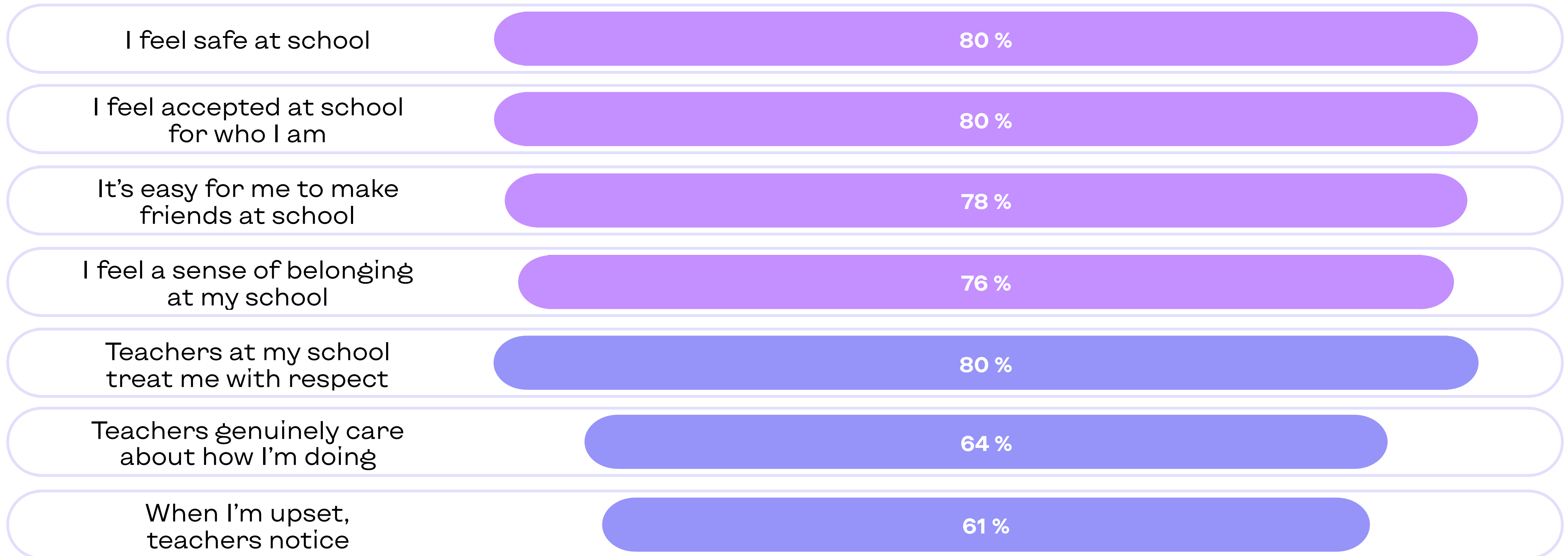


To what extent do you agree with the following statements? **Strongly agree**

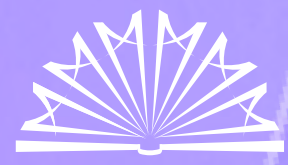


# SCHOOL THROUGH THE EYES OF CHILDREN

## STUDENTS



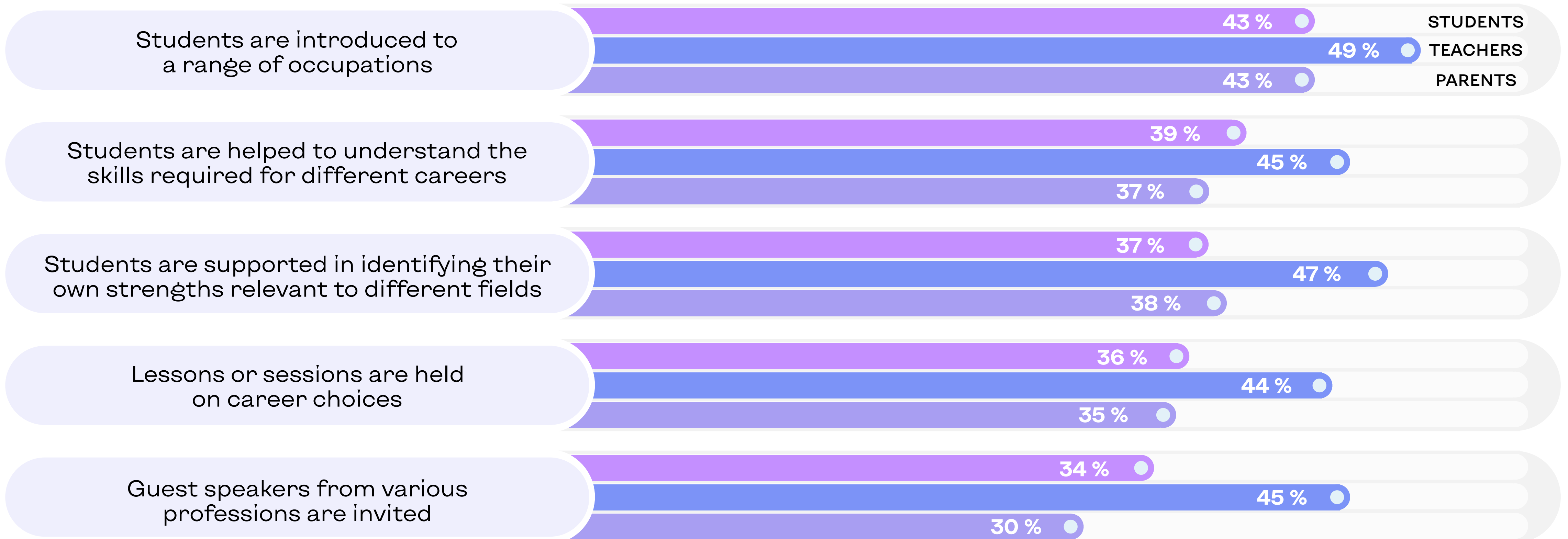
To what extent do you agree with the following statements? **Strongly Agree / Agree**



# EDUCATION THAT PREPARES FOR THE FUTURE

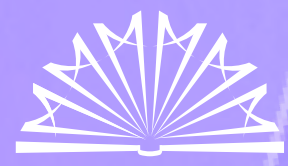
**26 %**

of students believe that school prepares them for independent life, including the ability to work and earn a living

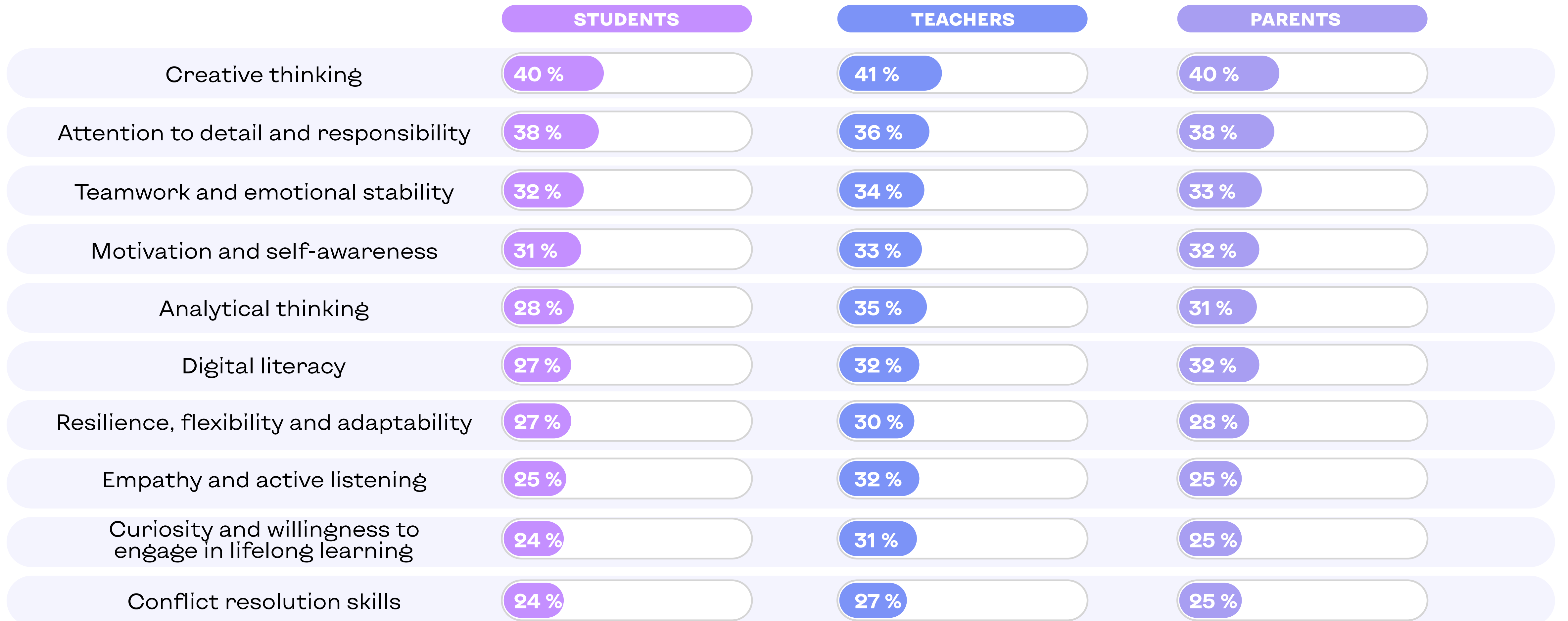


In your opinion, to what extent does school prepare students for independent life, including the ability to work and earn a living?

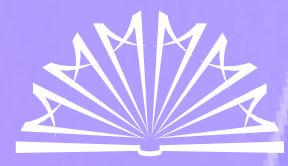
In what ways does your school help students navigate the world of professions? **TOP-5**



# SCHOOL EDUCATION AS AN ENVIRONMENT FOR SKILLS DEVELOPMENT



Which of the following skills does school help to develop? **TOP-10**



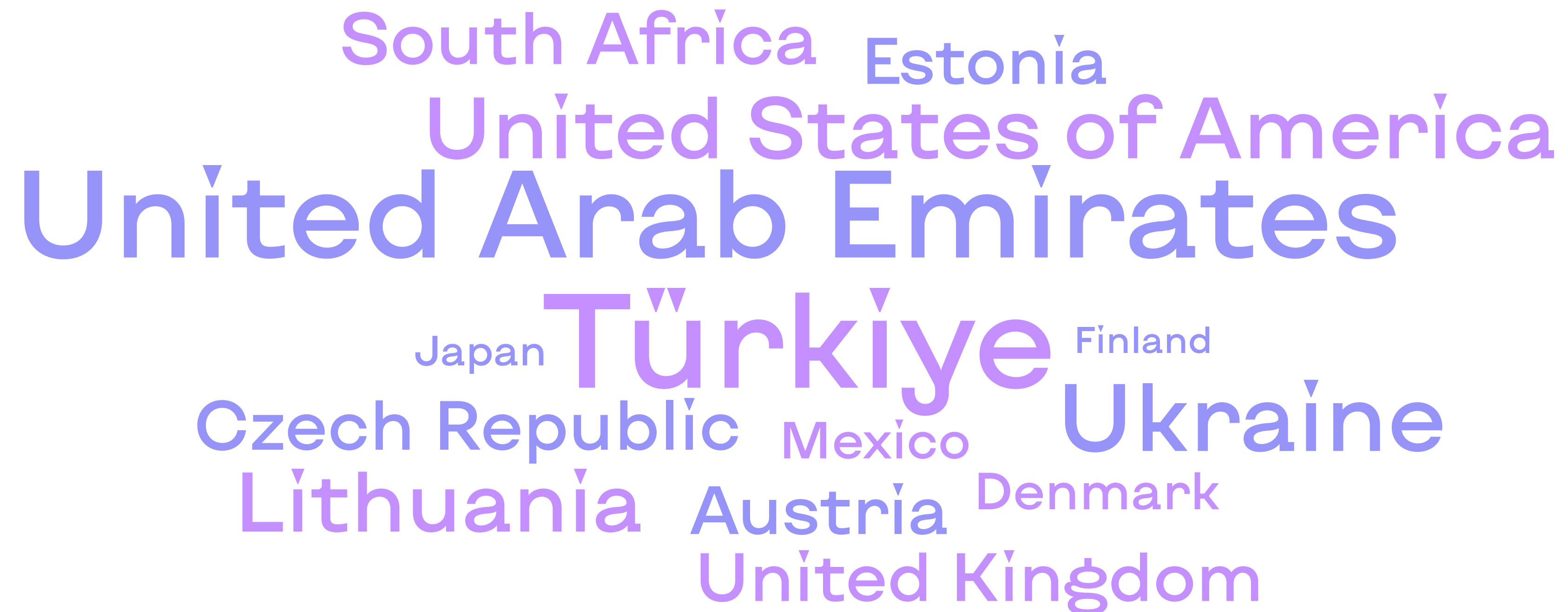
# ARTIFICIAL INTELLIGENCE & DIGITAL SKILLS

**22 %**

of **students** frequently  
use AI for learning

**24 %**

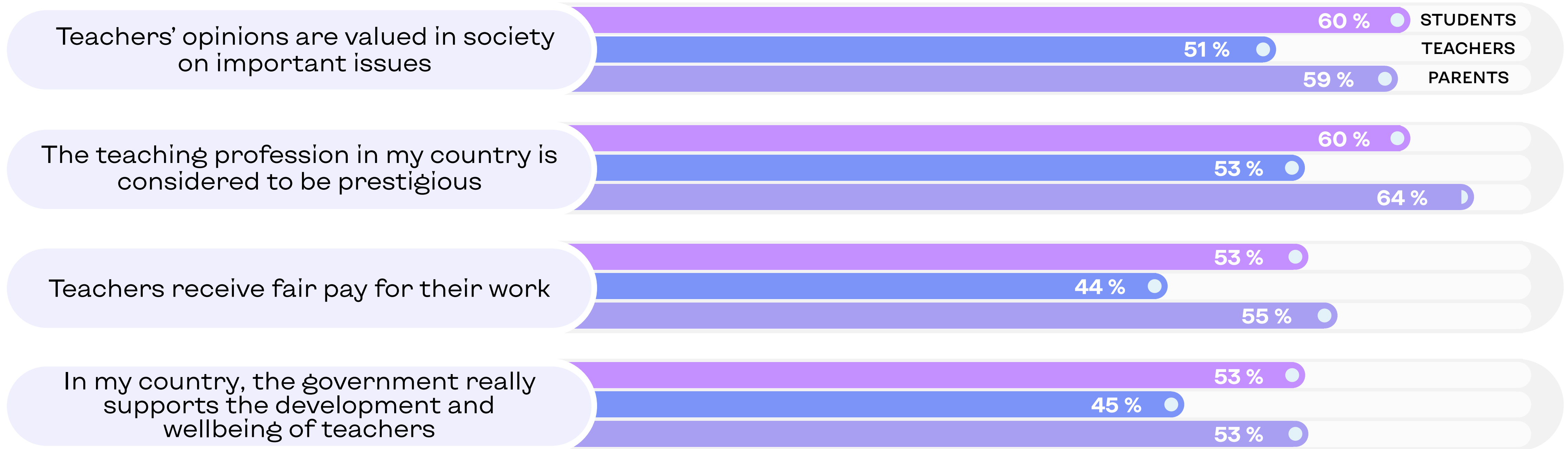
of **teachers** frequently  
use AI for learning



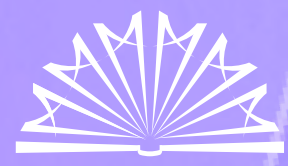
Do you use AI for learning/working? **Yes, frequently**



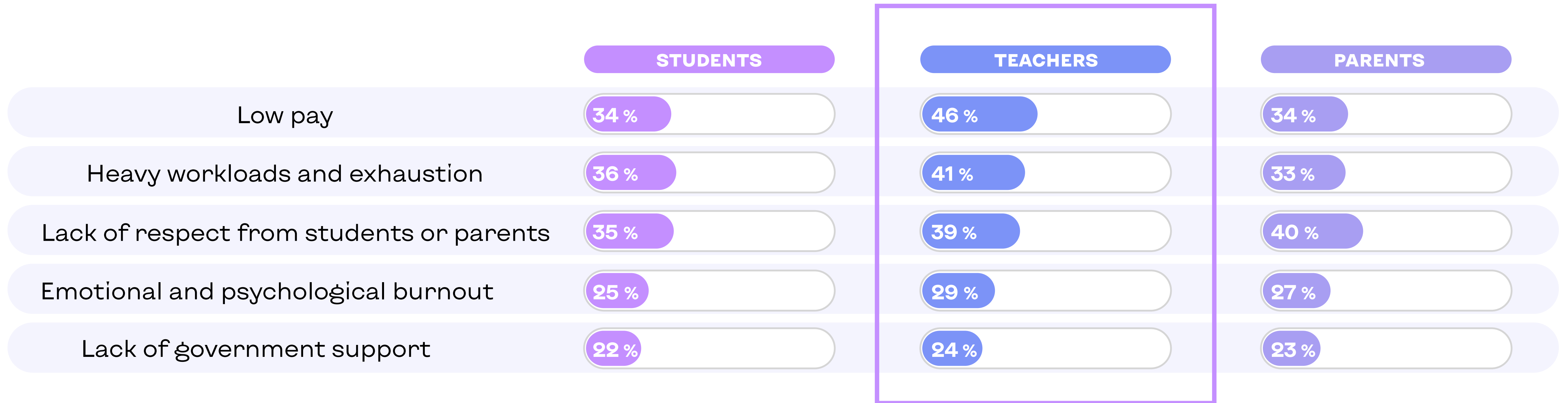
# THE ROLE OF THE TEACHER



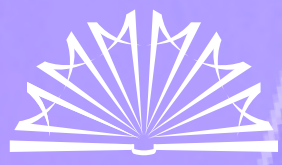
To what extent do you agree with the following statements? **Strongly agree | Agree**



# PROBLEMS TEACHERS FACE WORLDWIDE



What problems do you think teachers face in your country? **TOP-5**



# THE TEACHER OF CHOICE

## STUDENTS

## TEACHERS

## PARENTS

Treats all students fairly

32 %

31 %

34 %

Supports and respects students

31 %

31 %

29 %

Inspires a love of learning and belief in oneself

31 %

30 %

36 %

Listens to and considers students' perspectives

27 %

27 %

26 %

Explains complex ideas clearly and simply

25 %

22 %

25 %

## COUNTRY INSIGHTS

### FINLAND & ESTONIA

Emphasize knowledge simplification for clarity in education.

### MEXICO & TÜRKIYE

Focus on motivating students to learn and believe in themselves.

### SOUTH AFRICA

Encourage student voice and respect opinions.

### USA

Prioritize fairness and inclusivity in teaching.

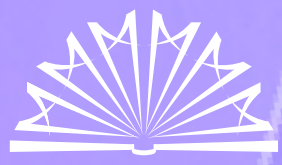
### JAPAN

Instill values alongside academic teaching.

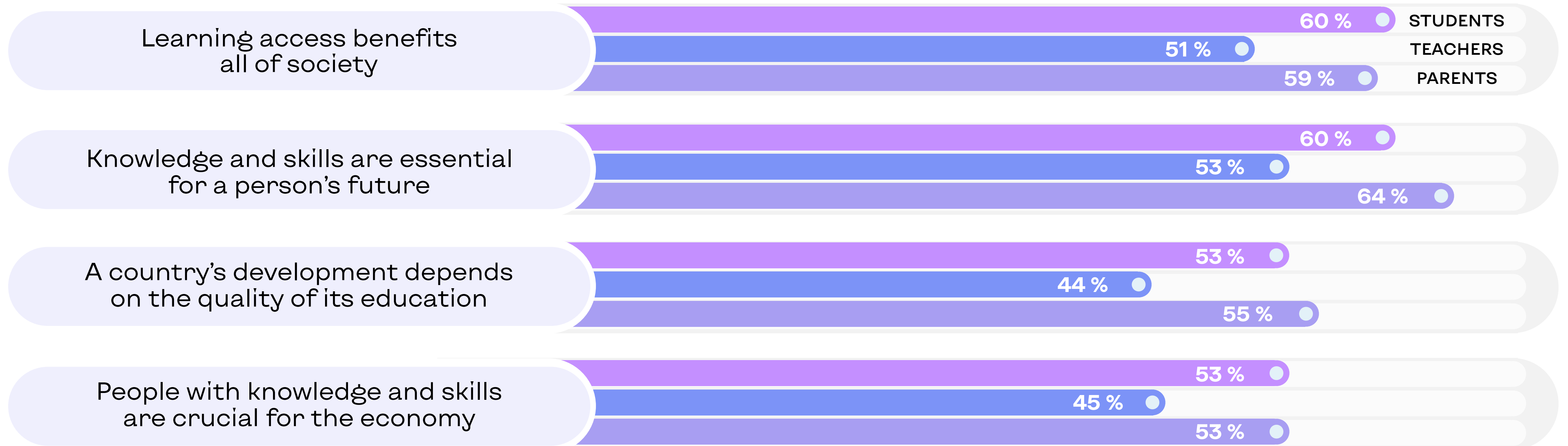
### UKRAINE

Combine motivation and simplicity in teaching.

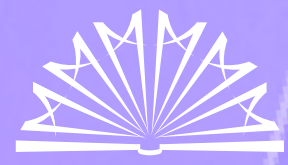
 In your opinion, what makes a teacher a role model for students, parents, and colleagues? **TOP-5**



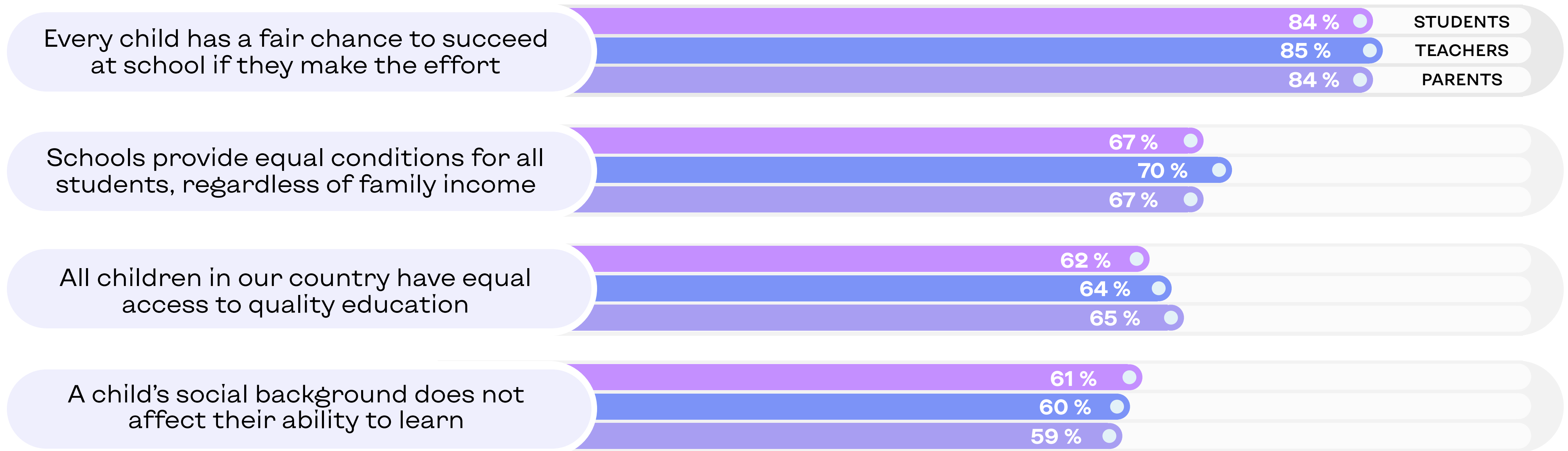
# HUMAN CAPITAL THROUGH EDUCATION



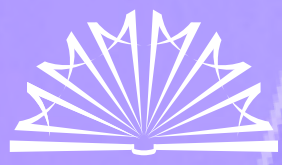
 To what extent do you agree with the following statements? **Strongly agree**



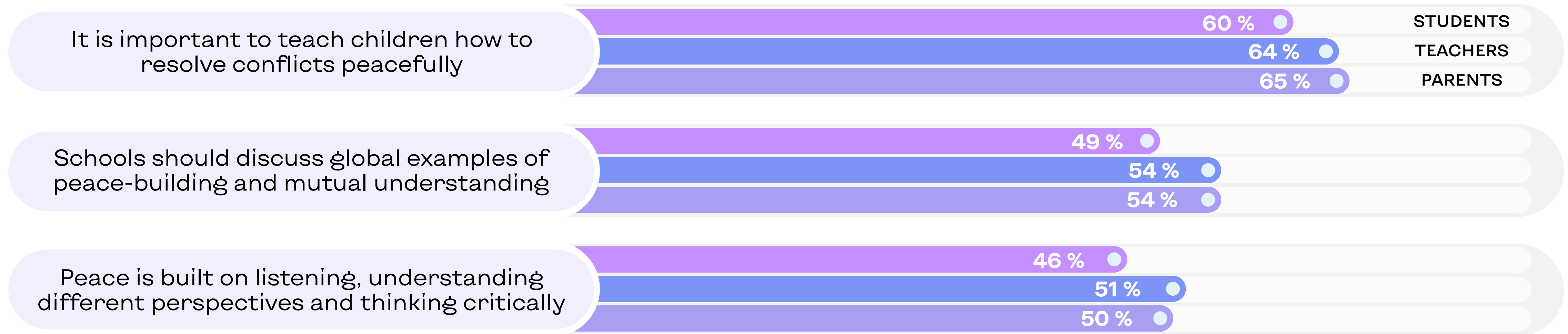
# ACCESS TO EDUCATION



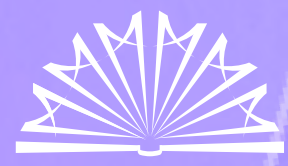
 To what extent do you agree with the following statements? **Strongly agree | Agree**



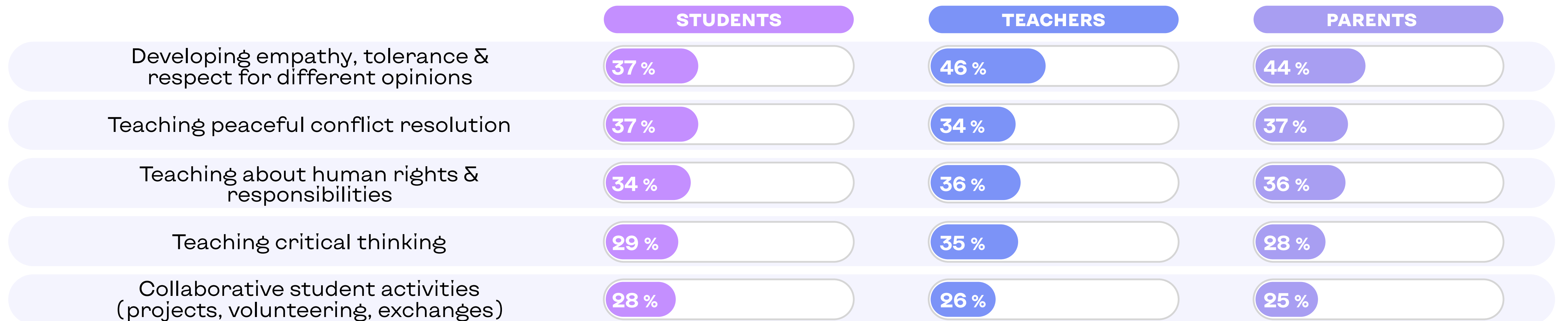
# CULTURE OF PEACE



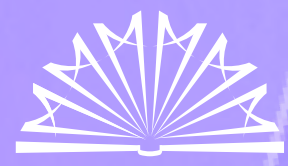
To what extent do you agree with the following statements? **TOP-3 / Strongly agree**



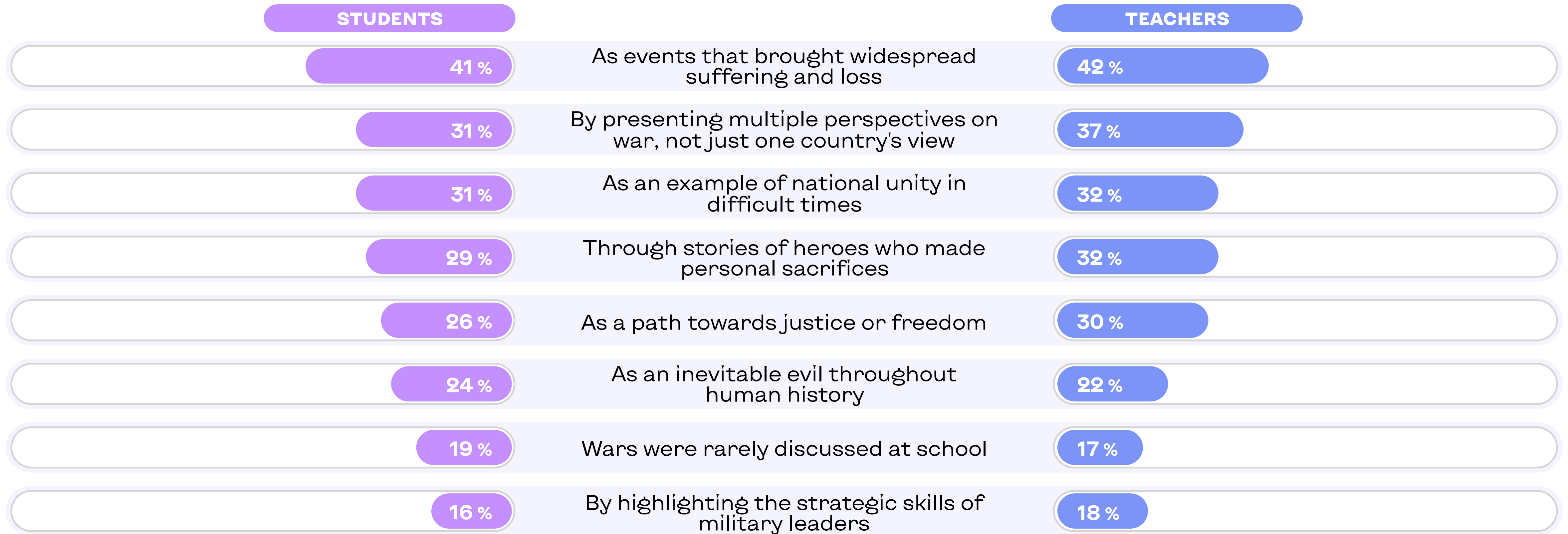
# NURTURING A CULTURE OF PEACE THROUGH EDUCATION



In your opinion, what can contribute to fostering a culture of peace among students? **TOP-5**



# THE WAR IN SCHOOL LESSONS



How were wars usually presented in your school?



# TEACHING AND TALKING ABOUT WAR AND PEACE

**23 %**

Everyone should always be prepared to defend their homeland

**11 %**

Wars contribute to economic growth

**14 %**

Wars help to identify who the country's enemies are

**36 %**

War is a tragedy for all sides involved

**20 %**

Heroism means being ready to sacrifice one's life for the country

**31 %**

Defending one's country is the duty of every true citizen

**30 %**

Certain nations have historically sought to conquer others

**25 %**

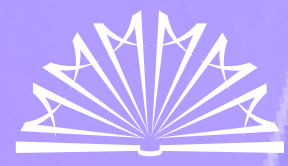
A nation's history is a sequence of victories and struggles

**15 %**

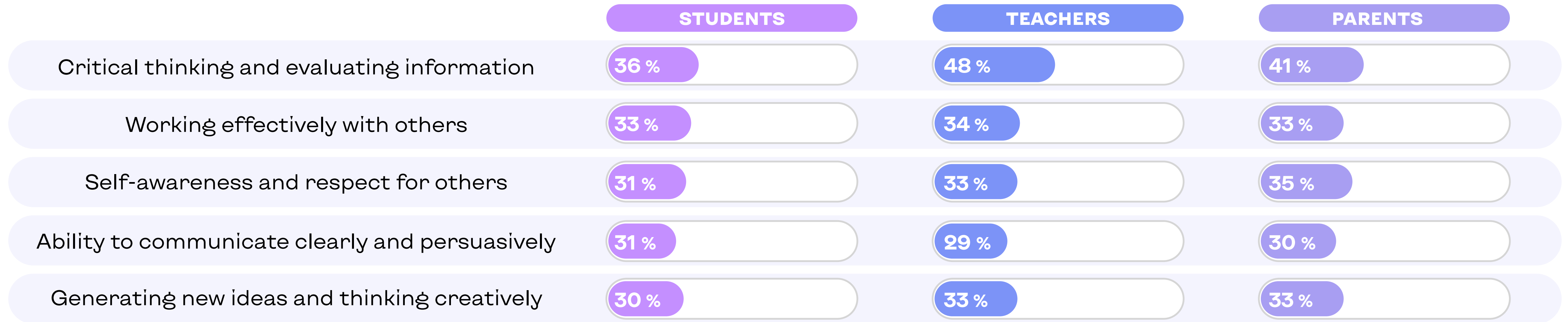
Some wars are necessary for national renewal



Which of the following statements have you heard or read during your time at school (in lessons, books or school events)?



# FUTURE OF EDUCATION



## COUNTRY INSIGHTS

### UKRAINE

More than half (54%) emphasize critical thinking as the most valuable skill for the future.

### SOUTH AFRICA

Much lower share for critical thinking (23%), compared to other countries.

### FINLAND & ESTONIA

Stand out for valuing teamwork (40-41%) alongside critical thinking

### USA & UAE

Strongly emphasize self-awareness and respect for others (USA 38%, UAE 32%) alongside communication.

### LITHUANIA & DENMARK

Put the highest weight on resilience (Lithuania 42%, Denmark 42%), showing a focus on handling stress and recovery.

### MEXICO

Lower compared to others in communication (22.5%), but strong in teamwork (37%)

### JAPAN

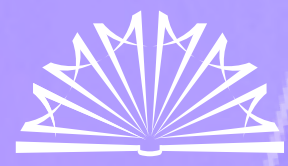
Prioritizes creative thinking and innovation (44%) much more than the global average.

### TÜRKIYE

Nearly half (47%) highlight critical thinking, showing alignment with Northern Europe on this skill



Which of these skills gained through education do you consider the most useful for the future? **TOP-5**



# EMOTIONAL BALANCE

Teachers show higher motivation, confidence, and happiness but also greater anxiety, while students experience more boredom – highlighting a contrast between professional engagement and student disengagement risks.



## NURTURE EMOTIONAL BALANCE

Schools foster emotional stability in students.

## ENHANCE MOTIVATION

Students are encouraged to engage actively in learning.

## BUILD RESILIENCE

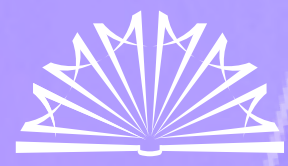
Students develop the ability to overcome challenges.

## IMPROVE LEARNING OUTCOMES

Enhanced well-being leads to better academic performance.



Please assess how often you experienced the following feelings during the past month.  
**All or nearly all the time/More than half the time**



# KEY TAKEAWAYS

## CRITICAL THINKING AT THE CORE

Most countries identified the ability to think critically and evaluate information as the most important skill for the future.

## EMOTIONAL BALANCE

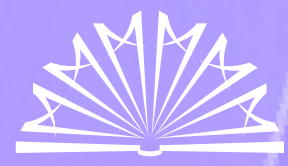
In 2025, teachers report higher levels of motivation, confidence, and happiness, but also more anxiety; students, in contrast, report boredom more frequently. This highlights the risks of teacher burnout and student disengagement.

## EDUCATION AS A STRATEGIC RESOURCE

Across the surveyed countries, education is seen not only as an academic tool but also as a foundation for developing human capital, fostering social trust, and building a culture of peace.

## THE TEACHER'S ROLE

In all countries, the role of the teacher is defined not only by knowledge but also by the ability to act as a moral authority, mentor, and role model.



The Fifth Summit of  
First Ladies and Gentlemen

# IMPLEMENTERS AND PARTNERS



**Deloitte.**



The research was designed and conducted by Centre for Social change and Behavioural economics in cooperation with Deloitte, with the contribution of OECD, within support from Education Cannot Wait and the support of the Ministry of Education and Science of Ukraine and Kyiv School of Economics.



2025