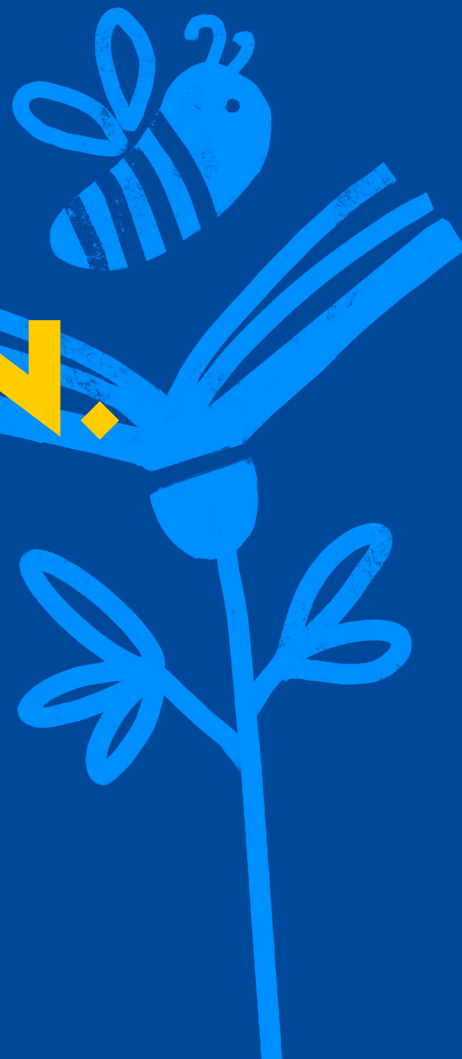


WAR AND EDUCATION.

**2 YEARS
OF FULL-SCALE
INVASION**

**REPORT ON STUDY RESULTS
KYIV, 2024**



**MINISTRY OF
FOREIGN AFFAIRS
OF DENMARK**



SLOVENIA
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Ministry
of Digital Transformation
of Ukraine



**MINISTRY FOR
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Introduction

Since the first day of full-scale invasion the Russian Federation has been waging war on Ukrainian education. For these two years the occupiers have destroyed or damaged more than each tenth school in Ukraine. Destruction of the educational infrastructure, forced resettlement result in losing Ukrainian children's access to education as a basic and fundamental right. Children are rapidly losing knowledge, and - this might be the worst - due to the long-term lack of communication with schoolmates and teachers, they are losing basic communication and interaction skills and find themselves in a situation of critically limited socialization. This is what the respondents of this study say, the same being also confirmed by the results of students' performance assessment.

But against all odds education in Ukraine is alive and is trying to restore itself even in war conditions. Schools are looking for ways to support the continuity of the educational process, and communities are seeking funds to rebuild damaged infrastructure, arrange shelters and provide students and teachers with gadgets for distance learning and work.

The mission of the International Charitable Foundation savED is to help communities affected by the war to restore access to educational activities. Our team helps with infrastructure and software solutions. In addition, we try to speak as loudly as possible about this aspect of the war - Russia is destroying Ukrainian education not by accident, but very deliberately and cynically,



wanting to destroy the human capital of Ukraine. Therefore, advocacy and lobbying to support education is also part of our activity.

In this study, we have tried to find answers to the following questions: how schools are working in the conditions of war, how or if education is being restored in war affected communities, and what their needs are today, after two years of full-scale invasion.

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CONTEXT

International law experts state that the war of the Russian Federation against Ukraine meet the criteria of genocide of the nation¹. For the time of the full-scale invasion of Russian troops, the sphere of education as a fundamental part of social, humanitarian, and human capital has suffered significant losses in Ukraine. It has become obvious that the enemy is waging a war against Ukrainian education. Destroying purposefully educational infrastructure and making a full-fledged education for children impossible due to shelling, killing teachers and students, interrupting the education due to blackouts and air raids, the displacement of people or the temporary occupation of territories are components of erasing the identity of the Ukrainian people by the Russians. **According to the Ministry of Education and Science of Ukraine, as of December 2023, 3,798 educational institutions were affected by bombings and shelling, 365 of them being completely destroyed².** This means that at least students of destroyed schools had to change their education institutions, they may have relocated to other communities or regions. This also means that the communities where the education institutions were damaged should find resources to restore them, so that the children may regain access to education, too.

If before the full-scale invasion the learning losses were first of all considered in terms of distance mode teaching quality and equal access to it for children of different social strata, in the course of full-scale invasion the learning losses context has become much wider: security issues, and the availability of infrastructure, technical and human resources to provide the educational process in the communities, and the psychological health of teaching staff and students, and the plans of children finishing their school education to study further.

A study carried out by the Organization for Economic Cooperation and Development in 2020 proved that students who had breaks from study (due to school closures) have a lower lifetime income in the future than those who could study without a break - the study stated at least about 2.6% loss in income during the carrier course. But the longer children do not have access to education, the higher losses they may experience in the future³. In the long term, this could mean decline in economic indices and recession for the country in general - so a decrease in GDP and other negative consequences may be forecasted by the end of the century. Another study conducted by the World Bank acknowledges that a break in education for a total of 20 weeks would reduce academic performance by approximately one academic year. In turn, the study done by **UCEQA** in 2022, presents the unprecedented conditions in which children were taught in the first half of the 2022/2023 academic year⁴: only 15%

¹ An Independent Legal Analysis of the Russian Federation's Breaches of the Genocide Convention in Ukraine and the Duty to Prevent. Report of New Lines Institute and the Raoul Wallenberg Centre for Human Rights. See: <https://newlinesinstitute.org/rules-based-international-order/genocide/an-independent-legal-analysis-of-the-russian-federations-breaches-of-the-genocide-convention-in-ukraine-and-the-duty-to-prevent/>

² Data «Education in Emergency» website, <https://saveschools.in.ua/>

³ OECD Education Working Papers No. 225. The economic impact of learning losses. 2020, p. 10. https://www.oecd-ilibrary.org/education/the-economic-impacts-of-learning-losses_21908d74-en

⁴ The Longer Students Were Out of School, the Less They Learned. Policy Research Working Paper 10420, World Bank, 2023, p. 10.



of education institutions worked off-line, 33% taught online, 51% used a blended approach, combining face-to-face and distance learning; according to teachers' estimates, about 30% of students did not have constant access to education in wartime conditions⁵.

The subject becomes even more relevant in light of the PISA-2022 study results presented in December 2023⁶. This study, for instance, offers a reliable base for interpreting the causes (and then – searching ways to overcome learning losses by experts), because it contains a wide range of meaningful data documented in the PISA-2022 study, on the causes of unequal access to education for students during the war in Ukraine.

In particular, **the PISA-2022 study** once again revealed the difference in performance between students from urban and rural areas: students from rural areas «lag behind» their age-mates from big cities by almost five years in reading, by four years in natural sciences, by more than four and a half academic years in mathematics. And though this inequality can be partially explained by socio-economic factors, our study has identified an additional range of learning conditions that directly affect the performance situation.

In this study, the authors tried to look at learning losses as a complex phenomenon, which in the end is a cumulative result of previous periods (that is why the experience of the previous academic year is in a specific focus). The combination of challenges related to education during the war would affect the possibilities of preserving the national social and humanitarian capital after the end of war as well. Generally speaking, the learning losses are considered today as education system component, though experts tend to interpret them in a broader sense as depriving children of the opportunity for comprehensive development⁷ and, accordingly, as an extraordinary challenge for the post-war restoration of Ukraine. Sociological study cannot stand aside statistical indices, and they must be studied to understand the scale of certain issues and trends. At the same time, it is important, behind the numbers, to see the stories of real people and communities who are trying to survive and preserve education so that their cities and villages have a future. Therefore, the quantitative survey findings should be considered together with the data of the qualitative component, i.e. the study of education restoration practices in communities.

This study would be of benefit for both education managers and educators, and representatives of international organizations, donor community, and civic society. In fact, it would help consider the issues of education during the war in a broader manner and prioritize education in terms of restoration and national development of Ukraine, and human capital development in the Ukrainian communities.

ABOUT STUDY



Vox Populi Sociological Agency, commissioned by International Charitable Foundation savED and supported by U-LEAD with Europe Programme within the «Providing education services in war conditions in Ukraine» project, surveyed the opinions of students, parents of students, teachers, representatives of school administration and local authorities regarding concerns and challenges in managing the teaching and learning activities during the full-scale war in Ukraine as well as practices and experience in managing children's education in different (in particular, front-line) communities.

The study consists of two parts: a representative nationwide survey and a review of factual community cases on providing access to education in communities located relatively close to the front line. The representative survey covered school children (students aged 14+), parents, teachers, representatives of education institution administrations and representatives of local authorities who were competent to respond about the situation with education in the community. **Totally, 1,397 students, 1,288 parents of students, 1,141 teachers, 146 representatives of school**

administrations, and 64 representatives of local authorities in all regions of Ukraine were interviewed⁸.

To study the factual cases (practice) of managing access to education for children in communities the researchers selected 15 communities of Dnipropetrovsk, Zaporizhzhia, Kyiv, Mykolayiv, Sumy, Kharkiv, and Chernihiv regions. In each community, 7 to 9 in-depth interviews with representatives of local authorities, parents of students and students as well as educators (school principals and teachers) were held. All the communities whose experience was studied during the research had or have the destroyed educational infrastructure, were or are being consistently shelled, including some communities who experienced the occupation and were liberated by the Armed Forces of Ukraine in 2022. Each case and experience of community resilience during the war are surely unique, but the researchers tried to consider them through the lens of children's need for education and managed to find commonalities that could help understand what assistance these communities need to regain access to education now and to restore education in the future.

This survey has been produced with the assistance of the European Union and its member states Germany, Poland, Denmark and Slovenia. The contents of this material are the sole responsibility of its authors and do not necessarily represent the views of U-LEAD with Europe, the European Union and its member states Germany, Poland, Denmark and Slovenia.

⁵ «Дослідження якості організації освітнього процесу в умовах війни у 2022/2023 навчальному році» (2022/2023 Academic Year: Study of Education Process Management Quality in Conditions of War). UCEQA, supported by SURGe. 2023, p. 7.
⁶ PISA 2022: International Education Quality Assessment Results. Ministry of Education and Science of Ukraine. See.: <https://mon.gov.ua/ua/news/rezultati-mizhnarodnogo-doslidzhennya-yakosti-osviti-pisa-2022>
⁷ See. «Навчальні втрати: сутність, причини, наслідки і шляхи подолання». UCEQA. 2023. In Ukrainian. («Learning Losses: Nature, Causes, Effects and Ways to Overcome»), p.7

⁸ The theoretical sampling error of the quantitative survey (with a confidence probability of 95% and excluding the design effect) is 2.6% for students, 2.7% for parents of students, 2.9% for teachers, 8% for school administration representatives, 12.2% for local authority representatives. The field stage of the study was held during September-October 2023.

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List of acronyms terms used in the study

IDP

Internally displaced persons

SSEQU

State Service of Education Quality of Ukraine

EI

Education institution

GSEI

General secondary education institution

LA

Local authorities

SEN

Special education needs

TC

Territorial community

MESU

Ministry of Education and Science of Ukraine

NGO

Non-governmental organization

UCEQA

Ukrainian Center for Education Quality Assessment

Education institution administration – principals and deputy principals of general secondary education institutions who participated in the survey; they are also referred to in the report as «heads of education institutions».

Parents of students – parents or official foster parents of education institution students who participated in the survey.

Internally displaced person – a citizen of Ukraine, a foreigner or a stateless person who stays legally in the territory of Ukraine and has the right to permanent residence in Ukraine, who were forced to flee or leave their places of residence because of or in order to avoid the negative consequences of Russia's armed aggression against Ukraine, temporary occupation and other phenomena or emergency situations⁹.

Frontline territories – for the purpose of this study, the regions have been assigned as follows: Volyn, Zakarpattia, Ivano-Frankivsk, Lviv, Rivne, Ternopil, Khmelnytskyi, Chernivtsi regions (or «oblast» according to administrative territorial division of Ukraine) – the West; city of Kyiv, Vinnytsia, Zhytomyr, Kyiv, Kirovohrad, Poltava, Cherkasy, Chernihiv regions – the Center/North; Dnipropetrovsk, Donetsk, Zaporizhzhia, Luhansk, Mykolayiv, Odesa, Sumy, Kharkiv, Kherson regions – the Frontline territories. As stated in the report, the Sumy region is included in the front-line territories since due to constant shelling the situation in this region differs from that in other regions that have been qualified as the Center/North. Chernihiv, Kyiv, Zhytomyr

⁹ Source – reference and information platform of legal consultations «WikiLegalAid».

regions (the other northern ones) are assigned to the Center / North as the intensity of shelling is lower there if compared to the regions which due to their administrative and territorial features border on Russia. The term «frontline territories» presents a relevant analytical concept in the report – to mark out the zone of highest risk in the text and emphasize this meaning, as opposed to the more neutral term «the South/East».

Education institution – for the purpose of this report, this term means «general secondary education institution», i.e. schools, primary schools, gymnasiums, lyceums, where one may get a primary, basic secondary or complete general secondary education. This study sampling has included general secondary education institutions of Level I – III.

Learning losses – educational losses related to cognitive skills of students, knowledge gaps, learning results identified by curricula and unachieved by the students, etc. This being said, the learning losses may be understood more broadly not only as loss (forgetting) of previous learning achievements but also as underachievement or non-achievement of learning results that might have been achieved in other conditions. The «learning losses» concept includes or may mean «losses in learning», «schooling lost», «learning gaps», «achievement gaps», «performance gaps», etc. This term as well as others are used in this report in a general sense of lost opportunities for comprehensive development of students in crisis that hostilities inside the country also contribute to¹⁰.

¹⁰ «Навчальні втрати: сутність, причини, наслідки і шляхи подолання». UCEQA, 2023. In Ukrainian. («Learning Losses: Nature, Causes, Effects and Ways to Overcome»)

Local authorities (local self-government, LA) – for the purpose of this study, this is a category of respondents who represent local authorities and are competent in education process management within the community (deputy TC heads in charge of the sphere, heads, and deputy heads of local education departments).

Teachers – teaching staff of education institutions included into the study sampling. Teachers deal with instructing or educating (in terms of character building).

Schoolboys and schoolgirls, students – for the purpose of this study «students» mean schoolchildren aged over 14 studying in the education institutions included into the study sampling.



Survey methodology



A stratified random sampling of schools was developed for the study. Thus, the number of schools to be sampled was determined for each region of Ukraine (and «inside» the region – separately for urban and rural settlements) in proportion to the number of students. The total sampling included 120 schools representing all regions.

Then, the students, parents of students, teaching and administrative staff related to the sampled schools were surveyed. The sampled schools also determined relevant communities to survey local authority representatives in charge of the sector. **The survey was carried out by filling in a fact-finding questionnaire (programmed in KoBo Tools application) (CAWI – computer-assisted web interviews).** A dedicated questionnaire was developed for each group.

Totally, 1,397 students, 1,288 parents of students, 1,141 teachers, 146 representatives of school administrations, and 64 representatives of local authorities in all regions of Ukraine were interviewed. The datasets obtained for each group were statistically processed and prepared for analysis.

The theoretical sampling error of the quantitative survey (with a confidence probability of 95% and excluding the design effect) is 2.6% for students, 2.7% for parents of students, 2.9% for teachers, 8% for school administration representatives, 12.2% for local authority representatives.

Survey respondents

The respondents of all five groups rather evenly represent (by school location region) three macro-regions of Ukraine: **30-32%, depending on the group, represent the West, 33-38% - the Center/North, 33-36% - front-line regions.** About 71% of students, parents, teachers, and representatives of the administration are urban residents (cities / towns), about 29% - rural residents (villages).

87% of students live in the same settlement where the school is located (this indicator is lower in the frontline regions). Other 7% live in another settlement of Ukraine (half of them in the same region, half of them in another region). The remaining 6% of students stay abroad.

Among the students, generally 83% are not IDPs, in addition to this, 1% reported that although they had moved, it was not because of the invasion. At the same time, the share of IDP students is 10% (plus 6% of students stay abroad now). As to the students of schools in the frontline regions, 20% are IDP.



Key survey findings



LEARNING EXPERIENCE OF PREVIOUS ACADEMIC YEAR (2022-2023)

EDUCATION PROCESS MANAGEMENT

The vast majority of students (87% according to the interviewed students and 89% according to the interviewed parents) studied in 2022-2023 only in the same school they have been studying now (since September 2023). This refers to the overwhelming majority of cases of studying in the same settlement, online or in-person, though in a minority of cases this may mean studying in the same school while staying abroad. 7% studied only in the other schools of Ukraine.

At the same time, 6% of students claim that they combined studying at school in Ukraine (almost always talking about the current school) and studying at school abroad. The share of

students who studied only abroad in 2022-2023, and are studying now in Ukraine, is 1%.

Among students, there is a significant share of both those who studied mostly or always in person (44%), and those who mostly or always studied online (39%). Other 16% studied fifty-fifty online and in person. If in the West, according to the students, 64% studied mostly or always in-person, in the Center/North this share is 43%, and in the frontline regions it is only 14%. At the same time, the share of those who studied mostly or always online increases from 12% in the West to 37% in the Center/North and to 81% in the frontline regions.

BARRIERS FOR EDUCATION

Students, parents, and representatives of teaching and administrative staff have different views regarding the major barriers for education. Indeed, among all groups, most respondents mentioned (and this is common for all groups) air alarms, but

if in case of students and parents this was indicated by 47% and 51%, respectively, among teaching and administrative staff this share was substantially higher, 75% and 87%, respectively.

In addition to air alarms, the teachers also emphasized factors relatively external for them: 55% mentioned shortage/ lack of high-quality equipment / internet, 54% — lack of students' concentration, 43% — a nervous/ anxious state of the students. The school administration assessments were very similar.

Among students, the tops in explaining what hindered from learning (apart from air alarms) were follows: some subjects of study do not come easy (44% vs. 20% among teachers), there are too many subjects in general (41% vs. 8% among teachers), lack of concentration (33% vs. 54% among teachers), feeling anxious/ nervous (27% vs. 43% among teachers), some

teachers' instructions are not clear (21% vs. 2% among teachers), lack of time for specific subjects (19% against 8% among teachers), lack of equipment (17% against 55% among teachers). As to the parents, the explanation structure is similar to that of the students.

As to female/ male correlation among the interviewed schoolchildren, more schoolgirls compared to schoolboys indicated lack of concentration, overloading with subjects, and feeling of anxiety. At the same time, schoolboys prevailed among those who said that nothing hindered them from learning.



TEACHING STAFF WORKLOAD

44% of teaching and 47% of administrative staff respondents noted an increase in workload compared to the period before February 24, 2022 (the reduction was noted by 12% and 5%, respectively, and «nothing had changed» position was expressed by 44% and 48%). According to the teaching staff, the main reasons for the increase are: more time has to be spent to prepare for lessons in a blended/online mode, the need to allocate time for psycho-emotional support of students, additional workload due to security challenges, personal performance reduction due to a psycho-emotional state.

As to key challenges, most teachers and administrators chose power outages (82% of teaching staff and 86% of administrative staff) and lack of «live» communication (61% and 65%, respectively) (from the suggested list). Other major and common challenges

mentioned are lack of permanent access of teaching staff to internet (40% and 39%) and shortage of equipment the teachers may use (25% and 33%); however, in this case there is a difference between urban and rural schools — shortage of equipment was mentioned by 20% of urban school teachers vs. 35% of rural school teachers).

In addition to the challenges mentioned above, a considerable part of teaching and administration staff also faced a decrease of students' motivation to study (69% of teachers and 64% of administration staff) and inability of students to learn independently (60% and 47%, respectively). Other rather common situations were: lack of students' access to the Internet (36% and 49%), poor psychological state of students (20% and 20%) and lack of support from parents (19% and 18%).

ACADEMIC PERFORMANCE AND LEARNING LOSSES

Students and teaching/ administrative staff take a different view of academic performance evolution compared to the pre-invasion period, with teachers/administrators being much more critical in their assessments.

Most respondents from teaching and administrative staff (respectively, 63% and 66%) note academic performance decline and only 10% and 5%, respectively, note improvement (27% and 29%, respectively, see no changes). As to the students, only 21% say that their academic performance has declined, while 39% believe that their academic performance has improved (the remaining 40% claim that there have been no changes). As to the parents, 30% see academic performance decline, and 24%, on the contrary, see its improvement (46% see no change). The students assess changes in performance after February 24, 2022, in a similar way in the West, and in the Center/ North, and in the frontline regions.

It is important to point out that students' assessments of changes in performance after February 24, 2022, are similar in the West, and in the Center/North, and in the frontline regions. Thus, decline was mentioned by 36% in the West, 37% in the Center/North, and 43% in the frontline regions. In addition, there are no significant differences between urban and rural schools. As to the parents, the answers are also quite similar, regardless of the region, type of settlement and gender of the child.

Despite the critical opinion of the teaching and administrative staff respondents on the performance evolution, 61% of teachers and

65% of administrators are rather or completely satisfied with the educational achievements of students (though the share of completely satisfied is 18% and 21%). Other 38% and 34% are moderately satisfied, and only 1% is not satisfied. **The share of those satisfied with achievements is at a similar (to teachers) level among parents (57%) and among children (61%).**

As to the regions, there is almost no difference among the teachers, though the share of the satisfied among urban school teachers is higher compared to the rural school ones: 65% versus 51%.

The children who were not completely satisfied with their achievements explained this in most cases by their personal traits, e.g., problems with motivation, laziness, etc. (30%). In addition, 10-15% of students gave the following explanations: too many subjects, some subjects are not easy to come, distance learning, air alarms. **At the same time, significantly fewer children criticized the quality of teachers' lecturing or referred to technical issues.**

As to the parents, they, first of all, explain dissatisfaction with children's achievements by distance learning (30%). Then (12-19%) air alarms, problems with motivation, and other personal traits, war / situation in the country, poor lecturing quality of some teachers are mentioned.

At the same time, teachers and administration staff are much more focused (compared to students or parents) on the children's personal aptitudes, especially on the motivation /

ability to make efforts for learning. This reason is mentioned by 54% of teachers and 47% of administration staff. The next reason is distance learning mode (respectively, 17% and 27%). 17% of respondents among the administration staff also mentioned power outages. Other explanations were given less frequently.

The opinions of teaching staff and administration staff were divided over the learning loss assessment. Thus, 50% of teachers and 51% of administrators believe that there were no losses or they were insignificant (the share of those who consider

losses insignificant is higher). At the same time, **the same share or almost the same one believes that some or significant learning losses have occurred (though significant losses are mentioned only by 10% of teachers and 8% of administrators among them).**

It is worth noting in addition that the share of teachers who mention some or significant learning losses does not differ substantially depending on the region (44-53%). However, there is a difference depending on the type of settlement: some or significant losses are mentioned by 46% of urban teachers and 58% of rural teachers.



ASSISTANCE IN LEARNING

75% of students did not deny having certain gaps in their knowledge. If these are taken as 100%, then every fourth such student (27%) claims that they did not receive any help from teachers. 40% of students having gaps mentioned additional assignments, videos for independent activity, 24% - individual and group consultations, 22% - catch-up classes, 18% - that the teacher suggested addressing other students who mastered the topic.

As to the teachers, 94% did not deny that they had students with gaps in knowledge. Only 1% of such teachers did not suggest anything to support. Most of them not only gave additional assignments / learning materials, but also (as they said) held group and individual consultations.

As to the students, 74% are satisfied with their communication with teachers at school. The parents rate their own communication with teachers and their children's communication

with teachers exactly in the same way. As to the teachers themselves, 80% are satisfied with communication with parents, though the share of those who are satisfied with the attitude of parents towards their children's learning is 64%. At the same time, almost all teachers (94%) are satisfied with communication both within the teaching staff and with the school administration. As to the school administration staff, 78% are satisfied with communication with parents, though the share of those satisfied with the attitude of parents towards children's learning is 61%. As to other communication levels, 95% of the school administration staff are satisfied with communication with teachers, and 83% - with the local authorities.

SUPPORT TO STUDENTS FOR MASTERING THE LEARNING MATERIAL OF PREVIOUS ACADEMIC YEAR

Only about half of students (44%) responded that all or most teachers offered help and support to overcome learning difficulties. According to a third of students (31%), help was provided only by individual teachers or was not provided at all. It is noteworthy

that 18% of students could not answer the question at all, which might indicate that help / support was not provided (at least from the students' point of view). Similar trends can be found in the parents' answers.



LEARNING EXPECTATIONS IN CURRENT ACADEMIC YEAR (2023-2024)

ROLE OF THE SPHERE OF EDUCATION IN COMMUNITY AS VIEWED BY LOCAL AUTHORITIES

According to 80% of the interviewed local self-government officials, at the beginning of the new school year, the schools in their community are suitable for the educational process (55% of them say that the schools were not damaged at all, and 25% say that there was damage / destruction, but now the schools are already suitable for the educational process).

At the same time, 20% answered that some schools were unsuitable for the educational process. In most cases such respondents mentioned that 6% of schools in the community on average were not suitable for the educational process.

In addition, 73% of local self-government officials also report on teachers who have left the community. In total, among all respondents, 56% say that 1-5% of teachers have left the

communities, 9% say that 6-10% have left, and 8% say that more than 20% have left.

Almost all local self-government officials say that there are IDP children studying in their communities (the most – 61% - indicate 1-5% of IDP students, other 25% - 6-10%), and there are children who have left the community (38% of respondents indicate 1 to 5% of such students, 33% - 6 to 10%, and 27% say that over 10% have left). One of the key challenges for local authorities is the attraction of resources and access to resources. Considering the attraction of resources for the restoration of schools and access to education, the vast majority of local self-government officials (72%) in case of damaged/destroyed schools mention attracting regional budget funds for rebuilding. The next sources on the list are

¹¹ Проте є чотири випадки, де дуже істотну частку шкіл визначено як непридатні для навчання: Барвінківська громада (Харківська область) — 18%, Нікопольська громада (Дніпропетровська область) — 40%, Харківська громада (Харківська область) — 64%, Херсонська громада (Херсонська область) — 95%.

the State Budget (38%) and aid from foreign organizations (31%).

55% of local self-government officials consider the level of funding to be rather or completely sufficient, though only 20% of them rate it as completely sufficient. However, at the same time, only 6% consider the funding insufficient. The remaining 39% consider the funding to be «mid-level». This being said, local self-government officials make rather prudent forecasts regarding attracting additional funds over the next 12 months. So, 63% rate this chance as «moderate», 25% - as rather optimistic, though only 11% of them believe that they will probably or even certainly manage to attract additional funds.

83% of local self-government officials claim

that to improve education their communities attract resources out of the local budget, too. Most respondents mention foreign aid (59%) and regional budget funds (53%). The next on the list is aid from Ukrainian charitable organizations (27%).

Most local self-government officials would allocate additional funding to making shelters (69% include them in 3 top priorities) and improving school facilities and resources (69%). The next items on the list are repairing the schools (44%), providing children with devices for learning (27%), increasing the salary of teachers (22%), offering transportation for children to get to school (20%), providing everything necessary for children with special educational needs (19%).



LEARNING FORMAT

57% of students say that in the 2023-2024 school year they will be studying in-person, 23% - online, and 11% - in the blended format (almost all others do not know what kind of format will be). According to 82% of students in the West, 73% in the Center/ North, and 18% in the frontline regions, their educational process will be in person (the share of those who mention the distance learning increases from 1% in the West, and 4% in the Center/ North to 61% in the frontline regions, correspondingly).

62% of students and 79% of parents believe that learning is the most effective when all or the vast majority of classes take place in person. 21% of students and 11% of parents

prefer e-learning (the rest, mainly 16% and 18%, are for blended format).

These data can be considered through a different lens, namely, what proportion of respondents accepts at least a certain number of classes online. So, 53% of students and 38% of parents will see it rather effective to have at least part of the classes online.

At the same time, if 73% and 69% of students in the West and in the Center/North, correspondingly, would prefer in person learning, this share in the frontline regions is 47%. Instead, 36% of students in the frontline regions prefer online learning (vs. 12-14% in other regions).

READINESS OF SCHOOLS TO EDUCATIONAL PROCESS IN CURRENT ACADEMIC YEAR, CRITERIA OF HIGH-QUALITY EDUCATION INSTITUTION

AVAILABILITY OF SHELTERS IN SCHOOL

At the beginning of the academic year, 78% of students, 76% of parents, 82% of teachers and 77% of administration staff said that there was a shelter in their school (at the same time, a significant share of students and parents - respectively, 10% and 9% - had no information thereof).

In the frontline regions, only 61% of students say the school has a shelter (compared to 87-88% in other regions). However, 22% of students do not know if there is a shelter in the school. Among parents in the frontline regions, only 58% say there is a shelter in the school, although the same 22% say they don't know if the school has a shelter. Among teachers in the frontline regions, 65% mention the availability of the shelter.

AVAILABILITY OF EQUIPMENT AND INTERNET TO TEACHERS

As to the availability of the necessary equipment and the Internet, **89% of teachers have high-speed Internet at the education institution, and 96% have it at home. 78% of teachers have a work computer in their education institution (this indicator is 63% in the West, 90% in the Center/North, 82% in the frontline regions), and 90% have a computer at home.** It is interesting that at the same time, 25% of teachers and 33% of administration staff mention (see above) shortage of equipment as one of the challenges of the current academic year.

TO WHAT EXTENT THE SCHOOL COMPLIES WITH CERTAIN CRITERIA

Respondents of all groups practically did not criticize schools and quite rarely stated that the school did not meet a certain criterion, mostly or fully. Considering almost all criteria, no more than 5% rated negatively (the only exceptions worth mentioning are as follows: 15% of students, 9% of parents/teachers, and 14% of administration staff were critical regarding the availability of groups and clubs of interest; and 10% of students were critical regarding the confidence in the future the school might grant them). Respectively, the rating marks were mainly either neutral / moderate or positive. As to the teaching and administrative staff, all the criteria are predominantly rated positively by respondents of these groups. On average, 87% of teachers and 89% of administration staff believe that the school mostly or fully meets the criteria of a good-quality education institution. The relatively lowest level of satisfaction among the teaching and administration staff is expressed regarding the groups / clubs of interest (66% of teachers and 69% of administration staff), everything that children with SEN need (71% and 65%, respectively), and school facilities and resources (77% and 74%, respectively). As to all other criteria, at least 90% of teaching and administration staff answered that the school mostly or fully met them. For instance, 94% of teachers and 99% of administration staff mention highly-qualified teachers, 93% and 91%, respectively, - comfortable premises, and 90 - 99% - good vibe at all levels of

communication. It is important that generally at least half of the teaching and administration staff responded that their school fully met the criteria.

The students and the parents are somewhat more skeptical in their evaluation, however, more than half of them responded that the school mostly or fully met the criteria (except for groups/ clubs of interest). Thus, on average, 66% of students and 66% of parents responded that the school mostly or fully met a certain criterion. Both the students and the parents are relatively most dissatisfied with groups/ clubs of interest: 47% and 48%, respectively, rated positively (though «only» 39% of parents rated positively the availability of everything the children with SEN need, it is 46% of the parents who did not have their opinion regarding this criterion, therefore, in fact, the positive rating dominated among the better-informed ones). As to the students, the next criterion for criticism was confidence in the future (57%), while all other criteria were rated positively by 66-74%. As to the parents, the next lowest rated criterion, after the groups/ clubs of interest, is confidence in the future (67%) and highly qualified teachers (68%), with 70-78% being satisfied with the other criteria. Regarding these two groups, the share of the completely satisfied largely ranges between one third and one half.

The position of local self-government officials is specific to some extent. On the one hand, as to the percentage of those who consider that the schools mostly or fully meet the criteria, the average is 82% (with a somewhat more critical opinion regarding groups/ clubs of interest, needs of children with SEN, and school facilities and resources). Thus, the

opinions are quite similar to those of teaching or administration staff. On the other hand, significantly fewer local self-government officials consider schools to fully meet the criteria (51% on average, subject to the criterion, while this indicator is one and a half times higher among teachers and administration staff). Thus, the local self-government officials try to present a better vision of the situation (than the students and the parents) but in a more conservative way (than the teaching or administration staff).

MAJOR BARRIERS FOR EDUCATION IN CURRENT ACADEMIC YEAR

Similar to the assessments for the previous academic year, the teaching and administration staff focuses more on such issues as lack of concentration among students (61% of teachers and 54% of administration), constant air alarms (60% and 72%, respectively), lack of high quality equipment (39% and 46%, respectively, in particular, in villages 50% of teachers point out lack of high quality equipment), that some subjects are not easy to come (30% and 24%, respectively), a feeling of anxiety / nervousness (29% and 35%, respectively). At the same time, significantly fewer teachers and administration staff mention such issues as too many subjects, insufficient attention to individual subjects, or unclear lecturing by certain teachers.

As to the students, the structure of barriers as well as focuses are somewhat different. Thus, relatively most students say that mastering some subjects is not easy for them (44%), and that there are simply too many subjects (39%). Other top reasons include constant air alarms (30%), anxiety / nervousness (22%), not enough time for certain subjects (22%), some

teachers do not lecture clearly (21%). Only 10% mention the lack of high-quality equipment. As for the parents, their barrier structure is quite similar to that of students, only with a greater emphasis on air alarms.

Special mention should be made of the local self-government officials' opinions, that are closer to the opinion of the teaching and administration staff regarding some issues, and to the opinion of the students and the parents regarding the others, and are different from all other groups in several specific cases. Generally speaking, the key barriers for the local authorities are: air alarms (75%), anxiety / nervousness (52%), lack of high quality equipment (48%), lack of concentration (31%), poor school facilities and resources (30%), and that some subjects are not easy to come (28%).

EDUCATION PROCESS MANAGEMENT CHALLENGES EXPECTED BY EDUCATORS IN CURRENT ACADEMIC YEAR

According to teachers and administration staff, the key challenges for the next academic year are students' decreased motivation to study (53% of teachers and 59% of administration), power outages (48% and 63%), inability of students to learn independently (42% and 35%; as to teachers, it was mentioned by 39% of urban school teachers and 50% of rural school teachers), and security risks (40% and 32%, the challenge is acuter in frontline regions and cities).

Quite a lot of respondents also mentioned psychological state of students (28% and 39%, this seems to be a more acute challenge in the city reported by 32% of teachers vs. 19% of rural school teachers), lack of «live»

communication (24% and 38%), shortage/lack of equipment (21% and 29%, this is a more acute challenge in the villages reported by 32% of teachers vs. 16% of urban school teachers) or the Internet (18% and 29%). As for the local self-government officials, the «priorities» are a bit different: most respondents mentioned security risks (63%) and power outages (61%), followed by the psychological state of students (42%) and students' decreased motivation to study (41%).



ACADEMIC PERFORMANCE EXPECTATIONS AND NEED TO SUPPORT SCHOOLCHILDREN AND EDUCATORS

WHAT STUDENTS, PARENTS AND EDUCATORS EXPECT IN THE CURRENT ACADEMIC YEAR?

51% of students, 52% of parents and 58% of teachers expect an improvement in academic performance. Only 6 – 9% expect the performance decline in the new year.

As to the regions, there is practically no difference among students (depending on the region, 49-53% expect an improvement in academic performance, and 7-10% expect its decline). At the same time, regarding the parents, respondents in the frontline regions are slightly more pessimistic, as only 34% expect an improvement in academic performance (compared to 44% in the West and 48% in the Center/North). Similar to the parents, teachers in the frontline regions are also slightly more pessimistic – «only» 50% expect an improvement (compared to 64% of teachers in the West, and 61% of teachers in the Center/North). **All three groups of respondents are quite optimistic about performance in the new year.**

NEED OF STUDENTS FOR TEACHER'S SUPPORT IN THE CURRENT ACADEMIC YEAR

34% of students and 44% of parents state that they / their children rather need or strongly need teachers' support at school. For instance, 6% and 9%, respectively, note that the need is

critical. It is important to point out that 39% of students and 36% of parents, though seeing rather no need, would take up some support as useful.

NEED OF TEACHING STAFF FOR SUPPORT

The vast majority of teaching and administration staff - 75% and 73% - claim that the prime support the teachers need is an increase in their salaries. Many respondents also mentioned other forms of support, though it is worth noting that they were more requested by the school administration. Thus, 42% of teachers and 65% of administration staff indicate technical support, 30% and 49% - psychological one.

The relatively lowest need mentioned by the respondents is that of instructional support (17% and 29%).



PSYCHO-EMOTIONAL STATE OF EDUCATION PROCESS PARTIES

57-60% of students, parents, teachers and administration staff believe that students feel rather or very calm (in particular, no more than a third say that they feel very calm). Other 31-39% claim that students feel calm and anxious equally often. Only 2-4% of parents, teachers and administration staff believe that their child/students feel rather or very anxious, though this share reported by the students themselves is 12%. **At least three times more children have an anxiety disorder than their parents and teachers believe.**

Among the schoolboys surveyed, 67% feel rather or very calm, while this group share among the schoolgirls is much lower - 48%. The students in the West also feel better - 65% against 54% in the Center/North and 52% in the frontline regions. Similar regional trends are noticed among parents and teachers. Parents assess children's emotional state better than children themselves. For instance, 37% of students said that they had only positive emotions / feelings for the last 2 weeks, while 51% of parents expressed an opinion that their children had only positive emotions/feelings for the last 2 weeks.

As to specific emotions, the most common positive emotions are: calm (52%, according to students themselves and 35%, according to parents' opinion), joy (46% and 39%, respectively), optimism (41% and 42%), confidence (39% and 33%), satisfaction (33% and 31%), inspiration (32% and 27%).

As to specific negative emotions / feelings, anxiety dominates – 37% according to students themselves and 30% according to

parents' opinion. Then top-down are fear (21% and 9%, respectively), indignation (20% and 17%), anger (20% and 7%), depression (18% and 14%), despair (18% and 7%).

Parents, teachers, and administration staff assess their own general state a bit worse than that of the students. For instance, 43% of parents, 49% of teachers, and 52% of administrators claim that they feel rather or very calm. On the contrary, 47%, 44% and 41%, respectively, feel calm and anxious equally often (with the remaining 10%, 7% and 7% feeling rather or very anxious).

According to 26% of students (32% among girls and 20% among boys) and according to 23% of parents, students rather or strongly need psychological / emotional support (a strong need is mentioned by 4% and 2%, respectively). Other 36% and 49% say that there is rather no need, although they see some benefit from it.

Among the students and among the parents who mentioned that they rather or strongly needed it, 37% answered that the child had been already receiving such support (the vast majority meant the support by relatives and friends). The respondents' answers do not demonstrate regional differences: 23-28%, depending on the region, need support.

88% of teachers responded that at least somebody among the students needed psychological / emotional support. If all the teachers are taken, generally 26% speak about most or all students, other 21% - about half of the students (the remaining share mentions

few students). The administration staff reacts to the situation far more drastically: 97% believe that at least somebody needs support, and 36% mention most or all students.

88% of administration staff claim that there is a psychologist in their school, with 88% of all respondents saying that any student may ask for support, and 73% saying that any educator may do, too.

PROSPECTS AND PLANS FOR THE FUTURE

FACTORS FOR ACHIEVEMENTS IN LEARNING

All groups share the same opinion that academic achievements are primarily determined by the student's personal efforts: 63% of students, 67% of parents, 72% of teachers, 64% of administration staff consider this factor among the two most important (with 33-50% considering it the most important, in general).

However, some distinctive focal points should be highlighted that partly disclose the «ideology» of a certain group. Thus, for students and parents, the learning format is perceived as a much more important factor than for teachers: it is indicated by 27% and 22% of the two first groups, and only by 10% of teachers. In turn, teachers (and - to a slightly lesser extent - parents) pay much more attention to natural aptitudes – 36% against 31% among parents and 23% among children. Teachers also differ greatly in their perception of the role of the family. Thus, 38% of teachers note the importance of parents' attention, while this factor is mentioned by 17% of students and 22% of parents. Another difference is the role of friends. This factor is indicated by 20% of students compared to 8% of parents and 3% of

Among the interviewed teachers, 37% denied any need for psychological support. However, 41% of all interviewed teachers answered that they could speak to their relatives or colleagues, and 30% said that they might contact a psychologist in their education institution.



teachers.

As to the regions, the students in the urban/rural areas share similar opinions regarding the factors of achievements, depending on their gender group. However, the students in the frontline regions more often mention the impact of the general situation in the country on their performance (44% include this factor in the top 3 compared to 32% in other regions) (the same trend is observed among the parents and the teachers). It may be also noted that a bit more respondents in the cities mention a personal potential (39% vs 29% in the villages).

PLANS OF STUDENTS FOR THE FUTURE

Most students (81%) have one or several options for the future (including 34% who have firm plans).

For 77% of students, the desired scenario of actions after school is to continue studying, including 35% who would like to enter a leading university of Ukraine, 25% who are planning to enter another university or technical school / college of Ukraine, 18% who would like to study abroad. Other quite popular «desired» scenari-

os for students (and according to students) are as follows: to take up a job (6%), military service (4%), «gap year» (7%). Moreover, the answers to the question about «realistic» scenarios are quite similar: in general, 80% are planning to continue their studies, although mainly in Ukraine, and some students are «more modestly» speaking about other (not leading) universities or technical schools / colleges.

Intentions of students from different regions as well as from urban / rural settlements are quite similar. This being said, students from the cities are keener on continuing studies abroad – 22% compared to 9% of students from the villages (in case of realistic plans, the ratio is 17% to 7%). In the case of gender, the girls are seen to be more confident in entering one of the leading universities: 36% of them consider this their realistic scenario compared to 24% of the boys.

ESTIMATED PROBABILITY OF ENTERING A HIGHER EDUCATION INSTITUTION AFTER FINISHING THE SCHOOL

There is a noticeable difference among students, parents, teaching and administration staff in estimating chances to enter technical schools / colleges and non-leading universities, on the one hand, and leading universities, on the other one. The share of respondents rating the chances of entering one of the leading universities as quite high is lower in all groups.

It can also be noted that parents, teachers (to a slightly lesser extent) and school administration (particularly) are more optimistic about entering a technical school / college, a non-leading university than the students themselves. **Thus, 43-44% of the students are 100% sure that they**

will be able to enter a technical school / college / non-leading university, while this opinion is supported by 63-70% of parents, 55-68% of teachers, and 81% of administration staff.

At the same time, the share of students who are 100% sure that they will be able to enter one of the leading universities is 28%. The parents are less optimistic – 21%, while, on the contrary, teachers and school administration are slightly more optimistic – 31% and 42%, correspondingly.

LEVEL OF OPTIMISM REGARDING THE FUTURE OF UKRAINE AND WISH TO CONTINUE LIVING IN UKRAINE

The researchers asked respondents the question «How, in general, do you feel about the future of Ukraine?». Across all groups, uncertain optimism is rather expressed – though more than a half (52% of the students, 70% of the parents, 83% of the teachers and 84% of the school administration staff) feel optimistic about the future, most of them are rather optimistic (with very optimistic being a minority).

It is important to note that the lowest level of optimism is expressed by the students. Of 52% feeling optimistic 31% are rather optimistic. Other 25% of students are not either optimistic or pessimistic, but 24% (each fourth student) feel pessimistic.



SECTION I.

Hard data of respondents



The respondents of all five groups rather evenly represent (by school location region) three macro-regions of Ukraine¹³: 30-32%, depending on the group, represent the West, 33-38% – the Center/North, 33-36% – front-line regions. About 71% of students, parents, teachers, and administration staff are urban residents (cities / towns), about 29% – rural residents (villages).

Among the interviewed students, boys and girls are circa fifty-fifty. At the same time, when parents responded to questions about their children, in half of the cases they also spoke about the boys, and in half of the cases they did about the girls. Among the interviewed parents, 1% indicated that their children were of SEN category.

As to the respondents-parents: 92% – mothers, 6% – fathers, and remaining 2% – grandmother/ grandfather/ foster parent/ other. The gender composition of respondents among teaching staff and school

administration is as follows: 82% – women, 18% – men. The gender composition of local authority representatives is similar: 84% – women, 16% – men.

Most teachers, representatives of school administrations and local authorities are middle-aged people (30-59 years old), though people of older age subgroup prevail among school administration staff and local self-government officials. For instance, the age composition of teaching staff is as follows: 9% – under 30, 39% – aged 30-44, 45% – aged 45-59, and the remaining 7% – aged 60 or older. The age composition of representatives of school administration and local authorities is as follows: under 30 – 1% and 2%, aged 30-44 – 29% and 33%, correspondingly. At the same time, 59% of school administration representatives and 58% of local authority representatives are aged 45-59 (the remaining 11% and 8% are aged 60 and older).

Both teachers and school administration

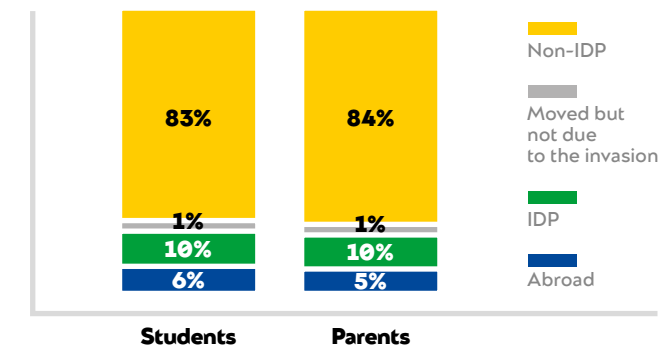
have considerable work experience. Among teachers, only 9% have up to 5-year's teaching experience. In fact, 13% have 6 to 10 years of experience, 28% – 11 to 20 years, and 50% – over 20 years. In addition, 68% of teachers are lead teachers in one of their school grades. As for the administration staff, 27% have up to 5 years' experience in executive positions, 16% – 6 to 10 years, 29% – 11 to 20 years, and 28% – over 20 years.

The absolute majority of students – 87% – live in the same settlement where the school is located. Other 7% live in another settlement of Ukraine (half of them in the same region, half of them in another region). The remaining 6% of students stay abroad.

However, if among the students interviewed in the schools of the West and the Center/North, 94% and 92% live in the same settlement, this value for the frontline regions is 75% (as to the remaining 25%, half of respondents live

in another settlement, half of them is now abroad). Similar answers are given by the interviewed parents of students.

DIAGRAM I.2.
Where the students live in relation to the school location place

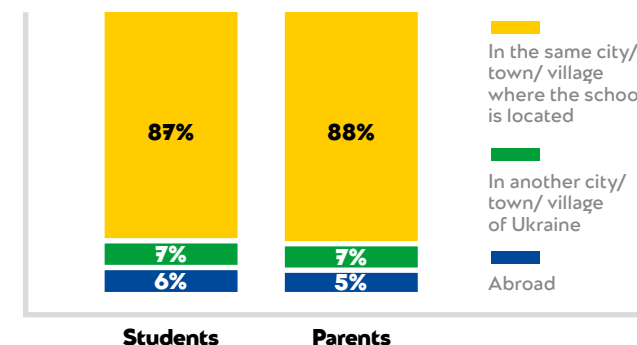


Among the students, generally 83% are not IDPs, in addition to this, 1% reported that although they had moved, it was not because of the invasion. At the same time, the share of IDP students is 10% (plus 6% of students stay abroad now).

The IDP account for 5% and 8% (as responded by interviewed students) in the West and the Center/ North, correspondingly, and 20% in the frontline regions. The responses of parents give similar data.



DIAGRAM I.1.
Where the students live in relation to the school location place



¹³ West – Volyn, Zakarpattia, Ivano-Frankivsk, Lviv, Rivne, Ternopil, Khmelnytskyi, Chernivtsi regions; Center/ North – city of Kyiv, Vinnytsia, Zhytomyr, Kyiv, Kirovohrad, Poltava, Cherkasy, Chernihiv regions; Frontline regions – Dnipropetrovsk, Donetsk, Zaporizhzhia, Luhansk, Mykolayiv, Odesa, Sumy, Kharkiv, Kherson regions

SECTION II.

Learning experience of previous academic year (2022-2023)

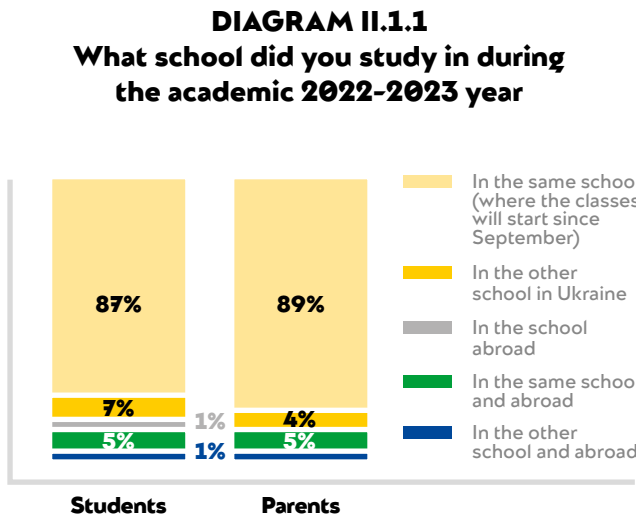
II.1. SCHOOL LOCATION AND LEARNING FORMAT

The vast majority of students (87% according to the interviewed students and 89% according to the interviewed parents) studied in 2022-2023 only in the same school they have been studying now (since September 2023). 7% (5% among the parents) studied only in the other schools in Ukraine.

At the same time, 6% of students claim that they combined studying at school in Ukraine (almost always talking about the current school) and studying at school abroad (among the parents, the share is 5%).

The share of students who studied solely abroad in 2022-2023, and are now studying in Ukraine, is 1% (among parents, the share is 0.5%).

As to the region, in the frontline regions, according to the students, 79% study in the same school as during 2022-2023 (91% - in other regions).



If the school of study before February 24, 2022, is considered, then 83% of the interviewed students say that they studied before February 24, 2022; were studying in 2022-

2023, and are studying now in the same school (among the parents the similar share is 87%). Among the interviewed teachers, 91% are working in the same school where they worked before the invasion. 1% have changed the school due to the invasion, and the rest had a different trajectory. The situation with the administration is similar: 95% of them are working in the same school, and 1% have changed the place of work due to the invasion.

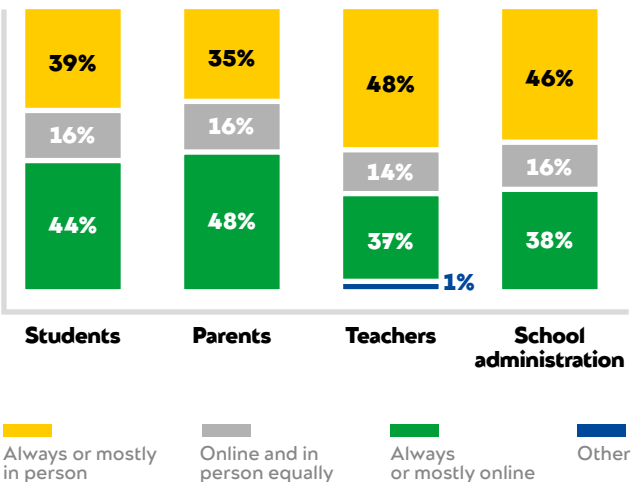
Among students, there is a significant share of both those who studied mostly or always in person (44%), and those who mostly or always studied online (39%). Other 16% studied fifty-fifty online and in person.

As for the parents, the answers are rather similar, while in case of teaching and administration staff, the respondents more often mentioned in-person learning (this may be explained by a bit different perception of the online learning occurrence frequency – the students and the parents, for instance, may have experienced the frequency of online learning in a more sensitive way due to air alarms or power outages that forced to study online.

If in the West, according to the students, 64% studied mostly or always in-person, then in

the Center/North this share is 43%, and in the frontline regions it is only 14%. At the same time, the share of those who studied mostly or always online increases from 12% in the West to 37% in the Center/North and to 81% in the frontline regions. A similar trend in terms of regions has been noted in surveying parents and teachers.

DIAGRAM II.1.2.
What was learning format in the 2022-2023 academic year



II.2. ACADEMIC PERFORMANCE

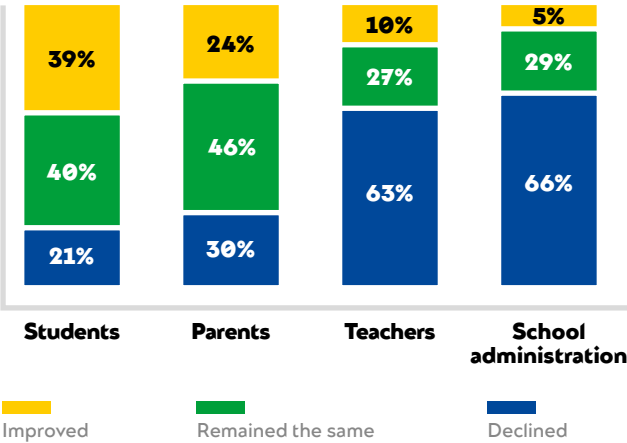
Students and teaching/ administrative staff take a different view of academic performance evolution compared to the pre-invasion period, with teachers/administrators being much more critical in their assessments. Most respondents from teaching and administrative

staff (respectively, 63% and 66%) note academic performance decline and only 10% and 5%, respectively, note improvement (27% and 29%, respectively, see no changes). As to the students, only 21% say that their academic performance has declined, while 39% believe

that their academic performance has improved (the remaining 40% claim that there have been no changes). As to the parents, their position could be conditionally called «intermediate», though they tilt to a more optimistic view of students. Thus, 30% see academic performance decline, and 24%, on the contrary, see its improvement (46% see no change).

It is important to point out that students' assessments of changes in performance after February 24, 2022, are similar in the West, and in the Center/North, and in the frontline regions. Thus, decline was mentioned by 36% in the West, 37% in the Center/North, and 43% in the frontline regions. In addition, there are no significant differences between urban and rural schools. As to the parents, the answers are also quite similar, regardless of the region,

DIAGRAM II.2.1.
How the academic performance has changed compared to the period prior to February 24, 2022



type of settlement and gender of the child.

Despite the critical opinion of the teaching and administrative staff respondents on the performance evolution, 61% of teachers and 65% of administrators are rather or completely satisfied with the educational achievements of students (though the share of completely satisfied is 18% and 21%). Other 38% and 34% are moderately satisfied, and only 1% is not satisfied.

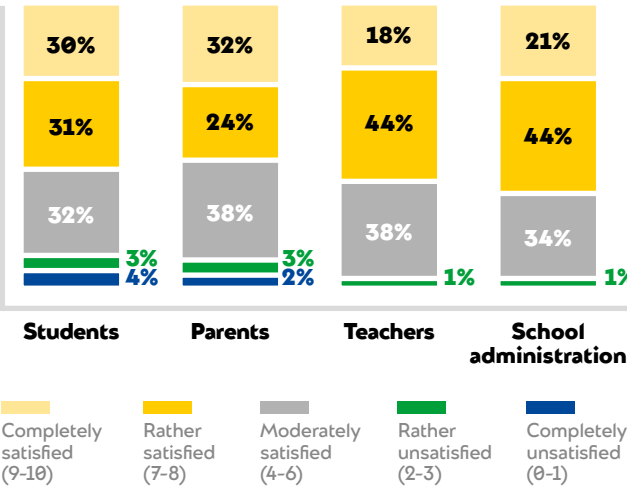
The share of those satisfied with achievements is at a similar (to teachers) level among parents (57%) and among children (61%), though the share of those who are completely satisfied, among them is higher (30% and 32%, respectively). 32% and 38%, respectively, are moderately satisfied, and 7% and 5%, respectively, are not satisfied.

Regarding the regions, urban/ rural schools, and the schoolboys and schoolgirls, the level of students' satisfaction with their achievements is almost the same. However, when reviewing the responses of the parents, those who were responsible for a schoolgirl are a bit more satisfied with the achievements compared to the parents responsible for a schoolboy (62% vs 51%).

As for the teachers, there is practically no difference in terms of regions, though a higher level of satisfaction may be observed among the urban school teachers compared to rural ones: 65% vs 51%.



DIAGRAM II.2.2.
How educational achievements of 2022-2023 are generally rated



The children unsatisfied completely with their achievements explained this in most cases by their nature, e.g., problems with motivation, laziness, etc. (30%). In addition, 10-15% of

students gave the following explanations: too many subjects, some subjects are not easy to come, online learning, air alarms. At the same time, significantly fewer children criticized the quality of teachers' lecturing or referred to technical issues.

As to the parents, they, first of all, explain dissatisfaction with children's achievements by online learning (30%). Then (12-19%) air alarms, problems with motivation, and other personal qualities, war / situation in the country, poor lecturing quality of some teachers are mentioned.

At the same time, teachers and administration staff are much more focused (compared to students or parents) on the children's nature, especially on the motivation / ability to make efforts for learning. This reason is mentioned by 54% of teachers and 47% of administration staff. The next reason is online learning format (respectively, 17% and 27%). 17% of respondents among the administration staff also mentioned power outages. Other explanations were given less frequently.

TABLE II.2.1.
Reasons for not being completely satisfied with educational achievements (top responses)
% of those who are satisfied with the achievements at 0 to 8 points and responded meaningfully on an open question

Reasons	Students	Parents	Teachers	Administration
Personal nature: lack of motivators, laziness, inability to learn independently, failure to work hard, etc.	30%	15%	54%	47%
Too many subjects/ excessive load, unnecessary subjects, lack of time	15%	5%	1%	0%

Learning/ some subjects is/are not easy to come	15%	7%	1%	1%
Online learning, lack of in-person learning (generally, lack of «live» communication, inefficiency of online learning, etc.)	12%	30%	17%	27%
Air alarms	10%	19%	8%	8%
War, situation in the country	8%	13%	6%	6%
Some teachers do not clearly lecture the subjects, do not pay proper attention to the children	6%	12%	0%	0%
Psychological state of children (anxiety/ nervousness, stress, tiredness, etc.)	6%	5%	6%	8%
Power outages	5%	5%	6%	17%
Lack of internet/ technical issues	4%	3%	8%	9%
Lack of parents' attention	0%	0%	5%	5%

II.3. ASSESSMENT OF INVASION CAUSED LEARNING LOSSES BY TEACHERS AND SCHOOL ADMINISTRATION

The opinions of teaching staff and administration staff were divided regarding the learning loss assessment. Thus, 50% of teachers and 51% of administrators believe that there were no losses or they were insignificant (the share of those who consider losses insignificant is higher). At the same time, the same share or almost the same

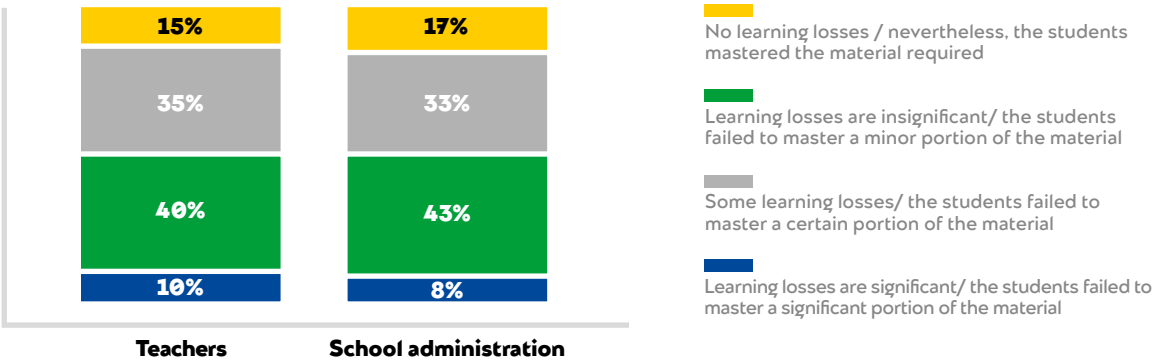
one believes that some or significant learning losses have occurred (though significant losses are mentioned only by 10% of teachers and 8% of administrators among them).

It is worth noting in addition that the share of teachers who mention some or significant learning losses does not differ substantially depending

on the region (44-53%). However, there is a difference depending on the type of settlement:

some or significant losses are mentioned by 46% of urban teachers and 58% of rural teachers.

DIAGRAM II.3.1.
Learning losses caused by full-scale invasion and related security risks

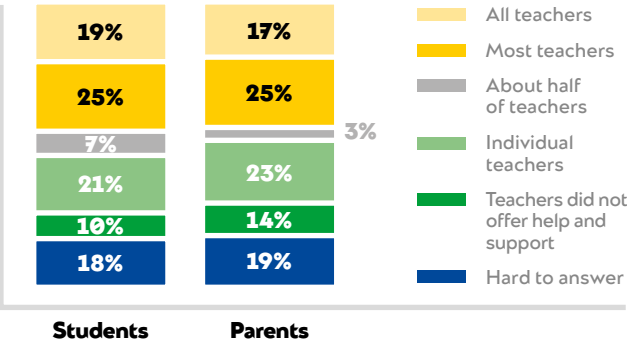


II.4. SUPPORT FOR STUDENTS TO MASTER THE LEARNING MATERIAL

Only about half of students (44%) responded that all or most teachers offered help and support to overcome learning difficulties. According to a third of students (31%), help was provided only by individual teachers or was not provided at all. It is noteworthy that 18% of students could not answer the question at all, which might indicate that help / support was not provided (at least from the students' point of view). Similar trends can be found in the parents' answers.

75% of students did not deny having certain gaps in their knowledge. If these are taken as 100%, then every fourth such student (27%) claims that they did not receive any help from teachers. Among parents, the shares are even

DIAGRAM II.4.1
How many teachers offered help and support when learning difficulties were faced



slightly higher: 77% do not deny knowledge gaps of their children, but at the same time, 31% of those who have these learning gaps have not received any support from teachers. According to parents and children, the most common form of support is additional assignments / learning materials, then individual and group consultations, catch-up classes.

Among the teachers, 94% did not deny that they had students with gaps in knowledge. Only 1% of such teachers did not suggest anything to support. Most of them not only gave additional assignments / learning materials, but also (as they said) held group and individual consultations.

TABLE II.4.1.
Assistance received from the teachers to make up missed topics

Assistance received from the teachers	Students	Parents	Teachers
% had learning gaps/ had students with learning gaps	75%	77%	94%
Additional assignments, video materials for self-study	40%	36%	76%
Individual and group consultations	24%	26%	68%
Catch-up classes	22%	21%	34%
Teacher suggested working with other students who had mastered the topic (peer-learning)	18%	7%	16%
No support from teachers was received	27%	31%	1%

The «different» experience of teachers (as well as the administration staff) regarding the support is noticeable in the context of overcoming time loss due to air alarms, etc. Thus, 98% of teachers and almost 100% of administration staff took at least some steps to replenish the learning time lost. The vast majority (78% of teaching and 80% of administration staff) mention learning

materials provided to their students for self-study. 39-47% of teachers held group and individual consultations, made changes to the course schedule (this is mentioned by 43-60% of school administrators, with 60% pointing out group / individual consultations). However, only 23% of teachers gave classes at another time (this was mentioned by 38% of school administration staff).

TABLE II.4.2
How teachers helped with replenishing the learning time lost due to air alarms, power outages, etc.

Teachers helped	Teachers	Administration
Provided students with learning materials for self-study	78%	80%
Held group and/or individual consultations in extracurricular time	47%	60%
Provided students with additional assignments for self-study	41%	43%
Amended the course schedule (learning material was compacted)	39%	34%
Gave classes in another time	23%	38%
Other	2%	0%
There was no possibility to help with replenishing learning time losses	2%	0%

II.5. SATISFACTION WITH COMMUNICATION IN EDUCATIONAL PROCESS

As to the students, 74% are satisfied with their communication with teachers at school. The parents rate their own communication with teachers and their children’s communication with teachers exactly in the same way. As to the teachers themselves, 80% are satisfied with communication with parents, though the share of those who are satisfied with the attitude of parents towards their children’s learning is 64%. At the same time, almost all teachers (94%) are satisfied with

communication both within the teaching staff and with the school administration. As to the school administration staff, 78% are satisfied with communication with parents, though the share of those satisfied with the attitude of parents towards children’s learning is 61%. As to other communication levels, 95% of the school administration staff are satisfied with communication with teachers, and 83% - with the local authorities.

TABLE II.5.1
Satisfaction with communication within the educational process rated by levels
 % rather or completely satisfied

Communication levels	Students	Parents	Teachers	Administration
Students - Teachers	74%	74%	-	-
Parents - Teachers	-	74%	80%	-
Parents – School Administration	-	-	-	78%
Teachers - Teachers	-	-	94%	-
Teachers - Administration	-	-	94%	95%
Administration – Local Authorities	-	-	-	83%
Parents' attitude to children's learning	-	-	64%	61%

II.6. EDUCATION MAJOR CHALLENGES/ BARRIERS

Students, parents, and representatives of teaching and administrative staff have different views regarding the major barriers for education. Indeed, among all groups, most respondents mentioned (and this is common for all groups) air alarms, though if among students and parents this was indicated by 47% and 51%, respectively, among teaching and administrative staff this share was substantially higher, respectively, 75% and 87%. Apart from the air alarms, the teachers also mostly emphasized factors relatively external for them: 55% mentioned shortage/ lack of high-quality equipment / internet

(though with a significant regional variation: 53% in the Center/ North, 74% in the frontline regions; and with a higher focus among the rural school teachers); 54% - lack of students' concentration, 43% - a nervous/ anxious state of the students. However, just a few teachers criticized overloading with subjects or insufficient work of teachers in the school. The school administration assessments were very similar.

Among students, the tops in explaining (apart from the air alarms) were follows: some subjects of study do not come easy

(44% vs. 20% among teachers), there are too many subjects in general (41% vs. 8% among teachers), lack of concentration (33% vs. 54% among teachers), feeling anxious/ nervous (27% vs. 43% among teachers), some teachers' instructions are not clear (21% vs. 2% among teachers), lack of time for specific subjects (19% against 8% among teachers), lack of equipment (17% against 55% among teachers). As for the parents, the structure of explanations is similar to that of the students. Thus, perception of school potential and curriculum features mean a lot

for this structure – opinion of students and parents, in addition to the students' problems themselves (e.g., concentration or availability of equipment).

As to female/ male correlation among the interviewed schoolchildren, more schoolgirls compared to schoolboys indicated lack of concentration, overloading with subjects, and feeling of anxiety. At the same time, schoolboys prevailed among those who said that nothing hindered them from learning.

TABLE II.6.1
Education major challenges/ barriers

Challenges/ barriers	Students	Parents	Teachers	Administration
Constant air alarms	47%	51%	75%	87%
Some subjects of study just do not come easy	44%	29%	20%	14%
Too many subjects/ shortage of time to learn them all	41%	20%	8%	5%
Lack of concentration/ willpower to make myself study	33%	22%	54%	53%
Constant anxiety, nervousness, difficult to keep calm	27%	17%	43%	55%
Some teachers are not clear in teaching the subjects	21%	19%	2%	1%
Little time was dedicated to specific subjects/ shortage of time to learn well	19%	14%	8%	6%
Lack of high-quality equipment (laptop, tablet, etc.) or internet to study	17%	15%	55%	63%
School facilities and resources were poor (lack of books, equipment, etc.)	8%	7%	11%	11%

Challenges/ barriers	Students	Parents	Teachers	Administration
No comfortable place at home to study	7%	4%	17%	20%
Lack of teachers in school/ there was no one to teach some subjects	4%	4%	1%	1%
Felt no support from the parents	3%	7%	9%	9%
Teachers changed constantly in school/ high staff turnover	3%	3%	2%	2%
Negative attitude of teachers in school	3%	2%	0%	0%
Negative attitude of other students in school	2%	1%	0%	2%
Other	1%	2%	3%	6%
Nothing hindered/ nothing caused problems	13%	17%	4%	1%

II.7. TEACHING STAFF WORKLOAD. CHALLENGES IN EDUCATIONAL PROCESS MANAGEMENT

44% of teaching and 47% of administrative staff respondents noted an increase in workload compared to the period before February 24, 2022 (the reduction was noted by 12% and 5%, respectively, and «nothing had changed» position was expressed by 44% and 48%). According to the teaching staff, the main reasons for the increase are as follows: more time has to be spent to prepare for lessons in a blended/online format, the need to allocate time for psycho-emotional support of students, additional workload due to security challenges, personal performance

reduction due to a psycho-emotional state.

In all regions 39-47% of teachers reported a workload increase. In the frontline regions 87% explain this increase by more time needed to prepare for online lessons.

As to key challenges, most teachers and administrators chose power outages (82% of teaching staff and 86% of administrative staff) and lack of «live» communication (61% and 65%, respectively) (from the suggested list). Other major and common challenges to be mentioned are lack of permanent access of

teaching staff to internet (40% and 39%) and shortage of equipment the teachers may use (25% and 33%); however, in this case there is a difference between urban and rural schools

– shortage of equipment was mentioned by 20% of urban school teachers vs. 35% of rural school teachers).

DIAGRAM II.7.1.
How the workload changed compared to the period before February 24, 2022

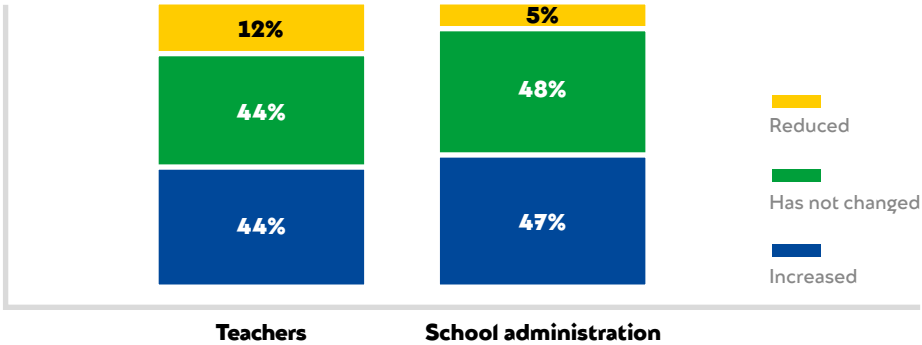


TABLE II.7.1
Major challenges of educational process management

Major challenges	Teachers	Administration
Power outages	82%	86%
Lack of «live communication» between teachers and students	61%	65%
Lack of permanent access of teaching staff to high-speed internet	40%	39%
Lack or shortage of equipment for teachers	25%	33%
Lack of teachers' feedback on educational progress of students	13%	19%
Lack of space (workplace) to teach distantly for teachers	10%	7%

Major challenges	Teachers	Administration
Lack of teachers' skills to use distance teaching technologies	8%	13%
Use of different channels by teachers to communicate with students, non-coordination of the channels	6%	4%
Lack of single e-platform used by education institution for distance/ blended learning	4%	6%
Other	2%	4%
There were no challenges	6%	2%

In addition to the above mentioned challenges, a considerable part of teaching and administration staff also faced a decrease of students' motivation to study (69% of teachers and 64% of administration staff) and inability of students to learn independently

(60% and 47%, respectively). Other rather common situations were: students had no access to the Internet (36% and 49%), poor psychological state of students (20% and 20%) and lack of support from parents (19% and 18%).

TABLE II.7.2
What challenges were faced in teaching

Challenges were faced in teaching	Teachers	Administration
Students' motivation to study decreased	69%	64%
Students can't learn independently	60%	47%
Lack of students' permanent access to high-speed internet	36%	49%
Poor psychological state of students, lack of resource to learn	20%	20%
Lack of parents' support for students	19%	18%

Challenges were faced in teaching	Teachers	Administration
Lack of internal communication with colleagues on work issues	4%	4%
Poor psychological state of colleagues, lack of resource to teach	3%	7%
Lack of education institution administration feedback for teachers' work	2%	5%
Other	1%	0%
Nothing was faced	10%	10%



SECTION III.

Learning expectations for the next academic year (2023-2024)

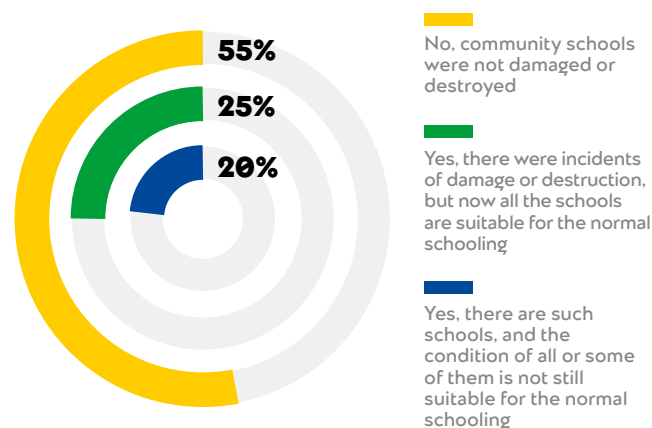


III.1. ROLE OF THE SPHERE OF EDUCATION IN COMMUNITY AS VIEWED BY LOCAL AUTHORITIES

According to 80% of the interviewed local self-government officials, the schools in their community are suitable for the educational process (55% of them say that the schools were not damaged at all, and 25% say that there was damage / destruction, but now the schools are already suitable for the educational process).

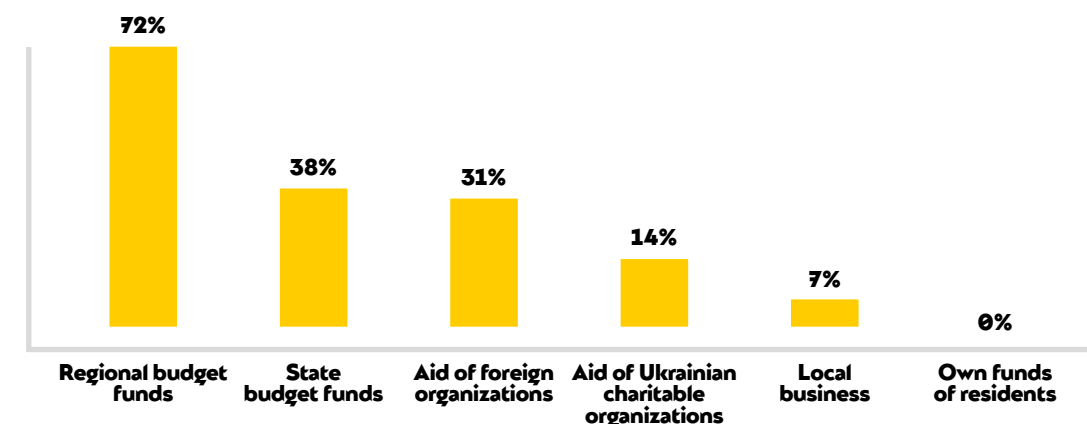
At the same time, 20% answered that some schools were unsuitable for the educational process. In most cases such respondents mentioned that 6% of schools in the community on average were not suitable for the educational process. However, there are 4 cases when a substantial part of schools is recognized unsuitable for educational process: Barvinkove Community (Kharkiv Region) – 18%, Nikopol' Community (Dnipropetrovsk Region) – 40%, Kharkiv Community (Kharkiv Region) – 64%, Kherson Community (Kherson Region) – 95%.

DIAGRAM III.1.1.
Are there schools damaged or destroyed due to the Russian invasion in the community



The vast majority of local self-government officials (72%) in case of damaged/destroyed schools mention attracting regional budget funds. The

DIAGRAM III.1.2.
What resources were attracted to restore schools
% of those who mentioned damaged or destroyed schools in their communities

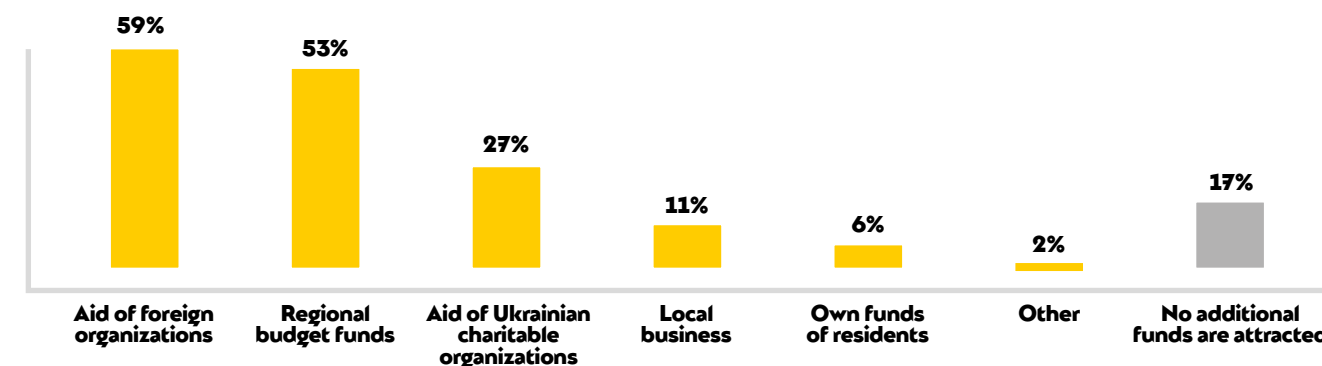


next sources on the list are the State Budget (38%) and aid from foreign organizations (31%).

83% of local self-government officials claim that in order to improve education their

communities attract resources out of the local budget, too. Most respondents mention foreign aid (59%) and regional budget funds (53%). The next on the list is aid from Ukrainian charitable organizations (27%).

DIAGRAM III.1.3.
What funds are attracted by the communities to improve education for students, in addition to the local budget



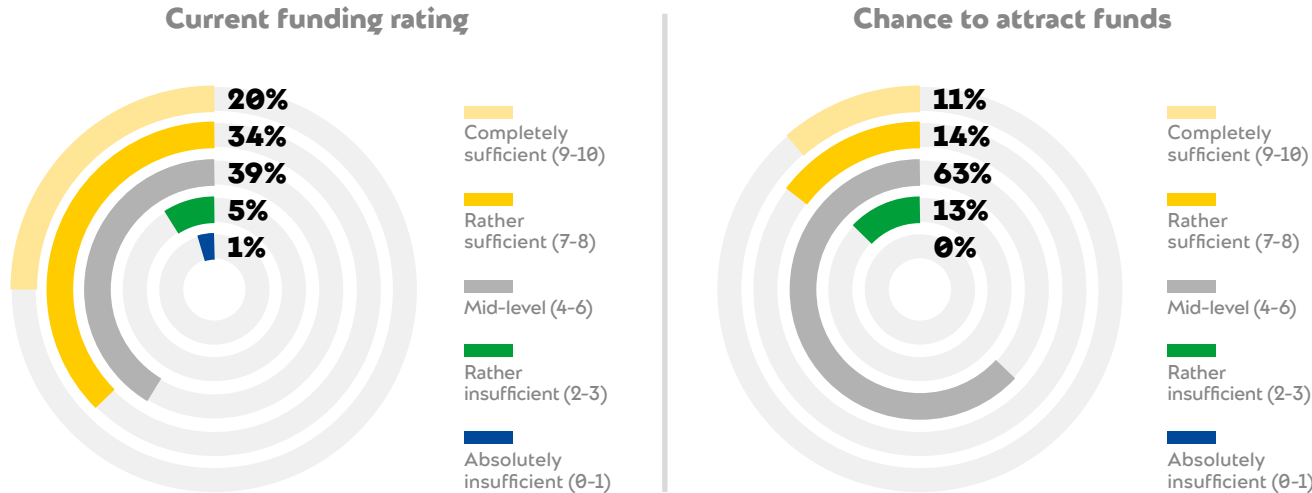
55% of local self-government officials consider the level of funding to be rather or completely sufficient, though only 20% of them rate it as completely sufficient. However, at the same time, only 6% consider the funding insufficient. The remaining 39% consider the funding to be «mid-level».

This being said, local self-government officials make rather prudent forecasts regarding attracting additional funds over the next 12 months. So, 63% rate this chance as «moderate», 25% - as rather optimistic, though only 11% of them believe that they will probably or even certainly manage to attract additional funds.

DIAGRAM III.1.4.

Current funding rating and chance to attract additional funds over the next 12 months

Scale of 0 (absolutely insufficient / no chance)
to 10 (completely sufficient / we will certainly manage)

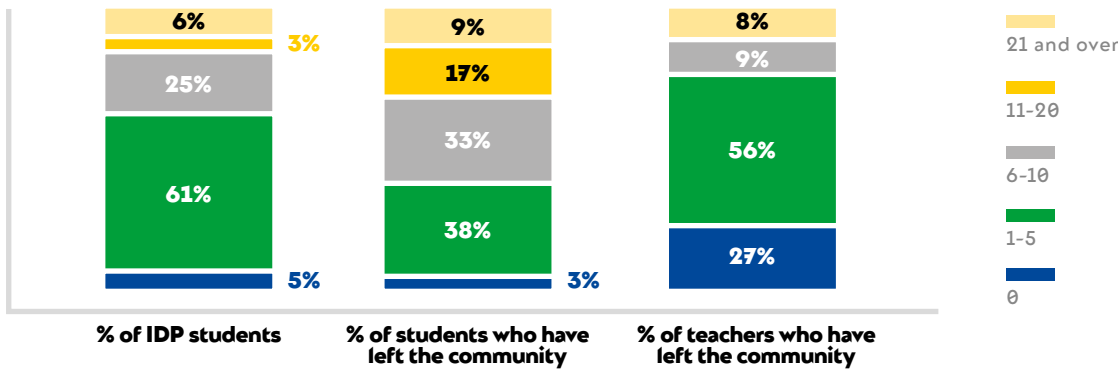


Almost all local self-government officials say that there are IDP children studying in their communities (the most – 61% - indicate 1-5% of IDP students, other 25% - 6-10%), and there are children who have left the community (38% of respondents indicate 1 to 5% of such students, 33% - 6 to 10%, and 27% say that over 10% have left).

In addition, 73% of local self-government officials also report on teachers who have left the community. In total, among all respondents, 56% say that 1-5% of teachers have left the communities, 9% say that 6-10% have left, and 8% say that more than 20% have left.

DIAGRAM III.1.5

Share of IDP students and share of students and teachers who have left the community

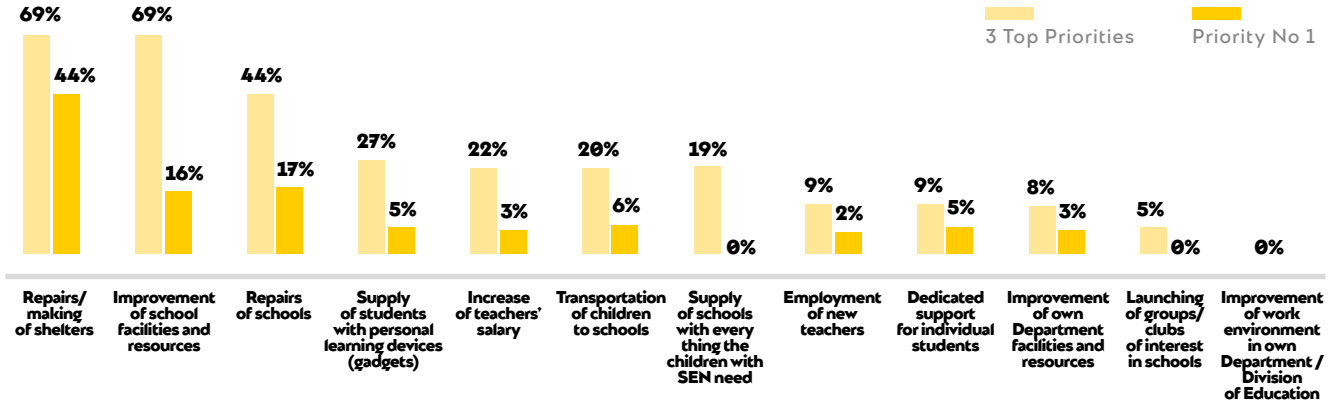


Most local self-government officials would allocate additional funding to making shelters (69% include them in 3 top priorities) and improving school facilities and resources (69%). The next items on the list are repairing the schools (44%), providing children with

devices for learning (27%), increasing the salary of teachers (22%), offering transportation for children to get to school (20%), providing everything necessary for children with special educational needs (19%).

DIAGRAM III.1.6.

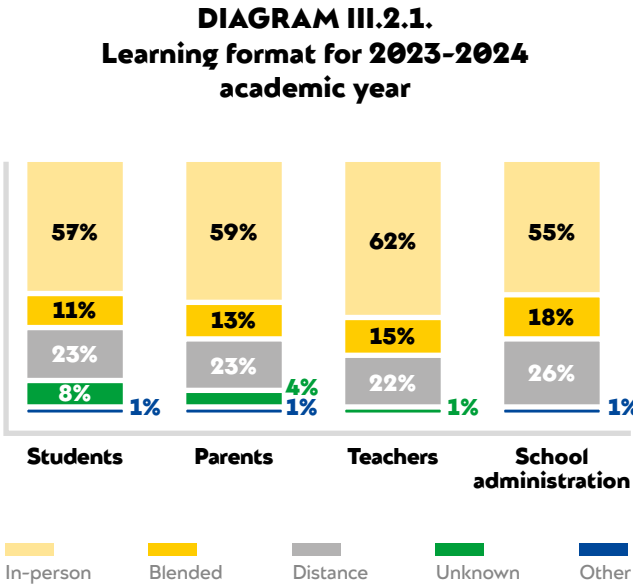
Priorities in case of obtaining additional material funding



III.2. FORMAT OF LEARNING, AVAILABILITY OF SHELTERS AND AVAILABILITY OF EQUIPMENT/ INTERNET FOR TEACHERS

About one fourth of students, parents, teachers (and a bit fewer people of administration staff) mention a distance learning format in 2023-2024. According to the majority in each of groups (57% of students), the learning will be in person. A certain share (for instance, 11% of students and 26% of administration staff) mention a blended learning format.

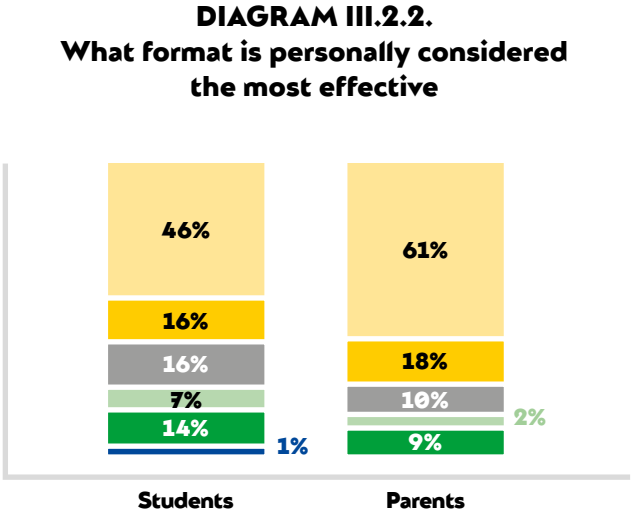
According to 82% of students in the West, 73% in the Center/ North, and 18% in the frontline regions, they will be studying in person (the share of those who mention the distance learning increases from 1% in the West, and 4% in the Center/North to 61% in the frontline regions, correspondingly). The interviewed parents and teachers demonstrate the same regional trends.



In addition to the actual learning format, the survey respondents were asked about the format they considered the most effective. **62% of students and 79% of parents believe that learning is the most effective when all or the vast majority of classes take place in person.** 21% of students and 11% of parents prefer distance learning (the rest, mainly 16% and 18%, are for blended format).

These data can be considered through a different lens, namely, what proportion of respondents accepts at least a certain number of classes online. So, 53% of students and 38% of parents will see it rather effective to have at least part of the classes online.

At the same time, if 73% and 69% of students in the West and in the Center/North, correspondingly, would prefer in person learning, this share in the frontline regions is 47%. Instead, 36% of students in the frontline regions prefer distance learning (vs. 12-14% in other regions). The share of the parents who prefer in-person learning is also lower in the frontline regions.

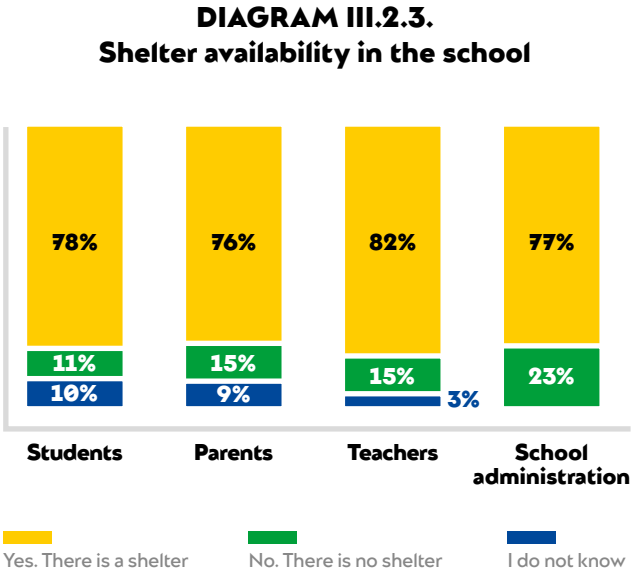


78% of students, 76% of parents, 82% of teachers and 77% of administration staff said that there was a shelter in their school (at the same time, a significant share of students and parents - respectively, 10% and 9% - had no information thereof).

As to the availability of the necessary equipment and the Internet, **89% of teachers have access to high-speed Internet at the education institution, and 96% have it at home. 78% of teachers have a work computer in their education institution** (this indicator is 63% in

the West, 90% in the Center/North, 82% in the frontline regions), and 90% have a computer at home.

In the frontline regions, only 61% of students say the school has a shelter (compared to 87-88% in other regions). However, 22% of students do not know if there is a shelter in the school. Among parents in the frontline regions, only 58% say there is a shelter in the school, although the same 22% say they don't know if the school has a shelter. As for the teachers in the frontline regions, 65% mention the availability of shelter.



III.3. EVALUATION OF SCHOOLS BY CERTAIN CRITERIA

Respondents of all groups had to rate the school compliance with a number of various criteria. The researchers suggested that the respondents evaluate the education institution where a respondent studied, worked, or which the respondent was informed about, by indicated criteria, using the scale of 0 to 10. These criteria are listed below:

- highly qualified teachers;
- comfortable premises;
- student-friendly teachers;
- good vibe among students;
- opportunity to get necessary knowledge;
- good facilities and resources of education institution;
- education institution makes you confident in achievement of plans;
- availability of various groups/ clubs of interest;
- good vibe among teachers;
- good relations between teachers and administration;
- everything the children with SEN need is available;
- good relations between school administration and local authorities.

Respondents of all groups practically did not criticize schools and quite rarely stated that the school did not meet a certain criterion, mostly or fully. Considering almost all criteria, no more than 5% rated negatively (the only exceptions worth mentioning are as follows: 15% of students, 9% of parents/teachers, and 14% of administration staff were critical

regarding the availability of groups and clubs of interest; and 10% of students were critical regarding the confidence in the future the school might grant them).

Respectively, the rating marks were mainly either neutral / moderate or positive. As to the teaching and administrative staff, all the criteria are predominantly rated positively by respondents of these groups. On average, 87% of teachers and 89% of administration staff believe that the school mostly or fully meets the criteria. The relatively lowest level of satisfaction among the teaching and administration staff is expressed regarding the groups / clubs of interest (66% of teachers and 69% of administration staff), everything that children with SEN need (71% and 65%, respectively), and school facilities and resources (77% and 74%, respectively). As to all other criteria, at least 90% of teaching and administration staff responded that the school mostly or fully met them. For instance, 94% of teachers and 99% of administration staff mention highly-qualified teachers, 93% and 91%, respectively, - comfortable premises, and 90 – 99% - good vibe at all levels of communication. It is important that generally at least half of teaching and administration staff responded that their school fully met the criteria.

The students and the parents are somewhat more skeptical in their evaluation, however, more than half of them responded that the school mostly or fully met the criteria (except for groups/ clubs of interest). Thus, on average, 66% of students and 66% of parents

responded that the school mostly or fully met a certain criterion. Both the students and the parents are relatively most dissatisfied with groups/ clubs of interest: 47% and 48%, respectively, rated positively (though «only» 39% of parents rated positively the availability of everything the children with SEN need, it is 46% of the parents who did not have their opinion regarding this criterion, therefore, in fact, the positive rating dominated among the better-informed ones). As to the students, the next criterion for criticism was opportunity to become confident in achieving their (educational) further plans (57%), while all other criteria were rated positively by 66–74%. As to the parents, the next lowest rated criterion, after the groups/ clubs of interest, is confidence in the future (67%) and highly qualified teachers (68%), with 70–78% being satisfied with the other criteria. Regarding these two groups, the share of the completely satisfied largely ranges between one third

and one half.

The position of local self-government officials is specific to some extent. On the one hand, as to the percentage of those who consider that the schools mostly or fully meet the criteria, the average is 82% (with a somewhat more critical opinion regarding groups/ clubs of interest, needs of children with SEN, and school facilities and resources). Thus, the opinions are quite similar to those of teaching or administration staff. On the other hand, significantly fewer local self-government officials consider schools to fully meet the criteria (51% on average, subject to the criterion, while this indicator is one and a half times higher among teachers and administration staff). Thus, the local self-government officials try to present a better vision of the situation (than the students and the parents) but in a more conservative way (than the teaching or administration staff).

TABLE III.3.1.
To what extent the school meets certain criteria
Scale from 0 (does not meet at all) to 10 (meets fully)

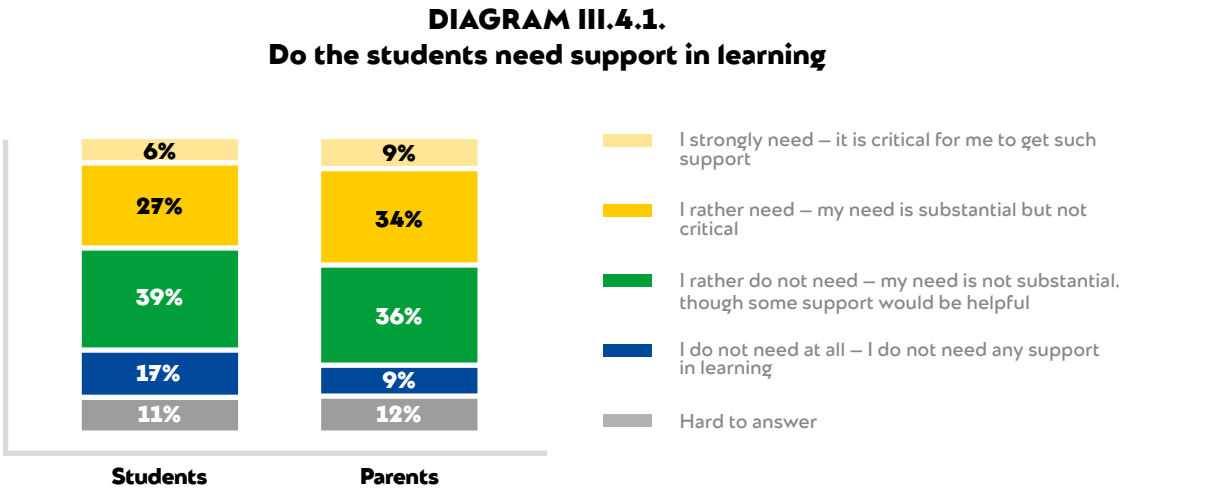
CRITERIA	Students		Parents		Teachers		Administration		LA	
	% rather + fully	% fully	% rather + fully	% fully	% rather + fully	% fully	% rather + fully	% fully	% rather + fully	% fully
Highly qualified teachers	74	51	68	54	94	85	99	80	88	47
Comfortable premises	72	46	78	61	93	81	91	68	84	48
Student-friendly teachers	71	46	73	56	97	89	99	88	91	69

CRITERIA	Students		Parents		Teachers		Administration		LA	
	% rather + fully	% fully	% rather + fully	% fully	% rather + fully	% fully	% rather + fully	% fully	% rather + fully	% fully
Good vibe among students	69	44	74	56	93	73	97	76	89	59
Opportunity to get necessary knowledge	67	45	73	57	97	89	100	88	94	66
Good facilities and resources of education institution	66	43	70	51	77	52	74	44	67	16
Education institution makes you confident in achievement of plans	57	34	67	48	-	-	-	-	-	-
Availability of various groups/ clubs of interest	47	35	48	37	66	54	69	56	64	34
Good vibe among teachers	-	-	-	-	93	77	97	77	91	64
Good relations between teachers and administration	-	-	-	-	90	79	98	83	-	-
Everything the children with SEN need is available	-	-	39	30	71	56	65	40	61	28
Good relations between school administration and local authorities	-	-	-	-	-	-	-	-	94	77

III.4. NEED OF STUDENTS FOR SUPPORT IN LEARNING

34% of students and 44% of parents state that they / their children rather need or strongly

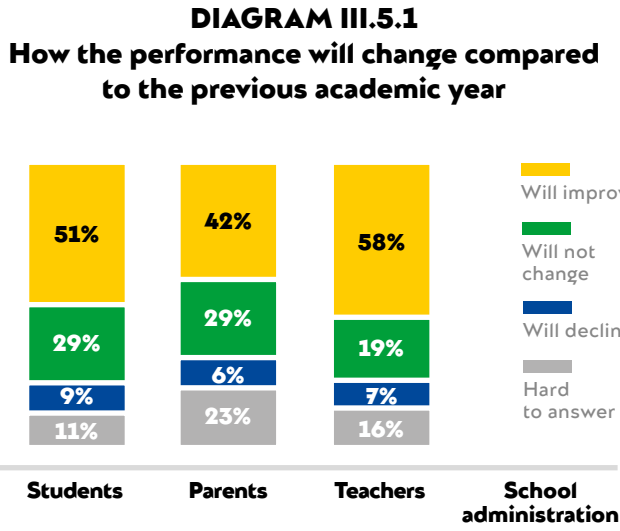
need support in learning. For instance, 6% and 9%, respectively, note that the need is critical. It is important to point out that 39% of students and 36% of parents, though seeing rather no need, would take up some support as useful.



III.5. ACADEMIC PERFORMANCE EXPECTATIONS

All three groups of respondents are rather optimistic regarding performance in the new academic year. So, 51% of students, 52% of parents and 58% of teachers expect an improvement in academic performance. Only 6 – 9% expect the performance decline in the new year.

As to the regions, there is practically no difference among students (depending on the region, 49-53% expect an improvement in academic performance, and 7-10% expect its decline). At the same time, regarding the parents, respondents in the frontline regions are slightly more pessimistic, as only 34% expect an improvement in academic performance



(compared to 44% in the West and 48% in the Center/North). Similar to the parents, teachers in the frontline regions are also slightly more

pessimistic – «only» 50% expect an improvement (compared to 64% of teachers in the West, and 61% of teachers in the Center/North).

III.6. MAJOR CHALLENGES/ BARRIERS FOR EDUCATION

Similar to the assessments for the previous academic year, the teaching and administration staff focuses more on such issues as lack of concentration among students (61% of teachers and 54% of administration), constant air alarms (60% and 72%, respectively), lack of high quality equipment (39% and 46%, respectively, in particular, in villages 50% of teachers point out lack of high quality equipment), that some subjects are not easy to come (30% and 24%, respectively), a feeling of anxiety / nervousness (29% and 35%, respectively). At the same time, significantly fewer teachers and administration staff mention such issues as too many subjects, insufficient attention to individual subjects, or unclear lecturing by certain teachers.

As to the students, the structure of barriers as well as focuses are somewhat different. Thus, relatively most students say that mastering some subjects is not easy for them (44%), and that there are simply too many subjects (39%).

Other top reasons include constant air alarms (30%), anxiety / nervousness (22%), not enough time for certain subjects (22%), some teachers do not lecture clearly (21%). Only 10% mention the lack of high-quality equipment. As for the parents, their barrier structure is quite similar to that of students, only with a greater emphasis on air alarms.

Special mention should be made of the local self-government officials' opinions, that are closer to the opinion of the teaching and administration staff regarding some issues, and to the opinion of the students and the parents regarding the others, and are different from all other groups in several specific cases. Generally speaking, the major barriers for the local authorities are: air alarms (75%), anxiety / nervousness (52%), lack of high quality equipment (48%), lack of concentration (31%), poor school facilities and resources (30%), and that some subjects are not easy to come (28%).

TABLE III.6.1.
Major barriers/ challenges for education

Barriers/ challenges	Students	Parents	Teachers	Administration	LA
Some subjects of study just do not come easy	44	31	30	24	28
Too many subjects/ shortage of time to learn them all	39	27	15	9	22

Barriers/ challenges	Students	Parents	Teachers	Administration	LA
Constant air alarms	34	46	60	72	75
Lack of concentration/ willpower to make myself study	30	20	61	54	31
Constant anxiety, nervousness, difficult to keep calm	22	14	29	35	52
Little time will be dedicated to specific subjects/ shortage of time to learn well	22	16	10	9	17
Some teachers are not clear in teaching the subjects	21	20	2	1	9
Lack of high-quality equipment (laptop, tablet, etc.) or internet to study	10	12	39	46	48
School facilities and resources are poor (lack of books, equipment, etc.)	8	7	8	12	30
Teachers change constantly in school/ high staff turnover	3	3	2	2	3
No comfortable place at home to study	3	3	10	11	6
Will feel no support from the parents	3	5	16	12	13
Lack of teachers in school/ there will be no one to teach some subjects	3	3	1	2	11
Negative attitude of teachers in school	2	2	0	0	0
Negative attitude of other students in school	1	1	0	2	2
Other	2	2	2	1	0
Nothing will hinder/ nothing will cause problems	18	16	8	2	6

III.7. CHALLENGES IN EDUCATIONAL PROCESS MANAGEMENT

According to teachers and administration staff, the key challenges for the next academic year are students' decreased motivation to study

(53% of teachers and 59% of administration), power outages (48% and 63%), inability of students to learn independently (42% and

35%; as to teachers, it was mentioned by 39% of urban school teachers and 50% of rural school teachers), and security risks (40% and 32%, the challenge is acuter in frontline regions and cities). Quite a lot of respondents also mentioned psychological state of students (28% and 39%, this seems to be a more acute challenge in the city reported by 32% of teachers vs. 19% of rural school teachers), lack of «live» communication (24% and 38%), shortage/lack

of equipment (21% and 29%, this is a more acute challenge in the villages reported by 32% of teachers vs. 16% of urban school teachers) or the Internet (18% and 29%).

As for the local self-government officials, the «priorities» are a bit different: most respondents mentioned security risks (63%) and power outages (61%), followed by the psychological state of students (42%) and students' decreased motivation to study (41%).

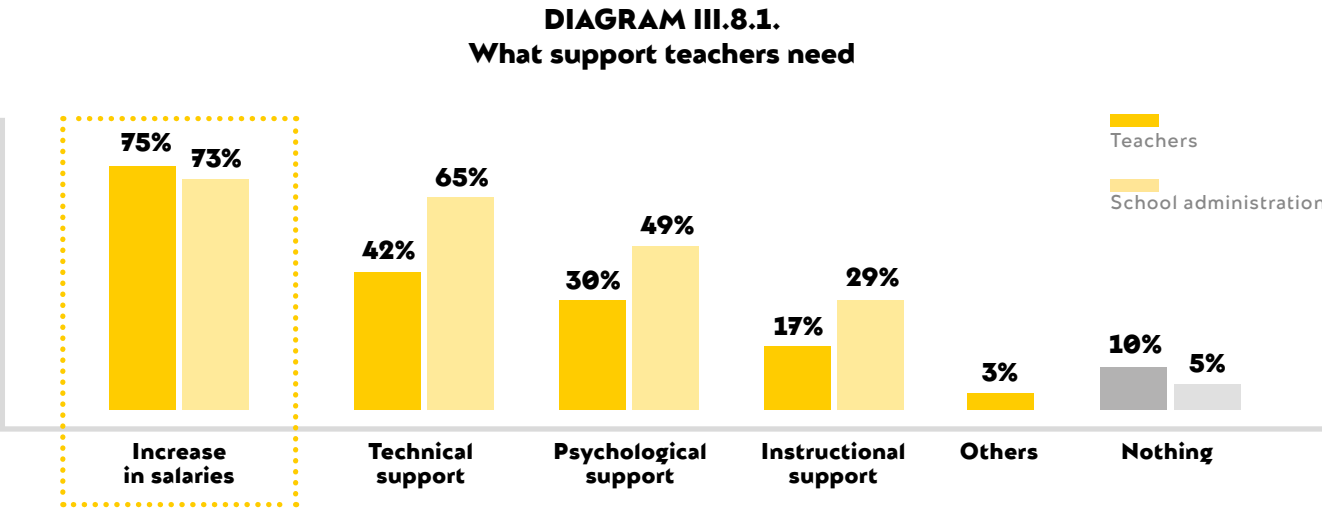
TABLE III.7.1.
Major challenges of educational process management

Challenges of educational process management	Teachers	Administration	LA
Students' decreased motivation to study	53	59	41
Power outages	48	63	61
Inability of students to learn independently	42	35	14
Security risks: shelling, bombing, air alarms across the community territory	40	32	63
Psychological state of students	28	39	42
Lack of «live communication» between teachers and students	24	38	17
Lack or shortage of devices for learning available for students	21	29	33
Lack of students' permanent access to high-speed internet	18	29	17
Lack of support by parents	15	16	17
Psychological state of teachers	13	20	28
Education institution lacks a shelter equipped for students' staying	7	14	28

Challenges of educational process management	Teachers	Administration	LA
Lack of feedback on educational progress from the teachers	2	2	3
Lack of single e-platform used by education institution for distance/ blended learning	2	8	2
Different channels used by teachers to communicate with students	2	1	5
Lack of teachers' skills to use distance teaching technologies	1	0	2
Other	1	4	0
There will be no challenges	8	1	6

III.8. NEED OF TEACHING STAFF FOR SUPPORT

The vast majority of teaching and administration staff - 75% and 73% - claim that the prime support the teachers need is an increase in their salaries. Many respondents also mentioned other forms of support, though it is worth noting that they were more requested by the school administration. Thus, 42% of teachers and 65% of administration

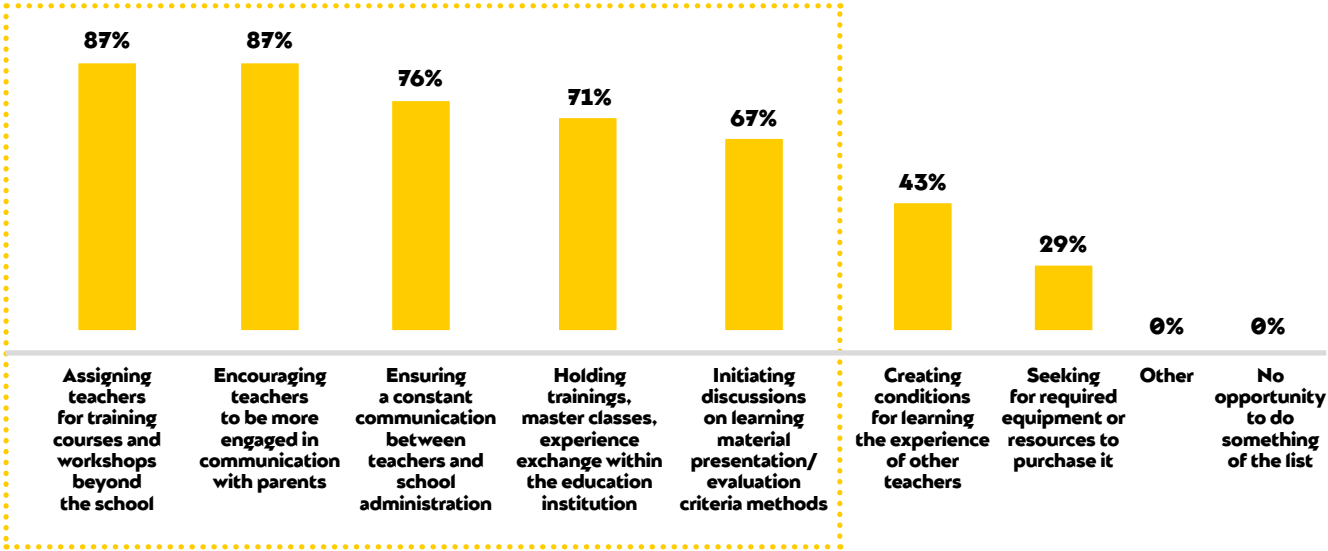


staff indicate technical support, 30% and 49% - psychological one. The relatively lowest need mentioned by the respondents is that of instructional support (17% and 29%).

All school administrators claim that they initiate certain actions to improve the teachers' capacity. Most respondents mentioned assigning the teachers for external trainings

(87%), encouraging a higher engagement in communication with parents (87%), constant communication between teachers and the school administration (76%), holding internal trainings (71%) and initiating discussions on learning material presentation methods, etc. (67%).

DIAGRAM III.8.2.
Administration actions to improve the teachers' capacity of managing the education during the war



SECTION IV.

Psycho-emotional state of students and educators



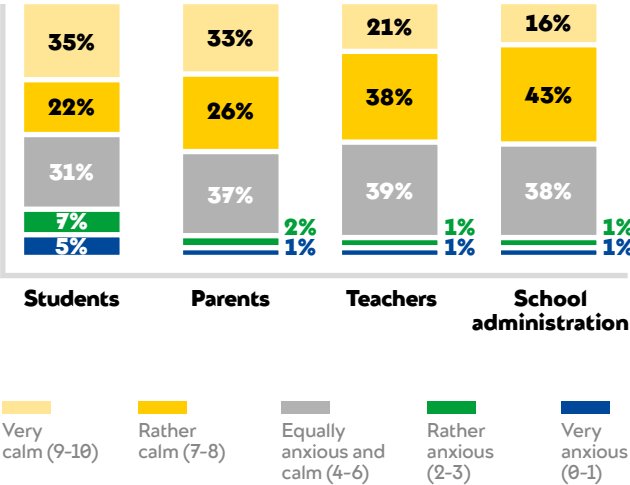
IV.1. GENERAL STATE OF STUDENTS AND EDUCATORS

Only 57-60% of students, parents, teachers, and administration staff believe that students feel rather or very calm (in particular, no more than a third say that they feel very calm). Other 31-39% claim that students feel calm and anxious equally often. It is important to point out that if only 2-4% of parents, teachers, and administration staff believe that their child/students feel rather or very anxious, this share reported by the students themselves is 12%. **At least three times more children have an anxiety disorder than their parents and teachers believe.**

Among the schoolboys surveyed, 67% feel rather or very calm, while this group share among the schoolgirls is much lower - 48%. The students in the West also feel better - 65% against 54% in the Center/North and 52% in the frontline regions. Similar regional trends are noticed among parents and teachers.

Parents assess children's emotional state better than children themselves. For instance, 37% of students said that they had experienced

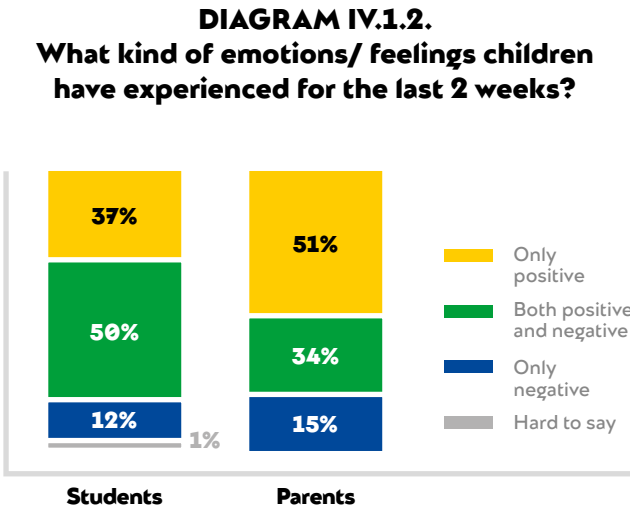
DIAGRAM IV.1.1.
Evaluation of students' general state – how calm or anxious they feel
Scale from 0 (very anxious) to 10 (very calm)



only positive emotions / feelings for the last 2 weeks, while the same opinion was expressed by 51% of parents. The negative emotions / feelings were mentioned by 12% of students and 15% of parents, and the mixed ones (both positive and negative) – by 50% and 34%, respectively. So, the students mention negative emotions/ feelings more often than their parents.

As to specific emotions, the most common positive emotions are: calm (52%, according to students themselves and 35%, according to parents' opinion), joy (46% and 39%, respectively), optimism (41% and 42%), confidence (39% and 33%), satisfaction (33% and 31%), inspiration (32% and 27%).

As to specific negative emotions / feelings, anxiety dominates – 37% according to students themselves and 30% according to parents' opinion. Then top-down are fear (21% and 9%, respectively), indignation (20% and 17%), anger (20% and 7%), depression

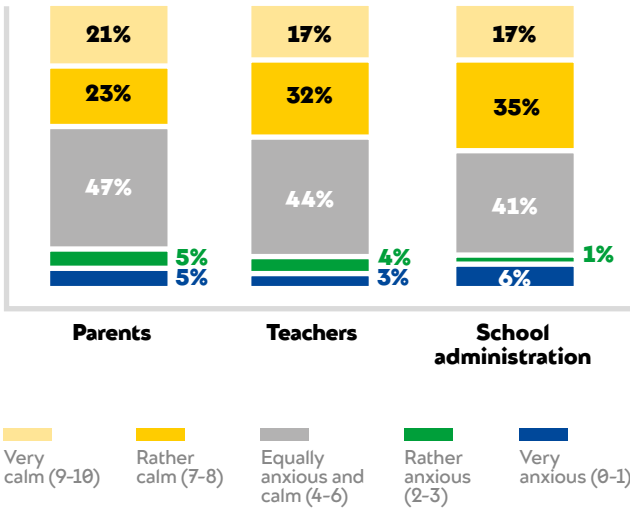


(18% and 14%), despair (18% and 7%).

Parents, teachers, and administration staff evaluate their own general state a bit worse than that of the students. For instance, 43% of parents, 49% of teachers, and 52% of administrators claim that they feel rather or very calm. On the contrary, 47%, 44% and 41%, respectively, feel calm and anxious equally often (with the remaining 10%, 7% and 7% feeling rather or very anxious).

If in the West 52% of parents feel rather or very calm, this share in the Center/North is 43%, and in the frontline regions – 36%. As for the teachers, 53% in the West, 52% in the Center/North, and 41% in frontline regions feel rather or very calm.

DIAGRAM IV.1.3.
Evaluation of own general state – how calm or anxious they feel
Scale from 0 (very anxious) to 10 (very calm)



IV.2. PSYCHOLOGICAL SUPPORT

According to 26% of students (32% among girls and 20% among boys) and according to 23% of parents, students rather or strongly need psychological / emotional support (a strong need is mentioned by 4% and 2%, respectively). Other 36% and 49% say that there is rather no need, although they would see some benefit from it.

Among the students and among the parents who mentioned that they rather or strongly needed it, 37% responded that the child had been already receiving such support (the vast majority meant the support by relatives and friends).

The teaching and administration staff were asked how many students needed support. 88% of teachers responded that at least somebody among the students needed psychological / emotional support. If all the teachers are taken, generally 26% speak about most or all students, other 21% - about half of the students (the remaining share mentions few students). The administration staff reacts to the situation far more drastically: 97% believe that at least somebody needs support, and 36% mention most or all students.

88% of administration staff claim that there is a psychologist in their school, with 88% of all respondents saying that any student may ask for support, and 73% saying that any educator may do, too.

Among the interviewed teachers, 37% denied any need for psychological support. However, 41% of all interviewed teachers responded that they could speak to their relatives or

DIAGRAM IV.2.1.
Do students need psychological/ emotional support

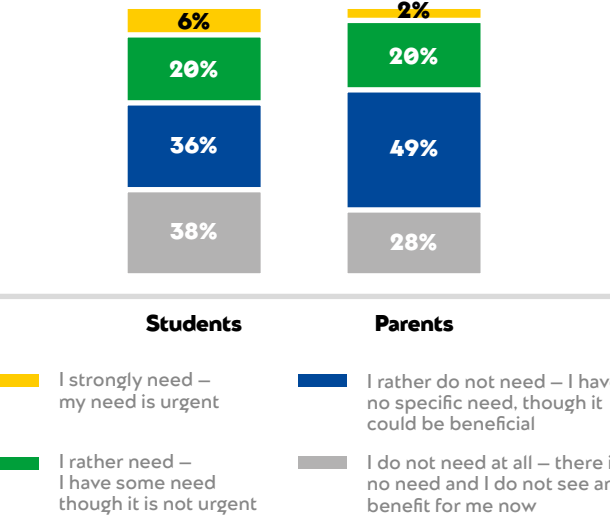
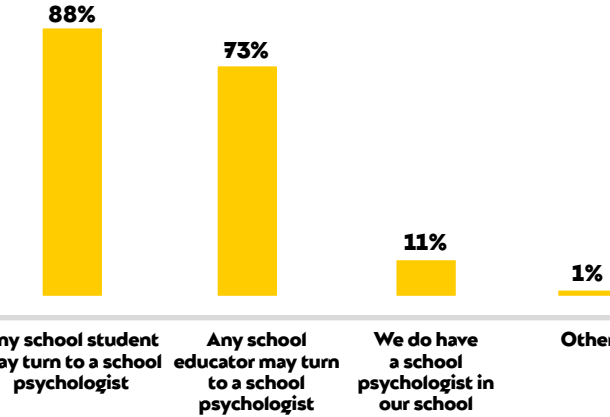
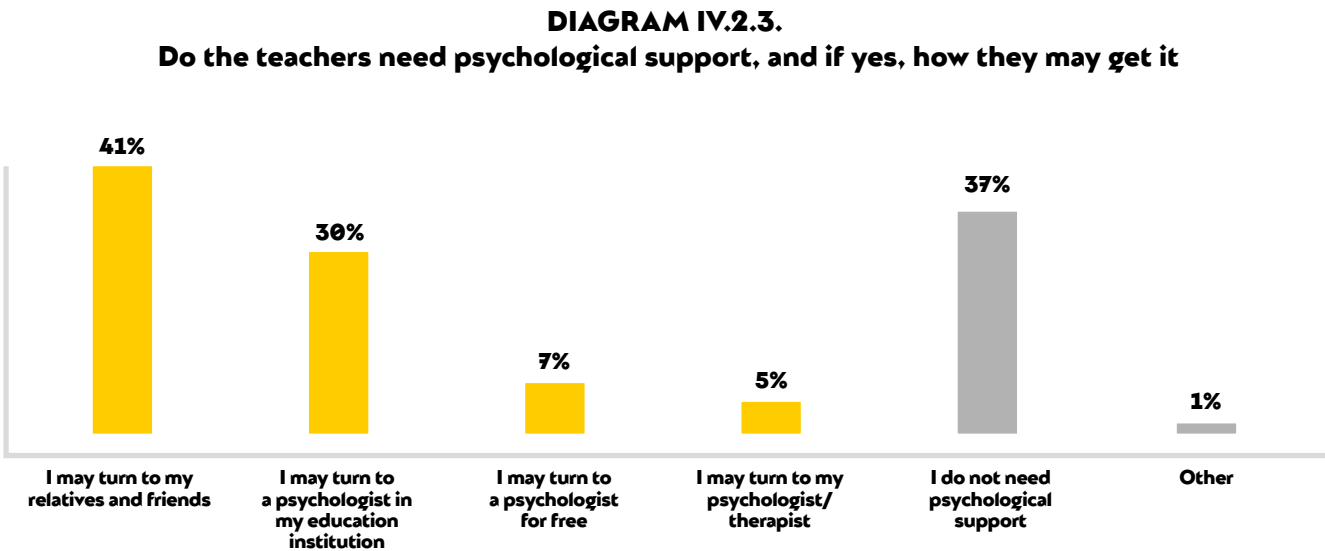


DIAGRAM IV.2.2.
Availability of psychologist service in the school and who may turn to (according to the school administration)



colleagues, and 30% said that they might turn to a psychologist in their education institution. It is important that the need for psychological

support was denied by 48% of teachers in the West, 30% in the Center/North and 35% in the frontline regions.



SECTION V.

Prospects and plans for the future



V.1. FACTORS FOR ACHIEVEMENTS IN LEARNING

All groups share the same opinion that academic achievements are primarily determined by the student's personal efforts: 63% of students, 67% of parents, 72% of teachers, 64% of administration staff and 59% of local self-government officials consider this factor among the two most important (with 33-50% considering it the most important, in general). Other factors were mentioned far less often, and generally with the same frequency (though, surely, with some focuses made). For instance, 28% of students, 22% of parents, 20% of teachers, 39% of administration staff, and 31% of local self-government officials mention school among top-2 factors.

However, some distinctive focal points should be highlighted that partly disclose the «ideology» of a certain group. Thus, for students and parents, the learning format is perceived as a much more important factor than for teachers: it is indicated by 27% and 22% of the two first groups, and only by

10% of teachers. In turn, teachers (and - to a slightly lesser extent - parents) pay much more attention to natural aptitudes – 36% against 31% among parents and 23% among children. Teachers also differ greatly in their perception of the role of the family. Thus, 38% of teachers note the importance of parents' attention, while this factor is mentioned by 17% of students and 22% of parents. Another difference is the role of friends. This factor is indicated by 20% of students compared to 8% of parents and 3% of teachers.

There are also differences between the teachers and the school administration. For instance, the administration is more focused on the school/ teachers while the teachers emphasize the child's family. As to the opinion of local self-government officials, in addition to prioritized personal efforts, they «top» inborn abilities, family and school.

As to the regions, the students in the urban/ rural areas share similar opinions regarding the factors of achievements, depending on

their gender group. However, the students in the frontline regions more often mention the impact of the general situation in the country on their performance (44% include this factor in the top 3 compared to 32% in

other regions) (the same trend is observed among the parents and the teachers). It may be also noted that a bit more respondents in the cities mention the inborn abilities (39% vs 29% in the villages).

TABLE V.1.1.
What are top factors to determine learning achievements

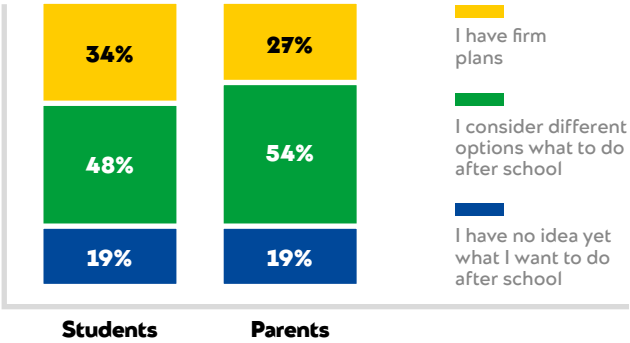
FACTORS	Students		Parents		Teachers		Administration		LA	
	Top 2	The most important	Top 2	The most important	Top 2	The most important	Top 2	The most important	Top 2	The most important
Personal efforts/ willpower	63%	43%	67%	46%	72%	50%	64%	43%	59%	33%
School/ teachers	28%	11%	22%	9%	20%	9%	39%	23%	31%	22%
Learning format	27%	12%	22%	11%	10%	5%	14%	5%	14%	3%
Inborn abilities/ aptitudes	23%	9%	31%	10%	36%	11%	40%	14%	36%	16%
Situation in the country	22%	12%	28%	16%	21%	13%	14%	8%	23%	17%
Friends	20%	8%	8%	2%	3%	1%	4%	1%	2%	0%
Attention of parents/ family	17%	6%	22%	7%	38%	12%	25%	7%	34%	9%

V.2. PLANS OF STUDENTS FOR THE FUTURE

Most students (81%) have one or several options for the future (including 34% who have firm plans).

For 77% of students, the desired scenario of actions after school is to continue studying, including 35% who would like to enter a leading

DIAGRAM V.2.1
Do students have plans for the future



university of Ukraine, 25% who are planning to enter another university or technical school / college of Ukraine, 18% who would like to study abroad. Other quite popular «desired» scenarios for students (and according to students) are as follows: to take up a job (6%), military service (4%), «gap year» (7%). Moreover, the answers to the question about «realistic» scenarios are quite similar: in general, 80% are planning to continue their studies, although mainly in Ukraine, and some students are «more modestly» speaking about

other (not leading) universities or technical schools / colleges.

As for the parents, the scenario «to continue studying» is considered desirable by 93%, and stated realistic by 92%, with 45% of all the parents dreaming of entering a leading university of Ukraine, and 15% speaking about studies abroad. As to other options, they are seen desirable by 0-1%, but for «gap year» indicated by 3%. The indicatively «realistic» scenarios are similar to the desirable ones though less «ambitious» (the same as with the students): a bit fewer mention leading universities and education abroad in favor of other universities and technical schools/ colleges.

Intentions of students from different regions as well as from urban / rural settlements are quite similar. This being said, students from the cities are keener on continuing studies abroad – 22% compared to 9% of students from the villages (in case of realistic plans, the ratio is 17% to 7%). In the case of gender, the girls are seen to be more confident in entering one of the leading universities: 36% of them consider this their realistic scenario compared to 24% of the boys.

TABLE V.2.1.
Desirable and realistic scenarios of the future after school

SCENARIOS	Students		Parents	
	Desirable	Realistic	Desirable	Realistic
Entering a leading university of Ukraine	35%	30%	45%	38%
Entering another university of Ukraine	17%	26%	24%	30%

SCENARIOS	Students		Parents	
	Desirable	Realistic	Desirable	Realistic
Entering technical school/ college of Ukraine	8%	11%	8%	13%
To go abroad for studies	18%	14%	15%	12%
To build a family	2%	2%	0%	0%
To find a job/ to start working	6%	5%	1%	2%
Joining the military	4%	5%	1%	1%
Volunteering	1%	1%	0%	0%
To take a «gap year»	7%	6%	3%	3%
Other	3%	2%	1%	1%

V.3. PROBABILITY OF ENTERING A HIGHER EDUCATION INSTITUTION AFTER FINISHING THE SCHOOL

There is a noticeable difference among students, parents, teaching and administration staff in estimating chances to enter technical schools / colleges and non-leading universities, on the one hand, and leading universities, on the other one. The share of respondents rating the chances of entering one of the leading universities as quite high is lower in all groups.

It can also be noted that parents, teachers (to a slightly lesser extent) and school administration (particularly) are more

optimistic about entering a technical school / college, a non-leading university than the students themselves. **Thus, 43-44% of the students are 100% sure that they will be able to enter a technical school / college / non-leading university, while this opinion is supported by 63-70% of parents, 55-68% of teachers, and 81% of administration staff.**

At the same time, the share of students who are 100% sure that they will be able to enter one of the leading universities is 28%. The parents are less optimistic – 21%, while, on the

contrary, teachers and school administration are slightly more optimistic – 31% and 42%, correspondingly.

If such indicators as «rather sure» or «100% sure» are considered, then the vast majority of students are sure of entering a technical school / college, and a non-leading university. Over half (55%) are also rather or 100% sure that they will enter a leading university. As for the parents, teachers, and school administration, 80-99% are rather or 100% sure of entering a technical school / college / a non-leading university, and 58-69% express the same opinion regarding entering a leading one. This demonstrates a rather substantial field of students (and their parents) with «threshold»

feelings of confidence. The situation with this confidence level may further significantly contribute to choosing the career path, so it is important to support these students at this stage already.

The regional, gender or residential (urban or rural) variations among the students and among the parents are not noticeable. As for the teachers, there is also nothing significant in terms of region, though the difference between urban and rural schools is substantial: entering a non-leading university is considered rather or 100% possible by 86% of urban school teachers vs. 71% of rural ones. As to the leading university, the shares are 75% and 54%, respectively.

TABLE V.3.1.
How sure you are about entering after school
Scale from 0 (100% failure to enter) to 10 (100% success to enter)

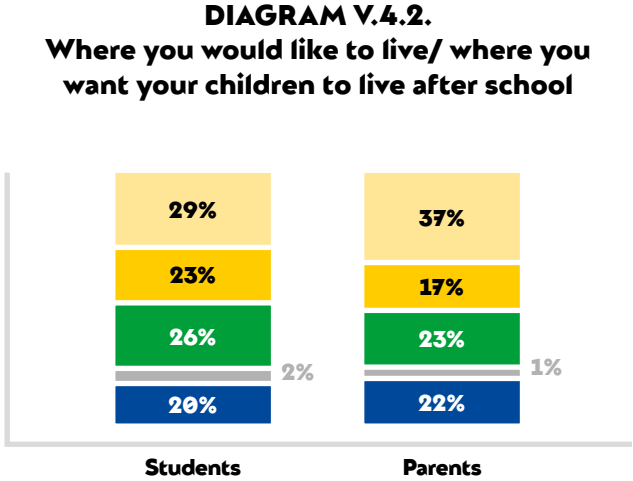
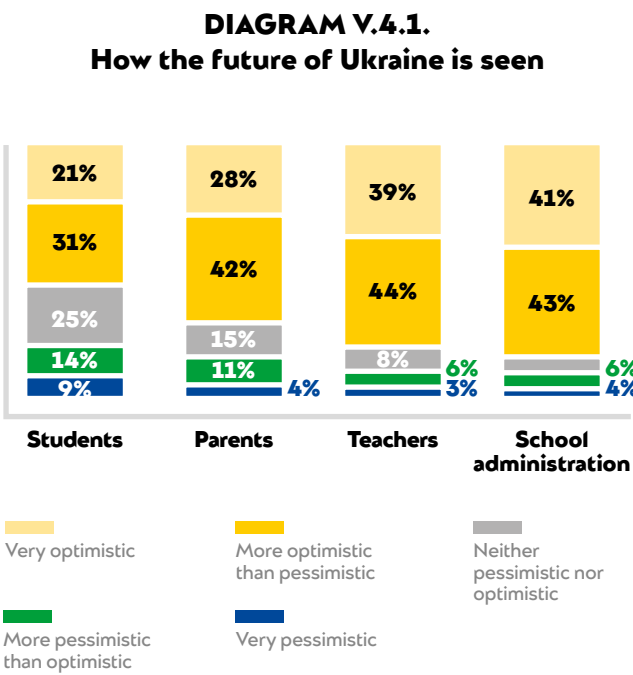
EDUCATIONAL INSTITUTIONS	Students		Parents		Teachers		Administration	
	% rather and 100%	100%	% rather and 100%	100%	% rather and 100%	100%	% rather and 100%	100%
Technical school/ college of Ukraine	71%	44%	85%	70%	90%	68%	99%	81%
A non-leading university of Ukraine	72%	43%	80%	63%	82%	55%	90%	81%
A leading university of Ukraine	55%	28%	64%	21%	69%	31%	58%	42%



V.4. LEVEL OF OPTIMISM REGARDING THE FUTURE OF UKRAINE AND WISH TO CONTINUE LIVING IN UKRAINE

Across all groups, uncertain optimism is rather expressed – though more than a half (52% of the students, 70% of the parents, 83% of the teachers and 84% of the school administration staff) feel optimistic about the future, most of them are rather optimistic (with very optimistic being a minority).

It is important to note that the lowest level of optimism is expressed by the students. Of 52% feeling optimistic 31% are rather optimistic. Other 25% of students are not either optimistic or pessimistic, but 24% (each fourth student) feel pessimistic.



53% of students want to stay in Ukraine after school (though 23% of them want to change their current place of residence). At the same time one in four (26%) wants to move abroad. The remaining 20% «have not decided yet». The parents of the students have similar views.

One third of urban school students (31%) would like to move abroad (compared to 16% of rural school students).



Conclusions

For the previous and current academic years distance learning for students living in the frontline territories was and is a dominating format. Most of those who studied last academic year mostly or always offline live in the western regions of Ukraine (64%); to compare, in the front-line regions, on the contrary, the distance learning rate among students reaches 81%. It is distance learning, a forced solution and may be the only way to get a school education during the war in the front-line territories as well as in other regions of Ukraine in some cases, that challenges and barriers to learning are associated with.

As of the academic year beginning, one in ten students (or a responsible adult) did not have information about the availability of a shelter in

their education institution.

Almost half among the teaching staff and education institution administration staff note the increase of their workload during the war, that is particularly relevant for teachers teaching online in the frontline territories (87% of respondents from these regions). Other reasons for the workload increase mentioned by the teachers are security challenges, and the need to allocate time for psycho-emotional support of students, additional workload due to security challenges, personal performance reduction due to a psycho-emotional state. These challenges are of vital importance for 39-47% of teachers in all regions of Ukraine.

While considering the factors adversely affecting the last academic year's educational process, outages were uppermost that was mentioned by over 80% of teachers as well as school administrators. Over 60% of teachers and principals noted a derivative issue in managing

the educational process for children, i.e., lack or shortage of personal live communication. The difference in the availability of study aids among teachers is striking: over a third among the rural teachers mentioned this as one of the challenges in their work (as opposed to 20% of urban school teachers). Another important factor relevant for all regions of Ukraine and associated with the electric power availability is the teachers' lack of permanent access to the Internet.

Over half of interviewed teachers (63%) note that the academic performance of their students has declined for the time of full-scale invasion. As to the students themselves, their subjective academic performance assessment is substantially different: the decline was reported by 36% in the West, 37% in the Center/ North, and 43% in the frontline regions. There is no appreciable difference in answers of urban and rural school students. The fact that half of interviewed teachers do not accept (do not notice) learning losses may illustrate different understanding and interpretation of the learning loss concept. It is probable that the issues related to assessing the learning losses of students may be perceived by the teachers as incapacity blame or professional weakness. Half of the interviewed teachers accept and note learning losses during the full-scale invasion, irrespective of the survey region. 58% of teachers in the villages compared to 46% of teachers in the cities and towns acknowledge learning losses of their students.

However, despite all the challenges of full-scale invasion, despite the existing learning losses accepted by at least half of the interviewed teachers, more than 60% of teachers express partial or full satisfaction with the educational achievements of their students, with rural school teachers being more critical: 51% vs 65% (in the urban schools). The academic performance satisfaction indices among students and parents are close to teachers' one.

The children unsatisfied with their achievements consider their personal traits the reason, problems with motivation, laziness, etc. (30%). Only 10-15% of students gave the following explanations: too many subjects, some subjects are not easy to come, distance learning, air alarms. **At the same time, the children are not disposed to criticize the quality of teachers' lecturing or refer to technical issues.** As to the parents, they explain the performance decline by distance learning format (30%) or other hostility related factors affecting the education.

Among all the respondents it is the teaching staff who focus the most on the children's personal aptitudes, particularly on the motivation / ability to make efforts to study. This reason is mentioned by 54% of teachers and 47% of school administrators. The next one is distance learning format (17% and 27%, correspondingly).

In this context we have got one of the most interesting observations: students themselves explain differently than their teachers what has prevented them from studying better, in addition to the air raid alarms. So, for students, the main reasons are as follows: some subjects are not easy to come (44% vs. 20% among teachers), too many subjects (41% vs. 8% among teachers), lack of concentration (33% vs. 54% among teachers).

The children need assistance in learning. The vast majority of students – 75% - did not deny

having certain gaps in their knowledge, with every fourth (27%) claiming that they did not receive any help from teachers. Only about half of students (44%) responded that all or most teachers offered them assistance and support in overcoming the learning challenges.

Assessing the situation with students' need for assistance during their studies this academic year, 34% of students and 44% of parents state that they/their children are rather or very in need of support. The support provided by teachers, whether individual or group consultations, is probably not the most effective tool for supporting the students in wartime. It might be worth thinking about the development of extracurricular tutoring activities that could be helpful for children who need assistance in learning.

At least 20% of local officials say that some schools are unsuitable for the educational process. In most cases they estimated the number of such schools in the community at an average of 6%. 73% of local authority representatives also report on teachers who have left the community: this might later cause a staff shortage in places where more than 8% of teachers left (approximately 10% of the total sample).

83% of local officials claim that their communities are attracting resources to improve education beyond the local budget. Most respondents mention foreign aid (59%) and regional budget funds (53%), followed by assistance from Ukrainian charitable organizations (27%).

Most local self-government officials would

allocate additional funding to making shelters (69% include them in 3 top priorities to improve access to education in the communities) and improving school facilities and resources (69%). The next items on the list are repairing the schools (44%), providing children with devices for learning (27%), increasing the salary of teachers (22%), offering school vehicles for children to get to school (20%), providing everything necessary for children with special educational needs (19%). It is noteworthy that if the increase in salaries is prioritized by the teachers, the respondents among the local officials do not mention this cost item at all.

Though 89% of teachers claim to have access to high-speed Internet at the education institution, and 96% have it at home, 78% of teachers have a work computer in their education institution (this indicator is the lowest in the West - 63%, with 90% in the Center/North, 82% in the frontline regions), and 90% of the respondents have a computer at home, 25% of teachers and 33% of school administration staff still point out a shortage of study aids as one of the current academic year challenges.

37% of the teachers deny any need for psychological support. The parents are disposed to somehow underestimate the emotional state of their children (i.e. to estimate it better than children themselves). For instance, 37% of students said that they had only positive emotions / feelings for the last 2 weeks before the survey, while 51% of parents expressed an opinion that their children had only positive emotions/feelings for the last 2 weeks.

¹² Проте є чотири випадки, де істотну частку шкіл визначено як непридатні для навчання: Барвінківська громада (Харківська область) – 18%, Нікопольська громада (Дніпропетровська область) – 40%, Харківська громада (Харківська область) – 64%, Херсонська громада (Херсонська область) – 95%.

According to 26% of students (32% among girls and 20% among boys) and according to 23% of parents, students rather or strongly need psychological / emotional support (a strong need is mentioned by 4% and 2%, respectively). Other 36% and 49% say that there is rather no need, although they see some benefit from it. Among the schoolboys surveyed, 67% feel rather or very calm, while this group share among the schoolgirls is much lower – 48%. The students in the West also feel better – 65% against 54% in the Center/North and 52% in the frontline regions. Similar regional trends are noticed among parents and teachers. The interviewed schoolgirls compared to schoolboys more often indicated lack of concentration, overloading with subjects, and feeling of anxiety. At the same time, schoolboys prevailed among those who said that nothing hindered them from learning.

88% of administration staff claim that there is a psychologist in their school, with 88% of all respondents saying that any student may ask for support, and 73% saying that any educator may do, too.

The teachers are not criticized or all groups share the same opinion that academic achievements are primarily determined by the student's personal efforts: 63% of students, 67% of parents, 72% of teachers, 64% of administration staff consider this factor among the two most important (with 33-50% considering it the most important, in general).

The overwhelming majority of students – 77% – wants to continue studying after school. 35% would like to enter a leading university of Ukraine, 25% – to enter another university or technical school / college of Ukraine, 18% – to go to study abroad. Intentions of students from different

regions as well as from urban / rural settlements are quite similar. This being said, students from the cities are keener on continuing studies abroad – 22% compared to 9% of students from the villages (in case of realistic plans, the ratio is 17% to 7%). In the case of gender, the girls are seen to be more confident in entering one of the leading universities: 36% of them consider this their realistic scenario compared to 24% of the boys.

The researchers asked respondents the question «How, in general, do you feel about the future of Ukraine?». Across all groups, uncertain optimism is rather expressed – though more than a half (from 52% of the students to 70% of the parents, 83% of the teachers and 84% of the school administration staff) feel optimistic about the future, most of them are rather optimistic (with very optimistic being a minority).

It is important to note that the lowest level of optimism is expressed by the students. Of 52% feeling optimistic 31% are rather optimistic. Other 25% of students are not either optimistic or pessimistic, **but 24% (each fourth student) feel pessimistic about the future of Ukraine.**

53% of students want to stay in Ukraine after school (though 23% of them want to change their current place of residence). **At the same time one in four (26%) wants to move abroad.** The remaining 20% have not decided yet. The parents of the students have similar views. One third of urban school students (31%) would like to move abroad (compared to 16% of rural school students).



sav**ED**

