

REPORT

EDIGITAL LEARNING CENTRES AND PROVIDING ACCESS TO FORMAL EDUCATION





The publication contains the results of qualitative research on the educational needs, needs for extracurricular education, and quality leisure time, which Ukrainian children face during wartime. Focus group interviews with middle and high school children and in-depth interviews with parents/guardians were conducted. The findings of the study will allow SCI and its partners to make more informed and operational decisions regarding the development and direction of the training program for children living in war-torn Ukraine.

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ACRONYMS

HC	House of Culture
CO	Charitable organization
IDP	Internally displaced person
II	In-depth interview
IGSE	Institution of general secondary education
MES	Ministry of Education and Science of Ukraine
SEN	Special education needs
NUS	New Ukrainian School
FGI	Focus group interview
TA	Target audience
DLC	Digital learning centres
NMT	National multi-subject test
UNICEF	United Nations International Children's Emergency Fund

RESEARCH METHODOLOGY

THE GOAL OF THE RESEARCH

The key tasks of the research are: study of the state of school and extra-schooling education during the war, identification of children's needs for quality leisure time, socialization, acquisition of new knowledge and skills, evaluation of the activities of DLC digital educational centers and formation of promising directions for the centers' further work.

QUALITATIVE RESEARCH METHODS WERE IMPLEMENTED FOR THE FOLLOWING TASKS:

- To study the situation of school education during the war: format of education, duration of education, platforms used in case of application of online education;
- Investigate the effectiveness of schooling, identify positive and negative factors, obstacles to the educational process;
- Identify children's needs for help with homework;
- Understand the needs for extracurricular education, knowledge and skills that are not sufficiently provided by the general education school;
- Identify the degree of interest of children and parents in acquiring new skills and knowledge;
- Investigate the current state of children's leisure time and identify existing needs;
- Find out the state and possibilities of extracurricular education and quality leisure time for children and adolescents in communities;
- Assess awareness of DLCs, gain understanding of the center's purpose and purpose;
- Evaluate the operation of DLC digital educational centers: activities, communication, safety, comfort, etc.
- To identify promising and popular activities and measures for the organization of further work of DLC centers;
- Determine a convenient format and time for DLC events.

The qualitative component consisted of focus group interviews (FGI) and in-depth interviews (II). Geography of the study: Lviv region; Kyiv region; Kharkiv region; Dnipropetrovsk region, Chernivtsi region, Vinnytsia region.

Target audience (TA):

- parents of children aged 6 to 17 years (distribution by group: children of elementary, middle and high school age);
- children aged 11-17 years (distribution by group: children of middle and high school age).

1-2 parents/guardians raising children with special educational needs participated in in-depth interviews with parents. Mothers, fathers and grandmothers participated in the study.

In total, 12 FGI and 49 II were conducted in June-July 2024, which were distributed as follows:

1) Children of middle and high school age — 12 FGI:

- Kyiv region — 2 FGIs – separately with visitors and non-visitors of DLC digital educational centers; • Kharkiv region — 2 FGIs – separately with visitors and non-visitors of DLC digital educational centers;
- Dnipropetrovsk region — 2 FGIs – separately with visitors and non-visitors of DLC digital educational centers;
- Lviv region — 2 FGIs – separately with visitors and non-visitors of DLC digital educational centers; • Chernivtsi region — 2 FGIs – separately with visitors and non-visitors of DLC digital educational centers;
- Vinnitsia region — 2 FGIs – separately with visitors and non-visitors of DLC digital educational centers;

2) Parents and guardians of children — 49 in-depth interviews (II).

In each subgroup, parents of children of elementary, middle and high school age were interviewed.

- Kyiv region: DLC visitors - 6 IIs, DLC non-visitors - 3 IIs
- Kharkiv region: DLC visitors - 4 IIs, DLC non-visitors - 4 IIs
- Dnipropetrovsk region: DLC visitors - 4 IIs, non-DLC visitors - 4 IIs
- Lviv region: DLC visitors - 4 IIs, non-DLC visitors - 4 IIs
- Chernivtsi region: DLC visitors - 4 IIs, DLC non-visitors - 4 IIs
- Vinnytsia region: DLC visitors - 4 IIs, non-DLC visitors - 4 IIs FGIs were conducted online (using Zoom), IIs were conducted online (using messengers/mobile phone communication).

The duration of one FGI was about 2 hours, one II – up to 1.5 hours.

Analysis of documents (legal framework, statistical data, results of social studies) provided for the following: to analyze the level of children's access to quality education (formal education), including:

- type of education in schools (distance, face-to-face, mixed)
- level and quality of support from teachers
- the number of hours during which children attend distance learning
- security and psychological issues regarding the return to full-time education.

KEY CONCLUSIONS

QUALITATIVE RESEARCH METHODS

ACCESS TO FORMAL EDUCATION

- Currently, all children have access to formal education, learning takes place in offline, online and mixed formats. The format of school education depends on the place of residence of a family with children. Children who live in Kharkiv region study online, children who live in Dnipropetrovsk region, Vinnytsia region, and Kyiv region mostly study in a mixed format; children living in Lviv and Chernivtsi regions attend school as usual.
- **The learning format** (offline, online and mixed formats) is determined by security factors, the presence of bomb shelters at the school, as well as the extent to which the shelters are equipped for the participants of the educational process.
- The most distributed platforms with stagnant online learning are: Zoom, Google Meet, Classroom.
- The number of hours that children typically spend on learning is limited to 6-8 hours per day or 30-40 hours per week. But high school children spend significantly more hours on learning; in some cases, learning can take 10-12 hours per day.
- It is important for children to complete their homework at home (in certain cases at DLCs). Homework will require respect and support from their parents, especially for children of early school age. Children in middle and high school complete homework independently or with the help of teachers, tutors, friends, and even parents.
- Children spend 1-3 hours of their time doing housework. The great responsibility of homework is most often assigned to children in middle and high school, which leads to emotional stress in children, strain on family relationships, and deterioration in the health of children.
- **The effectiveness of the education** process depends on the format in which it is started. Parents consider the distant format to be ineffective from the point of view of knowledge. Among the negative aspects of distance learning are: increased task for self-examination, additional need for control of children on the side of parents and teachers, inability to objectively evaluate initial achievements. Among the positive aspects: advisory support from the side of teachers, safety, ergonomic timeliness.
- Parents, children of any age continue to go to school, do not indicate any changes in the effectiveness of the learning and often weakly appeal to "subjective" reasons for the decrease in the effectiveness of the learning, as it is unimportant there is, laziness, and a lack of motivation in children.
- The effectiveness of learning is reduced through: (1) lack of conditions for the continuous and systemic educational process (hours spent at bomb sites, availability of electricity, Internet connection, interruption of starting due to air-raid alarms), (2) the complicated psycho-emotional condition of children, parents, teachers.

- Parents have comments on the educational program: on the one hand, the NUS¹ program is considered effective in terms of the overall development of children, on the other hand, parents of children of middle and high school age consider the program to be difficult, overloaded, and irrelevant to real life. There are especially many requirements at school for graduate children who are forced to combine preparation for the NMT with the educational process.
- Parents of children with SEN noted that despite the fact that inclusive education has been introduced in schools, yet schools are not adapted to inclusion, since children without SEN are not prepared to accept children with special educational needs.
- From the point of view of children and parents, the main incentives for effective offline learning at school are communication: both with peers and with teachers. On the other hand, both children and parents pay attention to the fact that problems with communication in the school team, with teachers are the main demotivating factor for learning.

ACCESS TO CHILDREN'S NON-FORMAL EDUCATION AND LEISURE

- Currently, all children have access to non-formal, out-of-school education. However, **access to non-formal education services varies significantly depending on the region** and where families with children live. Families living in the rear regions (Lviv, Chernivtsi, Vinnytsia, Kyiv, partially Dnipropetrovsk) have more opportunities for out-of-school education, children living in the Kharkiv region have limited access due to lack of opportunities and the security situation. The availability of services depends on where the family lives and the proximity to the location of out-of-school education and leisure centers for children.
- **Dnipropetrovsk region:** has a developed system of out-of-school education, such organizations as "Save the Children", "UNICEF", projects "House of Creativity", "Sport for All", "Teddy-Bear", "Child-Friendly Space".
Problem areas: (1) children living in more remote villages from the district center cannot get to children's spaces, (2) in some communities there are too many children, and there are not enough places in clubs, (3) not all children's spaces have shelters, parents have to take the child home during an air-raid alert.
- **Kyiv region:** opportunities for access to out-of-school education have been created in the communities of the region: there is a music school, a House of Creativity, a House of Culture, various events are held in schools.
Problem areas: (1) access to extracurricular activities is not organized at all schools, (2) insufficient number of free clubs.
- **Kharkiv region:** limited opportunities for out-of-school education and leisure for children. Respondents named the following operating centers: "Goncharenko Center", "Save the Children", "Peaceful Sky" organization, "Helicopter".
Problem areas: (1) some out-of-school education institutions were destroyed, (2) out-of-school education institutions do not work due to the security situation.
- **Lviv region:** wide opportunities for out-of-school education have been created, the best situation is in Lviv: there are many clubs and sports sections, both paid and free. Many activities are held at schools.

¹ The New Ukrainian School is a key reform of the Ministry of Education and Science. The main goal is to create a school in which it will be pleasant to study and which will give students not only knowledge, as is happening now, but also the ability to apply them in everyday life. Follow the link for more details <https://mon.gov.ua/tag/nova-ukrainska-shkola?&type=all&tag=nova-ukrainska-shkola>

Problem areas: (1) there is not enough information about the possibilities of out-of-school education for children, it is difficult to find, (2) there are unmet needs, for example, public speaking courses, drama club, journalism, etc.

- **Vinnitsia region:** a developed system of out-of-school education has been created, there are many clubs and centers - the VinSmart center, the UNICEF space, clubs at schools.

Problem areas: (1) the quality of free clubs is lower compared to private clubs, (2) there are not enough narrowly focused clubs in the city: culinary, florist, photography, hair-dressing, theater, (3) there are not enough activities for teenagers, (4) clubs are overcrowded due to the large number of IDPs.

- **Chernivtsi region:** a developed system of out-of-school education has been created, many sports sections and creative circles, a music school, a Youth Center, a City House of Children's Creativity, the project "Shelter Chernivtsi" has been introduced, etc.
Problem areas: (1) clubs are overcrowded due to the large number of IDPs, (2) there are not enough activities for teenagers, (3) children living outside the city do not have access to children's centers, parents are forced to transport them.
- All children participating in the study say that they like to learn new things. Interest is aroused by educational subjects: biology, history, geography, chemistry, mathematics, English, German, drawing.
- School-age respondents identified in-demand hard and soft skills, as well as digital skills. Among the **soft skills**, communication skills, the ability to control one's emotions, cope with stress, time management, organization, critical thinking, the ability to work in a team, and creativity are in the lead. Among **hard skills**, the most important skill that students lack is financial literacy. The **digital skills** of the study participants included: computer literacy, knowledge of programming languages, mastery of 3D design, artificial intelligence, work with social networks, etc.
- According to parents, children need to develop communication **skills**, team interaction, knowledge of etiquette, and cybersecurity. Among the important **knowledge** that is not sufficiently covered by the school curriculum were: financial literacy, entrepreneurship, marketing, traffic rules, tactical medicine, physical education, family relations and sex education. Among the **educational disciplines**, knowledge of foreign languages (mostly English) is considered important.
- Parents are convinced that **out-of-school education is of great importance**, as it contributes to the comprehensive development of children, socialization, psychological relief, disclosure of children's abilities and talents, and professional self-determination.
- **Parents' interest in out-of-school education** is regarded differently by parents. According to some, children attend classes with pleasure, others note that children need additional motivation. Parents believe that when choosing areas of out-of-school education, one should proceed from the inclinations and abilities of the child, as well as take into account his desires and interests.
- Children have a wide experience of attending **extracurricular clubs and sections:** sports activities (football, swimming, athletics, acrobatics, MMA, boxing, karate, freestyle wrestling, trampolines), creative clubs and master classes (drawing, modeling, origami, pottery, carpentry, woodworking, dancing, music school, theater studios, circus studio, stand-up courses), professionally oriented (courses in programming, 3D design, graphic design, game design, Minecraft, Roblox, robotics), etc. The most popular area of out-of-

school education is English.

- **Children's interests** are quite diverse. Most of all, they are interested in sports, computer games and programming, robotics, watching movies, reading, music and playing musical instruments, singing, dancing, needlework, as well as courses in SMM, UI/UX design, website development, graphic design, specialized programs for photo and video processing. Such disciplines as marketing, psychology, economics, and history arouse interest.
- Among the **extracurricular activities** that parents would like to send their children to, sports activities were most often mentioned, as well as activities that develop creativity.
- Most often, children spend **their leisure time** with friends or at home (playing games on their phone/PC, watching movies, reading, and also helping their parents with household staff). Parents note that children choose "swiping" on their phones as a recreation, watch videos via YouTube, draw, do handicrafts, etc.
- **Family leisure** is limited by the time and financial resources of parents. For the most part, parents spend time with their children on weekends and vacations. Among the popular activities: walks in the park / on playgrounds, going out into nature, visiting the zoo, shopping malls, cinemas, coffee shops, trips to recreation centers, etc. At home, parents and children communicate, read, watch TV, and play table games.
- Parents of children with SEN note that they choose an active form of recreation for their children, which gives a tangible positive result for their development.
- Parents' opinions on the adequacy of children's communication with peers vary. Parents from regions close to active hostilities note that their children lack communication with friends because: (1) many children have gone abroad, (2) communication has become less frequent due to the security situation, (3) children feel danger and anxiety during walks. Parents from the rear regions do not see problematic issues regarding communication between children.
- For the most part, children say that they have enough communication with their peers (often communication has moved to an online format), and even if there are not many friends, they do not feel the need to communicate. However, in some cases, children experience a lack of communication with their peers. Most often, the reason for this is the departure of friends to other regions / countries. High school-age children are also limited in their free time, as they are overloaded with school and extracurricular activities, which causes them to feel a lack of communication with friends.

DLC ACTIVITY

- The majority of respondents are aware of the functioning of DLC centers and understand their main purpose and purpose as assistance in education, providing knowledge and skills in working with digital technologies, organizing leisure, socialization, and improving the psycho-emotional state of children.
- Respondents who do not attend the DLC imagine it as directly related to IT technologies, exact sciences, in which learning takes place online.
- Almost all respondents-visitors have been engaged in digital education centers since the beginning of their existence (from 6 months to two years). Most visitors rate the work of the space at the highest level (from 8 to 10 points out of 10).

- DLCs have created inclusive spaces for children with special needs, which gives them the opportunity to gain knowledge and spend their leisure time on an equal basis with others.
- The educational function of the digital educational center is considered as an aid in doing homework, preparing educational projects and presentations, providing comprehensive additional information on any subject. This direction is seen as very important and appropriate from the point of view of children and parents.
- **Events held in the center** provide an opportunity for children's creative development (modeling, beading, appliqués, drawing, origami, working with 3D pens). Among the popular activities are meetings with interesting personalities, representatives of various professions. In some centers, holidays and theatrical performances are organized. The technical arrangement of the centers makes it possible to use the Internet, create various programs, games, and engage in digital design. In some centers, children are engaged in outdoor exercises, events and outdoor activities are held.
- Most parents are satisfied with the fact that their child attends the center: they emphasize positive changes in the emotional state of children. Children become more active, more confident, independent, more responsible, easier to adapt and integrate into the community of peers. It is important for parents that they have free time to deal with their own affairs during their child's stay in the center.
- All respondents emphasize the **qualifications and literacy of educators**. Facilitators enjoy authority among children, show attentiveness and kindness, including when working with children with SEN.
- Children feel safe, comfortable, and calm in the center. None of the respondents recalled conflicts and unpleasant situations that would occur in the center.
- During an air-raid alert, children most often go down to the shelter (if available), sometimes the premises of the center are located in the basement. In some centers, it is a prerequisite that parents are nearby when children visit the center, and in the event of an air raid, they take their children home. This causes dissatisfaction among parents, because it is inconvenient for them to be near the center all the time, and there is no way to quickly get to the center.
- **The premises of DLC** are rated as comfortable, designed for learning, entertainment and recreation of children, they are clean, tidy, warm, bright, relatively safe, have everything you need for learning and entertainment, bright, decorated in a modern way.
- Among the main barriers to visiting the centers are: (1) physical distance from the place of residence, (2) lack of time due to overload of children in schools / children attend other sections, circles, (3) lack of proper comfort (a large number of children at the same time, not enough space in the room, inconvenient/short working hours, lack of opportunity to have a snack, poor arrangement of places for personal hygiene, etc.), (4) safety situation (inability to pick up a child during anxieties, dangerous location of space), (5) activities that do not arouse children's interest (monotony) / not enough physical activity.
- Among the popular activities and events, respondents name both those that are already being held and new areas: (1) professionally oriented (information technology, courses for photographers, bloggers/vloggers), (2) educational (language learning, mathematics, physics, chemistry, literary circles, etc.), (3) sports activities (including dancing), (4) cre-

ative circles (playing musical instruments, cooking, acting), (5) soft skills development, as well as other types of activities: conducting experiments, inviting interesting guests, board games, quests, performances, watching films. Courses on driving and gaining knowledge about cryptocurrency would also be interesting. Respondents (high school children and their parents) emphasize the need for NMT preparation courses and career guidance activities. According to the respondents, it would be promising to combine various skills and abilities in the humanities with the field of IT, the use of an integrated interdisciplinary approach.

- Respondents express the following wishes for improving the work of the centers: creation of recreation areas / arrangement of cafes, creation of a safe zone, joint activities for parents and children, introduction of classes with a speech therapist.
- It is more convenient for the majority of respondents to visit the space during the educational process in the afternoon, from 15:00, 16:00. On weekends or holidays, it is more convenient to visit the center in the morning, from 10:00.
- Number of people in groups – up to 10 people. The optimal frequency of visiting the space is 2-3 times a week. The desired duration of classes is 2-3 hours.

DOCUMENTS ANALYSIS

- Under the legal regime of martial law, the general secondary education system as a whole has demonstrated flexibility and the ability to adapt to working conditions during a high-intensity armed conflict. At the legal level, a number of options for exercising the right to general secondary education in full-time and distance form are regulated. In the practical activities of general secondary schools, such options have been tested and have gained stability, ensuring the interests of various groups of participants in the educational process, including those who are abroad, internally displaced persons, etc.
- The main problems that negatively affect the quality of education are access to the Internet, insufficient provision of digital devices for both children and teachers, insufficiency/lack of direct communication in the educational environment, difficulties in the implementation of feedback in the educational process in distance learning, a significant difference between the duration of classes in distance and full-time education.
- As a result of educational losses and emotional factors, secondary school students need systematic support from teachers. At the same time, teachers actively use various forms of providing students with additional information in text and media form, but there is a shortage of individually oriented pedagogical measures aimed at filling gaps in the content of educational programs.
- The duration of classes for children who study full-time and distance form has significant differences (3-4 times), which creates objective grounds for differentiating the pace of assimilation of educational material.
- Returning to full-time education will require additional measures to adapt to learning in several shifts, changing sleep and rest patterns, increasing the intensity of classes, resocialization, returning to group education, and compensating for the impact of stressors associated with hostilities.
- The level of coverage of official reliable information on the activities of regional general secondary schools under the legal regime of martial law is insufficient. The official websites of the regional departments of education post mainly visual materials, while analytical and statistical data **have not been updated** for several years (Vinnitsia region

- 2021, Dnipropetrovsk region – data is not available, the page listed in the IGSE does not exist, Kyiv region – 2020, Lviv region – the section with own statistics and reports of the Department of Education and Science is missing, Kharkiv region – 2022, Chernivtsi region – 2022).

RECOMMENDATIONS

GENERAL RECOMMENDATIONS TO IMPROVE CHILDREN'S ACCESS TO FORMAL EDUCATION AND SUPPORT LEARNING AND WELLBEING IN DLC

EVENTS AND ACTIVITIES:

- ✓ Continue the current activities of the centers, taking into account the needs of children in new activities according to the results of the study. In some communities, children need more physical activity, in all communities, master classes and «non-standard» clubs, seminars in various areas (professionally oriented, educational, aimed at the development of soft skills, creative, computer literacy) are in demand.
- ✓ Conduct a mass communication campaign involving various communication tools about the direction of the centers' activities related to helping children with homework, providing advisory services on educational subjects, as well as the possibility of distance learning on the basis of the centers (focusing on working with families with two or more schoolchildren). Pay special attention to how homework support is provided and the conditions for children to stay in DLCs.
- ✓ Organize joint activities with the participation of parents and children which will improve parents – children relations.
- ✓ Organize joint events involving children of different ages (theatrical performances, holidays, charity concerts, etc.).
- ✓ Increase the number of activities aimed at children of senior school age (15-17 years old), as well as preschool children (if necessary by community).
- ✓ Apply an integrated interdisciplinary approach in planning the center's activities.
- ✓ In the activities of the centers of Kharkiv and Dnipropetrovsk communities, pay attention to psycho-emotional support for children and parents. In Vinnytsia, Lviv, and Chernivtsi regions, work with vulnerable groups, including IDP children.
- ✓ In all communities, carry out activities aimed at integrating children with special needs into children's groups.

ARRANGEMENT OF SPACE:

- ✓ If possible, expand the premises for classes in centers with a large number of visitors.
- ✓ Create recreation areas and “safe” zones for emotional and physical relief in the spaces.
- ✓ Replenish the libraries of spaces with literature that is in demand by visitors (conduct a survey on preferences).
- ✓ Set up shelters at the centers, in their absence.
- ✓ Set up sports corners in the area near the center (if possible).
- ✓ To check the conditions of children's stay in the space of the Derhachi hromada (Kharkiv Region), which is located in the same building with the ASC, to find out the problematic

issues in the interaction between organisations.

- ✓ Check and establish access to bathrooms for children of the Derhachi community (Kharkiv region).

ARRANGEMENT OF ACTIVITIES:

- ✓ Conduct a quantitative survey of parents and children of the centers in order to identify unmet needs and wishes for the organization of the space (convenient time, hours, activities).
- ✓ Divide visits to centers for children of different age categories, create groups for pre-school children and for children of senior school age.
- ✓ Revise the work schedule of the center in accordance with the wishes of visitors, provide an opportunity to visit the centers on weekends.
- ✓ Arrange the issue of queues and getting everyone to the centers (as an option, use the rotation method (providing services to different groups of children every other week), or send invitations for those who wish if there is a free place).
- ✓ Introduce a speech therapist and a child psychologist (upon request from parents).
- ✓ Apply the practice of mobile centers with workshops/events to community settlements where children's access to out-of-school education is limited (by analogy with mobile medical teams, teams of social and psychological support). Conduct an information campaign on communities in advance.
- ✓ Consider the possibility of conducting professional burnout activities and practice gratitude to the employees of the centers for their selfless work, high professionalism, humanity, etc.

RECOMMENDATIONS ON THE FORMS AND TOOLS OF CONDUCTING INFORMATION CAMPAIGNS

- ✓ Conducting information events with the involvement of representatives of the executive power of communities, educators / medical staff (family doctors, pediatricians) / social services / public sector on the functioning of digital educational centers.
- ✓ Posting information about the current activities of the centers in social networks, on local television, in the press, as well as local channels in messengers (Telegram, Viber, etc.).
- ✓ Active maintenance of Instagram channels in communities about the work of the centers and planned events.
- ✓ Introduction of joint activities with organizations that cooperate with families with children (n.e., other NGOs, children's stores, shopping malls, preschool and school education institutions, travel agencies, etc.).
- ✓ Visits to educational institutions (including preschool education institutions) with presentations of digital learning centers.
- ✓ Involvement and encouragement of parents and visiting children to disseminate information about the centers among friends, acquaintances, families with children.
- ✓ Introduction of open events to attract more visitors to the centers.

- ✓ Publication of presentation materials with information about the centers and their distribution in public places/publics.
- ✓ Conducting seminars (both online and offline) among the employees of the centers at the local, regional and national levels in order to acquire new skills and exchange experience. Providing information about such events in the media.
- ✓ Conducting an information campaign to involve children in the centers not only at the beginning of their foundation, but also throughout the entire period of work with children.

RESULTS OF FOCUS GROUPS AND IN-DEPTH INTERVIEWS

SCHOOLING AT WARTIME

1.1 Format of the learning

The format of schooling depends on the place of residence of the students.

Children living in the Kharkiv region study online. Participants of the study from Dnipropetrovsk, Vinnytsia and Kyiv regions mostly study in a mixed format (week after week, or a few days a week online and a few days offline). Only in some cases, children are able to study offline, depending on the situation with the availability of shelters in the educational institution.

In some cases of a mixed learning format, the schedule depends on the situation and is decided by the school administration.

Children living in Lviv and Chernivtsi regions mostly attend school as usual.

The format of education is determined by security factors, the availability of bomb shelters at the school, as well as the extent to which shelters are equipped for the educational process.

Children participating in the study and their parents who study offline often drew attention to the fact that schools have shelters, but they are not equipped for the educational process. Shelters are used as a place to wait for the rebounds during an air raid alert.

Almost all children have experience of learning online, since Covid-19.

"Firstly, there was a strike on our school. It has already been repaired, but children are not allowed there yet. There were safe spaces, but they were also canceled because there were strikes. Currently, our class teacher is in the second region. She can't see them, she only communicates online."

From II with children, Kharkiv region.

Mostly, teachers use several platforms during the distance learning process. Among them, the leaders are: **Zoom, Google Meet, Classroom.**

In some cases, teachers combine several platforms for different purposes: for conducting online lessons, homework, assessment, and knowledge control.

Other platforms used in schools include "Vseosvita", "To the Lesson", "New Knowledge", "Human", "Kahoot".

Sometimes schools use their own online platforms for the educational process.

"In general, we used all these platforms for different purposes. For example, we have "Zoom" for communication, that is, for conducting a lesson. "Vseosvita", "To the lesson" - these are tests,

that is, homework. And "New knowledge" - we attach written homework, for example, a photo of a notebook."

From FGI with children of middle school age, Kyiv region.

1.2 Duration of learning

The total number of hours children spend on average studying is 6-8 hours per day or 30-40 hours per week.

Children of primary school age spend about 4-5 hours a day on lessons and one to two hours on homework.

Children of middle school age spend 5-7 hours at school / online lessons, on average the duration of homework is about 2 hours.

Children of middle and high school age noted that "school employment" depends on the number of projects for self-study and the complexity of homework.

The most difficult situation is with the duration of the educational process for high school children. They spend an average of 5 to 7 hours a day at school for online lessons, spending 2-3 hours on homework. At the same time, almost all children in graduating classes have additional classes with tutors in NMT subjects. In some cases, the duration of training can take 10-12 hours a day.

Sometimes children do their homework on weekends.

"We had lessons from 9:00 a.m. to 2:00 p.m., it's 5 hours, and then I always had training, I didn't do homework, and then on Sunday I sat down and did homework for 8 hours for the whole week."

From FGI with children of middle school age, Dnipropetrovsk region.

"It turned out to be about 8-10 hours a day, and less on weekends, so about 6 hours."

From FGI with children of middle school age, Kharkiv region.

"I tried to do as little as possible, that is, to do it effectively, and not to sit for several hours to do one task, so I did my homework for about 2 hours at most and did an additional one hour. That is, it turned out that I sat with additional and family until 18:00."

From FGI with children of senior school age, Kharkiv region.

"I think it's better to say what time I went to bed than how many hours I practiced. Usually, I went to bed at 00:00 or 1:00. If I am very tired, then at 0-00. I woke up at about 7:30 a.m. to somehow put myself in order. Then online lessons began at 8:00 a.m."

From FGI with children of senior school age, Kharkiv region.

"I have about 5 hours for homework. If some lessons were missing, for example, history or physical education, then I did some tasks on them."

From FGI with children of middle school age, Chernivtsi region.

1.3 Child needs on home work

Mostly, children do their homework at home.

In some cases, children who attend digital education centers do their homework in a digital learning space. The advantages of doing homework in the training center are: (1) assistance from facilitators, (2) the ability to find the necessary information on the Internet.

Children of middle and high school age can do their homework at school, during breaks, with friends (in the mall, at home), in transport, etc.

Children of primary school age sometimes do their homework at school, in the after-school group.

“Sometimes it happens that if they give me a test that I can take on my phone, I take it on the way home, on the bus, or I can just go when I take books or something like that with me, I can go, sit on the street or go to some café and do my homework there to come home to rest.”

From FGI with children of middle school age, Dnipropetrovsk region.

Homework requires attention and support from parents, children of primary school age need special support.

Most often, primary school students, according to parents, need help with homework: control, checking, analyzing complex exercises (mainly in mathematics). Sometimes homework is “sorted out” by the whole family, with the involvement of older brothers and sisters. Parents pay attention to the fact that the time for which the child has to complete homework, they should completely devote to the child.

“Of course, he does his homework at home, but he needs help. He starts, Mom, I didn’t understand it, but explain this to me, and then he does, brings me a draft and I check the homework to see if he did it correctly, then rewrites it on a clean copy. When he does his homework, I’m involved.”

From II with parents, Chernivtsi region.

“For example, the teacher did not have time to explain the material, and you do not understand it. There are three options here: try to read the material and understand yourself, but it doesn’t always work out; Internet, but in most cases they just provide answers, and you do not understand why this is and how such an answer was obtained; The most common one that I used was that I just wrote to the teacher with a request to explain the material, a task that I did not understand, and many teachers either wrote to me or called, and we even sat and analyzed the material in the evening.”

From FGI with children of middle school age, Dnipropetrovsk region.

“And I meet the teacher, she says, that he hasn’t prepared anything for two weeks. Wow. So off we go, we start in those two weeks, we reach for these subjects, we pull everything, we hand over everything. So, you know, now I’m trying to look in and revise everything.”

From II with parents, Kyiv region.

“Usually I am, but sometimes, even if I can’t cope with it, then everyone joins in, friends, acquaintances, and older children.”

From II with parents, Kyiv region.

Too much homework leads to emotional burnout of children, tension in family relationships, and deterioration of children's health.

Parents and children of senior school age pay attention to too much homework, the quality of which requires a lot of time, emotional and intellectual resources. This situation is typical for children from all communities who participated in the study.

The last years of school are especially stressful, when children often stop doing their homework at school (or do not do it in full) in order to focus on preparing for the NMT.

Since homework often requires outside help, as well as due to too much in various subjects, students can postpone their completion, which leads to significant overload at the final time of their delivery, at the end of a quarter of the school year.

Children who study in an online or blended format pay attention to the fact that the amount of homework is greater than when they studied offline.

Parents agree that one of the main disadvantages of the online format is the need to independently revise educational material, which automatically turns parents into home teachers. This situation requires additional resources from parents, both time and financial, and often leads to misunderstandings in the family.

Parents of graduating children draw attention to the fact that education takes all the child's strength, disrupts the regime of rest and study, which negatively affects the state of health.

"Of course, she can't understand everything, I think she understands 25 percent of everything, because she is distracted. It turns out that I went back to school. I go through those lessons with her, I was not an excellent student, but if I go to the third year to study again, I will be an excellent student."

From II with parents, Kharkiv region.

"It's hard to say – a lot. From 8:00 a.m. to 3:00 p.m., it's just school, and then another two hours, and then I stopped doing my homework altogether, because you don't have time to do the past, the new one has already been discarded, and you're like that – I won't do anything at all! Because, to be honest, I was just burned out, and I didn't want to do anything, there were no more emotions."

From FGI with children of senior school age, Kharkiv region.

1.4 Efficiency evaluation of schooling

The effectiveness of the educational process depends on the format in which the educational process takes place. For the most part, parents consider the distance format to be ineffective in terms of the quality of education.

Parents agree that the learning process in a distance format requires additional efforts from both teachers and students. Distance learning requires special knowledge and skills from teachers, as well as the ability to keep children's attention in front of monitor screens.

During the distance learning format, less attention is paid to "non-core" academic disciplines, such as physical education, art, etc. This is due to the fact that teachers are forced to focus on disciplines that require additional explanations within the available time for interac-

tion with children. The situation is aggravated by power outages, lack of Internet connection and air raids.

During the distance learning format, children are deprived of a competitive environment, cannot observe the achievements of other students, which affects the decrease in motivation to study. In turn, it is difficult for teachers to control the level of children's knowledge and fully assess it.

Parents whose children continue to attend school do not show significant changes in the effectiveness of learning and rate the effectiveness of learning on a ten-point scale by an average of 8-10 points and are more likely to appeal to "subjective" reasons for the decrease in efficiency, such as inattention, laziness, lack of motivation among children.

"I can only support everyone and say that yes, and anxiety gets in the way, and I, as a person who has been in elementary school, have problems with concentration, I need to spread my attention on everyone, and when it is a tablet or a laptop, and when I'm sitting on some kind of online format, it's more difficult for me. And I can add, they said that even though the lessons are 30 minutes long, and not 45, as it was in the offline format, but the teachers give more homework, then your eyes hurt, and you get more tired."

From FGI with children of middle school age, Dnipropetrovsk region.

"And with the older ones, they don't want to anymore. They have already realized that distance learning is very cool. You do what you want. No, it's not bad when there's a short period somewhere. But yes, I would say, it's difficult, it's very difficult. They're just someone "forgetting" it all. They don't want to learn anything."

From II with parents, Kyiv region.

The effectiveness of school education depends on the organization of the educational process on the part of teachers, as well as on their personal and professional qualities.

Parents note that the effectiveness of the school process largely depends on teachers. Such dependence on the personality of the teacher puts children in unequal conditions, and it is because of "dislike" for the teacher, conflict situations with him, that children lose interest in the subject, or in learning in general.

Parents note that some teachers do not sufficiently explain the material, but require a high level of knowledge from children, which also does not contribute to the effectiveness of the educational process.

"Well, if so, it seems to me that today, if we take it with my learning, it seems to me that it is not very effective, that is, teachers are not very interested in the results, so to speak. That is, lessons were given, topics were not passed, well, there were such cases, yes, for example, that the topic was not worked out there, that is, or it was simply not given to teachers, but worked out in such a way that it was worked out independently."

From II with parents, Kyiv region.

The understanding of educational material is complicated due to the psycho-emotional state of children, parents, teachers.

Parents note that in modern conditions, children are not motivated to gain knowledge, quickly forget, lose interest, and are not independent.

The issue of the quality of assimilation of educational material is especially acute during distance learning in regions close to hostilities due to constant shelling.

Parents note that the quality of education is also affected by the psycho-emotional state of teachers who have to work in stressful conditions.

In many families, the situation is complicated by the fact that the father is at the front, and the mother is forced to raise the children on her own.

Both children and parents pay attention to the fact that children are distracted, do other things, skip online lessons and find it difficult to perceive information through gadget screens.

Children who participated in the study noted that they feel lonely when studying online.

"In this situation, many people really do not have this resource, their own strength... Thank God, it's calm here, I don't have anything to sin with, and if people live closer, then they spend the whole night in a shelter, then go to work, and even spend time effectively for children at school, at work, then, of course, you can't compare. Resource. I'm more in favor of the fact that adults don't have enough, and children "read", children are always a mirror image."

From II with parents, Chernivtsi region.

Air raid alerts interrupt the educational process and make it impossible for it to be systematic and consistent.

In regions where children attend school and are forced to go down to bomb shelters during air raids, a lot of time is spent not studying, but waiting for rebounds. As a result, children receive an "intermittent" educational process and are constantly forced to adapt to new conditions and challenges.

Parents note that staying in basements negatively affects the health of children, contributes to the spread of viral infections.

Some parents consider the educational program to be complex and overloaded, which affects the quality of understanding of educational material.

Some parents find it necessary to reduce the number of lessons, simplify the curriculum, and reduce the number of projects intended for self-study.

The participants of the study note that the educational program contains materials that are not related to real life and are superfluous, which is why children lose interest and motivation.

Parents are also outraged that the tasks that are submitted to the NMT are not included in the school curriculum.

"Another disadvantage is that there are topics, for example, that are not in the school curriculum, but they bring them out. So I don't understand why this is being done. You see, if they are not there, then it turns out that a child who wants to pass with a good score will not pass without a tutor. If, for example, you take mathematics, you will not learn it on your own. We were looking for teachers who teach at the Faculty of Mathematics, and not everyone said that they could explain it to my child, because it is higher mathematics, you know. And on the NMT,

they also bring up interesting questions. You know, this is the situation in the country, and our children are given tasks that are not in the school curriculum. I don't know what level of knowledge you need for a child to work through it on their own."

From II with parents, Chernivtsi region.

The effectiveness of school education is affected by the reduction of requirements for children, the availability of ready-made solutions, and permissiveness.

A separate problem, according to parents, is the availability of information that children use when performing independent tasks, turning learning into a copy-paste process.

Parents also note that children do not feel responsible for their own actions, do not feel the value of education, including through examples of successful vloggers.

"The problem not only for my children, but for the whole generation is that children are not motivated and, due to permissiveness, they do not even feel fully responsible for them, that they need to learn, this is not for the teacher, not for the parents. This is the biggest obstacle - children have no desire to learn. They also have a lot of information that they get from Tik Tok, YouTube, and bloggers."

From II with parents, Lviv region.

Most parents are convinced that in order to improve the quality of school education, children need additional classes.

Some parents note that in order for a child to study well, he or she needs support and help in some subjects, more often in mathematics and languages.

1.5 Incentives and barriers of learning process in schools

From the point of view of children and parents, the main incentives for effective offline learning at school are communication and socialization: both with peers and with teachers.

Almost all participants in focused group interviews noted that they like to communicate with friends at school (spend time during breaks, in the cafeteria, during extracurricular activities), and also like teachers who know how to present the material in an interesting way and treat students with respect.

It is important to note that it is very important for children to be able to communicate with children peer level, to assess knowledge fairly and not to single out "favorites" in the class.

Parents consider the presence of psychological support and psychoeducation at school, which helps to reduce bullying, to be a significant advantage of a modern school.

"A big plus when there are, I emphasize again, psychologists. When all these different quests are held with them. All these forms of play, it seems to me, I don't like it, when our physical education class freaks out of something, then we have a second physical education teacher there, and she is so very strict, she can scold and shout at the whole basement. And I also don't like the fact that I have two guys who insult me, I don't like it. I have already told them about this many times, they still continue. And it's not like that, maybe this bullying is progressing."

From FGI with children of middle school age, Dnipropetrovsk region.

Increase interest in learning, the use of modern teaching methods by teachers and comfortable conditions for learning.

Students of middle and high school age note great interest in lessons in which teachers use game forms of learning, conduct experiments, practical classes, use interactive whiteboards, quizzes, quests, etc.

It is important for children to study in a comfortable environment, for example, when sports activities take place in a renovated and equipped gym, the presence of recreation areas during breaks.

"I want to add about the historian that he did not tell the events from his own experience, let's put it this way, but, for example, he gave roles to each of the students, and told that, for example, Diana is Volodymyr the Great, and you will be his assistant or something else. And that's how we played. "What would you do in this situation? But Volodymyr the Great did it." He was very in contact with us and never let us get bored in class. He was always attentive."

From FGI with children of the senior school age, Kharkiv region.

"And I also like the patio. We put sun loungers there – and we could go out, lie down and relax during breaks."

From FGI with children of senior school age, Lviv region.

The distance format attracts with greater opportunities for practical use of time, safety of the educational process and support from teachers.

An important factor in the advantage of online learning in border areas is the security factor (most often inherent in residents of communities in the Kharkiv region). Parents consider the advantage of the distance learning format to be the accessibility and willingness of teachers to assist in doing homework, to explain complex material if necessary.

Children are attracted by the distance format with the opportunity to spend less time on a long stay at school, the use of innovative approaches to learning, more time for sleep and entertainment.

"During distance learning, you can do more during breaks, between lessons. When, for example, Classroom, you can do something there and do other homework. And when there is full-time training, I have to sit at school for half a day, then I go to training and come home only at seven in the evening. So when I'm studying full-time, I do my homework late. And when it is remote, you can cope with everything during the educational process."

From FGI with children of middle school age, Chernivtsi region.

"Online, you can in some lesson, instead of sitting at a desk, you can lie down."

From FGI with children of middle school age, Kyiv region.

The main obstacle to the educational process is the war and its consequences: the destruction of educational institutions, the lack of equipped bomb shelters, power outages, Internet outages, and air raids.

Sometimes families have problematic situations related to the arrangement of a separate place for education for two or more children. Not every family has the opportunity to provide such a place to every child with a sufficient number of technical means.

"I'll tell you, I don't like it more than I like it. It turns out that it is necessary for me to be there, I am like a teacher for her, because I control, This year my son is going to the first grade, it turns out that two children will study online. At the moment, I do not have the opportunity to seat them, I will seat them in different rooms. It just so happens that I need to sit there, watch the child, so that he sits and studies, and I need to go to the second room, also look. It turns out that I work as a teacher, the teacher is there, and I work, help the teacher so that the children understand something of mine."

From II with parents, Kharkiv region.

Parents whose children study in the rear regions and attend school more often indicated that there are currently no obstacles to learning, and the effectiveness of learning is influenced by purely subjective factors: lack of motivation, problems with responsibility, lack of independent work skills.

Among other obstacles to learning, the study participants named: problems with textbooks, large classes in terms of the number of children, lack of repairs in schools, and the need for technical equipment in schools.

Parents of children with special education needs noted that secondary schools are not adapted to inclusive education, since children without special education needs are not prepared to accept children with special needs.

"I can even see from ours, because our secondary schools are not adapted to inclusive education. They are adapted, there is funding, there are teachers, our children are not adapted to such children."

From II with parents, Vinnitsia region.

EXTRA SCHOOL EDUCATION

2.1 Children needs in extra schooling

All the children said that in general they like to **learn new things**. They learn new things with pleasure if they are interested in the topic they are studying, if the teacher can be interested, give examples, show experiments, demonstrate some materials, etc. It is interesting for children to study if this information is useful, practical, may be needed in the future, bring some benefit.

"Indeed, learning something new is always interesting, but if you are interested and told in an accessible language."

From FGI with children of senior school age, Kharkiv region.

Among the areas of interest that children like to study, school subjects such as biology, history, geography, chemistry, mathematics, English, German, and drawing were named. In addition, children are interested in musical art, theater, engineering (operation of devices, cars), sociology, psychology, marketing, design, swimming, learning programming languages, robotics, etc.

"I believe that learning helps to acquire new knowledge, expands the understanding of what surrounds us, the world around us, we will need it in life so that we use it. It can broaden horizons in many specific areas in which we study, interest in completing tasks, projects. It should

increase self-esteem based on any achievements in a particular area.” |

From FGI with children of senior school age, Kharkiv region.

Among the skills that need to be taught to modern children, respondents named both hard and soft skills, as well as digital skills.

Among the **soft skills**, communication skills (communication with other people (peers and adults), the ability to get to know each other, listen) were most often named, the importance of being independent, organized, able to plan, analyze, take personal responsibility, develop leadership qualities, be able to work in a team, prove one's opinion, conduct a negotiation process, be able to get out of the comfort zone, overcome one's fears, stand up for oneself, control one's emotions, as well as adaptability, time management, socialization, critical thinking.

Children lack knowledge of etiquette, good manners and rules of behavior, as well as the rules of personal hygiene. Parents noted that children often lack humanity and tolerance to prevent bullying. It is important to develop creativity and imagination, thinking and memory in children. In addition, children should learn stress resistance, psychological self-help and have basic knowledge of psychology. It is also important to develop patriotism in children. For high school students, knowledge about family relationships and sex education is extremely important.

Among the hard skills, financial literacy has become the most important skill that students lack. In this concept, respondents put the ability to earn, distribute finances, spend, save, invest, etc.

Quite often, respondents lack household skills (cooking, cleaning, paying for utilities, etc.) from the parents' point of view.

In addition, according to the respondents, knowledge of foreign languages, especially English, and knowledge of laws are quite important skills. Medical knowledge and first aid are important, as well as knowledge of how to act in emergency situations, survival skills in difficult conditions, self-defense and self-defense. Some respondents noted that they lack knowledge of sociology, the ability to speak on camera and count in their minds, creative skills and knowledge about a healthy lifestyle. In primary school, according to parents, children are not given enough reading and writing. Entrepreneurship, marketing, civil society development, traffic rules and physical education were also mentioned among the important skills.

Digital skills were often mentioned - from the simplest computer literacy (the ability to work with a computer or phone, knowledge of various programs) and the ability to search for information on the Internet to IT skills, knowledge of programming languages, 3D design, artificial intelligence, features of working with social networks, etc. Parents consider it extremely important to give their children more knowledge about cybersecurity, because they spend so much time in the Internet.

Parents often noted that children **do not understand how the knowledge and skills acquired at school are related to real life**, so children lose motivation to study, believing that they do not need the knowledge they have gained.

All parents unanimously agree that out-of-school education for children is extremely important, because formal education is not covering all issues necessary to pass exams and tests.

Parents see the following opportunities in out-of-school education:

- additional development of the child, acquisition of new knowledge and skills or in-depth study of those that children already have;
- adaptation of children to society (in extracurricular activities, children have the opportunity to communicate with other children, make new acquaintances and friends);
- spending free time usefully;
- development of responsibility and discipline;
- psychological relief of children (especially for creative activities and clubs);
- physical development of children (sports, dancing, etc.);
- bridging the “gaps” of schooling, gain knowledge and skills that are not given enough at school; for instance, additional classes on languages, maths etc.
- an opportunity for children to get to know themselves better, to reveal their abilities and talents, to decide on their future profession.

Parents' opinions on whether children **are interested** in extracurricular education are divided. Some parents noted that children go to classes with pleasure, and they are very **interested** in attending extracurricular activities. Other parents noted that at first they have to explain to their children why they need it, how they will benefit from these activities. Parents often said that children should be interested first, because children will not attend classes that are not interesting to them.

“We tried, but my daughter didn't like it. We tried to go to karate, she didn't like it. I tried to sign her up for dancing, but she didn't want to. She also offered drawing, she loves to draw, but she didn't want to go to a club. The only thing that suits us at the moment is “Save the Children”, she really likes it, because there are comprehensive options for what exactly to do: sculpt, watch cartoons, draw. The child likes different things more, not in one direction.”

From II with parents, Chernivtsi region.

Children's interests are quite diverse. Most of all they are interested in sports (basketball, football, volleyball, chess, athletics, running, kudo, karate), computer games, TV series, drawing, reading, music, playing musical instruments, singing, dancing, needlework (weaving from beads, collecting figurines from wood, diamond mosaics), English, Spanish, Ukrainian languages, robotics, aircraft modeling, video editing, marketing, sociological research, programming, psychology, economics, history, design, web page design, make-up, cryptology. Children like traveling, cycling or scootering, and fishing.

Talking about the extracurricular activities that children attend/attended before, the respondents named various sports activities: football, volleyball, swimming, athletics, acrobatics, aerial gymnastics, rhythmic gymnastics, mixed martial arts, boxing, judo, karate, freestyle wrestling, trampolines, cycling, tennis, chess. Various creative circles and master classes were often named: drawing, modeling, origami, Petrykivka painting, arts and crafts, pottery, carpentry, woodworking, dancing, music school (vocals, choir, piano, guitar, bandura, trumpet), fashion design, knitting, theater studios, circus studio, stand-up courses. Courses in programming, 3D design, graphic design, game design, “Minecraft”, “Roblox”, robotics, rocket modeling, programming languages, digital technologies, mathematics, logic, mechanical engineering (making models of cars from cardboard with a motor), autotrack modeling were also named.

The most popular area of out-of-school education is English. The children attended financial literacy courses, a culinary club, psychology courses, classes for preschoolers, journalism, and neurogymnastics. Children also attend the digital education center “Save the Children” and the children’s space “UNICEF”.

Talking about what they would like to do, most often the children named various creative activities: playing guitar, piano, dancing, drawing, design, papier-mâché, weaving bracelets, origami, writing, theatrical art, photography, floristry. Often, children also named the study of foreign languages: English, Spanish, French. In addition, more professional classes were named, such as courses in SMM, UI/UX design, website development, graphic design, programming, specialized programs for photo and video processing, in-depth computer science and computer literacy. Cooking and skiing were also mentioned.

Among the extracurricular activities that parents would like to send their children to, sports activities were most often mentioned.

Parents see the need for the physical development of their children, due to the fact that children lead a sedentary lifestyle, especially in those regions where children have distance learning at school. Among the areas of sports activities, parents named football, gymnastics, athletics, kickboxing, swimming, chess, table tennis.

Parents express a desire to **develop their children’s creativity, creativity, and fine motor skills**. Creative clubs were often named: vocals, acting, drawing, modeling, dancing (ballroom, sports), music school, needlework, wood carving, photography, etc.

According to the participants of the study, in the modern world, it is extremely important to develop various IT areas in children: computer science, graphic design, 3D design, robotics, drones, as well as cybersecurity, game development, social networking, etc.

Parents consider **English**, Ukrainian languages and mathematics to be necessary areas of out-of-school education, because school knowledge in these subjects, as it seems, is not enough.

The girls’ parents consider courses in stylistics, color, make-up to be useful for them, and the boys’ parents mentioned design, modeling and electrical engineering. Families with preschoolers paid attention to the needs for preschool education. There is a great need for classes with a speech therapist. Among other things, a culinary club and art therapy classes were named.

In general, parents consider it necessary to proceed from the child’s inclinations and abilities, as well as take into account his desires and interests, when choosing areas of extra school education. It was noted that the motivation of a child depends very much on the skill of the teacher. The need for offline courses was identified because this format is seen as more effective.

2.2 Spare time, leisure, children development

Children spend their leisure time in a variety of ways. Most often, they spend their free time together with friends. These can be walks around the city, various games, both computer and board or active games on the street (football, volleyball, basketball, etc.), games on playgrounds, building “huts” and “bases”.

Among the computer games were named “Dota-2”, “Sekiro Shadows Die Twice”, “Minecraft”, “Roblox”, “Fortnite”.

Among the board games are “UNO”, “Mafia”, “Kahoot”, “Monopoly”, “Who am I?”, “Guess the words”, “Say palyanytsia”, “Assemble the farm”, “Dzhanga”, “Battleship”, “Dungeons & Dragons?”, “Phobia”, “Jema”, “Truth or Dare”, “Kish-bish”, various “adventure games”, cards, chess, checkers.

In addition, children can spend their free time at home: play games on their phone, game console or computer, watch movies, cartoons, TV series, read, search the Internet for information on topics that interest them, watch vloggers’ pages, watch videos on Tik Tok or YouTube, communicate with friends through instant messengers, collect puzzles, draw coloring books, pictures by numbers, watch sports broadcasts, assemble constructor, Lego, play with toys.

In their free time, children help their parents around the house or in the yard: cooking, cleaning, helping elderly relatives in the garden. Parents encourage their children to help with household work. They believe that such joint activities around the house teach children to live independently in the future, and also see it as a way to spend their leisure time together.

Quite often, children spend their free time on various interesting hobbies, such as playing the guitar, playing the piano, assembling diamond mosaics, practicing with epoxy resin, making crafts, writing stories, filming Tik Tok, weaving from beads, making crafts, drawing, singing, making appliqués, scrapbooking, modeling from plasticine, clay, knitting, embroidery, origami, needlework.

In addition, children **improve their knowledge of school subjects.** They attend clubs, work with tutors, take online courses (for example, in marketing), watch thematic blogs (for example, about cryptocurrency), watch educational programs on history, geography, watch movies and TV shows in English, play sports, go to training, do homework, and also visit DLC centers.

Children also **enjoy active leisure:** trips to the river, lake, skiing, skating, sledding, swimming in the pool, jumping on a trampoline, playing football, volleyball, riding a scooter, bicycle, scooter, gyroboard, rollerblading, motorcycle, traveling, hiking in the mountains, on the river.

Parents most often complain that children spend almost all their free time on phones, tablets or computers: watching videos, “sitting” on social networks (Tik Tok, Instagram). Due to the high concentration of information and entertainment on the Internet, children cease to be interested in everything else, so parents are trying their best to interest children and switch their attention to other activities.

Parents mostly work, so they regret that they don’t have enough time to spend with their children. Therefore, parents often spend their free time with their children on weekends. They try to create “family weekends”, devote this time to children, and organize family vacations.

Most often it is active leisure outside the home: walks in the park, on playgrounds, attractions, trampolines, slides, zoo, trips to entertainment and shopping centers, cinemas, theaters, museums (local history, historical, jellyfish museum, planetarium), circus, concerts, exhibitions, master classes, excursions, cafes, cycling, scooters, skateboards, travel, trips to recreation centers, to the pool, to the river, to the forest, for mushrooms, fishing, playing volleyball, football, badminton. It can also be joint trips with family friends to nature or trips to relatives in other cities or villages.

Parents also spend their free time with their children inside their homes. They communicate, read, watch TV, movies, TV series, cartoons, play board games, educational games, do puzzles, and do crafts. Also, parents often have common hobbies with their children, so they weave beads together, embroider, watch interesting programs, football, etc.

In addition, most parents noted that the most valuable thing in **leisure time with their child is communication.** Parents try to talk to their children as much as possible, listen to them, and answer their questions. It is also important for parents that their children's free time is spent with benefit and contributes to their development. Older children (15-17 years old) are no longer interested in spending their free time with their parents.

Children mostly like outdoor activities: traveling (within Ukraine and abroad), trips to the mountains, to the river, sea, lake, to the village to their grandmother or to a holiday camp, hiking, walking around the city or in nature, visiting entertainment venues, playing sports (football, volleyball, swimming, tennis, etc.), active games (snowballs, cycling, rollerblading, skating, jet skis, mopeds, scooters), as well as going to the cinema, shops, cafes, walks in parks, visits to playgrounds and children's entertainment centers.

"I would like it if my friends and I could not just walk through Dergachi, drive, but go somewhere in the forest, in the mountains, in nature, a bunch of memories. Go to another city, go to some amusement park."

From FGI with children of middle school age, Kharkiv region.

Parents of children with OOP note that they choose an active form of recreation for their children, and this gives a tangible positive result for the development of the child.

Among the passive types of recreation, children like to communicate with friends, watch movies, cartoons, adventure series, read, play computer games, acquire new information, be alone, think about current affairs, draw, handicrafts, etc.

Children often do not have enough free time for quality leisure time, because they are overloaded with schooling, various clubs, additional classes, tutors, homework, so they have almost no free time for their affairs. Their friends are just as busy, so it's extremely difficult to find time to meet up with friends.

Because of this, another problem arises - children do not have enough communication with friends.

Live communication with friends is also not enough for children due to the fact that many children with their parents have left for other regions or abroad. Also, communication with friends has decreased due to the **security situation**, because parents often do not let their children go for a walk due to air raids and the threat of shelling. This is especially true for communities close to the war zone. **Children from Kharkiv and Dnipropetrovsk regions also noted that they feel danger and anxiety during walks.** The children said that they did not have enough opportunity to run down the street, did not have enough resources and energy.

"It's not enough, I noticed it a long time ago, it seems like because of the war, nothing has changed so much, but when you start walking around the city or somewhere, I always have a feeling that something bad can happen, a feeling of anxiety always, and you can't cope with it in any way, somehow calm yourself down, even sometimes you have to take a sedative. Because you don't notice, but you start touching your hands, hair, it's very distracting from life."

From FGI with children of senior school age, Dnipropetrovsk region.

Children would like to travel more, including to other countries, to have more trips and excursions. In addition, children lack friends with whom they would have common interests.

There are not enough **clubs and workshops** for children that interest them (for example, wrestling, boxing, floristry, theater club, guitar, swimming), as well as places for walks with friends and parks (Lviv region, Kharkiv region).

In some communities, there is no opportunity for sports, because there is not even a sports ground or gym (Dnipropetrovsk region), a cycle track and a place for skateboarding (Stryi, Lviv region), bicycle paths (Derhachi community, Kharkiv region), equipped playgrounds (Chernivtsi region). Also, children lack entertainment, cinemas, clubs, because the community is far from the city and travel far (Kyiv region).

Parents sometimes do not have **enough finances** to organize quality leisure and **free time** for their children, because they need to work hard and provide for the family. The need to take the child home during air raids and the inconvenient location of the clubs, because it is inconvenient to get there, prevents them from attending certain clubs and centers. In some communities, there is also a lack of entertainment for the children of a certain age and peer friends, because there are very few children in general.

Most of the children noticed that they had enough communication with their peers and had a sufficient number of friends. Sometimes children said they didn't have many friends, but they didn't feel the need to either. Some children noted that they still feel a lack of communication with their peers. **Most often, the reason for this is the departure of friends to other regions of the country or to other countries.**

Most often, in this case, children do not stop communicating, but simply transfer it to an online format and communicate in messengers and social networks. However, such communication replaces live communication for some children, while not for others.

For the most part, parents are sure that children lack communication with their peers. Parents also say that since the beginning of the war, their children have fewer friends.

Parents of IDP children noted that it was difficult for their children to find new friends in a new place of residence. Some parents emphasized that the children have few friends because they live in private buildings and there are no children of their age nearby.

Parents are not satisfied with the fact that children's communication has been transferred to an online format. **They believe that today's children have become more withdrawn and have problems in live communication.**

However, out-of-school education allows you to solve this problem, because children have the opportunity to make new acquaintances and find new friends, expand their social circle.

Children spend their free time with friends in a variety of ways. Most often, children walk with friends around the city, in the park, at the stadium and talk and communicate. They talk about school, about the future, about plans, about favorite things, share news from life, problems and experiences, discuss "their topics", bloggers, gossip and discuss games. Also, together with friends, children go to the cinema, coffee shops, go shopping and shopping malls, take pictures and post photos on social networks, play volleyball, football, basketball, ride bicycles, ATVs, scooters, play on the playground, playground, play in the children's room, play hide-and-seek, catch up, go to nature, have picnics, go to the pool, arrange mini-trips. In addition, children visit each other, spend the night, play on their phones, play board games,

computer games, watch movies, videos, draw, sculpt from clay, cook, dance, sing, watch football. Also, together with friends, children go to circles, trainings, master classes.

Leisure opportunities in communities

DNIPROPETROVSK REGION

In the Dnipropetrovsk region, the system of out-of-school education and various activities for children is quite developed. In the communities of the region where the study participants live, there are such organizations as "Save the Children", "UNICEF", there is also a House of Creativity, "Sport for All" (sports activities), "Teddy-Mishka" (programming, dancing, gymnastics, drawing on the water), "Child-friendly space" (psychological support). Near the City Council and in the House of Culture, events for children are held. In addition, various public organizations periodically come with trainings. Clubs are organized in schools: judo, taekwondo, karate, drawing, football, volleyball, basketball, dancing, singing. In general, the communities have choreography circles, a circus studio, computer technology, English, bandura, gymnastics, Petrykivka painting, and modeling. Respondents also mention the Center for Kobzar Art.

However, the needs for out-of-school education in the community are not fully covered, and children have to go to Dnipro for certain clubs (for example, rocket science and wrestling).

Parents living in more remote villages from the district center say that it is difficult to get to clubs from their settlements.

Another problem is that there are a lot of children in the community, and there are not enough places in clubs for everyone. There is also a safety problem, because not all children's spaces have shelters, so parents must take their child home during an air raid. Thus, parents are forced to wait outside the walls of children's centers and cannot go far from them. Parents would prefer their children to be centrally taken to shelters during an air raid.

There is also a lack of classes for **preschoolers and teenagers (high school) in the community**. A theatrical group was mentioned, which **has no funding**, so there is no stage, no costumes, no scenery. Also, parents would not mind clubs in robotics, Rubik's Cube, Lego.

KYIV REGION

In the communities of the Kyiv region, where the participants of the study live, there is a music school, the House of Creativity, where various circles work: drawing, beads, burning, piano, design, dance, guitar, accordion, basketball, volleyball, hand-to-hand combat, athletics, crossfit, English. Various events and fairs are held in schools, but the children noted that such an active extracurricular life is not organized in all schools.

Parents mentioned other extracurricular activities organized on the basis of schools, at the House of Culture, and also mentioned paid circles. However, the parents participating in the study noted that the fee for such clubs is quite high, and the money for missed classes is not refunded.

KHARKIV REGION

In the Derhachi community of the Kharkiv region, there are big problems with extracurricular activities. Before the war, there were a lot of opportunities in the community, but now, due to the security situation in the region, they are very limited. Some

out-of-school educational institutions have been destroyed due to shelling, while others have stopped working due to the inability to provide children with safety.

Among the working institutions in the community, respondents mentioned the Honcharenko Center, Save the Children, the organization Peaceful Sky (English, drawing, handicrafts, chess, checkers), Helicopter (vocals, dancing, acting), football, acrobatics, volleyball and chess clubs.

LVIV REGION

Respondents said that schools in communities have a football team, a basketball team, volleyball, athletics, acrobatics, gymnastics, swimming, karate, and table tennis. The communities also have an art school, a music school, dances, drawing circles, and IT areas (3D design, programming). Fairs are often organized in schools. In one of the schools, various concerts, tournaments and events are organized, for example, when children need to come to school in certain themed clothes. Clubs are both paid and free. The best situation with extra school education is in Lviv.

However, respondents note that it is more difficult to find the right club or find out about an interesting event in a big city than in a small town.

Parents noted that their children lack courses in public speaking, theater club, athletics, journalism, and quests. I would like a larger selection of sports activities, not just football and dancing.

VINNITSIA REGION

Respondents from Vinnytsia said that there are many clubs in their city. These are sports sections, English, mathematics, drawing, shooting, an air-pilot club, a rowing club, dance circles, an IT direction, robotics clubs, and a model school. Some of these clubs are free of charge, and some are paid and quite expensive, so not everyone can afford to attend them. At the same time, the quality of free circles is significantly worse compared to private circles.

In Vinnytsia, there are clubs at schools, the WinSmart center - a free space for children from the City Council and the UNICEF space, the Palace of Children and Youth, the Palace of Schoolchildren. However, school-age respondents from Vinnytsia noted that the city **lacks narrower clubs**: culinary, floristic, photography, hairdressing, theater. There are also many clubs for children in the city, but **not enough for teenagers**.

In the cities of the Vinnytsia region, there is no such variety of clubs as in Vinnytsia. For example, in the city of Khmilnyk there are no IT clubs, but only sports sections, a music and art school, and journalism.

Parents note that despite the diversity of clubs in Vinnitsia, they do not have enough places. Currently, there are many IDPs living in the city, so schools and clubs are overcrowded. There is a particular lack of free clubs. It is quite difficult to sign up for them, because registration is closed in 10-15 minutes, since there are no vacant places left.

CHERNIVTSI REGION

Schools in Chernivtsi have clubs in volleyball, basketball, football, drawing, swimming, karate, tennis, music, card clubs, plywood burning, modeling, design, English, and a music school. The City House of Children's Creativity has a theater and a vocal studio. There is a

tourist club “Plast” in the city, as well as a chess club from the CO “We are near”. There is a project called “Shelter Chernivtsi”, which organizes free workshops for IDP children. Parents also mentioned the address of “Koshevoy, 30”, where the center with various clubs is located.

For young people, there is a Youth Center, where various events are often held. The children noticed that there are **not enough entertainment activities for teenagers** in Chernivtsi. For the most part, all activities are designed for young children.

Parents living outside the city said that **there are no clubs in their area**, so they have to take their children to the city. Parents are also upset that almost all clubs in the city are paid, and there are not enough free clubs.

EVALUATION AND PROSPECTIVES OF DIGITAL LEARNING CENTRES

3.1 Awareness in digital learning centers

The majority of respondents are aware of the functioning of DLC and understand their main purpose and purpose.

The purpose and main task of creating DLC is understood by community residents as:

- helping children in their studies, catching up on the school curriculum and beyond;
- providing knowledge, skills and abilities in working with digital technologies;
- organization of comfortable leisure and communication, socialization and integration of children into society;
- promoting the improvement of the emotional state of students.

The educational function of the digital learning center, according to the respondents, looks like assistance in doing homework, preparing educational projects and presentations, providing comprehensive additional information on any subject. Also, DLC digital educational spaces help to avoid problems with learning due to power outages.

Some centers, according to respondents, are designed for offline learning, there are full-fledged school classes with the participation of school teachers. Children have the opportunity not only to prepare for the next lessons, but also to attend lessons online in the center. That is, children feel unity with their school friends, cohesion, and the atmosphere of offline learning, which was forgotten due to quarantines and a full-scale invasion.

“This center was created so that children living in this dormitory and nearby have the opportunity to do their homework. And as far as I understand, for those children who studied online, study there, because there are laptops, access to the network, because not all families have the opportunity to buy those tablets or laptops that have left their place of residence.”

From II with parents, Chernivtsi region.

Among the main purposes of the center, respondents name the acquisition of children’s ability to use a computer, obtaining skills in working with certain programs, their creation, and informing about cybersecurity.

Respondents who do not attend the DLC Digital Learning Center imagine it as one

that is directly related to IT, exact sciences, in which learning takes place online.

There is a widespread opinion among community residents that the purpose of DLC digital educational centers is to **organize, diversify leisure, recreation, development, cohesion, and communication of children**. More comfortable conditions are created here to prepare children for adult life, and their socialization takes place. Respondents emphasize that DLC centers are designed to provide support to children in wartime in comprehensive areas - psychological, cultural, entertainment.

“The center helped them relax because they feel that they are important, that they are welcome there, that they have their place there. They run there and are in no hurry to return from there.”

From II with parents, Chernivtsi region.

Some of the respondents in the western regions (Lviv region) believe that **DLC are not very much in demand** among them, they are more designed and will be more useful in the east and central part of Ukraine.

Adult residents of communities mostly learn about the activities of the DLC from friends, acquaintances, and other parents.

The source of information for children is parents, friends, and the Internet. Respondents also receive information from teachers who invite DLC center employees to their classes and help them arrange online meetings with parents.

Information on the activities and capabilities of the centre is provided on the city council website, in local Viber or Telegram channels (Dnipropetrovsk region), in social networks created for IDPs (Chernivtsi region).

Information work among the population is carried out by representatives of DLC who visited educational institutions, left leaflets with information about the center and questionnaires for those who wish to attend it. The dissemination of information was facilitated by meetings with local authorities and self-government, initiated by the teachers of the center.

Increases residents' awareness of the existence and activities of DLC centers and their location. This is due to the fact that they are located near the respondents' place of study or residence, in educational institutions attended by children (Lviv oblast), or in dormitories where they live (Chernivtsi region).

Thus, the awareness of the activities of the digital educational centers of the DLS is at a fairly high level, there is a small number of respondents who do not visit the center due to lack of awareness, but most of the non-visitors know that such centers exist, know their location, but have their own reasons not to visit.

3.2 Performance evaluation of digital learning centres

Almost all respondents-visitors have been engaged in digital educational centers since the beginning of their existence (from 6 months to two years). **Most visitors rate the work of the spaces at the highest level** (from 8 to 10 points out of 10).

Classes here take place, most often, according to the schedule: the first half of the day - juniors, the second - older children. From 10 to 12 children are engaged in groups, each with their own separate gadget.

It is important to emphasize that inclusive spaces for children with special educational needs have been created in digital educational centers, which gives them the opportunity to gain knowledge and spend their leisure time on an equal basis with others.

Activities in DLC centers are aimed at children of all ages, they are quite diverse, each child has the opportunity to find something that interests him. Learning is successfully combined with relaxation and entertainment.

If this is education, then **it is as close as possible to school**, there is a blackboard where you can write with chalk and markers, there is an interactive board.

Children are engaged in mathematics, perform logical exercises, study Ukrainian, English, computer science, and conduct experiments. Visitors to the center are attracted by the **variety of types of work**.

Very important and appropriate for children, according to the respondents, is the help of the center's teachers with homework. Visitors have the opportunity to print the necessary material for training.

"Our Center has a schedule, for example, on Monday we play games, in winter we just played games, and, for example, when the weather is good, we go outside because it is warm. On Tuesday we watch a movie, play outside. On Wednesday we dance, we also play in the street, there are games – "Uno", "Mafia". On Thursday we sing, after singing we go outside, we play different games there: volleyball, some basketball. And on Friday, we play on the street."

From FGI with children of middle school age, Kyiv region.

"So I bring my boy, an inclusive, they don't put him in jail, but they try to entertain him so that he just has enough mood for the whole day, such zealous girls."

From II with parents, Kyiv region.

DLC digital educational centers host events that provide an **opportunity for the creative development** of the child, for example: modeling from plasticine, weaving from beads, appliqués, drawing, sand painting, creating paintings by numbers, origami, working with 3D pens. Children are given the opportunity to take part in the design of the space, it is very exciting and enjoyable for them.

"Cool technologies, that is, equipment, there is a lot of the latest equipment, some sandboxes are so cool. You can draw there, it's so highlighted. For example, I don't have one at home. But it's cool, when I came there, I was allowed, we drew there, did something, cool."

From FGI with children of senior school age, Kharkiv region.

Among the events held by the centers, there are **invitations of interesting personalities**, representatives of various professions, even theatrical groups (Kharkiv region), children like it very much. Respondents from Lviv, Dnipropetrovsk, and Kyiv regions are interested in holding such events. Some centers organize holidays in which children willingly participate, dress up in bright costumes, and perform in front of the audience.

Equipping the centers with modern technology makes it possible to use the Internet, work on computers, create various programs, games, perform entertainment exercises, and engage in digital design. In addition to studying, children have the opportunity to play a variety of games on laptops and compete in Kahoot. A variety of methods and forms of education and upbringing contribute to motivation and the opportunity to learn something new, to

acquire certain skills and abilities in the field of IT.

An interesting event for children is playing **board games**, the choice of which is very large, everyone plays together - both children and teachers.

One of the most common (in all regions, except Lviv) and popular events is the joint viewing of interesting films, cartoons and their discussion.

There are also **psychologists** in digital educational centers who you can contact and get the help you need.

Employees of DLC digital learning centers pay attention to the physical development of children and hold sports events. Children are engaged in outdoor exercises, physical education minutes are arranged between classes, playing volleyball, football, and playing in the fresh air.

During the holidays, camps are organized in the centers, where children not only have fun, participate in various quests, but also receive interesting information.

But some respondents point out that children in the centers lack physical activity (Kharkiv region), sports grounds on the street near the center (Dnipropetrovsk region).

PARENTS' ATTITUDE TO CHILDREN'S VISITS TO THE CENTER

Most parents are satisfied with the fact that the child attends a center where there is relative safety, supervision of children. They emphasize positive changes in the emotional state of children, because they come back from classes in a good mood, with a desire to talk about what they have been taught. Children make their own choice about visiting the center, no one forces them, no one restricts them, parents can simply offer, and the child decides what to do.

It is important for parents that they have free time to deal with their own affairs during their child's stay in the center.

COMMUNICATION

DLC centers **cover the basic need of children today - the need for communication**, live communication. The vast majority of children visit the centers with classmates or friends familiar to them, there is an opportunity to see their classmates, the connection with whom was almost always online before, to have fun in their free time. Many people have new preferences, new acquaintances. Visitors to the center get along well with each other, the atmosphere there is friendly and friendly.

Thanks to the center, **children can more easily adapt and integrate into the community of their peers due to live communication**

Children receive a certain emotional overload, a sense of care, their importance to others, they have pleasant memories of school life. They become more active, more self-confident. Parents emphasize that thanks to the center, children have become more independent and responsible.

"We lived in Lviv for a year and a half, and it was very difficult for him. He was persecuted, called an orc because he was a Russian-speaking boy, and once they tried to beat him." After these few classes, he had already integrated, he was already there, he was not afraid, he came

in and told me: "That's it, come on, for now, I'll study, you'll come later." His emotional state has really improved. He understood that he could communicate with the children there, and there would be no such problems, and little by little, somewhere from the middle to the end of summer, he had already begun to adapt to our area, to communicate a little with the children, and he saw that plus/minus, everything is stable, everything is fine, no one will offend him for his Russian language, although he tries to speak Ukrainian a little."

From II with parents, Vinnitsa region.

COMMUNICATION WITH EMPLOYEES

All respondents emphasize the qualifications and literacy of educators, they can always be contacted in case of any need or question.

Employees of digital educational centers have all the necessary skills for effective communication with children and adults, namely:

- know how to listen and hear;
- are able to understand and feel the child, show care;
- show sincerity and tact;
- avoid misunderstandings, know how to negotiate;
- competently provide new information, know how to provoke interest.

Facilitators enjoy **authority among children**, show attentiveness and kindness, including when working with children with SEN.

Teachers are responsible, attentive to the needs of children, pay attention to their emotional state, state of health. Employees have an approach to each child, they know how to interest, explain, and lead by example. According to respondents, the facilitators of the DLC are always calm, balanced, friendly, and trustworthy.

"It happens that children with special needs come, they can scream, but we are all used to those children. There comes a guy who has cerebral palsy or something else. When he arrives, as he sees that someone at this computer that he loves, he starts screaming, the facilitators run and that child is quietly persuaded to get up, let's go to another. That's how children get used to it. With attentiveness, so that everyone feels good, because now it is impossible to single out one child so that he still suffers."

From II with parents, Lviv region.

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From FGI with children of middle school age, Kyiv region.

SECURITY AND COMFORT

Children feel safe, comfortable, and calm in the center. Not a single **respondent recalled the conflicts** and unpleasant situations that took place in the center, so the children com-

municate with each other with pleasure, they make new friends, with whom they continue to communicate outside the center. Parents do **not recall such cases** when the child came home from classes sad or depressed.

During an air raid, if there is a shelter in the center, children with facilitators go down there, sometimes they are picked up by their parents, who are informed in the group for visitors to the center that the children are going down to the shelter. Sometimes the premises of the center are the basement, so the children and their teachers stay where they were. In the shelter, children play board games, communicate, watch movies, draw, which makes their stay there comfortable and gives them a sense of security.

“They are under surveillance, no one leaves them there alone. I calmly hand over my child there, because I know that they have their parents’ phone numbers there at every opportunity, and they can call. Therefore, I believe that it is safe for them there.”

From II with parents, Lviv region.

In some centers, it is a prerequisite that parents are nearby when children visit the center, and in the event of an air raid, take their children home. This causes dissatisfaction among parents, because it is inconvenient for them to be around all the time, and in a short time there is no way to get there (Dnipropetrovsk region)

Children and parents are aware that no one guarantees complete safety during the war, but they continue to visit the spaces, and in case of danger, they strictly follow the instructions of educators. Even if the shelter is an ordinary corridor, compliance with the rules of two walls, children **still feel comfortable and safe in the center.**

EVALUATION OF PREMISES OF DLCS

The premises of DLC are rated as comfortable, designed for learning, entertainment and recreation of children, they are clean, tidy, warm, bright, relatively safe, have everything you need for learning and entertainment, bright, decorated in a modern way.

It is important for the respondents that children, while in the DLC, have the opportunity **to have a snack with cookies**, drink tea, there is always clean water, disposable tableware. There are bathrooms in the room, in some centers toilets are equipped for children with special needs.

The space has the latest devices for work and entertainment – laptops, tablets, headphones, everything is always enough for all the children visiting. The room has everything for full-fledged classes: tables, chairs, drawers, a blackboard, an interactive whiteboard, a projector, a library. **Some visitors emphasize the replenishment of the library with more modern literature**, for example, collections by S. Zhadan (Vinnitsia region).

Children especially like **soft ottomans**, where they can play and relax comfortably.

It should be noted that some of the respondents emphasize the need to expand the room where children study, because the number of visitors has increased, sometimes there is not enough free space.

3.3 Development prospectives for DLCs

The main requirement for the work of the center, which is emphasized by the respondents, is live communication.

Among the popular activities and events, respondents name both those that are already being held and new areas: professionally oriented (IT technologies, courses for video bloggers, photographers, the basics of artificial intelligence, website development, SMM management, financial literacy, the basics of doing business, marketing), deepening knowledge in educational subjects (language learning is an interesting format for conducting such classes with a native speaker "Speaking club", mathematics, mental arithmetic, physics, chemistry, ecology, astronomy, psychology, literary circles), sports activities (yoga, Pilates, recreational gymnastics, football, volleyball, self-defense courses - most of the girls are interested, Thai boxing), creative circles (3D design, robotics, drawing, tattooing, clay modeling, creating collages, building with Lego, music - playing the guitar, vocals, modern dances, acting, cooking), soft skills development, as well as other activities: research, inviting interesting guests, board games, quests, performances, watching movies, some would also be interested in driving courses and gaining knowledge about cryptocurrency. Respondents (high school children and their parents) emphasize the need for NMT preparation courses and career guidance activities.

"Sports activities are possible, sports are necessary for every person in the first place, and now for children, sports are so, because they are mostly sitting, there is no movement, because it is impossible."

From II with parents, Kharkiv region.

"More creative, maybe, musical circles. If it was a guitar or some instrument to bring and try, would the child like it... I think they would like it and interest them, because half of the class goes to some music clubs, for example, singing or some musical instruments, so maybe it would be interesting for children."

From II with parents, Lviv region.

"Some kind of program related to the choice of a future profession, especially for children who are 12-15 years old. For example, there are specializations where a child can choose and try to work. Maybe it would help high school kids. For me, this is relevant now, I am in favor of helping my daughter decide."

From II with parents, Chernivtsi region.

According to the respondents, it would be promising to combine various skills and abilities in the humanities with the field of IT, that is, the use of an integrated interdisciplinary approach. This will interest children, give them the opportunity to effectively use the acquired knowledge in the future.

CONVENIENT FORMAT AND TIME FOR DLC CENTERS TO HOLD EVENTS

Most respondents find it more **convenient to visit the space** during their studies in the afternoon, somewhere from 15:00 to 16:00. On weekends or holidays, it is more convenient to visit the center in the morning, from 10-00.

As for visiting the center on weekends, opinions are divided: some respondents consider weekend classes to be the best option, because on other days there are classes at school.

Some respondents, on the contrary, believe that weekends are not suitable for visiting the center, because other things are planned on these days.

According to the respondents, there should be up to 10 people in groups of children studying in digital educational centers. The optimal frequency of visiting the space is 2-3 times a week. The desired duration of classes for most respondents is 2-3 hours. As one of the components of a comfortable stay, respondents name the distribution of visitors to the center by age and, according to age, by time. Some of the visitors offer to give them the opportunity to connect to classes online when they do not have the opportunity to get to the educational center.

It should be noted that some respondents are concerned about information among community residents about the closure of centers.

BARRIERS FOR ATTENDING DLCS

Among the main barriers to visiting the centers were: distance from the place of residence, visits to the center by children of different age categories at the same time, their large number, insufficient space in the premises (Vinnytsia region, Lviv region, Kyiv region), short working hours of the center, work center only on weekdays; security situation, lack of opportunity to pick up the child during an alarm, dangerous location of the space, discomfort due to poor arrangement of places for personal hygiene (restrooms, Kharkiv region); placement of other organizations in the territories of the center (Kharkiv region); lack of time for children, as they visit other groups and tutors, teenage shyness (children need company to visit), lack of need to visit the center, monotony in activities, long queue to visit the center, many interested (Dnipropetrovsk region), not enough physical activity among the activities of the center.

“Because it is not an underground place, but unfortunately, an above-ground one. If it was underground, yes, at least a little, you know, like the shelter, I don’t know, then I probably still drove then, but I didn’t have such confidence, especially knowing where we were, our whereabouts and that there were air raids every day.”

From FGI with parents, Kharkiv region.

“There is no area anywhere where a child can go out and run around. The rooms are small, if, for example, it is stuffy, then it is better to run outside, then sit down, than just sit in a stuffy hall.”

From FGI with parents, Dnipropetrovsk region.

Respondents offer the following recommendations for arranging and filling the space of the centers:

- Creation of a recreation area;
- Creating a “safe zone”, i.e. a separate enclosed space with a soft covering, to minimise injury; Here, children can run, scream, and thus splash out energy, which is important for replenishing resources during the war;
- Opening of a café in the space;
- Organization of joint leisure activities for children and parents;
- Implementation of a project with the involvement of donors and partial payment by

parents for children's health improvement through sports events;

- Invitation to the staff of the center of a speech therapist for preschoolers (Vinnitsia region, Kharkiv region, Dnipropetrovsk region);
- Networking of centers in the community is a field trip of the centers to remote settlements of communities, which will take place several times a week. This will increase the access of children to out-of-school education who live in areas far from the center.

"It would be possible to add a small chill area, substitute some kind of sofa, perhaps spend it there, put, perhaps, some kind of "playstation", this is already so, purely entertainment. So that there was some kind of chill zone."

From FGI with children of senior school age, Chernivtsi region.

"It would also be very important in these projects not only to take children, but also to spend joint leisure time between parents and children. Maybe in some quests, some gymnastic training. Something to bring parents and children together."

From II with parents, Chernivtsi region.

RESULTS OF THE DESK RESEARCH ON THE LEVEL OF ACCESS OF CHILDREN TO QUALITATIVE LEEARNING

Large-scale armed Russian aggression has caused a large number of devastating consequences for the education system of Ukraine. The temporary occupation of part of the state's territory, systematic shelling of residential buildings, infrastructure and administrative buildings, attempts to destroy the energy supply system have negatively affected the possibility of exercising the right of Ukrainian children to complete general secondary education. However, the progressive development and continuous improvement of educational processes over the past decades have made it possible, in the conditions of the legal regime of martial law, to rely on the already developed methodological and legal basis, which provided for a wide variety of forms of education – distance, external, family, pedagogical patronage and others. The achievements of the educational system developed during the COVID-19 pandemic regarding the organization of distance education in synchronous mode were fruitfully used to organize the education of children in the conditions of high-intensity armed conflict. It can be stated that the education system of Ukraine, despite the losses and constant attempts of destabilization by the aggressor state, has retained its integrity and ability to provide access to educational services.

At the same time, the long-term nature and scale of terrorist attacks by the Russian Federation in all regions of Ukraine have led to an increase in the use of distance learning, especially in the frontline regions. In turn, this contributed to the emergence of a number of problems related to the inability of teachers to provide an individual approach to each student in an electronic educational environment, the inhibition of the processes of socialization of children without live communication with teachers and classmates, problems of access to the Internet during power supply restrictions, the inability of some parents to provide proper conditions for their child's education due to the loss of housing. work, the main sources of livelihood.

This results in uneven access of children to quality education in the formal education system and necessitates the study of key problems in this area.

1. Fundamentals of Legal Regulation in the Field of Ensuring Quality Formal Education under the Legal Regime of Martial Law.

The Constitution of Ukraine in Art. Article 53 defines the right and obligation of citizens of Ukraine to obtain complete general secondary education. At the same time, the state must ensure the accessibility, free of charge and development of such education and various forms of education². Ensuring the quality of education and the quality of educational activities, as well as equal access to education without discrimination on any grounds, are included in the leading principles of educational activity by the Law of Ukraine "On Education". The same law defines the concept of formal education as education that is obtained under educational programs in accordance with the levels of education, fields of knowledge, specialties (professions) determined by law and provides for the achievement by students of the learning out-

2 <https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80#Text>

comes of the appropriate level of education and the acquisition of qualifications recognized by the state.³

The Law of Ukraine “On Complete General Secondary Education” established the legal, organizational and economic principles for the functioning and development of the general secondary education system, defined the requirements for a safe educational environment, and enshrined the concept of quality of complete general secondary education, which means the compliance of learning outcomes obtained by a student at the appropriate levels of complete general secondary education with state standards⁴. The State Service of Education Quality of Ukraine is the central executive body that implements state policy on ensuring the quality of education, ensuring the quality of educational activities, exercising state supervision (control) over educational institutions regarding their compliance with the legislation. This body conducts institutional audits of educational institutions; provides them with recommendations on the organization and functioning of the internal quality assurance system of education; monitors the quality of educational activities and the quality of education, etc.⁵

The Order of the Ministry of Education and Science of Ukraine dated September 8, 2020 No. 1115 approved the Regulation on the distance form of obtaining complete general secondary education. This legal act defined the features of legal relations in the electronic educational environment, which is understood as a set of conditions for learning, upbringing and development of students, which are provided with the help of modern educational, information and communication (digital) technologies. The Regulation stipulates that the organization of distance learning provides an opportunity to exercise the right of persons to quality and accessible education in accordance with their abilities, interests, needs, motivation, opportunities and experience, regardless of age, place of residence or stay, state of health, disability, social and property status, other signs and circumstances, including those that objectively make it impossible to attend educational institutions. Receipt of educational materials, communication between subjects of distance learning during educational and correctional and developmental classes, consultations conducted remotely, is ensured by the transfer of video, audio, graphic and text information in synchronous or asynchronous mode. Teachers independently determine the mode (synchronous or asynchronous) of individual training sessions. At the same time, at least 30 percent of the study time provided by the educational program of the educational institution is organized in synchronous mode (the rest of the study time is organized in asynchronous mode).⁶

On November 20, 2019, Ukraine acceded to the **Safe Schools Declaration**⁷, By the Order of the Cabinet of Ministers of Ukraine dated August 4, 2021, No. 898-p, the Action Plan for the implementation of the Declaration on the Safety of Schools was approved, which, among other things, provided for the provision of students and teachers with electronic educational resources, the provision of teachers of general secondary education institutions with the necessary technical means for the organization of distance learning, other forms of general secondary education using technology distance learning, ensuring the connection of educational institutions located in rural areas to high-speed Internet and creating technical opportunities for participants in the educational process (teachers and students) to participate in distance learning (within the framework of the 2911060 program “Subvention from the State Budget to Local Budgets for the Implementation of Measures Aimed at Increasing the Availability of

3 <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

4 <https://zakon.rada.gov.ua/laws/show/463-20#n984>

5 <https://zakon.rada.gov.ua/laws/show/168-2018-%D0%BF#Text>

6 <https://zakon.rada.gov.ua/laws/show/z0941-20#Text>

7 <https://www.unicef.org/ukraine/en/press-releases/unicef-and-ministry-education-and-science-join-eforts-enhance-security-schools>

Broadband Internet Access in Rural Areas”), as well as providing psychological educational support.⁸

On March 29, 2024, the Cabinet of Ministers of Ukraine approved the Order “On Amendments to the Order of the Cabinet of Ministers of Ukraine dated August 4, 2021 No. 898, which updated the Action **Plan for the Implementation of the Safe Schools Declaration**”. The analysis of the changes shows the exclusion from this Action Plan related to the provision of students and teachers with electronic educational resources, as well as access to the Internet in rural areas. In addition, the “Financing” section was added to the Plan. Providing teachers of general secondary education institutions with the necessary technical means for the organization of distance learning is provided exclusively at the expense of donor assistance, and measures of psycho-emotional support for participants in the educational process, according to the rulemaker, do not require funding.

The educational process in general secondary education institutions in the 2023/2024 academic year, in accordance with the decisions of the regional, Kyiv city military administrations and the founders of educational institutions, can be organized in full-time, distance learning or a combination of them (in a mixed mode), depending on the capabilities of the fund of protective structures in these institutions. The organization of the educational process depends on the security situation in each locality. The structure and duration of the school week, school day, classes, rest between them, forms of organization of the educational process are determined by the pedagogical council of the educational institution within the time provided for by the educational program, in accordance with the amount of academic load established by the curriculum, and taking into account age characteristics, physical, mental and intellectual development of students, characteristics of the region, etc. The educational process in full-time form is introduced in the premises or buildings of an educational institution only within the estimated capacity of civil defense structures that can be used to shelter participants in the educational process in case of turning on the “Air Alarm” signal or other relevant warning signals. If the capacity of civil defense facilities is insufficient to shelter all participants in the educational process, then the educational process can be organized by distributing study time within hours (shifts) during the day, hours (shifts) and days during the week, hours (shifts), days and weeks during a month or semester, etc.¹⁰

Thus, the legal regulation of relations that arise in the implementation of the right of the child and the acquisition of complete general secondary education under the legal regime of martial law allows for flexible adaptation to changes in the operational situation and taking into account threats to the safety of participants in the educational process. At the same time, a number of problems related to differences in the assessment of the level of threats by the child’s parents remain relevant (as a result of which some children may stay at home, and some may come to school, which destabilizes educational processes). The vagueness of legal regulations regarding the asynchronous mode of learning gives rise to the lack of uniform requirements for the quality and type of educational materials used in it – these can be both video lectures that contain detailed explanations of the educational topic, and photographs of the pages of the textbook with tasks that students must solve on their own. The refusal to finance Internet access programs in rural areas within the framework of the Action Plan for the implementation of the Safe Schools Declaration is generally consistent with the government’s policy of closing rural schools (200-250 rural secondary education institutions cease to exist annually in Ukraine, from September 1, 2025, it is planned to stop budget funding for

8 <https://zakon.rada.gov.ua/laws/show/898-2021-%D1%80#Text>

9 <https://www.kmu.gov.ua/news/aktualizovano-plan-zakhodiv-shchodo-deklaratsii-pro-bezpeku-shkil-rishennia-uriadu>

10 https://osvita.ua/legislation/Ser_osv/89791/

schools with less than 45 students). However, the problems of the insufficiency of electronic educational resources and the need for qualified psychological support for teachers remain relevant.

2. Types of schooling (online, off-line and mixed)

According to the State Statistics Service of Ukraine, as of the beginning of the 2022/2023 academic year, there were 12976 general secondary education institutions in Ukraine, in which 4,041,976 students studied.¹¹

According to the Ministry of Education and Science of Ukraine (provided by the international organization "Save the Children"), as of 15.10. In 2023, the educational process was carried out in 12,604 general secondary schools, of which: 7,190 general secondary schools provided full-time educational services, 2,575 secondary schools provided distance learning, and 2,839 secondary schools provided mixed educational services. For comparison: in September 2022, 3.5 thousand people provided full-time educational services. institutions of secondary education; distance learning – 5.5 thousand; for mixed – more than 3.8 thousand tons¹². After February 2023, the reports of the Ministry of Education and Science of Ukraine in the form "Review of the current state of education and science" were not published on the official website of the Ministry¹³.

As for the regions, as of October 2023, there were 620 general secondary schools in Vinnitsia region (including offline – 496, online – 19, mixed form – 105), Dnipropetrovsk – 806 general secondary schools (32/297/477), Kyiv region – 627 general secondary schools (362/13/252), Lviv region – 1093 general secondary schools (1008/0/85), Kharkiv region – 621 general secondary schools (0/602/19), in Chernivtsi region – 340 secondary schools (287/0/53).¹⁴

According to the Register of Educational Entities, as of July 20, there are 773 secondary schools in Vinnitsia region, 932 in Dnipropetrovsk region, 743 in Kyiv region, 1282 in Lviv region, 776 in Kharkiv region, and 432 in Chernivtsi region¹⁵. The Register includes general secondary schools located in the temporarily occupied areas. In the temporarily occupied territory, together with branches, there were 894 general secondary schools (as of May 21, 2023)¹⁶.

The lack of free access to official data on the forms of education, prepared according to a single scientifically based methodology by the competent public authority, somewhat complicates the task of researchers and donor organizations, who have to collect the necessary information on their own. Attempts to fill the gaps in the data on the number of general secondary schools that provide educational services in full-time, distance and mixed forms have been made in several studies. Their results have significant differences due to the goals, sampling and questioning, however, they make it possible to identify a number of existing trends in the activities of general secondary schools. Thus, in the report on the results of the study of the quality of the organization of the educational process in the conditions of war in the 2022/2023 academic year, prepared by the State Service for the Quality of Education

11 https://www.ukrstat.gov.ua/operativ/operativ2022/osv/osv_rik/arch_pto_u.htm

12 <https://mon.gov.ua/ua/ministerstvo/diyalnist/mizhnarodna-dilnist/pidtrimka-osviti-i-nauki-ukrayini-pidchas-vijni>

13 <https://mon.gov.ua/ua/ministerstvo/diyalnist/mizhnarodna-dilnist/pidtrimka-osviti-i-nauki-ukrayini-pidchas-vijni>

14 https://www.ukrstat.gov.ua/operativ/operativ2022/osv/osv_rik/arch_pto_u.htm

15 <https://registry.edbo.gov.ua/zagalna-serednya-osvita/>

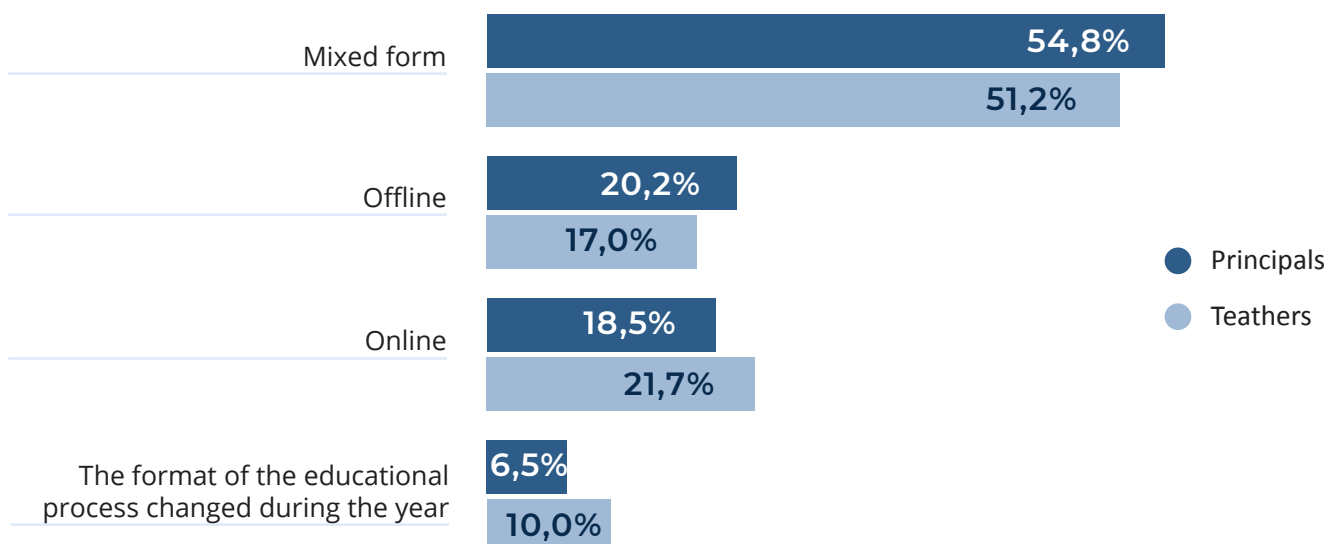
16 <https://mon.gov.ua/storage/app/media/zagalna%20serednya/serpneva-konferencia/2023/22.08.2023/Inform-analytic.zbirn-Osvita.v.umovah.voyennogo.stanu-vykl.rozv.povoyen.perspekt.22.08.2023.pdf>

of Ukraine with the support of the initiative “Maintaining Access to School Education”, it was determined that as a result of Russia’s full-scale war against Ukraine, about 800 thousand of schoolchildren changed the form of education from full-time to distance (from 17,669 students in 2021 to 772,909 in 2022) and family (home) (from 4,695 to 64,409 students, respectively). Most of all, these changes affect the East and South of the country, from where about 40% and 30% of students, respectively, were forced to go abroad or to other regions of the country. In the first half of the 2022/2023 academic year, it was not possible to resume full-time education in full. Only 15% of educational institutions worked full-time, 33% remotely, and 51% mixed, combining full-time and distance learning. In the East and South of Ukraine, distance learning prevailed, in the Center and in the North — mixed, in the West — mixed learning in cities and full-time in villages.¹⁷

The study, conducted by the research company “Gradus Research” from September 27 to October 14, 2023, made it possible to obtain the following data on the use of various forms of education in 6 regions of Ukraine: in the Kherson region, 56% - online, 17% - mixed form, 27% - full-time; in Sumy region - 40% - online, 28% - mixed form, 32% - full-time form; in Kharkiv region - 97% - online, 2% - mixed form, 1% - full-time form; in Zaporizhia - 94% - online, 5% - mixed form, 1% - full-time form; in Chernihiv region - 16% - online, 18% - mixed form, 66% - full-time form; Kherson - 92% - online, 2% - mixed form, 6% - full-time form.¹⁸

A study on the implementation of the NUS reform in pilot educational institutions (basic school) in 2023 found that more than half of the pilot educational institutions under martial law carried out the educational process in a mixed form: 54.8% of principals and 51.2% of teachers reported this. Also, some teachers noted that, depending on the situation, the format of the educational process changed throughout the year.¹⁹

DISTRIBUTION OF ANSWERS ABOUT ORGANIZATION OF SCHOOLING IN 2022-2023²⁰



Analysis of data related to the distribution of forms of education in general secondary schools indicates an increase in the use of distance learning with synchronous (online) and asynchronous modes of education. The main reasons that contribute to its use include: the need to ensure the safety of participants in the educational process during air raids, the departure of students abroad or to other regions of Ukraine, problems with energy supply.

17 <https://sqe.gov.ua/wp-content/uploads/2023/04/yakist-osvity-v-umovah-viyny-web-3.pdf>

18 https://osvita.ua/doc/files/news/904/90487/Realnist_osvityan_u_vijskovih_umovah__1.pdf

19 https://iea.gov.ua/wp-content/uploads/2023/10/pilot_nus_report_2023.pdf

20 https://iea.gov.ua/wp-content/uploads/2023/10/pilot_nus_report_2023.pdf

General secondary schools, in the presence of equipped shelters, try to make the most of the opportunities of mixed education, which combines distance and full-time forms of education. However, for a number of secondary schools that do not have equipped shelters, or which are located in the occupied territory or near the areas of hostilities, distance education (in combination with individual forms, such as external studies, family education, and pedagogical patronage) remains the only option for providing educational services.

3. Level and quality of teaching support and quality of teaching support

Numerous stress factors associated with the conduct of hostilities on the territory of Ukraine, the widespread use of distance learning, and the insufficiency of socialization measures necessitate the use of support measures for all participants in the educational process. However, if teachers and parents of students, being adult capable persons, can choose the methods and types of methodological, psychological and other assistance they need, then children need a more attentive approach, taking into account the peculiarities of their current mental state, the formation of the ability to learn independently and the level of assimilation of the content of the educational program.

Providing support to students has two components – intellectual and psychological. The main reason for the need for intellectual support from teachers is losses in the educational process due to the absence of classes due to the lack of Internet, lack of electricity, illness of students, difficulties with the assimilation of educational material when using asynchronous learning mode. The most common form of support is to provide students with materials of a theoretical and practical nature, the assimilation of which is expected to be independent. Thus, according to the State Service of Education Quality of Ukraine, compensation for losses in educational time (missed classes) most often occurs through the provision of students with educational materials (presentation, video, similar online training sessions) and tasks for self-study. Group and individual consultations, additional training sessions are less often held.²¹

According to the results of a study conducted by the sociological agency Vox Populi at the request of the savED Charitable Foundation, 44% of the surveyed students answered that all or most teachers offered help and support in overcoming learning difficulties. According to a third of the pupils (31%), only some teachers or no one provided assistance. 18% of students could not answer this question. 75% of pupils did not deny that they had certain gaps in knowledge. If we take them as 100%, then a quarter of such students (27%) claim that they did not receive help from teachers. Among parents, the figures are higher — 77% do not deny the existence of gaps in children, but at the same time, 31% among those with gaps did not receive support from teachers. According to parents and children, the most popular form of support is additional tasks/materials, followed by individual and group consultations, additional classes. At the same time, 94% of teachers did not deny that they have students with gaps in knowledge. Although only 1% of such teachers did not offer anything for support, and most of them not only provided additional tasks/materials, but also conducted (according to them) group and individual consultations.²²

21 <https://sqe.gov.ua/wp-content/uploads/2023/04/yakist-osvity-v-umovah-viyny-web-3.pdf>

22 <https://mon.gov.ua/storage/app/media/news/2024/02/10/Zvit.Viyta.ta.osvita.Dva.roky.povnomashtabnoho.vtorhnennya.2024.ukr-10.02.2024.pdf>

RECEIVED SUPPORT FROM TEACHERS FOR GAINING SOME TOPICS²³

Support from teachers	Students	Parents	Teachers
% had gaps in learning / had pupils with gaps	75%	77%	94%
Additional tasks, videos for self-study	40%	36%	76%
Individual and group consultations	24%	26%	68%
Additional learning sessions	22%	21%	34%
The teacher suggested that they work with other students who have mastered the topic	18%	7%	16%
I did not receive any help from my teachers	27%	31%	1%

The need for psychological support from teachers is due to the impact on children of various stress factors due to hostilities, losses (family members, home), violation of the usual modes of the educational process, restriction of communication with peers in distance and mixed forms of education, difficulties in adapting to a different social environment among internally displaced persons and persons who have taken advantage of shelter in other countries. In general, the level of psychological support provided to students by teachers can be assessed as positive. According to the data published in the National Report on the Results of the International Survey of the Quality of Education PISA-2022 in Ukraine, the majority of students (89%) agreed or fully agreed that teachers in their educational institutions treat them kindly, are interested in their well-being (81%) and treat them with respect (78%). A slightly smaller number of 15-year-olds (42%) reported that their teachers would be concerned if they came to school upset. At the same time, against the backdrop of this generally positive picture, 7% of Ukrainian students reported that they were intimidated by teachers, and 8% felt that their teachers treated them badly.²⁴

According to the results of a study conducted by the GoGlobal Educational Foundation with the support of Finn Church Aid (FCA), children from border and frontline communities (Chernihiv, Kherson, Sumy, Kharkiv, Zaporizhzhia, and Mykolaiv regions), according to teachers, have: 57% of respondents have indifference to learning, decreased motivation; 55% have impaired memory and concentration; 53% have rapid fatigue during exercise. Teachers themselves need support: according to their estimates, support measures, in their opinion, should be their personal participation in trainings, supportive meetings (from 21% to 31% of respondents), group trainings for students (from 20% to 25%), individual consultations with a psychologist (from 16% to 21%), trainings for parents (from 13% to 20%), individual work of a psychologist, social pedagogue with students (from 10% to 18%).²⁵

²³ <https://mon.gov.ua/storage/app/media/news/2024/02/10/Zvit.Viyta.ta.osvita.Dva.roky.povnomasshtabnoho.vtorhnennya.2024.ukr-10.02.2024.pdf>

²⁴ https://pisa.testportal.gov.ua/wp-content/uploads/2023/12/PISA-2022_Nacjonalnyj-zvit_povnyj.pdf

²⁵ https://osvita.ua/doc/files/news/904/90487/Realnist_osvityan_u_vijskovih_umovah__1.pdf

The level of assistance in the conditions of distance learning is influenced by the availability of teachers' technical capabilities to build effective communication with students. However, according to the results of the research, teachers' need for communication and digital devices cannot be considered satisfied: according to the answers of principals and teachers, to organize the educational process under martial law, teachers lack uninterrupted access to the Internet (42.8% of teachers and 36.3% of directors), access to electronic resources with didactic materials for students (38.3% and 29.8%, respectively) and a sufficiently powerful computer/tablet (30.7% and 39.5%). Only a quarter of principals and about a quarter of teachers reported that they had enough to organize the educational process under martial law²⁶. In addition, factors such as lack of free time for teachers, different time zones for students and teachers, and the reluctance of students and parents to allocate additional time have an impact on the provision of individual assistance to students²⁷.

In general, the level and quality of support for students by teachers during the war can be described positively. There is a lack of individual forms of assistance in overcoming gaps in the assimilation of the educational program, as well as the imperfection of the technical capabilities of teachers to perform their functions in the use of distance education.

4. Number of hours for online learning

One of the main problems that reduce the quality of the educational process in distance form is the contradiction between the time required to master the content of the educational program and the physiological capabilities of the child's body to work in the digital environment without harm to their body. According to the Sanitary Regulations for general secondary education institutions, approved by the order of the Ministry of Health of Ukraine dated 25.09.2020 No. 2205, in the conditions of martial law, an emergency situation of a different nature, the continuous duration of classes when organizing distance learning in a synchronous format should not exceed for students:

Grades 1-2 - 2 lessons of 30 minutes or 3 - 20 minutes each;

Grades 3-4 - 2 lessons of 45 minutes each, or 3 - 30 minutes each, or 4 - 20 minutes each;

Grades 5-6 - 2 lessons of 45 minutes each, or 3 - 35 minutes each, or 4 - 25 minutes each;

Grades 7-9 - 2 lessons of 45 minutes each, or 3 - 40 minutes each, or 4 - 30 minutes each, or 5 - 25 minutes each;

Grades 10-11 - 3 lessons of 45 minutes each, or 4 - 35 minutes each, or 5 - 30 minutes each, or 6 - 25 minutes each.²⁸

The analysis of the schedules of classes in the general secondary schools of Vinnytsia, Dnipropetrovsk, Kyiv, Lviv, Kharkiv and Chernivtsi regions shows their compliance with the Sanitary Regulations.

Thus, in the municipal institution "Derhachi Lyceum No. 1 named after Danylo Bakumenko" of the Derhachi City Council of the Kharkiv region, in the schedule of lessons of grades 1-4 in the conditions of distance learning for the 2023/2024 academic year in synchronous mode for students of grades 1-2 provides 3 lessons of 20 minutes each, grades 3-4 - 4 lessons of 20 minutes each. For grades 5-6 there are 4 lessons of 25 minutes each, for grades 7-8 - 5 lessons of 25 minutes each. Grades 8-9 have 5 lessons of 25 minutes each, grades 10-11 have

26 https://iea.gov.ua/wp-content/uploads/2023/10/pilot_nus_report_2023.pdf

27 <https://sqe.gov.ua/wp-content/uploads/2023/04/yakist-osvity-v-umovah-viyny-web-3.pdf>

28 <https://zakon.rada.gov.ua/laws/show/z1111-20#Text>

6 lessons of 25 minutes each.²⁹ On the other hand, in Lyceum 6 in Novomoskovsk, Dnipropetrovsk region, 4-5 lessons per day are provided for grades 1, of which 3 take place in synchronous form lasting 20 minutes each, and 1-2 are in asynchronous form. For 11 grades, there are 7 lessons per day, the number of synchronous among which ranges from 2 to 4.³⁰

The form of publishing the schedule of distance learning classes of some secondary education institutions indicates the existence of problems in the field of information support of their activities.

SCHEDULE OF CLASSES ON WEBSITE OF THE GOGOL LYCEUM OF THE VELYKA DYMER VILLAGE COUNCIL OF THE BROVARY DISTRICT OF THE KYIV REGION³¹

Клас	Номер уроку	Час початку	Назва уроку/предмету	П.І.П. вчителя
5-А	1	8.30 - 8.50	Українська мова	Дудко Л. П.
5-А	4	11.25 - 11.45	Математика	Аржимінов В.В.
5-Б	3	10.20 - 10.40	Українська мова	Москаленко Л. П.
5-Б	6	13.25 - 13.45	Основи здоров'я	Михайленко Л.В.
6-А	3	10.20 - 10.40	Всебітний історія	Григоренко О. М.
6-А	5	12.30 - 12.50	Історія України	Аржимінов В.В.
6-Б	3 4	11.25 - 11.45	Англійська мова	Сизоненко Л.В.
6-Б	2	9.25 - 9.45	Математика	Аржимінов В.В.
4-А	3	10.20 - 10.40	Українська мова	Літвін Ю.В.
4-А	5	12.30 - 12.50	Українська мова	Федора М. А.
4-Б	1	8.30 - 8.50	Українська мова	Михайленко Н.О.
4-Б	3	10.20 - 10.40	Фізика	Олександр Т. П.
8-А	2	9.25 - 9.45	Історія України	Мозур Л. П.
8-А	3	10.25 - 10.50	Інформатика	Роман С. В.
8-Б	1	8.30 - 8.55	Українська мова	Степаненко Л. М.
8-Б	5	12.30 - 12.55	Фізика	Тарнавко Л. М.
9-А	2	9.25 - 9.50	Інформатика	Роман С. В.
9-Б	6	13.25 - 13.50	Історія України	Мозур Л. П.
9-Б	6 1	8.30 - 8.55	Історія України	Мозур Л. П.
9-Б	6	13.25 - 13.50	Англійська мова	Сизоненко Л.В.

A comparison of the duration of lessons for distance synchronous and face-to-face learning indicates a significant disproportion in the distribution of time for classes. Thus, in the secondary school No. 23 in Lviv, in which these forms of education are used, the duration of classes for 5 grades is: for full-time form - 6-7 lessons per day lasting 45 minutes lesson, while the schedule of online lessons for 5 grades provides 3 lessons ³²(the duration of which should not exceed 35 minutes). A similar situation is observed in other regions.

Thus, students of the 5th grade, who attend classes in person, are present at lessons for 4.5 astronomical hours daily, in remote synchronous form - for 1.5 astronomical hours. A similar ratio is maintained for students in other classes.

Secondary school students who study in a mixed form of education are able to compen-

29 <https://d-lyceum1.school.org.ua/rozklad-distancijnogo-navchannya-16-03-07-24-09-2020/>

30 https://docs.google.com/spreadsheets/d/1K0AJJ-Ny1byTU4_d9B1cmON4sjSydssgu82S2I8Ohfg/edit#gid=1322389964

31 <https://gogoliv.dnz.in.ua/oholoshennya/rozklad-dystantsiynikh-zanyat>

32 <https://school23.lviv.ua/timetable.php?type=students>

sate for educational losses during face-to-face classes. However, for those students who study exclusively remotely, gaps in knowledge, skills and abilities accumulate and do not allow them to effectively learn new educational material.

The inability to cover all the elements of the educational program during classes in a remote synchronous form requires active independent work of students. At the same time, according to the Sanitary Regulations for general secondary education institutions, the duration of tasks for self-preparation of students in extracurricular time is not recommended to exceed 1 hour in grades 3-5 and 1.5 hours in grades 6-9, 2 hours in grades 10-11 (12). Pupils of grades 1-2 are not recommended mandatory tasks for self-study in extracurricular time. Thus, for students in grades 1-2, lagging behind their peers who study full-time is the most critical, since their ability to learn has not yet been formed, and self-training is not recommended to them by hygienic rules.

5. Security and psychological problems of returning to off-line learning

The possibility of returning children to full-time education has been repeatedly discussed at the level of the leadership of the Ministry of Education and Science of Ukraine, experts, and parent communities. However, the practical implementation of this measure requires the implementation of a number of measures, the main of which is the equipment of all general secondary schools that carry out the educational process in full-time form with protective structures, while the number of students and teachers should correspond to the number of places in the shelter. As of the end of the 2022/2023 academic year, shelters were built for 10.1 thousand objects (own protective structures for civil protection, dual-purpose structures, the simplest shelters, buildings of other business entities. This makes it possible to provide shelter for 2.8 million participants in the educational process, the need to continue this work remains. ³³On August 25, 2023, at the session of the Vinnytsia City Council, the deputies approved a decision on the construction of anti-radiation shelters in six city nuclear power plants, the region was able to allocate UAH 247 million out of the 500 million required for this project. ³⁴ In April 2024, the construction of the first underground school was completed in the Industrial District of Kharkiv. The implementation of this project cost the city budget UAH58.8 million. The construction of underground schools in Novobavarsky, Kholodnogorsky and Shevchenkivsky districts of Kharkiv continues. ³⁵

Another problem is the reconstruction of the secondary schools destroyed and damaged by the enemy. According to the operational data of the Ministry of Education and Science, as of July 20, 2024, 3798 educational institutions were damaged and 365 were completely destroyed. ³⁶

The problems that affect the ability to provide participants in the educational process with safe conditions for learning are the lack of funds in the city budgets and the budgets of territorial communities of the region, the lack of premises that can be converted into shelters (this problem is especially acute in Lviv), the long distance between the nearest shelter and the general secondary school, which creates risks during the movement of children during an air raid.

³³ <https://mon.gov.ua/storage/app/media/zagalna%20serednya/serpneva-konferencia/2023/22.08.2023/Inform-analytic.zbirn-Osvita.v.umovah.voyennogo.stanu-vykl.rozv.povoyen.perspekt.22.08.2023.pdf>

³⁴ <https://www.vmr.gov.ua/u-vinnytsi-prystupaiut-do-budivnytstva-protyradiatsiinykh-ukryttiv-u-shesty-lit-seiakh-mista>

³⁵ <https://www.city.kharkiv.ua/uk/news/-55681.html>

³⁶ <https://saveschools.in.ua/>

Psychological problems that arise when returning to full-time education include:

- the need for children to adapt to education in several shifts due to the limited places in the protective structures of civil protection of general secondary schools;
- change in sleep patterns due to the need to spend time commuting to/from secondary schools;
- increasing the intensity of training sessions to overcome gaps in knowledge, skills and abilities due to the limited time for synchronous classes in distance education due to sanitary standards;
- repeated social adaptation to the social environment, which may, in some cases, contain elements of bullying;
- the need to return to the group form of educational activities, which may include distractions of the child's attention;
- the impact of stressors of being under regular shelling for children who will return to continue their education in full-time form from safer regions or other countries.