



The war in Ukraine and its social,
psychological as well as political
consequences

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RESILIENCE OF THE EDUCATION SYSTEM IN THE WAR CONDITIONS

**According to the results of sociological research
on the example of schools in the Kharkiv city and Kharkiv region**

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of the Luxembourg Institute of Socio-Economic
Research (LISER), in cooperation with the
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**In total, there are 13,991 schools
in Ukraine**



**Russian occupiers damaged 873
schools and destroyed 123**

TASKS:

- identify trends in solving urgent (applied) problems caused by the war, which manifest themselves in educational institutions;
- identify strengths and weaknesses in the functioning of educational institutions in the context of the challenges caused by the war;
- determine the main factors and formulate the basic principles of educational resilience, which will serve as a kind of "guide to action" in the situation of global social crises

RESILIENCE



In the primary (medical) meaning –
a set of features inherent in the subject, which make
it able to overcome stress and difficult periods in a
constructive way



From a psychological point of view, it is
a personality trait that ensures the preservation
of balanced development
and allows to successfully face external
and internal challenges, anticipate
and neutralize such challenges



RESILIENCE FROM A SOCIOLOGICAL POINT OF VIEW

a social phenomenon that is actualized in the conditions of global social crises and upheavals and manifests itself as a property of social institutions, organizations, society as a whole to preserve and maintain sufficient functioning (performance of socially significant functions), and withstand social upheaval without persistent violations



INDICATORS OF (EDUCATIONAL) RESILIENCE

- ▼ ability to quickly solve problems;
- ▼ friendly attitude, positive (constructive) relations (*children-teachers, children-parents, parents-teachers-school*);
- ▼ means and quality of (educational) communication (*effective communication practices between all participants of the educational process*);
- ▼ development of one's own "support system" (*practices of (self)support for children/parents/teachers/school, including coping with complex emotions*);
- ▼ the ability to make realistic plans (*in particular, in the aspect of the educational trajectory implementation, regarding the process of learning and teaching*), the willingness to follow these plans;
- ▼ nurturing hope (*positive views on the future, in particular those related to education process, the situation in the country and the world*);
- ▼ fostering values in education and means of education

STUDY OF EDUCATIONAL RESILIENCE

In December 2022 - January 2023, we conducted 5 focus-group interviews (*each focus group – from 5 to 8 participants*) with parents of Ukrainian schoolchildren from those regions of Ukraine most affected by the war (Kharkiv, Donetsk, Luhansk)

According to the results of focus-group interviews, referring to the opinions and statements of parents, 6 schools were selected of the Kharkiv and Kharkiv region, which show high resilience during the war (*including withstanding the conditions of occupation*)

We conducted 12 in-depth interviews with teachers, representatives of the administration and management of these schools

METHOD

The method of «typical quotes» selecting was used for data analysis

For our research, «typical quotes» are those statements that reflect the dominant viewpoints of respondents



On many issues, the points of view of all respondents coincided



THE ABILITY TO QUICKLY SOLVE PROBLEMS, COPE WITH THE DIFFICULTIES OF WAR

School Director 2: "The occupiers came to us around March 3... From February 24, 2022, we were on vacation for two weeks. And starting from March 14, 2022, at the lyceum, we resumed the educational process in a distance format... We had neither high-quality Internet nor developed instructions (because we were not ready for the conditions of war and occupation), but the most important thing was the desire to communicate with students, the desire to teach..."

Teacher 3: "The educational process resumed somewhere at the beginning of April. Before that, the school asked us to collect information about the students (who left, who stayed, who in what conditions). Because we learned a lot during the COVID-19 quarantine, we were able to quickly adjust our classes once a full-scale invasion began."

Parent 2: "Our Kharkiv school started inviting all students to renew the process sometime in early April, I remember that for sure.

And the classes really took place..."

WHAT SPECIFICALLY DID SCHOOLS, SCHOOL MANAGEMENT, TEACHERS DO TO SUPPORT THE FUNCTIONING OF SCHOOLS, WHAT COLLECTIVE AND INDIVIDUAL PRACTICES WERE DISSEMINATED

School Director 1: "About March 5, I convened the first meeting at which I emphasized our priorities, top-priority tasks, asked everyone to hold on, protect themselves and loved ones, work to calm students and parents..."

Parent 1: "At first, the teacher conducted a survey: whether everyone is alive or healthy; left or not left. The survey was conducted in Viber, and the first message from the teacher came a day or two after the full-scale invasion began..."

Teacher 7: "We immediately received an instruction from the school administration that we need to contact the parents, provide some kind of support... Let's just say, despite everything, we did not stop the educational process at our school. It was supposed to be vacation at the end of March anyway... So, we spent 2 weeks on these forced vacations and fully began the educational process... My colleagues and I were at school from the first days of the war. We moved equipment there, transplanted plants, hid flowers in shelters, cleaned, etc.."

DECISIONS MADE BY SCHOOLS REGARDING ATYPICAL SITUATIONS IN WHICH STUDENTS FOUND THEMSELVES

School Director 2: "We worked for six months in the absence of electricity and Internet. However, we always found options: we looked for places where the Internet was more or less accessible and we sent assignments (to those children who left); face-to-face consultations were systematically conducted (for those children who remained)"

Teacher 2: "There are parents who went abroad with their children and still have not come to their senses. Children go to school there, they don't want to be expelled from our school, but they also don't want to or don't have the strength to do something according to our program. That's why I call them, persuade them, ask them to fulfill some minimum requirements so that the child is certified... Teachers provide all the necessary materials for those children who cannot attend classes. Videos of lectures and presentations are uploaded to Classroom platform, so that the child has something to rely on when completing the task ... »

Parent 11: "My youngest child studies both in the Polish and Kharkiv schools in parallel. We manage everything, because for the Ukrainian school we need to do some tasks - and that's it... The eldest daughter (11th grade) is studying here in Poland according to the Ukrainian curriculum. A school has been opened in our city, which works with Ukrainian teachers, according to the Ukrainian curriculum. That's why we don't study in Ukraine at the same time, because it doesn't make sense..."

Parent 13: "When there are problems with the electricity supply and the Internet, teachers prepare for this in advance... They record lessons and post them on the distance learning platform..."

MEANS AND QUALITY OF EDUCATIONAL COMMUNICATION

School Director 1 "As soon as we received the official order to resume the educational process, all our classes are held in synchronous mode, mostly on the ZOOM and Discord platforms, but teachers also use other platforms... We mean that homework in Viber is not distance learning. We worked and are working according to a schedule"

Parent 5: "In general, lessons are held in ZOOM, but when teachers came under fire and were forced to go to shelter, then these were assignments through Viber or Classroom-platform///"

Deputy director 10: "We started working on March 14 and worked normally online on the Google Meet platform until April 18 when the lights were turned off. Of course, the Internet also disappeared. But we started working in the mode of real consultations. We met with children on the street (because it was more dangerous at school) and held online consultations (because there were not many children left in our village at that time). Also, children came to school in groups with their parents, took assignments, completed them and brought them back (it was scary to walk the streets in general, because there were many Russian soldiers there)"

A PREREQUISITE AND, AT THE SAME TIME, AN INDICATOR OF THE QUALITY OF COMMUNICATION IS THE MOTIVATION OF THE PARTICIPANTS IN THE COMMUNICATION PROCESS

Teacher 1: "... It seems to me that motivation is better now than it was during distance learning during COVID-19. Now children understand so much what is happening in our country that the number of children who do not go to contact has even decreased significantly, there are very few children who do not try to study... Out of 25/27 children, 1-2 are unmotivated, and I do not see any benefit from them ..."

Deputy director 10: "We had difficult conditions of occupation. There was no light, no Internet. The streets were full of Russian soldiers. But the children still wanted to learn. They were sitting in basements, but they still thought about studying."

Parent 3: "My daughter's motivation has improved. She began to study better. She has a much higher success rate. And this is not due to the fact that the school reduced the requirements, but rather due to increased motivation. The spirit of competition has awakened in her. She strives to do everything better than others, or better than it was..."

Teacher 3: "I did not notice any particular changes in the students' motivation after the beginning of the full -scale invasion. I noticed that the level of motivation, particularly in my subject, is related to the grade. For example, students of the 9th and 11th grades are motivated as much as possible for a high result, because they must pass mathematics on the final exams. In other grades, motivation may be significantly lower, because the subject is difficult and not everyone likes it."

DEVELOPMENT OF OWN "SUPPORT SYSTEM"

School Director 2: "Behind closed doors, we held the "Last Bell" holiday for our graduates in June 2022 - without electricity, without the Internet. Of course, we were afraid that the occupiers would come to the school... The "Last Bell" happened in the school hall. It was the last lesson for the students of the graduating class. It was very touching..."

Teacher 1: "...I felt real positive at school. On the first floor there is a Christmas tree, there is St. Nicholas - a big doll. Today there was a fair at school and many children, as if there was no war. The children came for the gifts that the school had prepared for them for the New Year. Children's laughter could be heard everywhere. Tomorrow other children will come. They were there yesterday too. A "point of invincibility" has been built near the school, and I see that children are still walking there today, looking in..."

Teacher 7: "We have a social pedagogue and a practical psychologist at our school, who united at the beginning of the school year and created support groups in Telegram - for parents, as well as for children of different ages. They post some motivational videos there, conduct some conversations and lectures, also conduct individual consultations. I personally did not contact them. I only passed on information about them to parents, students, colleagues..."

INDIVIDUAL PRACTICES OF PSYCHOLOGICAL SUPPORT OF STUDENTS BY TEACHERS

Teacher 6: "I try to turn some tense moments into a joke, somehow get away from the topic... I also try to go to class with a smile. So that it doesn't happen at your home. When you are gloomy, it is transmitted to the children... I try to calm the children down, guide them... It is important to tell the children every time that... spring will come, Victory will come... And we begin to dream of how we will return to our beloved city, how we will meet at our school, and then on some upcoming holiday we will put on a play... And the children begin to fantasize about what roles they will have in this play, etc. Or I offer them to draw up the route of our first trip after the war..."

Teacher 8: "...I always say to my 11th grade class: "Children, we should not be remembered by the school for the fact that we graduated during the war. We should have bright moments that we will remember later. And you need to create such moments. Let's, for example, make a slideshow of photos "I'm near the Christmas tree"..."

Parent 10: "At the end of each week, the class teacher holds "noneducational" conferences where various issues are discussed. The focus is on safety, and our teacher also places great emphasis on the need to maintain contact and interaction between students."



ABILITY TO MAKE REALISTIC PLANS

Teacher 4: "In my opinion, a teacher cannot do without planning at all. All of us will now plan the 2nd semester. We will definitely write our schedule by the third of June. I am definitely the kind of person who plans... I plan the New Year holidays, how and with whom we will celebrate (meetings with relatives, colleagues, etc.). And summer is ahead. Although we do not know how it will be there, we must take care of ourselves and provide ourselves with rest. I believe that it is necessary to plan and it is necessary to go to Victory with such planned steps..."

Parent 6: "We plan and our plans are subject to the learning process. We plan to finish this academic year here, abroad. In the summer, we will see: if the situation in Ukraine improves, then we will return home; if the situation does not change, then we start the next academic year here at the Luxembourg School. And we are finishing it here, because it is impossible to tear children away from the educational process."

Deputy director 9: "Yes, of course I make plans... For example, recently our director suggested for me to enroll in the PhD-program... I thought, considered, but now I still have an administrative position, so I understand that it will be very difficult for me to study at the PhD-program."

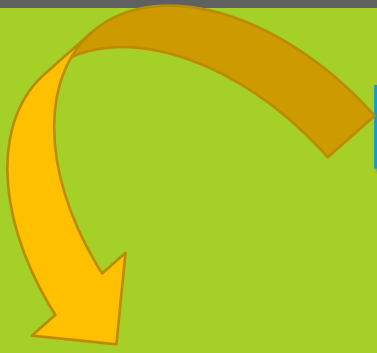


FOSTERING HOPE AND VALUES

Teacher 6: "Of course there is faith and hope. Because it is now 315 days since the beginning of the full-scale invasion, and if there was no faith and hope, then on February 24 everything would have ended with the victory of the enemy... I really like working with youngest students, because they never lose faith and hope... This is such a cool age when they believe in miracles and seem to consciously not see the horrors of war. When I ask them about things, they say: "We are doing well! There is simply no light and rockets fly by a couple of times a day. But everything is fine..."... So, if children believe in the future, why shouldn't teachers believe?"

Parent 1: "I don't have hope, but faith. Faith in the Victory of Ukraine, faith in the Kharkiv city, faith that we will join the EU, but the first faith in our military..."

Teacher 2: "Our school has always held many educational activities aimed at supporting the values of friendship and mutual assistance... Teachers are looking for and demonstrating the quality of thematic videos about human values... It has traditionally been the case that a charity fair is held every year in December and funds are collected for some needs. This year we were collecting a quadcopter for our military. In previous years, the collected funds were transferred to the city children's hospital."



RESILIENT EDUCATIONAL INSTITUTIONS

- make decisions quickly (*even without waiting for instructions from higher education management bodies*) ;
- have strong authoritative leaders (School Directors) who work with their deputies and representatives of the administration as a cohesive team;
- have highly motivated teachers, and relationships which are built on mutual respect, trust, mutual help, partnership principles;
- are able to organize all processes at the highest level, despite the circumstances and difficulties;
- are able to foresee possible difficulties and have a developed instructions for solving them;
- have an established system of "teacher-student-parent" communication and interaction.

The key characteristics of this communication are goodwill and partnership cooperation;

- have an established system of internal support for the participants of the educational process (*psychological, moral, any*);
- build realistic plans and believe in their own ability to implement them;
- believe in the future and see it only in a positive way;
- have a stable system of values (*civic, family, friendship and mutual support, etc.*) and implement measures to support it in all participants of the educational process

ACTUALIZATION OF SOME NON-SPECIFIC FUNCTIONS OF EDUCATION

► Psychological support and psychological support

Teacher 3: "...Sometimes students even called me from the bomb shelter while under fire. I tried to calm down, talk, distract..."



Teacher 7: "We immediately received an instruction from the school administration that we need to contact parents, provide some support, psychological help to parents and children, conduct some initial training that will prevent panic situations..."

Parent 12: "At the end of each week, the class teacher holds "non-educational" conferences where various issues are discussed. The emphasis is on safety, and our teacher also places great emphasis on the need to maintain contact and interaction between students..."

ACTUALIZATION OF SOME NON-SPECIFIC FUNCTIONS OF EDUCATION

► Social support of the civilians

Resilient schools become solid "points of invincibility"

Teacher 2: "When the full-scale invasion started, our school started accepting people who needed shelter, food, who had lost their homes. A shelter was equipped in the school. There were many people there. Food was prepared for them in the school dining room. Everything was arranged so that they could rest and sleep. Humanitarian aid and clothes were brought to them. And our teachers worked there as volunteers. The administration and the director were constantly on site and even lived in the school. As our school director says: "The school is our home." This formed the position of our school as stable and indomitable, just as indomitable as our Kharkiv city."

Teacher 8: "When I lived at the school in the spring 2022 (because my house was badly damaged by the bombardment by Russian rockets), my main task was to come to the the school dining room at 8:00 a.m. and distribute milk to the children, then humanitarian aid was brought and I also helped with that. In those days, frankly speaking, I did not have enough strength even to conduct full-fledged online classes. After that, I came to my classroom (I lived in the classroom) and started sending out educational materials materials and tasks for the students..."

ПУНКТ
НЕЗЛАМНОСТІ



PREVENTION OF SOCIAL ANOMIE

Because of both basic (learning) and non-typical (normalization of life, psychological support and accompaniment, social assistance) functions of education system



prevention of the state of **social anomie** took place

Social anomie is a condition that was characteristic of all previous great wars known to the world

However, social anomie is not characteristic of Ukrainian society during the war



THANK YOU FOR YOUR
ATTENTION

♥ ♥ ♥ STAND WITH UKRAINE ♥ ♥ ♥