School as a Space of Safety and Civic Formation in Conditions of War

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ABSTRACT:

Russia's invasion of Ukraine has transformed schools from educational institutions into spaces of military safety; however, safety and civic identity in wartime remain under-researched. The aim of the study was, based on an analysis of the needs and perceptions of participants, to determine the current state of safety and to identify priority directions for strengthening safety and civic development in Ukrainian schools during wartime. The research method was mixed and was based on a survey of 66 respondents (students, parents, teachers) and observation of 20 schools in three types of regions (rear areas, central regions, and frontline areas). The data were processed using frequency analysis, the chi-square test, and Spearman correlation. The results showed significant regional differentiation: rear and central schools were characterized by a high safety score (51.3 and 49.3 out of 58), which could not be matched by frontline schools, which recorded the lowest score of 5.5. The most alarming indicator of daily fear was observed among students (36.4%) and the lowest among teachers (9.1%), which may indicate professional adaptation and cannot exclude the risk of professional burnout. Only 13.6% of students and 18.2% of parents consider shelters to be fully prepared. Civic culture is relatively developed (54.5% of students understand democratic values, 59.1% are ready to defend the country), however media literacy is critically low – only 27.3% of students consistently distinguish truth from fake news. A strong correlation was found between the objective safety of schools and the perceived likelihood of experiencing incidents (ρ = 0.65–0.72). Priority areas of intervention included systematic monitoring of school safety, improvement of shelters, implementation of media literacy education, training of psychosocial support facilitators, and implementation of social-emotional learning programs.

Keywords: safety in education, civic education, social work in education, school in wartime conditions, psychological safety

1. Introduction

The full-scale invasion of Russia into Ukraine has changed the principles of operation of the general secondary education system. Previously, educational institutions were only places for learning and socialization; now their role has expanded – they protect participants in the educational process, provide psychological assistance, and serve as a space for community cohesion. The scale of destruction of educational infrastructure in Ukraine is critical. According to United Nations Children's Fund (further – UNICEF), as of November 2025, approximately 2,800 schools have been damaged or destroyed since the beginning of the full-scale invasion, although the actual number is likely significantly higher according to UNICEF (2025). Only during 2025, more than 340 educational institutions were damaged or destroyed. According to the Ministry of Education and Science of Ukraine, as of early 2026, the number of damaged or destroyed schools and universities exceeded 1,800. In the Dnipropetrovsk region, 373 educational institutions were affected, while in the Donetsk region – 237. These destructions have long-term negative consequences for children's educational outcomes. UNICEF estimates indicate that 4.6 million children in Ukraine face difficulties in accessing education. At the same time, nearly 1 million of them are forced to study exclusively online due to the absence of safe shelters or ongoing hostilities.

The aim of this article is, based on observations of the safety of the educational environment and surveys of children, parents, and teachers, to conceptualize the school as a space of safety and civic development in wartime conditions, drawing on international experience and Ukrainian realities, as well as to develop practical recommendations for educational policy.

2. Literature Review

Safety is a basic need for the full development of a child: its absence not only distorts this process but sometimes makes it impossible. As noted by Bilyakovska, Horuk and Karamanov (2023), a safe school ensures a physical, psychological, and social environment of safety for all participants in the educational process, both students and teachers. Puliak (2015) and Nahaichuk (2023) emphasize that children attending school are not only taught rules of behavior but are also provided with a system of values and knowledge that allows them to feel safe and protected in various situations, including emergencies.

For a better understanding of the issue of school safety, the article by Lytvynchuk et al. (2025), which outlines a risk assessment tool in the field of educational safety, is useful. In turn, Tang (2025) raises an important psychological aspect, namely safety as a sense of security. Abdel-Monem et al. (2020) and Bodrova et al. (2023) rightly conclude that the sense of safety and support is a key factor "leading qualified teachers to remain in schools," but without it, all discussions of safety lose their meaning.

The actualization of civic education under new wartime challenges is a particularly acute issue in contemporary scientific discourse. Bublyk (2025) notes that school civic education should now pay greater attention to topics such as national identity, human rights, media literacy, psychological resilience, and others. Matto (2024) recommends creating a "safe space" in the classroom, meaning conditions where students can meaningfully and responsibly discuss such issues. However, Westheimer and Kahne (2004) caution against reducing civic education to patriotic upbringing. According to the Council of Europe (2018), the development of democratic competences in education should be based on five components: values, attitudes, skills, knowledge, and critical understanding.

Mrug and Windle (2010) studied the psychological effects of adolescent exposure to violence. Synthesizing research findings, Fry et al. (2018) concluded that exposure to violence is negatively associated with school achievement and increases the risk of developing mental health disorders. Abidi and Cleave (2025) point out that beyond escaping danger and ensuring physical safety at school, a child still does not necessarily find inner peace there. In contrast, effective socio-pedagogical interventions in social learning, peer mediation (Kagan and Fabbri, 2026), and non-violent communication education are seen as

social approaches. Buryak, Kechyk and Baydyk (2022), along with the brainstorming method, as well as Gregory et al. (2014), advocate a shift toward a restorative school environment model.

International perspectives provide substantial experience. Stoelinga (2024) studies the impact of insurgent repression on educational processes; Ngidi and Ntinga (2025) examine manifestations of structural violence in schools in South Africa; Bozçalı and Cansunar (2023) demonstrate the necessity of an inclusive education model. Hattie and Timperley (2007) emphasize the role of high-quality feedback in learning, but under wartime conditions the teacher must also function as a psychologist and social worker.

There is a considerable body of research addressing barriers faced by vulnerable student groups. Lee (2019) examines linguistic capital in relation to migration, while Verlos (2025) investigates discriminatory barriers for internally displaced children, children from temporarily occupied territories, and refugee children.

According to UN News (2025), approximately 2,800 schools were damaged in Ukraine in 2025. More than 4.6 million children face barriers to accessing education, and nearly 1 million are forced to study exclusively online due to the lack of safe shelters.

Despite a large number of articles, dissertations, and studies addressing separate aspects of the topic (physical safety, psychological support, civic education), there is still a lack of comprehensive research that simultaneously examines all three dimensions and integrates the perspectives and experiences of all three target groups: students, parents, and teachers. This study aims to address this gap.

3. Methods

The theoretical and methodological basis of the study consists of works in the fields of philosophy of education, social psychology, conflict studies, and civic education. The study employs a set of general scientific and specialized methods. The research materials include 25 scientific sources published between 2004 and 2026 and indexed in international scientometric databases (Scopus, Web of Science).

The empirical component of the study consisted of a survey of participants in the educational process (students, parents, teachers) and monitoring of the safety conditions of educational institutions. An original questionnaire was developed for the survey, consisting of four thematic blocks: socio-demographic characteristics; perception of physical safety at school and on the way to it; level of psychological safety, anxiety, and support; and development of civic competencies. The full text of the questionnaire is provided in Appendix A. The survey was conducted remotely via the secure Google Forms platform; participation was voluntary, anonymous, and accompanied by informed consent (for students under 14 years old – parental consent). Data collection lasted two months (January–February 2026).

The total sample size was 66 respondents, evenly distributed into three groups: 22 students, 22 parents, and 22 teachers. This number corresponds to the number of regions of Ukraine (excluding temporarily occupied territories). Selection criteria for students included: age 10–17 years (grades 5–11), enrollment in a general secondary education institution, absence of cognitive or mental disorders that would prevent independent completion of the questionnaire, and parental consent for those under 14 years old. For parents: having a school-aged child, direct communication with the school, and cohabitation with the child. For teachers: pedagogical education, an active employment contract with a school, at least one year of teaching experience, classroom teaching, and participation in safety-related activities (briefings, evacuation procedures).

Respondents came from three types of regions differing in the level of military threat according to classification by military administrations: frontline zone (Lviv, Ivano-Frankivsk, Zakarpattia regions) – no active hostilities, limited missile attacks, most schools equipped with shelters; central zone (Vinnytsia, Cherkasy, Poltava regions) – occasional air-raid alerts and sporadic missile strikes, partially damaged infrastructure; and regions adjacent to the frontline, where the threat of constant hostilities turns the educational environment into a space of chronic insecurity.

During the monitoring phase, 20 schools were examined (Donetsk and Luhansk regions were excluded due to occupation and security restrictions). Schools were distributed by settlement type: urban – 50%, settlement-type – 30%, rural – 20%. The structured monitoring

checklist (Appendix B) assessed the condition of shelters, marking of safe routes and evacuation exits, availability of fire safety equipment, preparedness of emergency kits ("go-bags"), frequency of civil protection drills, and psychological climate (based on observation and interviews with administration).

For data processing, methods of mathematical statistics were used. To compare responses among the three groups, Pearson's chi-square nonparametric test was applied (distribution was not normal, $p < 0.05$ according to the Kolmogorov–Smirnov test). Monitoring results were converted into a scoring scale and compared with survey data using Spearman's rank correlation coefficient to identify the relationship between objective school safety and perceived safety. Statistical significance was set at $p < 0.05$. Data processing was performed using SPSS Statistics (version 26.0) and Microsoft Excel. This approach is consistent with the methodology of Ngidi and Ntinga (2025). Aggregated anonymized data (Appendix C) are provided in the appendices.

4. Results

In this section, the results of the empirical study are presented, which included two components: a survey of three target groups of participants in the educational process (students, parents, teachers) and monitoring of the safety conditions of educational institutions. The total sample size of the survey was 66 respondents (22 respondents from each group). The monitoring covered 20 schools in three types of regions (rear, central, and frontline). All tables presented below were created by the author based on the conducted research and the processing of its results.

The overall distribution of respondents by role, region of residence, and type of school is presented in Table 1. As the data show, the sample is balanced across the three target groups (22 respondents in each). The distribution by region is uneven: the rear zone is represented by 24 respondents (36.4%), while the central and frontline zones include 21 respondents each (31.8% respectively). Such unevenness is often associated with limited access to respondents in border areas due to security restrictions and communication disruptions, which is consistent with the methodological recommendations of Stoelinga (2024) regarding research in conflict zones. Regarding the type of school, the majority (50.0%) are urban schools, which corresponds to the general population distribution trend in Ukraine (Table 1).

Table 1. Distribution of respondents by role, region, and type of school (N = 66)

Category	Students (n=22)	Parents (n=22)	Teachers (n=22)	Total (N=66)
Region				
Rear	8 (36.4%)	8 (36.4%)	8 (36.4%)	24 (36.4%)
Central	7 (31.8%)	7 (31.8%)	7 (31.8%)	21 (31.8%)
Frontline	7 (31.8%)	7 (31.8%)	7 (31.8%)	21 (31.8%)
School type				
Urban	11 (50.0%)	11 (50.0%)	11 (50.0%)	33 (50.0%)
Settlement	7 (31.8%)	7 (31.8%)	7 (31.8%)	21 (31.8%)
Rural	4 (18.2%)	4 (18.2%)	4 (18.2%)	12 (18.2%)

Source: compiled by the author based on the conducted research and processing of its results.

Table 2 similarly shows that the largest proportion of students (36.4%) experienced daily fears during the war. The situation with school shelters is truly critical: only 13.6% of students and 18.2% of parents consider them ready for use, while more than one third of students (31.8%) and parents (36.4%) do not even know where they are located. This is an extremely alarming signal, especially considering the data from UN News (2025): nearly one million children in Ukraine are forced to study exclusively online due to the lack of safe shelters. This is an extremely alarming signal, especially considering the data from UN News (2025): nearly one million children in Ukraine are forced to study exclusively online due to the lack of safe shelters. This is an extremely alarming signal, especially considering the data from UN News (2025): nearly one million children in Ukraine are forced to study exclusively online due to the lack of safe shelters.

Regarding psychological support, nearly one third of students (31.8%) and parents (40.9%) state that there is no school psychologist in their institutions. At the same time, 45.5% of teachers report the presence of a psychologist whom they have never consulted, which may indicate insufficient awareness or low trust in such services (Abidi, 2025). Regular evacuation drills are positively assessed by only 27.3% of students and 31.8% of parents (among teachers – 40.9%). At the same time, 18.2% of students reported that no drills have ever been conducted in their school, which in wartime conditions is absolutely unacceptable. The distribution of responses regarding physical safety is presented in Figure 1.

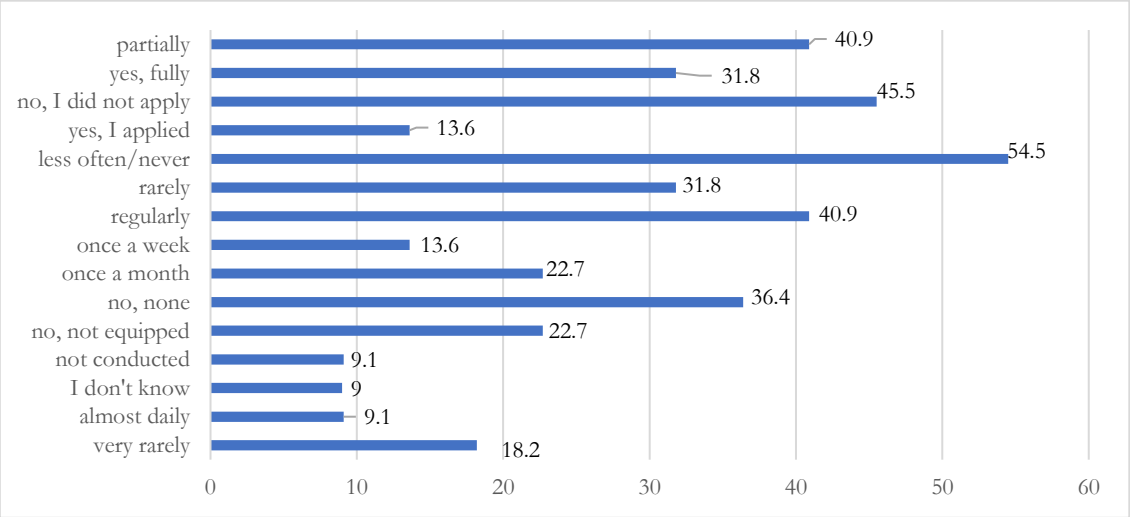

Figure 1. Distribution of responses to the question regarding physical safety (in % of the number of respondents in the group)

Source: compiled by the author based on the conducted research and processing of its results

The analysis of psychological safety and the sense of support showed (Table 2) that the highest level of constant support is recorded among teachers (36.4%), and the lowest – among students (22.7%). At the same time, 13.6% of students state that they do not feel any support at all. This is consistent with Noddings' (2012) concept of "caring": authentic pedagogical care is the foundation of a safe climate; however, in wartime conditions it may prove insufficient due to the high workload of teachers. It is noteworthy that 45.5% of teachers feel support only occasionally, which indicates possible problems in professional communication and administration.

Regarding attitudes toward internally displaced persons (further – IDPs), 40.9% of teachers always demonstrate respect for the rights of IDPs, while among students this indicator reaches only 22.7%. More than a quarter of students (27.3%) do not know whether the rights of IDPs are respected in their school, which indicates insufficient attention to issues of inclusion in the educational process and contradicts the recommendations of Bozcaga and Cansunar (2023) regarding the necessity of an inclusive education model in conflict zones.

The distribution of responses regarding psychological safety and support is presented in Figure 2.

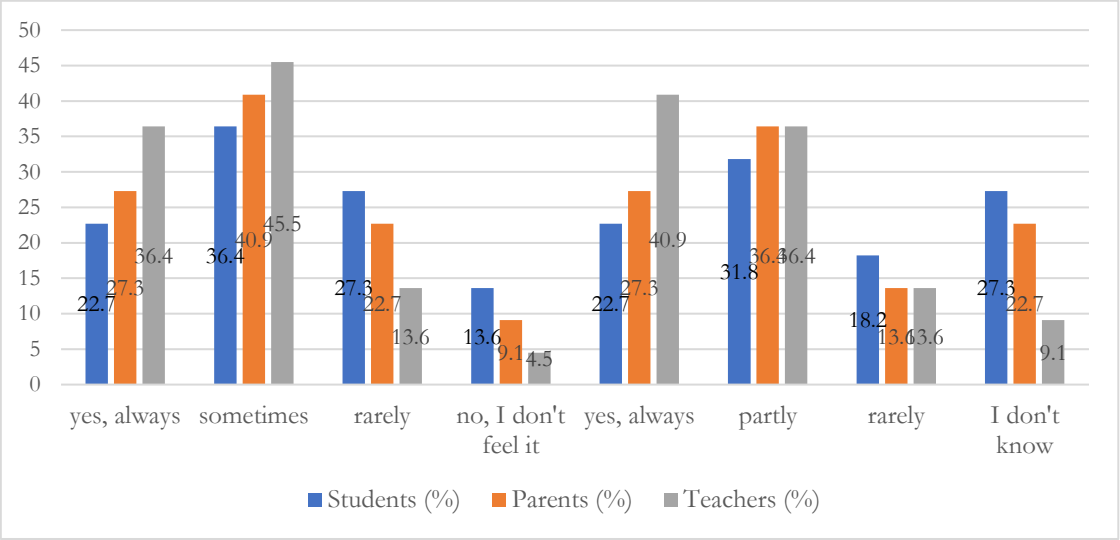

Figure 2. Distribution of responses to the question regarding psychological safety and support (in % of the number of respondents in the group)

Source: compiled by the author based on the conducted research and processing of its results

The analysis of civic competencies (Figure 2) showed that in all groups of respondents the most frequently discussed topics are war, security, and human rights.

Let us consider the distribution of responses to the question regarding civic development (Figure 3).

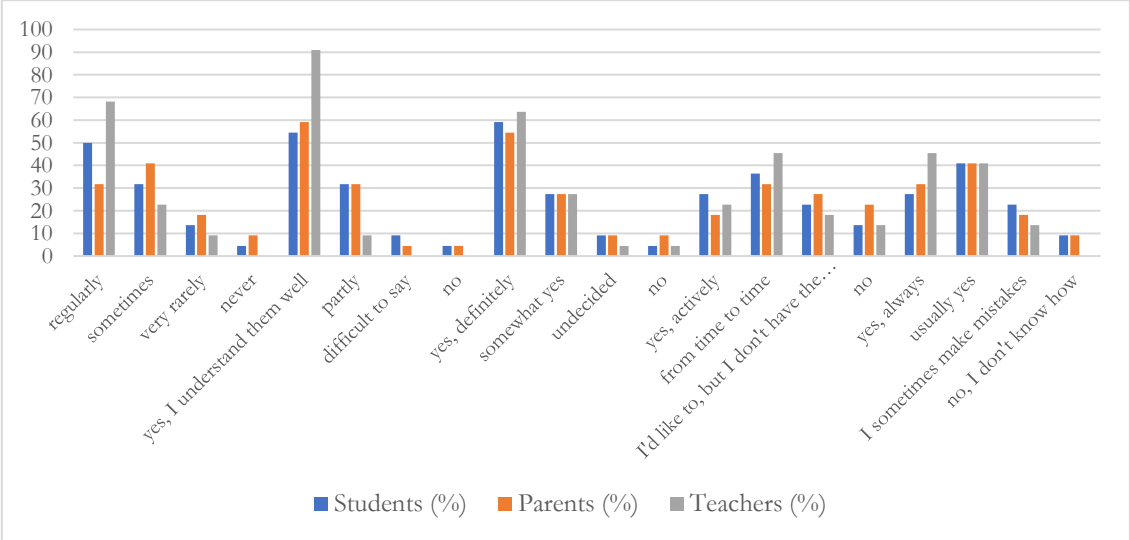

Figure 3. Distribution of responses to the question regarding civic development (in % of the number of respondents in the group)

Source: compiled by the author based on the conducted research and processing of its results

From Figure 3 it can be seen that among teachers these topics are discussed weekly by 68.2%, which indicates a high level of professional reflection; among students this indicator is

50.0%. At the same time, 4.5% of students and 9.1% of parents report that such topics are not discussed at all, which is a worrying signal in the context of countering propaganda.

Understanding of democratic values is predictably highest among teachers (90.9%), but more than half of students (54.5%) also demonstrate good understanding, which indicates the effectiveness of civic education. Willingness to defend the country is high in all groups (59.1–63.6%). However, as Westheimer and Kahne (2004) caution, it is important not to reduce civic education exclusively to military-patriotic upbringing, while maintaining a focus on democratic values and critical thinking.

Participation in volunteering is moderately active: only 27.3% of students take active part, while 22.7% would like to but do not have the opportunity. Among teachers, 45.5% participate occasionally. At the same time, 13.6% of students and 22.7% of parents do not participate in volunteering at all. Media literacy is highest among teachers (45.5% always distinguish truth from fake), while among students this indicator reaches only 27.3%. Concerning is the fact that 9.1% of students and parents do not possess such skills at all, which makes them vulnerable to propaganda.

The overall assessment of school safety is moderate and increases from students (3.2 points) to teachers (3.8 points), which may indicate better awareness among educators or a higher level of their adaptation to stressful conditions. The lowest evaluations among students correspond with the findings of Mrug and Windle (2010) on the increased sensitivity of children to threats in conflict contexts. A statistically significant difference of 0.6 points between students' and teachers' assessments indicates a different perception of the same reality by different groups of participants.

Priority areas for improvement for all groups are the arrangement of shelters (highest priority – 59.1% of parents) and psychological support (40.9% of students). Teachers assess the need for shelters slightly lower (45.5%) compared to parents, which may be explained by their better awareness of existing resources. Teachers also highly value the need for civic education lessons (27.3%) and support for internally displaced persons (22.7%), which indicates their understanding of the importance of an inclusive and democratic dimension of safety. More than a quarter of students (27.3%) consider media literacy a priority, reflecting young people's awareness of the importance of critical thinking in the context of information warfare.

Let us consider the distribution of responses to the question regarding the overall assessment of safety and improvement priorities (Table 2).

Table 2. Distribution of responses to the question regarding the overall assessment of safety and improvement priorities

Indicator	Students (n=22)	Parents (n=22)	Teachers (n=22)
Q13. Assessment of school safety level (average score, 1–5)	3.2	3.4	3.8
Q14. What needs improvement (multiple choice, %)			
shelters / bomb shelters	54.5	59.1	45.5
psychological support	40.9	36.4	31.8
safety rules training	22.7	27.3	18.2
civic education lessons	18.2	13.6	27.3

Indicator	Students (n=22)	Parents (n=22)	Teachers (n=22)
media literacy	27.3	18.2	22.7
cohesion activities	22.7	22.7	18.2
support for IDPs and inclusion	13.6	18.2	22.7

Source: compiled by the author based on the conducted research and processing of its results

Survey of 20 schools (excluding the occupied territories of Donetsk and Luhansk regions) showed a sharp regional differentiation (Table 5). Schools in the rear and central regions are relatively safe (51.3 and 49.3 out of 58), while frontline schools are in a critical condition (5.5), confirming Stoelinga's (2024) thesis on the importance of territorial control.

Even in central regions, the indicators are lower than in the rear due to the indirect impact of the war (air raid alerts, missile strikes, influx of IDPs) on infrastructure and the psychological climate (Table 3).

Table 3. Summary results of school safety monitoring by region (average scores by sections)

Monitoring section	Max score	Rear region (n=7)	Central region (n=7)	Frontline region (n=6)
Physical safety	10	8.6	8.3	1.2
Evacuation preparedness	8	7.0	6.7	0.8
Fire safety	8	6.9	6.6	0.5
Psychological safety	12	10.4	10.0	1.3
Civic development	20	18.4	17.7	1.7
Total score	58	51.3	49.3	5.5
Safety level		high	high	critical

Source: compiled by the author based on the conducted research and processing of its results

To identify the relationship between objective indicators of school safety (monitoring data) and the subjective perception of safety by participants in the educational process (survey data), a correlation analysis was conducted using Spearman's rank correlation coefficient. The obtained coefficients (ϱ = 0.65–0.72) indicate a strong positive relationship between the objective state of school safety and respondents' subjective sense of safety (Table 4).

Table 4. Correlation between the total monitoring score and respondents' assessment of safety

Group of respondents	Spearman's correlation coefficient (ϱ)	Significance level (p)
Students	0.72	$p < 0.01$
Parents	0.68	$p < 0.01$
Teachers	0.65	$p < 0.01$

Source: compiled by the author based on the conducted research and processing of its results

The assessment of safety most strongly aligned with perceptions among students ($\varrho = 0.72$), which is likely due to their greater sensitivity to the actual safety conditions compared to adults, as well as a lower capacity for psychological defense against threats. Slightly lower, yet still relatively high coefficients among parents ($\varrho = 0.68$) and teachers ($\varrho = 0.65$) may be explained by their greater ability to adapt to stressful situations or a deeper understanding of safety measures. All correlation coefficients were statistically significant ($p < 0.01$), confirming the validity of the developed monitoring method as well as its correspondence to the actual sense of safety typically experienced by participants in the educational process.

5. Discussion

The obtained results indicate critical regional differentiation: schools in the rear and central regions demonstrate high levels of safety (51.3 and 49.3 out of 58), while in frontline areas the situation is critical (5.5). The gap in civic development between these zones (18.4 vs 1.7) confirms that a safe environment is a prerequisite for effective education. The highest daily fear for physical safety is observed among students (36.4%), while the lowest is among teachers (9.1%), which may indicate professional adaptation, though with a risk of burnout. Only 13.6% of students and 18.2% of parents consider school shelters to be fully equipped. Civic awareness is relatively high: 54.5% of students understand democratic values, and 59.1% are ready to defend the country. At the same time, media literacy remains critically low, with only 27.3% of students always able to distinguish reliable news from fake information. The correlation between objective school safety and subjective perception of safety is strong ($\varrho = 0.65–0.72$), particularly among students. Based on these findings, the author proposes a set of practical recommendations: introducing systematic school safety monitoring twice a year, prioritizing the restoration of schools in frontline areas, integrating media literacy (at least 10 hours annually for grades 8–11), mandatory teacher training in psychosocial support, establishing mobile teams of psychologists, equipping shelters, conducting regular evacuation drills (monthly in frontline areas), implementing anonymous feedback systems in schools, developing social-emotional learning programs, and involving students in volunteer initiatives.

6. Conclusion

The study demonstrates that the safety of the educational environment in Ukraine has pronounced regional specificity: while schools in the rear and central regions are considered relatively safe, educational institutions in frontline areas operate under extremely dangerous conditions, particularly in terms of physical security and civic development. Perceptions of safety also vary significantly across groups: students report the highest levels of daily fear or intimidation (36.4%), whereas teachers report the lowest (9.1%), which may reflect professional adaptation or, conversely, indicate pressure and emotional burnout risks for educational staff. Correlation analysis confirms a strong and positive relationship between the actual state of school safety and respondents' subjective sense of safety ($\varrho = 0.65–0.72$).

Despite a relatively high level of civic awareness (54.5% of students understand democratic values, and 59.1% are willing to defend the

country), the study identifies critical gaps requiring immediate attention. Only 27.3% of students are consistently able to distinguish reliable information from fake news, a significant share of respondents report the absence of a school psychologist, and many students lack awareness regarding respect for the rights of internally displaced persons within their schools. The priority areas for improvement across all respondent groups include the provision of properly equipped shelters (only 13.6% of students and 18.2% of parents consider them fully equipped) and the strengthening of psychological support.

Based on the findings, a comprehensive set of practical recommendations has been developed for three levels of educational policy. At the national level, it is proposed to implement systematic school safety monitoring (at least twice a year), ensure priority funding for the restoration of institutions in frontline areas, integrate media literacy into curricula (at least 10 hours annually for grades 8–11), and introduce mandatory teacher training in psychosocial support. At the regional level, it is recommended to establish mobile teams of psychologists, equip shelters in accordance with minimum standards, and conduct regular evacuation drills. At the institutional level, schools should implement anonymous feedback mechanisms, integrate civic education across subjects, introduce social-emotional learning programs, and engage students in volunteer projects. Future research should focus on expanding the sample size (given its current limitation of 66 respondents and 20 schools), developing safe methods for data collection in temporarily occupied territories, and conducting longitudinal studies to track changes in safety indicators following the restoration of school infrastructure.

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8. Author Declaration

The authors confirm that this manuscript is an original work, has not been previously published, and is not under consideration for publication elsewhere. All sources, ideas, and materials used in the preparation of this article have been appropriately cited in accordance with academic standards.

The authors declare that there are no conflicts of interest, financial or otherwise, that could have influenced the research design, data collection, analysis, interpretation, or the presentation of the findings.

Appendix A

Survey questionnaire for participants of the educational process

Instructions: please choose one answer for each question (except item 10, where multiple answers are allowed).

1. Your role in the school (for children/parents/teachers):
□ student / female student
□ father / mother or guardian
□ teacher

2. How often do you feel fear for your physical safety while at school?
□ almost every day □ once a week □ once a month □ rarely / never

3. Is your school shelter equipped with everything necessary (water, first aid kit, benches, communication)?
□ yes, fully □ partially □ no, not equipped □ I don't know

4. Is there a psychologist at your school whom you can contact for help? (for teachers: do you have access to psychological support?)
□ yes, and I have contacted him/her □ yes, but I have not contacted him/her □ no, there is none □ I don't know

5. Are evacuation drills or safety briefings conducted at your school?
□ yes, regularly □ rarely □ very rarely □ not conducted

6. Do you feel support from classmates / other parents / school administration and colleagues?
□ yes, always □ sometimes □ rarely □ no, I do not feel it

7. Are topics of war, safety, human rights, and civic responsibility discussed in lessons (or meetings)?
□ yes, regularly □ sometimes □ very rarely □ never

8. Do you understand what democratic values are (freedom of speech, equality, respect for human rights)? (simplified for children)
□ yes, I understand well □ I partly understand □ hard to say □ no, I do not understand

9. Do you consider it necessary to defend your country if needed (army, volunteering, information resistance)?
□ yes, absolutely □ rather yes □ undecided □ no

10. Do you participate in volunteer or civic initiatives (support for the Armed Forces of Ukraine, IDPs, reconstruction)?
□ yes, actively □ from time to time □ I would like to, but I do not have the opportunity □ no, I do not participate

11. Can you distinguish a reliable news story from fake news (propaganda)? (media literacy)
□ yes, always □ usually yes □ sometimes I make mistakes □ no, I cannot

12. Are the rights of internally displaced persons (IDPs) and other vulnerable groups respected in your school?
□ yes, always □ partially □ rarely □ I don't know

13. How do you assess the overall level of safety in your school? (1 – very unsafe, 5 – very safe)
□ 1 □ 2 □ 3 □ 4 □ 5

14. What, in your opinion, needs the most improvement to enhance safety and civic education in your school? (you may choose 1–2 options)

□ shelter / bomb shelter
□ psychological support
□ training of children and adults in safety rules
□ civic education / democracy lessons
□ media literacy (combating fake news)
□ cohesion activities (for children, parents, teachers)
□ support for IDPs and inclusion
□ other (please specify): _____

Thank you for your participation!

Appendix B

Monitoring form for assessing the safety and civic maturity of an educational institution

Name of the institution: _____
Type of institution: □ urban school □ settlement school □ rural school
Region (zone): □ rear □ central □ frontline
Date of assessment: _____
Format: □ offline □ online
Full name of the person completing the form: _____

Unified table for assessing school safety

Section	No.	Indicator	0	1	2	Notes
1. Physical safety	1.1	Availability of shelter	□	□	□	
	1.2	Technical condition of shelter	□	□	□	
	1.3	Water supply and first aid kit	□	□	□	
	1.4	Lighting, ventilation, benches	□	□	□	
	1.5	Communication equipment	□	□	□	
2. Evacuation and fire safety preparedness	2.1	Evacuation plans and signage	□	□	□	
	2.2	Frequency of evacuation drills	□	□	□	
	2.3	Availability of emergency ("go-bag") kit	□	□	□	
	2.4	Functional fire extinguishers and alarm system	□	□	□	
3. Psychological safety	3.1	Availability of psychologist / social pedagogue	□	□	□	
	3.2	Psychological sessions / training	□	□	□	

	3.3	Anonymous feedback box / communication channel	□	□	□	
	3.4	Absence of bullying	□ (present)	□ (occasional)	□ (none)	
	3.5	Cohesion activities	□	□	□	
	3.6	Integration of IDPs	□	□	□	
4. Civic development	4.1	Civic education	□	□ (occasional)	□ (regular)	
	4.2	Human rights and democracy	□	□	□	
	4.3	Media literacy	□	□	□	
	4.4	Volunteer projects	□	□	□	
	4.5	Information stands	□	□ (outdated)	□ (up-to-date)	
	4.6	State/national events	□	□ (rarely)	□ (regularly)	
	4.7	Student self-governance	□	□ (formal)	□ (real functioning)	
	4.8	Tolerance	□	□	□	
	4.9	Discussions / debates	□	□	□	
	4.10	Patriotic education	□	□	□	

Section 5. Overall assessment and recommendations

Total score (physical safety + evacuation + psychological safety + civic development): _____ / (maximum depends on the number of indicators)

Level of safety and civic maturity of the institution:

□ critical — requires immediate changes

□ satisfactory — requires improvements

□ high — meets current standards

Key shortcomings: _____

Recommendations for the administration to strengthen civic development:

Signature: _____

Date: _____

Appendix C

Raw Survey Data Table

Coding notes:

- Role: 1 = student, 2 = parent, 3 = teacher
- Q2 (fear for safety): 1 = almost every day, 2 = once a week, 3 = once a month, 4 = rarely/never
- Q3 (shelter equipment): 1 = yes, fully equipped, 2 = partially, 3 = no, not equipped, 4 = don't know
- Q4 (availability of psychologist): 1 = yes, I have used it, 2 = yes, but I have not used it, 3 = no, there is none, 4 = don't know
- Q5 (evacuation training): 1 = regularly, 2 = rarely, 3 = very rarely, 4 = not conducted
- Q6 (support): 1 = yes, always, 2 = sometimes, 3 = rarely, 4 = no, I do not feel it
- Q7 (discussion of war/safety/human rights topics): 1 = regularly, 2 = sometimes, 3 = very rarely, 4 = never
- Q8 (understanding of democratic values): 1 = yes, I understand well, 2 = partially, 3 = hard to say, 4 = no
- Q9 (willingness to defend the country): 1 = yes, definitely, 2 = rather yes, 3 = undecided, 4 = no
- Q10 (volunteering participation): 1 = actively, 2 = occasionally, 3 = would like to but cannot, 4 = no
- Q11 (media literacy): 1 = yes, always, 2 = usually yes, 3 = sometimes mistaken, 4 = no, cannot
- Q12 (respect for IDPs): 1 = yes, always, 2 = partially, 3 = rarely, 4 = don't know
- Q13 (school safety assessment): 1–5 (1 = very unsafe, 5 = very safe)
- Q14 (what needs improvement): multiple answers (coded as text)

ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)
001	1	rear	4	2	2	1	2	1	1	2	3	2	2	4	psychology
002	1	rear	4	1	1	1	1	1	1	1	2	1	1	5	none
003	1	rear	3	2	2	2	2	2	2	2	3	2	2	3	media literacy
004	1	central	3	3	3	2	3	1	1	1	2	2	3	3	shelter
005	1	central	2	2	2	2	2	1	1	1	2	1	2	4	psychology
006	1	central	2	3	3	3	3	2	2	2	3	2	3	2	shelter, media
007	1	frontline	1	3	3	2	3	1	1	1	1	2	2	2	shelter
008	1	frontline	1	4	4	3	4	2	2	1	1	3	3	1	shelter, psychology
009	1	frontline	2	3	3	2	3	1	1	1	2	2	2	2	shelter
ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)
001	1	rear	4	2	2	1	2	1	1	2	3	2	2	4	psychology
002	1	rear	4	1	1	1	1	1	1	1	2	1	1	5	none
003	1	rear	3	2	2	2	2	2	2	2	3	2	2	3	media literacy
004	1	central	3	3	3	2	3	1	1	1	2	2	3	3	shelter
005	1	central	2	2	2	2	2	1	1	1	2	1	2	4	psychology

ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)
006	1	central	2	3	3	3	3	2	2	2	3	2	3	2	shelter, media
007	1	frontline	1	3	3	2	3	1	1	1	1	2	2	2	shelter
008	1	frontline	1	4	4	3	4	2	2	1	1	3	3	1	shelter, psychology
009	1	frontline	2	3	3	2	3	1	1	1	2	2	2	2	shelter
ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)
001	1	rear	4	2	2	1	2	1	1	2	3	2	2	4	psychology
002	1	rear	4	1	1	1	1	1	1	1	2	1	1	5	none
003	1	rear	3	2	2	2	2	2	2	2	3	2	2	3	media literacy
004	1	central	3	3	3	2	3	1	1	1	2	2	3	3	shelter
005	1	central	2	2	2	2	2	1	1	1	2	1	2	4	psychology
006	1	central	2	3	3	3	3	2	2	2	3	2	3	2	shelter, media
007	1	frontline	1	3	3	2	3	1	1	1	1	2	2	2	shelter
008	1	frontline	1	4	4	3	4	2	2	1	1	3	3	1	shelter, psychology
009	1	frontline	2	3	3	2	3	1	1	1	2	2	2	2	shelter
ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)

ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)
001	1	rear	4	2	2	1	2	1	1	2	3	2	2	4	psychology
002	1	rear	4	1	1	1	1	1	1	1	2	1	1	5	none
003	1	rear	3	2	2	2	2	2	2	2	3	2	2	3	media literacy
004	1	central	3	3	3	2	3	1	1	1	2	2	3	3	shelter
005	1	central	2	2	2	2	2	1	1	1	2	1	2	4	psychology
006	1	central	2	3	3	3	3	2	2	2	3	2	3	2	shelter, media
007	1	frontline	1	3	3	2	3	1	1	1	1	2	2	2	shelter
008	1	frontline	1	4	4	3	4	2	2	1	1	3	3	1	shelter, psychology
009	1	frontline	2	3	3	2	3	1	1	1	2	2	2	2	shelter
ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)
001	1	rear	4	2	2	1	2	1	1	2	3	2	2	4	psychology
002	1	rear	4	1	1	1	1	1	1	1	2	1	1	5	none
003	1	rear	3	2	2	2	2	2	2	2	3	2	2	3	media literacy
004	1	central	3	3	3	2	3	1	1	1	2	2	3	3	shelter
005	1	central	2	2	2	2	2	1	1	1	2	1	2	4	psychology

ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)
006	1	central	2	3	3	3	3	2	2	2	3	2	3	2	shelter, media
007	1	frontline	1	3	3	2	3	1	1	1	1	2	2	2	shelter
008	1	frontline	1	4	4	3	4	2	2	1	1	3	3	1	shelter, psychology
009	1	frontline	2	3	3	2	3	1	1	1	2	2	2	2	shelter
ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)
001	1	rear	4	2	2	1	2	1	1	2	3	2	2	4	psychology
002	1	rear	4	1	1	1	1	1	1	1	2	1	1	5	none
003	1	rear	3	2	2	2	2	2	2	2	3	2	2	3	media literacy
004	1	central	3	3	3	2	3	1	1	1	2	2	3	3	shelter
005	1	central	2	2	2	2	2	1	1	1	2	1	2	4	psychology
006	1	central	2	3	3	3	3	2	2	2	3	2	3	2	shelter, media
007	1	frontline	1	3	3	2	3	1	1	1	1	2	2	2	shelter
008	1	frontline	1	4	4	3	4	2	2	1	1	3	3	1	shelter, psychology
009	1	frontline	2	3	3	2	3	1	1	1	2	2	2	2	shelter
ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)

ID	Role	Region	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14 (improvement)
001	1	rear	4	2	2	1	2	1	1	2	3	2	2	4	psychology
002	1	rear	4	1	1	1	1	1	1	1	2	1	1	5	none
003	1	rear	3	2	2	2	2	2	2	2	3	2	2	3	media literacy
004	1	central	3	3	3	2	3	1	1	1	2	2	3	3	shelter
005	1	central	2	2	2	2	2	1	1	1	2	1	2	4	psychology
006	1	central	2	3	3	3	3	2	2	2	3	2	3	2	shelter, media

Raw data table of school monitoring (continued)

Code	Type	Region	P1	P2	P3	P4	P5	Total score	Level
S01	1	1	10	8	8	12	20	58	high
S02	2	1	9	7	7	11	19	53	high
S03	3	1	6	4	4	5	10	29	satisfactory
S04	1	2	10	8	8	12	20	58	high
S05	2	2	8	7	7	11	19	52	high
S06	3	2	5	4	4	5	10	28	satisfactory
S07	1	3	2	2	1	2	2	9	critical
S08	2	3	0	0	0	0	0	0	critical
S09	3	3	2	2	1	2	2	9	critical
S10	1	1	10	8	8	12	20	58	high
S11	2	1	9	7	7	11	19	53	high
S12	3	1	6	4	4	5	10	29	satisfactory
S13	1	2	10	8	8	12	20	58	high
S14	2	2	8	7	7	11	19	52	high
S15	3	2	5	4	4	5	10	28	satisfactory
S16	1	3	2	2	1	2	2	9	critical
S17	2	3	0	0	0	0	0	0	critical
S18	3	3	2	2	1	2	2	9	critical
S19	1	1	10	8	8	12	20	58	high
S20	2	2	9	7	7	11	19	53	high

Statistical summary by regions

Region	Number of schools	Average score	Minimum score	Maximum score	Distribution of levels
Rear	7	48.3	29	58	5 high, 2 satisfactory
Central	7	47.1	28	58	5 high, 2 satisfactory
Frontline	6	4.8	0	9	6 critical