

**Ukrainian
Kidsrights
Platform**

**EDU
KIDS**
Благодійна
організація

Report

How I Feel And Learn In Ukraine Today

Survey Results of Children Aged 10–17

Study period:

6 February – 18 March 2026

April | 2026

RESEARCH OVERVIEW

Initiators

The Charitable Organization "**Charity Fund "EDUKIDS"**", within the framework of its flagship project – the **Ukrainian Kids' Rights Platform** – has conducted a nationwide survey of children and teens aged 10–17 on the topic: "How I Feel and Learn in Ukraine Today".

The Ukrainian Kids' Rights Platform was established in January 2025 with the endorsement of **Eurochild**, a European network of child rights organisations, of which the Fund has been an official member since 2019.

The Platform builds on the experience of Eurochild National Forums, which are already actively operating in other European countries. It brings together **active children aged 8–18** from across different regions of Ukraine, who participate in events, surveys, and initiatives aimed at promoting and safeguarding children's rights, as well as fostering children's participation in public decision-making processes.

The Platform contributes to amplifying children's voices, **facilitating their engagement in decision-making**, and strengthening cooperation with international organisations, in particular Eurochild and UNICEF.

Dissemination

To ensure broad geographical coverage of children from all regions of Ukraine, the survey was disseminated through:

- the engagement of child participants of **NEF Ukraine** – the Platform’s main advisory body;
- **partner schools** of the Ukrainian Kids’ Rights Platform;
- the distribution of information about the survey to **regional education authorities** across all oblasts, as well as district education authorities in the city of Kyiv.

Why is this important?

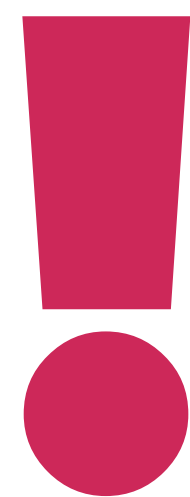
The study aims to better **understand the emotional and mental well-being of children in the context of war and energy instability**, which directly affect their education, daily lives, and sense of safety.

In these circumstances, it is essential not only to assess the situation from an adult perspective, but also to directly **hear children’s voices** – their views, experiences, and needs.

These insights should serve as a basis for shaping decisions and policies that genuinely reflect the realities of children’s lives.

CURRENT CHALLENGES

- **The full-scale war** and, as a consequence, regular air raid alerts and ongoing threats to children's safety;
- nationwide and localised **power outages** resulting from russian attacks on Ukraine's energy infrastructure, limiting access to heating and basic living conditions;
- **education** delivered in hybrid formats under unstable conditions;



The findings of the survey can be utilised by public authorities and **international partners**, including **Eurochild** and other European organisations working in the field of children's rights.

This will make it possible to:

- incorporate the lived experiences of Ukrainian children into the development of policies and programmes;
- strengthen advocacy for children's rights at the international level;
- support decision-making that responds to their current needs.

A total of

5551
RESPONDENTS

took part in the survey,
enabling a comprehensive and
multifaceted understanding of
the situation of children in
Ukraine in the context of war.

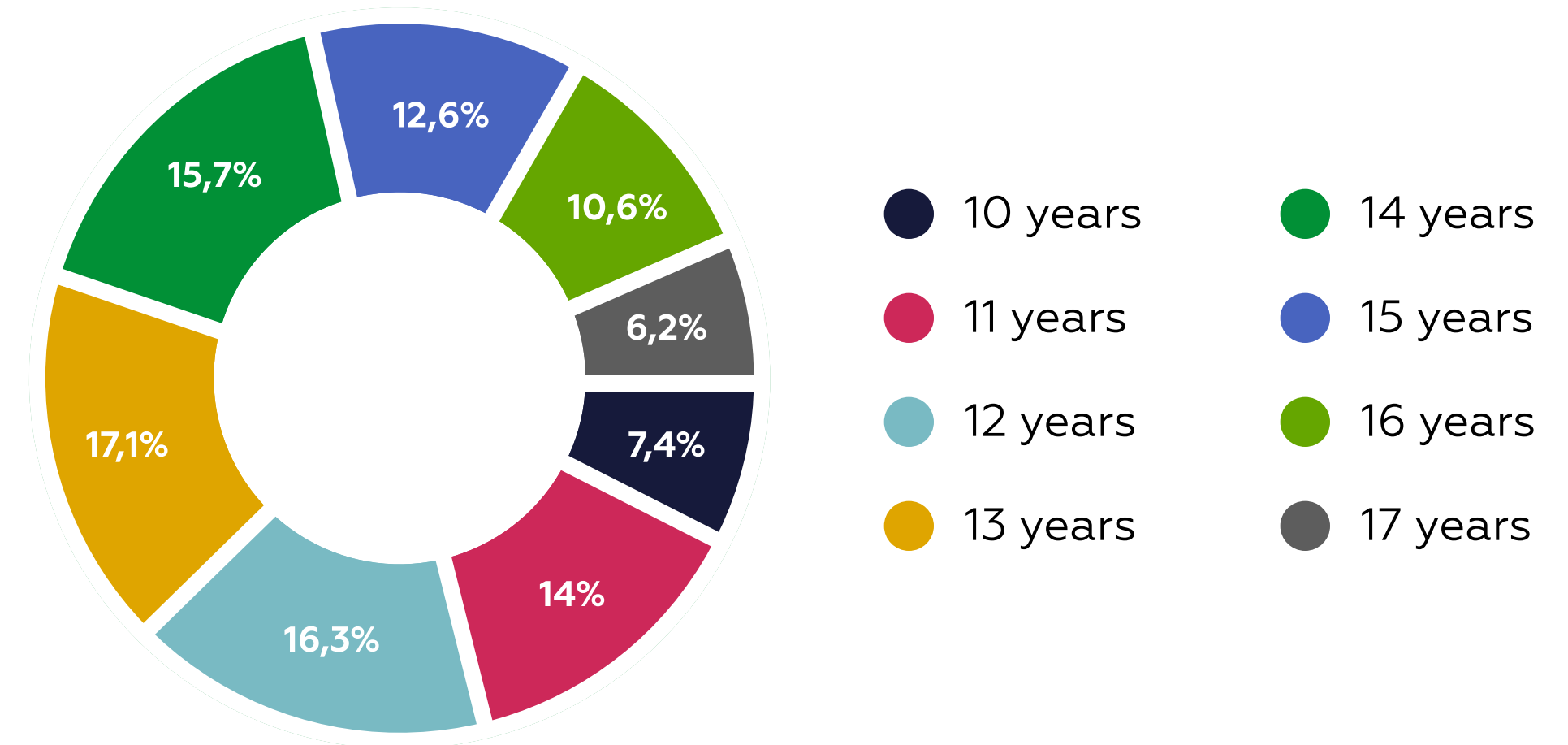


**AGE AND GEOGRAPHICAL
DISTRIBUTION**

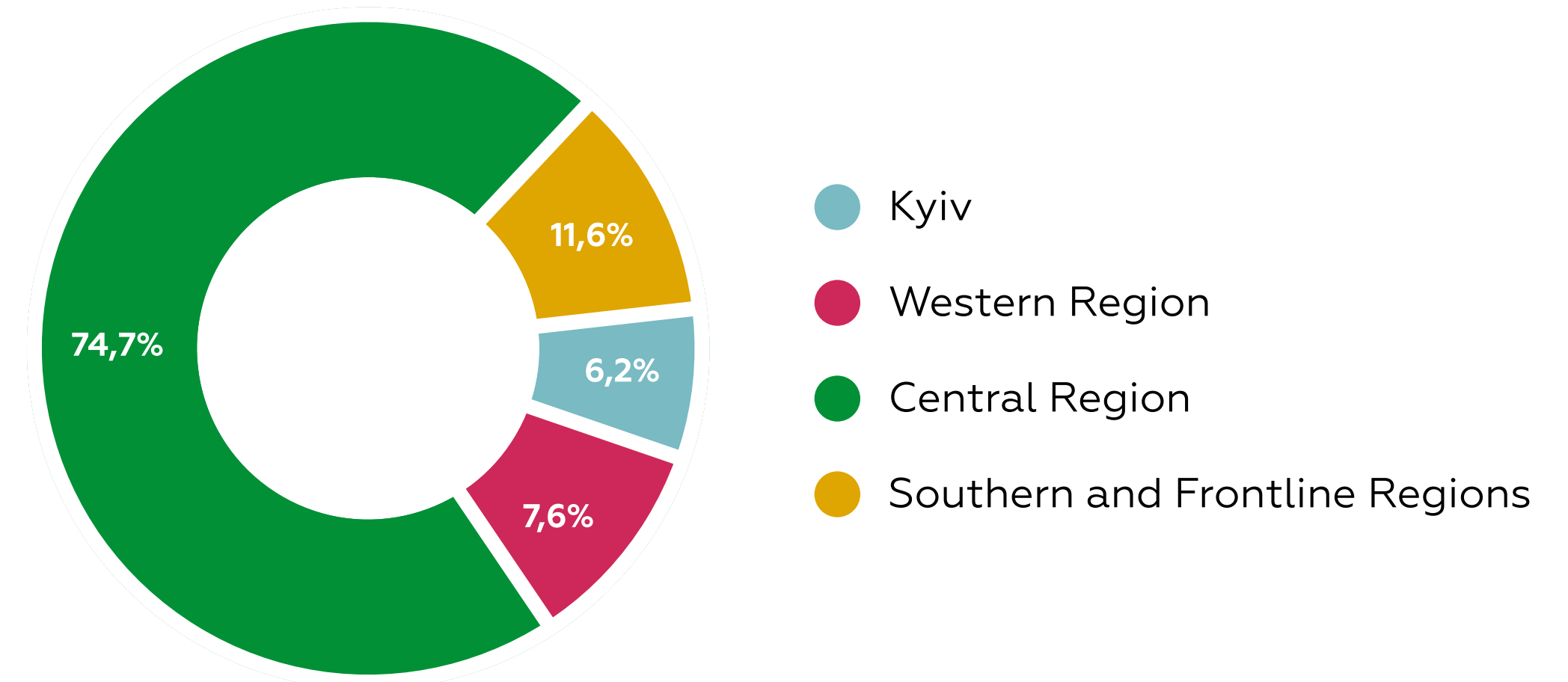
The sample is **balanced in terms of age**, allowing the findings to be considered relevant for both younger adolescents and older age groups.

The majority of respondents reside in the central region of Ukraine (74.7%), which is to be expected given geographical factors (a larger number of oblasts, naturally influencing the proportion of respondents) as well as levels of engagement (a higher rate of participation in the survey, potentially driven by better access to educational institutions, digital tools, and communication channels for survey dissemination).

At the same time, it is important to underline that the study also includes respondents from frontline and southern regions (11.6%), where children live in more challenging security conditions, as well as from western regions (7.6%) and the capital (6.2%).



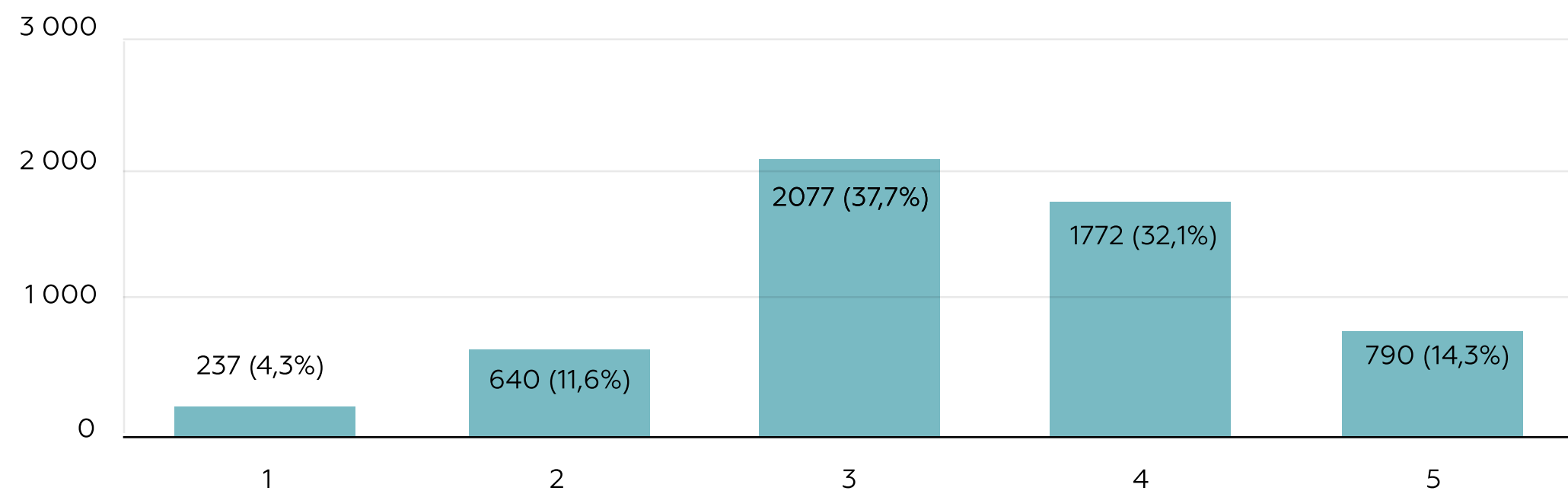
Age Group Distribution



Respondents represent all key macro-regions of Ukraine.

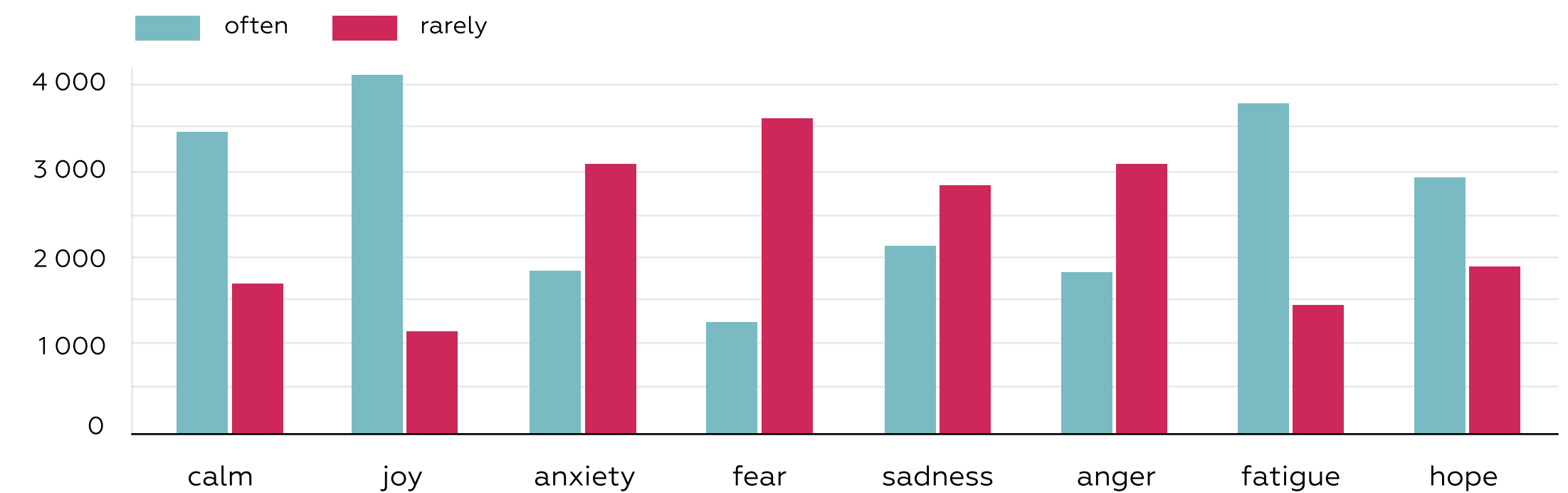
EMOTIONAL WELL-BEING

The majority of children assess their overall well-being as **average** ($\approx 37\%$) or **moderately positive** ($\approx 32\%$), corresponding to scores of 3–4. At the same time, nearly one in six children ($\approx 16\%$) report **negative well-being** (scores of 1–2), while only 14.3% feel **very well** (score of 5).



Assessment scale: from 1 (very poor) to 5 (very good)

On the one hand, a significant proportion of children report frequently experiencing **positive emotions**, particularly **joy and a sense of calm**. This indicates the presence of emotional resources, as well as the ability to adapt and find support even in challenging circumstances.



At the same time, **negative emotions** – such as **anxiety, fear, sadness, and anger** – are also quite widespread. Particular attention should be paid to the high levels of fatigue, which may indicate accumulated stress. Notably, the level of **hope** remains relatively high, suggesting that children maintain a degree of psychological resilience even under conditions of prolonged stress.

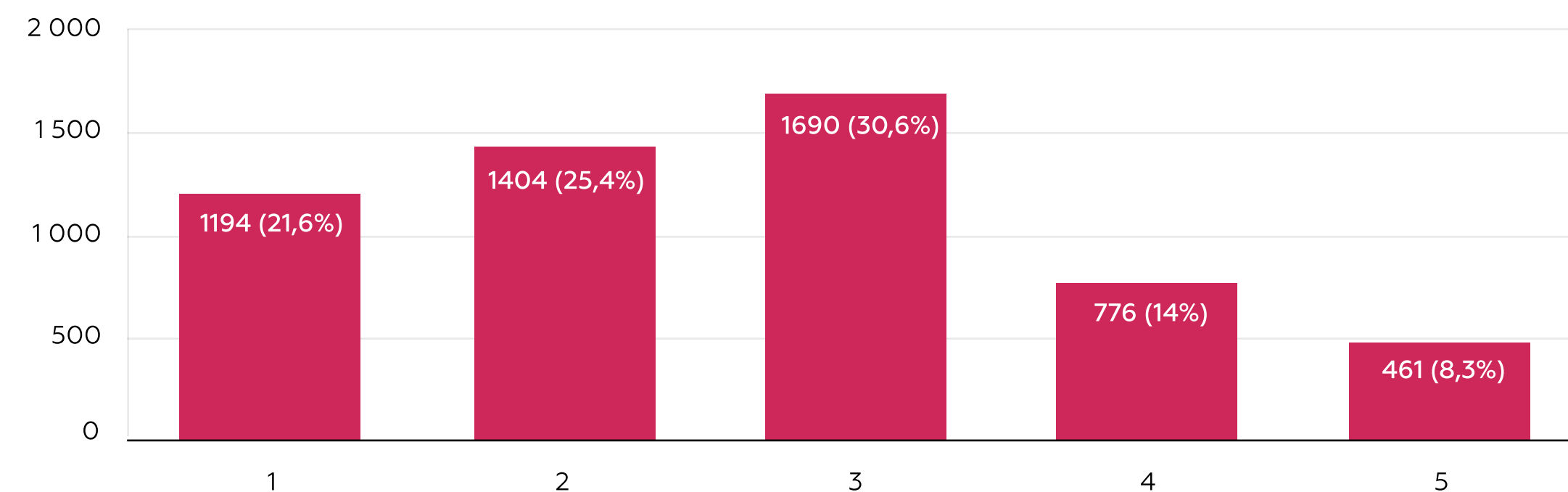
IMPACT OF THE WAR

Responses to the question **“To what extent do air raid alerts and shelling affect you?”** indicate that, for the majority of children, this factor has a **noticeable, though varying, level of impact.**

The largest share of respondents (30.6%) assessed the impact at a moderate level (score of 3), which may suggest **partial adaptation to these conditions;** however, they continue to affect children’s daily lives.

In addition:

25.4% assessed the impact at level 2;
21.6% at level 1, indicating that for a significant proportion of children the impact is **moderate or relatively low.**



Assessment scale: from 1 (no impact at all) to 5 (very strong impact)

At the same time, 22.3% of children (scores 4–5) reported a **strong impact**, pointing to the existence of a group of children who are **particularly sensitive to the security situation.**

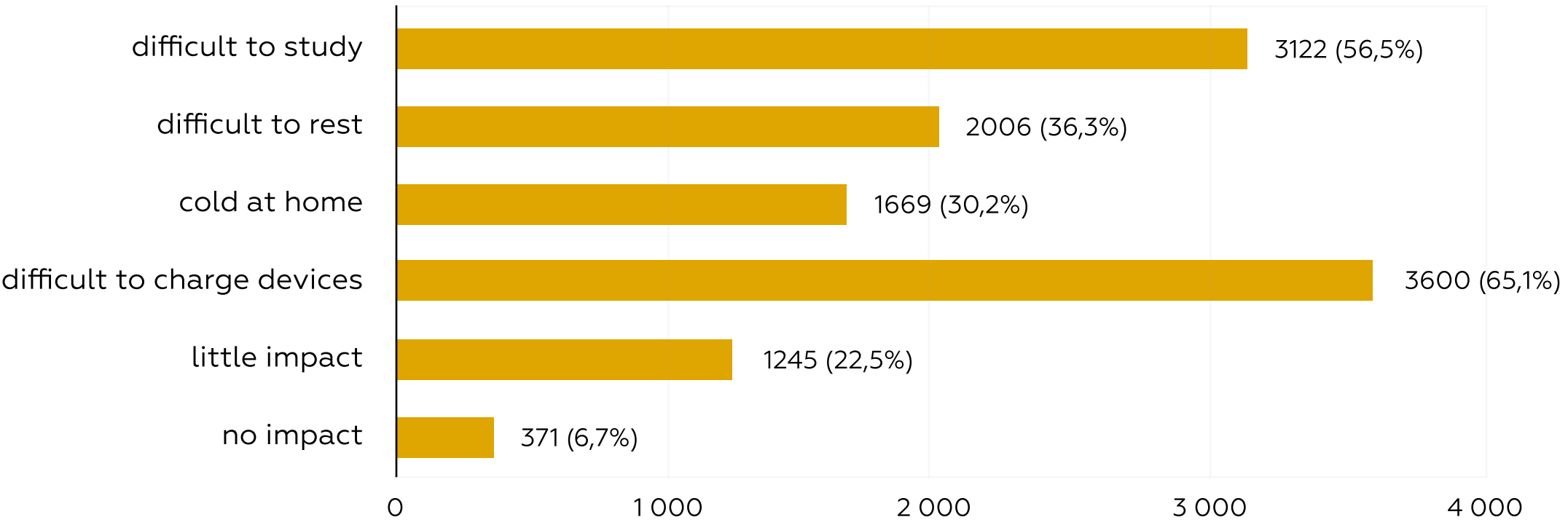
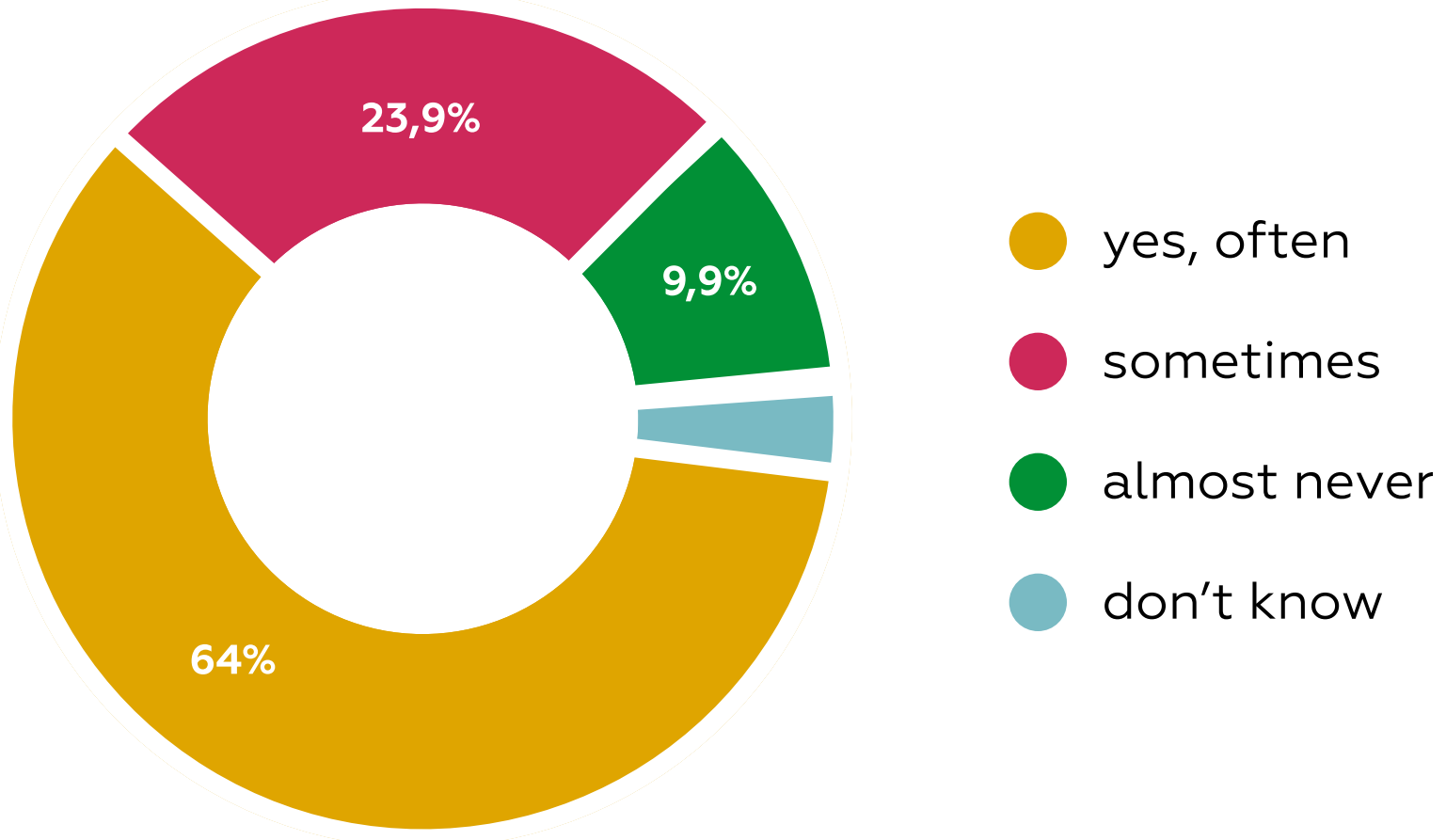
ELECTRICITY OUTAGES

The majority of children (**64%**) report that power or heating outages in their region occur **frequently**, while a further **23.9%** indicate that they occur **occasionally**, pointing to the systemic nature of this issue.

A total of 85% of children experience fatigue or tension as a result of these conditions, whereas only 14% report no such impact.

This directly affects their daily lives. Most commonly, children report **difficulties charging devices** (65.1%) and **studying** (56.5%). A significant proportion also report **challenges related to rest** (36.3%) and cold conditions at home (30.2%).

At the same time, around one quarter of children indicate that **outages have little or no impact on them**, which may reflect differing levels of adaptation and living conditions.



COPING MECHANISMS

Responses to the question “**What helps you cope when you feel stressed or anxious?**” indicate that children actively rely on both everyday and emotional coping strategies. Most commonly, children report:

music, videos, and games (72.7%)

communication with others (61.1%)

sleep (53.5%)

sport or outdoor activities (44.9%)

At the same time, a small proportion of children (2.8%) indicate that nothing helps them, which may point to **emotional exhaustion or a lack of accessible support resources.**

Additional observations:

Open-ended responses provide deeper insight into children’s experiences.

These include:

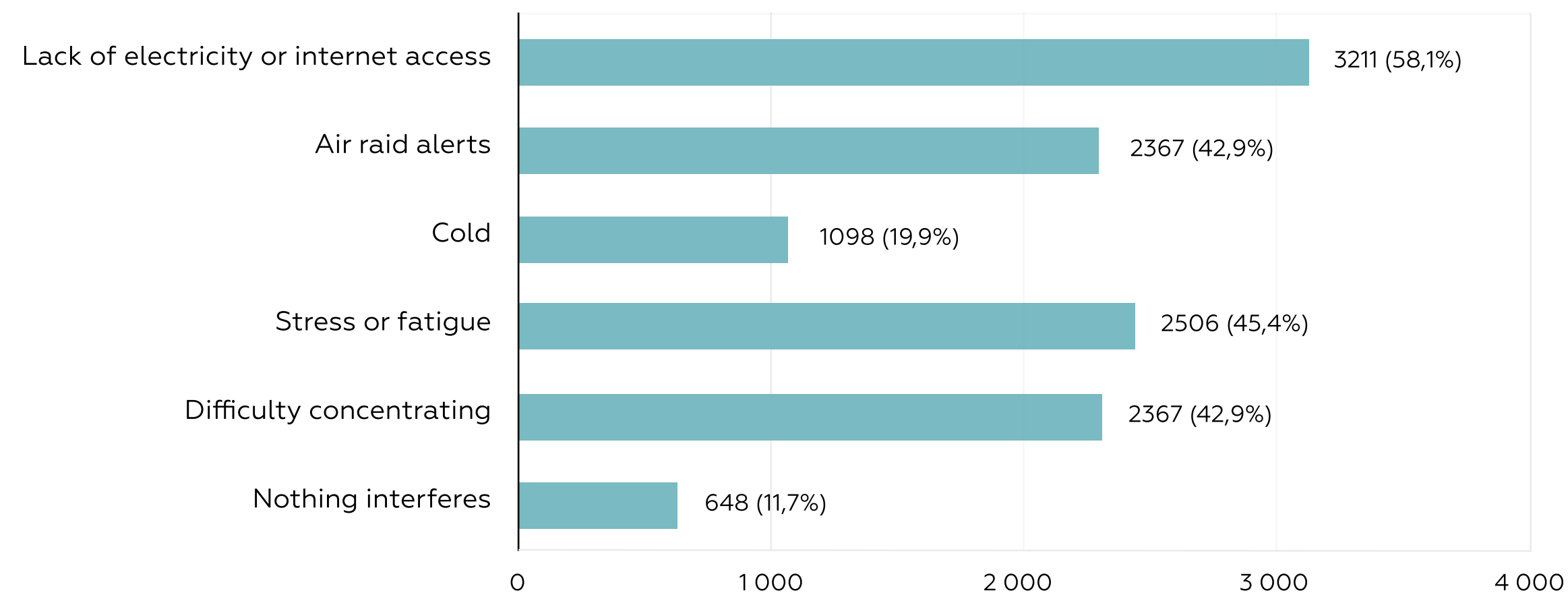
- a tendency to rely on simple **calming strategies** (such as lying in silence or distracting themselves through games or watching matches);
- the importance of **internet** access and electricity as essential conditions for recovery;
- expressions reflecting anxiety and fear for their lives;
- the presence of **hope** and expectations of change.

EDUCATION

The majority of children (67.2%) attend school in person, while 22.3% study online and 9.7% follow a hybrid format.

In terms of perceived difficulty, the largest share of children (41%) assess learning as moderately difficult. At the same time, 39.5% report a high level of difficulty, indicating significant challenges within the educational process.

The main factors that most hinder learning are:



Most children attempt to adapt to the conditions of power outages. The most common strategies include:

- **using a mobile phone instead of a computer** (53%);
- **planning study time around periods when electricity is available** (52%);
- **saving materials and assignments in advance** (28.8%);
- **seeking support from parents or other adults** (20.4%);
- **watching recorded lessons** (19.8%);
- **asking teachers to explain the material again or provide additional time** (10.4%).

Some children living under conditions of power outages report that they are able to minimise their impact due to access to **backup power sources** (generators, charging stations, power banks), alternative lighting (lamps, torches), and mobile internet access even without electricity.

At the same time, a proportion of children explicitly state that they are **not studying or lack motivation to do so**.

LEARNING CHALLENGES

- **Technological dependence**

Children's learning in crisis conditions is largely dependent on the availability of **technical resources**, in particular mobile internet and charged devices. This creates risks of unequal access to education.

- **Self-reliance instead of systemic support**

Children:

- download learning materials independently;
- seek their own ways to facilitate learning;
- do not perceive teachers as the primary source of support.

These findings point to a **high level of self-reliance among children** in the learning process during outages; however, they may also indicate **insufficient systemic support** from educational institutions.

- **Risk of learning loss**

The presence of responses indicating a complete lack of learning (even if representing a small proportion) during outages points to **the risk of some children temporarily dropping out of the educational process.**

**OPEN-ENDED
QUESTION NO. 1**

**“WHAT WOULD YOU LIKE
ADULTS AND PEOPLE IN EUROPE
TO KNOW ABOUT THE LIVES OF
CHILDREN IN UKRAINE?”**

Disrupted education in the context of war

~50–60%

Most frequently, children speak about **difficulties related to learning:**

- difficulty concentrating;
- lessons disrupted by air raid alerts;
- challenges studying without electricity, heating, and internet access;
- a significant amount of material that must be covered independently;
- difficulties preparing for the National Multi-subject Test (NMT) and other exams.

Children also refer to pressure and high expectations from schools, which do not always take wartime conditions into account.

"It is hard to get up for school in the morning when you go through hell at night."

"It is difficult to study during power outages and air raid alerts."

"We may perform poorly not because we do not know anything, but because of the difficult times and constant alarms."

"We are a generation preparing for the National Multi-subject Test (NMT) to the sound of sirens and without electricity."

"The expectations regarding homework have not changed."

"This is not learning; it is an attempt to survive."

"Our lessons are often disrupted."

"It is hard to think about the future and education when your nights are spent in shelters under shelling."

"Even if a child wants to study, there is simply no proper opportunity to do so."

Living in War as a Daily Reality

~45–55%

The second central theme is **everyday life in the context of war**. Children describe the war not as a background condition, but as a daily reality: air raid alerts, shelling, shelters, a constant sense of danger, disrupted sleep, learning, and rest.

Responses often include a request to **recognise the lived reality of childhood** in wartime, rather than perceiving it solely through the lens of news coverage.

"When you hear something flying overhead."

"Childhood in shelters."

"So that they know the truth."

"That living during hostilities is difficult."

"When one day you sit in class, laugh, and study, and that same night your district or city is under missile and drone attacks for four hours straight, yet you still go to school the next morning."

"Air raid alerts, shelters, online lessons – not news, but everyday life".

"Children should have normal socialisation, not stay at home studying online (without electricity, water, or heating)."

"Missiles and drones fall wherever they land."

"This is not just news."

"Childhood under the sound of sirens, the loss of home."

Lack of Basic Living and Learning Conditions

~45–55%

Children very frequently refer to **basic living conditions:** lack of electricity, cold at home and at school, unstable or absent internet access, and the inability to charge devices. Under such circumstances, it is difficult not only to study, but simply to live. Some responses also mention financial difficulties, access to food and medicines, as well as unequal living conditions across different regions.

"It is constantly difficult for us – there is no electricity."

"There is nowhere to charge our phones."

"Power outages may mean poor sleep for you, but for me they are a daily reality."

"High prices."

"I want people and adults in Europe to know how hard it is for us with the war and power outages."

"There is not always electricity."

"To be able to go to school normally and not be afraid."

Psychological Strain and Emotional Exhaustion

~35–42%

Children's responses frequently include not only descriptions of their circumstances, but also reflections on their **internal emotional state.**

Children refer to:

- anxiety;
- exhaustion;
- lack of sleep;
- sleep disturbances;
- psychological pressure;
- fear for their own lives and the lives of their loved ones.

"The psychological pressure of the war."

"So that children are not subjected to moral pressure."

"No one is interested in this."

"Even if a child looks cheerful, it is not always the case."

"I can no longer remember what life was like before the war."

"It is very frightening."

"It is hard for us."

Loss of a Normal Childhood

~25–35%

Children very often speak, either directly or indirectly, about how the **war has taken away their normal childhood**. They refer not only to the end of the war, but to a **return to normality**: the ability to attend school without fear, spend time with friends, sleep peacefully, live at home, and maintain a regular rhythm of life. This theme reflects not only the loss of childhood, but also **disrupted socialisation** and a deep need for a safe and stable life.

"Many children are growing up without their parents. My father, thank God, is alive, but I have not seen him for a long time."

"Without friends and school joys."

"Our carefree childhood has been taken away."

"The inability to experience childhood."

"Because of the war, childhood is on hold."

"Just an ordinary life."

"We have become older than our age, but we still want to have a normal childhood where safety is the most important thing."

"We did not want to grow up so early."

A Call for Peace, Support, and Understanding

~20–34%

Children's responses clearly reflect not only a description of challenges, but also a direct call for action.

They express a need:

- for the **war to end**;
- for **peace and safety**;
- for adults to listen to children;
- for continued support;
- for children to be seen not only as victims, but as individuals with voices, experiences, and dignity.

"Most children do not want anything extraordinary, but something simple: to live without fear, to study calmly, to see their family safe, and to have a normal childhood."

"We dream of a peaceful childhood without explosions and air raid alerts."

"Children in Ukraine want peace."

"There is a war in our country. It must be stopped."

"That the war should end."

"We want to live peacefully, without alarms, sirens, or shelters."

"We need not only sympathy, but also respect."

"Do not stop supporting us."

"We are people too."

Children's Resilience and Adaptation

~24–31%

Despite the difficult circumstances, a strong **theme of resilience emerges** throughout the responses. Children not only describe challenges, but also emphasise that they continue to learn, live, adapt, and **persevere**.

This theme creates an important balance: children are not only vulnerable, but also strong, capable of recovery and adaptation even in highly challenging conditions.

"The lives of children in Ukraine are defined by incredible resilience, alongside deep pain and loss."

"We are strong."

"It is important for adults in Europe to understand that children are growing up quickly; education is taking place under difficult conditions, and despite everything, children continue to dream and plan for the future."

"There is a light that will not go out – the light within us."

"Ukrainian children live in constant danger because of the war, yet they continue to learn, dream, and believe in peace."

"Children are strong and capable, no matter the circumstances."

"Difficult conditions and a strong spirit."

**OPEN-ENDED
QUESTION NO. 2**

**“WHAT KIND OF SUPPORT
DO CHILDREN IN UKRAINE
CURRENTLY LACK THE MOST?”**

Moral / psychological / emotional support

~35–40%

This is the most frequently mentioned theme. Many children explicitly referred to “moral”, “psychological”, “emotional”, or “mental” support. This reflects a strong need to be heard and not left alone with stress, anxiety, fatigue, and fear.

For a significant portion of children, support concerns not only material resources, but also emotional resilience and the **ability to cope with the realities of war.**

Safety / calm / peace / an end to the war

~28–33%

This is the second most frequently mentioned category. For many children, the most meaningful form of support is not a specific service, but **bringing the war to an end.** For children, “support” very often means the ability **to live without sirens, fear, explosions, and constant tension.**

Electricity / heating / internet / charging / technical conditions

~18–22%

Here, support is understood in very practical terms: electricity, internet access, heating, generators, power banks, and devices. For children, support also means **being able to study properly, charge devices, stay warm, and remain connected to everyday life.**

Financial / material support

~15–19%

Many responses were very direct: money, financial assistance, material support, clothing, food, medicines, housing, and equipment.

Some children explicitly refer to a **lack of basic resources** and the growing pressure on their families.

Support from adults / teachers / understanding

~10–13%

Children frequently call not only for assistance, but for a humane and empathetic approach: for teachers to be understanding, for adults to listen, and for reduced pressure. There is a clear **demand for less pressure and more respect**, explanation, and support instead of criticism or shouting.

Parents / father / family / loved ones nearby

~12–16%

This is a deeply personal and emotionally significant theme. Children often refer not to abstract “family support”, but specifically to a **father who is at war or the loss of loved ones**. For many children, the greatest absence is not a service, but the presence of a close family member.

Adequate learning conditions / stable and safe education

~9–12%

Many children refer to the need for stable learning, safe shelters, in-person education, proper technical provision, and suitable conditions for lessons. For children, school is not secondary. Support often means being **able to continue education despite the war**.

Communication / friends /
socialisation / rest /
a normal childhood

~6–10%

Some children explicitly refer to loneliness, isolation, a lack of friends, and limited opportunities for in-person interaction. Children need not only safety, but also a **normal social life**. Support, for them, also means **restoring a sense of ordinary childhood**.

Support for specific
vulnerable groups

~5–8%

There is a clear recognition of the need to **support specific groups of children**, including: internally displaced children, children who have lost parents, children whose parents are serving on the frontline, children from occupied or frontline areas, children with disabilities, orphans, children experiencing severe psychological distress, those in need of rehabilitation, and children facing bullying.

WHAT CHILDREN MEAN BY "SUPPORT"

- electricity;
- heating;
- internet access;
- devices;
- financial resources;
- housing;
- food;
- safe living conditions.

- parents nearby;
- father at home;
- support from relatives;
- friends;
- teachers who do not exert pressure;
- the opportunity to be a child.



- moral support;
- psychological assistance;
- a sense of calm;
- understanding;
- attention;
- care;
- love.

- peace;
- safety;
- an end to the war;
- a stable future.

CONCLUSIONS

The findings of the survey indicate that children's learning and everyday lives in Ukraine are taking place in the context of war, characterised by security risks, instability of basic infrastructure, and significant psycho-emotional strain.

The educational process is frequently disrupted by air raid alerts, shelling, and power outages.

Children are often required to organise their own learning, seek out resources, and adapt to challenging conditions. This reflects a high level of resilience, while at the same time pointing to insufficient systemic support.

The responses clearly demonstrate the impact of the war on children's emotional well-being, as well as their experience of the loss of a normal childhood and restricted social life.

Despite this, children show a strong capacity to adapt and a determination to continue their education. Their needs extend beyond material assistance and include safety, support, understanding, and a peaceful future.

The findings underline the urgent need to strengthen systemic support for children, taking into account the real conditions of their lives during the war.

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