



save **ED**

EDUHIVE LEARNING CENTRES

AS A TOOL
FOR IMPROVING
ACCESS
TO EDUCATION

STUDY BY THE SAVED FOUNDATION

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**THE STUDY WAS CONDUCTED
BY THE SAVED CHARITABLE FOUNDATION:
THE MONITORING AND ANALYTICS OFFICE
TEAM IN COOPERATION WITH THE LEARNING
CENTRES DEVELOPMENT OFFICE.**



INTRODUCTION

The establishment of the educational centres began in 2022, following the de-occupation of the Chernihiv and Kyiv oblasts. In these oblasts, the first EduHives proved to be an effective tool for the rapid restoration of access to education in areas where educational institutions had been damaged or destroyed. **Within the centres, children were able once again to attend classes, socialise, spend free time with their peers, and develop essential life skills.**

Over time, the EduHive network expanded to de-occupied and war-affected communities in the Kharkiv and Mykolaiv oblasts, as well as to settlements in the Dnipropetrovsk and Zaporizhzhia oblasts, where access to in-person schooling and extracurricular education remains limited due to prolonged air raid alerts, shelling, and proximity to active combat zones.

IN 2025

savED established

THE LARGEST NUMBER OF NEW LEARNING CENTRES,

compared to all other civil society organisations in Ukraine. In particular, the foundation began operating in the Sumy and Kherson oblasts, where it established and equipped six new centres.

OVERALL, OVER A PERIOD OF THREE AND A HALF YEARS, SAVED HAS CREATED

158 LEARNING CENTRES

ACROSS **7** OBLASTS OF UKRAINE

THAT HAVE BEEN MOST AFFECTED BY THE WAR.

EduHives are established where they are needed most — in remote settlements or cities where, due to damaged infrastructure and proximity to the frontline, children face severe limitations in everything that constitutes “childhood”.

In addition, in 2025 savED continued to advance the STEM education strand by establishing two new DIY EduHives in the Dnipropetrovsk oblast, expanding a network of teachers’ DLCs, and piloting a digital educational centre based at a oblastal children’s hospital. The same year, a Core Educational Programme (CEP) was launched to complement the cycle of extracurricular lessons with advanced knowledge, fostering intellectual curiosity and soft skills among children aged six and older.

IN 2025, 128 EDUHIVES ESTABLISHED BY SAVED WERE OPERATING ACROSS THE ZAPORIZHZHIA, DNIPROPETROVSK, KHARKIV, KHERSON, MYKOLAIV, CHERNIHIV, KYIV, AND SUMY OBLASTS.



These centres were attended by more than 40 000 UNIQUE CHILDREN

BETWEEN JANUARY AND OCTOBER 2025, ACCOUNTING FOR OVER 573,000 TOTAL VISITS

OVER FOUR YEARS, THE DLC CONCEPT

(Digital Learning Centre)

HAS EVOLVED BEYOND ITS INITIAL ROLE OF RAPIDLY RESTORING ACCESS TO EDUCATION, TRANSFORMING INTO A TOOL FOR COMMUNITY DEVELOPMENT AND THE CONSOLIDATION OF LOCAL STAKEHOLDERS, IN LINE WITH THE HDP NEXUS APPROACH.

Through a diverse range of extracurricular activities, learning loss recovery programmes, and the engagement of partner organisations and institutions, EduHives have become key pillars within schools and local communities.

SUPPORTING THE EDUHIVE NETWORK

is not merely an investment in education,

but a contribution to Ukraine's recovery and the preservation of its social capital. This is achieved through the creation of extracurricular opportunities, increased satisfaction with the educational process, and the development of a sense of purpose in one's own actions.

According to the study War, Education, and Social Capital (savED, 2025), these factors play a significant role in shaping adolescents' sense of belonging to their communities.

METHODOLOGY

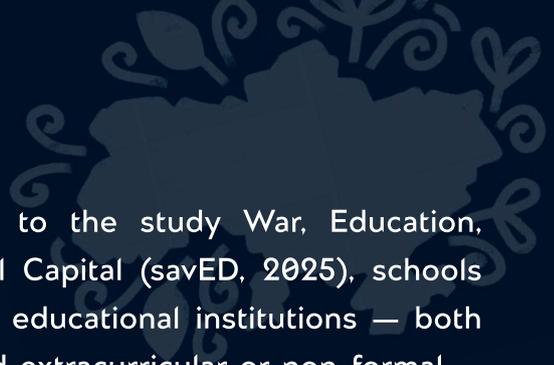


In 2024, savED presented the study *The Effectiveness of EduHive Learning Centres as a Tool for Access to Education (savED, 2024)*. The study included an analysis of survey results from 333 students, 210 teachers, 349 parents, and 54 tutors, as well as an assessment of communication channels between the centres and their target audiences and an analysis of EduHive administrative data. Data were collected at learning centres in the Kyiv, Chernihiv, Mykolaiv, Dnipropetrovsk, and Kharkiv oblasts. In 2025, savED broadened the scope of the study by expanding the EduHive network and incorporating surveys of school principals.

The study involved

74 LEARNING CENTRES and **2 DIY EDUHIVES** across **6 OBLASTS OF UKRAINE,**

operating on the premises of 70 schools and five other institutions (including an outpatient clinic, a palace of culture, a civic activity hub, among others). At one lyceum in the Dnipropetrovsk oblast, both a learning centre and a DIY EduHive operate concurrently. To develop a comprehensive understanding of effectiveness and to assess both short-term and long-term outcomes of the learning centres' operations, surveys were conducted among **FIVE RESPONDENT GROUPS ACROSS 76 EDUHIVES IN THE ZAPORIZHZHIA, DNIPROPETROVSK, MYKOLAIV, KHARKIV, CHERNIHIV, AND KYIV OBLASTS.**



The sample was formed using the river sampling approach and included the core stakeholders of the educational centres:

- **CHILDREN**
(June–October 2025) — 1,333 respondents;
- **PARENTS**
(June–October 2025) — 1,295 respondents;
- **TUTORS**
(October 2025) — 124 respondents;
- **REPRESENTATIVES OF SCHOOL ADMINISTRATIONS**
hosting EduHives (October 2025) — 53 respondents;
- **TEACHERS FROM SCHOOLS**
where EduHives operate (October 2025) — 304 respondents.

A total of 3109 RESPONDENTS participated in the study, providing 86 822 INDIVIDUAL RESPONSES.

Survey data were triangulated using findings from desk research and monitoring visits conducted by the savED team in 2025.

According to the study War, Education, and Social Capital (savED, 2025), schools and other educational institutions — both formal and extracurricular or non-formal — create a sustained environment of interaction in which children and young people gain experience in trust, cooperation, and participation in collective life. Learning spaces thus serve as a foundation for the restoration of social ties, as environments of safety and support, and as a source of a sense of belonging to the community.

Accordingly, **this year’s study was grounded in the hypothesis that EduHives represent an effective solution — including from a cost-efficiency perspective — to restoring access to education in frontline communities, while also contributing to the preservation of social capital through, among other factors, the development of a sense of community belonging and trust.**

The factors that play the most significant role in shaping a sense of community belonging include satisfaction with learning, the presence of friendships, ease of social integration, and a sense of purpose in one's own actions. Accordingly, the core hypothesis of this study will be tested through the verification of the following assumptions:

H.1 _____

EduHives are new social spaces within communities that provide children with unique opportunities for socialisation and peer interaction.

H.2 _____

Learning centres simultaneously serve as venues for school-cycle activities (learning loss recovery lessons, additional classes with teachers) and extracurricular activities (clubs, reading, games, workshops, etc.), thereby enhancing children's knowledge, general erudition, and the development of soft skills.

H.3 _____

The cost of establishing and maintaining EduHives aligns with the low-cost, high-impact principle.

H.4 _____

Parents of children who regularly attend EduHives have more time for professional activities, personal and household responsibilities, and demonstrate higher levels of engagement in their children's educational process.

H.5 _____

Tutors working in educational centres experience professional and personal growth through training provided by savED specialists, which supports the development of trust-based relationships with children and creates potential for building a tutor community.

H.6 _____

EduHives are integrated into the ecosystem of the host institution and generate additional value for teachers, schools, and the wider community.



ACKNOWLEDGEMENTS TO PARTNERS



We sincerely thank our partners who supported the idea of establishing our learning centres and continue to sustain their operations in cities and villages across war-affected communities! Together, we are upholding every child's right to education and to a safe and hopeful childhood.

Save the Children and SURGe —

for supporting the establishment of the first 16 digital learning centres in the Kyiv and Chernihiv oblasts.

AWO International and Aktion Deutschland Hilft —

for establishing six multifunctional learning centres in the Chernihiv oblast.

Crown Agents —

for the first two digital learning centres located in shelters in the Kyiv and Chernihiv oblasts, as well as youth centres in the Mykolaiv oblast.

Plan International —

for our first seven learning centres in the Mykolaiv oblast.

U-LEAD with Europe —

for expanding our activity to the Kharkiv oblast and establishing 25 EduHives across four oblasts (Kharkiv, Mykolaiv, Chernihiv, and Kyiv).



UNICEF Ukraine —

for establishing 30 centres in the Dnipropetrovsk oblast and 24 centres in the Zaporizhzhia oblast, as well as for supporting the learning loss recovery programme and the development of the teachers' DLC network.

Nova Ukraine and The Howard G. Buffett Foundation —

for supporting the continued operation of four centres in the Kyiv and Chernihiv oblasts.

Humanite —

for supporting the continued operation of four learning centres in the Kharkiv oblast.

KNH —

for supporting the operation of 16 EduHives in the Mykolaiv and Kharkiv oblasts.

UCBI —

for supporting the operation of 16 EduHives in the Mykolaiv and Kharkiv oblasts.

Education Cannot Wait —

for 24 new centres in 2025 and the first EduHives in the Sumy and Kherson oblasts.

LuxDev and Proman —

for 18 new centres in the Kryvyi Rih area.

SIDA —

for supporting 16 existing EduHives and the establishment of 10 new centres in the Kharkiv oblast.

Serhii Tokarev Foundation and GEA —

for supporting the establishment of the first DIY EduHives in the Dnipropetrovsk oblast.



RESEARCH CONTEXT

According to data from the Ministry of Education and Science of Ukraine (MoES) as of November 2025, since the start of the full-scale invasion,

400 educational institutions
HAVE BEEN DESTROYED,

3358 institutions
HAVE BEEN DAMAGED.

Among general secondary education institutions, MoES data indicate that

8420 schools
OPERATE IN
AN IN-PERSON FORMAT,

2009
IN A BLENDED FORMAT,

1354
ONLINE.

These findings are corroborated by the study War, Education, and Social Capital (savED, 2025), which, based on a national survey, also highlights a **significant disparity in learning formats between frontline oblasts and safer areas. In frontline oblasts, only**

attend school in person, | **34%**
of children

study in a blended format, | **17%**

learn remotely. | **49%**

In contrast, in comparatively safer oblasts,

90% of students
predominantly have access to in-person education.

We surveyed tutors, school principals, and teachers in order to capture the evolving context in which savED educational centres currently operate.

IN THE DNIPROPETROVSK OBLAST,

68% of education professionals believe that the security situation partially affects the educational process: classes may be interrupted by regular air raid alerts, yet learning is not fully suspended. At the same time, 29% of respondents across all three surveyed groups report that the security situation has a significant impact, as children primarily study in shelters, which substantially alters the format of the educational process. 62% of tutors and 50% of school principals note that since September 2025, both the frequency and duration of air raid alerts and shelling have increased, particularly in the Synelnykove and Pavlohrad districts. Principals of two educational institutions hosting learning centres additionally reported that their school buildings had sustained damage from blast waves over the past six months, with no casualties reported. At the same time, some school leaders point to positive developments: in Kryvyi Rih and Pavlohrad, the number of air raid alerts has decreased due to the introduction of a differentiated alert system. However, nighttime shelling continues to negatively affect the emotional and physical well-being of participants in the educational process. The shortage of shelter capacity also remains a pressing issue, forcing several schools to operate in a blended learning mode and to rotate individual classes on designated days of the week.



IN THE ZAPORIZHZHIA OBLAST,

across the three surveyed respondent groups, 70% of tutors, 74% of teachers, and 91% of school administration representatives reported a significant impact of the security situation on the learning process in the oblast. This assessment aligns with the prevailing learning formats in the oblast, where all educational institutions — except underground schools — currently operate in blended or fully online modes. A partial impact, primarily related to prolonged air raid alerts and lesson interruptions, was reported by 21% of tutors, 11% of teachers, and 9% of school principals. 91% of tutors and 100% of principals indicated a substantial deterioration in the security situation since the start of the 2025/2026 academic year, with longer air raid alerts and more frequent shelling. Notably, tutors at one institution in Zaporizhzhia reported a projectile strike on the school's football field, while a tutor at an EduHive operating in a lyceum within the Kushuhum community reported recurring power outages affecting the entire community.





IN THE KHARKIV OBLAST,

the majority of surveyed education professionals also reported a significant impact of the security situation on the educational process. 55% of tutors, 57% of teachers, and 63% of school principals indicated that learning is exclusively online, with students and educators relocating, particularly from de-occupied communities such as Izium and Balakliia. Other respondents described the impact as “noticeable” or “partial,” citing fragmentation of the educational process due to frequent air raid alerts. 64% of tutors and 75% of school principals reported an increase in shelling in the current academic year compared to the previous one. In particular, a tutor from one of the de-occupied communities in the oblast reported a missile explosion near a shelter, partial damage to a school building, and the complete destruction of windows.

IN THE MYKOLAIV OBLAST,

83% of surveyed education professionals assessed the impact of the security situation on the educational process as partial: air raid alerts occur, but they do not alter the overall learning format. However, tutors working at an EduHive in the Horokhivka community, located closest to the active combat zone, reported a significant impact, citing substantially longer air raid alerts and a higher frequency of shelling. According to responses from tutors and school principals, no major changes in the local context were observed at the start of the new academic year; shelling has decreased, and in some communities, there is a positive trend toward a transition from online to blended learning (Bereznehuvate and Halytsynove).

IN THE CHERNIHIV OBLAST,

all surveyed tutors and school principals unanimously reported a noticeable impact of the security situation on the educational process. According to their accounts, children primarily study in shelters. 76% of teachers also reported a noticeable impact, while 24% assessed it as partial. All tutors and principals confirmed an increase in the duration of air raid alerts and the frequency of shelling compared to the previous academic year. Additionally, a tutor from a lyceum in the Mykhailo-Kotsiubynske community, where a learning centre operates, reported a potential transition to fully online learning.

IN THE KYIV OBLAST,

97 % of surveyed education professionals assessed the impact of the security situation on the educational process as partial, indicating a relative stability of the learning process despite ongoing air raid alerts and restrictions. Changes in the local context were reported sporadically. A tutor and a principal from one of the lyceums noted an increase in the duration of air raid alerts, which have forced students and teachers to spend the majority of their studying time in shelters.

The contextual analysis of the six oblasts in which savED EduHives operate highlights the key challenges that children and education professionals face on a daily basis. Online learning formats, frequent lesson interruptions, shelling and damage to school buildings, and prolonged air raid alerts contribute to the deepening of learning losses, a lack of live social interaction, and low levels of social skills among children, as well as to limited access to extracurricular activities, increased stress, and heightened emotional strain. EduHive learning centres are designed to mitigate these negative consequences through rapid adaptation to the realities of an evolving and volatile context.





CHAPTER 1

THE RELEVANCE OF EDUHIVE AS A TOOL FOR IMPROVING ACCESS TO EDUCATION

The **76** learning centres

included in the study operate across the Zaporizhzhia, Dnipropetrovsk, Mykolaiv, Kharkiv, Chernihiv, and Kyiv oblasts.

Of these,

50 centres are located in cities, **13** — in towns, **13** — in villages.

WHILE A NETWORKED COVERAGE OF CENTRES IN LARGER CITIES IS BEING DEVELOPED TO ENSURE CONVENIENT ACCESS FOR CHILDREN FROM DIFFERENT DISTRICTS, SAVED CONTINUES TO PRIORITISE IMPROVING ACCESS TO EDUCATION IN TOWNS AND VILLAGES THAT ARE LESS WELL SERVED BY EDUCATIONAL OPPORTUNITIES, AS WELL AS IN COMMUNITIES WHERE THE RESOURCES OF LOCAL AUTHORITIES AND PARENTS ARE INSUFFICIENT TO CREATE ADDITIONAL EDUCATIONAL OPPORTUNITIES.

Of the 70 educational institutions hosting digital learning centres,

only **12** **PROVIDE FULLY OFFLINE CLASSES (17%),**

51 **OPERATE IN A BLENDED FORMAT (73%),**

7 **DELIVER EDUCATION ENTIRELY ONLINE (10%).**

The lowest levels of fully offline learning are observed in the Kharkiv, Zaporizhzhia, and Chernihiv oblasts.

Against this backdrop, EduHive Learning Centers remain highly relevant as safe spaces for in-person learning and live interaction, as over 80% of children in the communities where the centres operate lack consistent access to an offline educational and social environment.

We surveyed tutors, school principals, and parents about the availability of other free educational opportunities in their schools and communities to assess whether EduHive Learning Centers create additional free educational opportunities for children in these localities.

DNIPROPETROVSK OBLAST

AMONG THE SURVEYED TUTORS AND SCHOOL ADMINISTRATION REPRESENTATIVES, 42% OF TUTORS AND 21% OF PRINCIPALS REPORTED THAT THEY WERE NOT AWARE OF ANY OTHER FREE EDUCATIONAL CENTRES IN THEIR COMMUNITIES.

At the same time, 58% of tutors and 79% of principals indicated the presence of such free extracurricular opportunities, including school clubs, music and sports schools, youth centres, preparatory centres for preschool children, as well as child-friendly spaces established with the support of partner organisations, including UNICEF. The parent survey results point to limited awareness of free educational and extracurricular opportunities for children.

Of the 589 parent respondents,

75%

STATED THAT THEY WERE NOT AWARE OF ANY SUCH OPPORTUNITIES IN THEIR COMMUNITIES.

Among the 25% of parents who reported being aware of these opportunities,

only **13%**

HAD ENROLLED THEIR CHILD IN OTHER CENTRES OR EXTRACURRICULAR ACTIVITIES OUTSIDE OF EDUHIVE LEARNING CENTERS.

A mother of a child attending a Digital Learning Centre in the Samarivska community commented:



I AM AWARE [OF OTHER OPPORTUNITIES]. NO, I HAVEN'T TAKEN MY CHILD THERE, BECAUSE WE REALLY LIKE OUR LEARNING CENTRE!



ZAPORIZHZHIA OBLAST

AMONG THE SURVEYED TUTORS AND SCHOOL ADMINISTRATION REPRESENTATIVES, 17% OF TUTORS AND 11% OF SCHOOL ADMINISTRATORS REPORTED THAT THEY WERE NOT AWARE OF OTHER FREE SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES FOR CHILDREN.

The remaining — 83% of tutors and 89% of administrators — indicated the availability of school clubs, sports and dance sections, art schools, as well as hubs run by other charitable organisations. At the same time, the parent survey revealed lower awareness levels.

Among

501 PARENT RESPONDENTS, **45%**

STATED THAT THEY WERE NOT AWARE OF ANY OTHER FREE EDUCATIONAL OPPORTUNITIES FOR THEIR CHILDREN,

while 55% mentioned clubs, centres, children's hubs, as well as activities organised by municipal libraries.

However, only **3%**

OF PARENTS REPORTED THAT THEIR CHILD ALSO ATTENDS OTHER CENTRES OR SECTIONS IN ADDITION TO EDUHIVE LEARNING CENTERS.

A mother of a child attending one of the Digital Learning Centres in Zaporizhzhia shared:



UNFORTUNATELY, I DON'T KNOW OF ANY OTHER SUCH SPACES. I WAS ACTUALLY SURPRISED WHEN I FOUND OUT THAT IT IS FREE.



KHARKIV OBLAST

AMONG THE SURVEYED RESPONDENTS, 13% OF TUTORS AND 38% OF SCHOOL PRINCIPALS REPORTED THE ABSENCE OF OTHER EDUCATIONAL OPPORTUNITIES IN THEIR LOCALITIES.

Other respondents mentioned resilience centres and fragmentary school-based initiatives run by other charitable organisations. Among the 23 surveyed parents, 9% stated that they were not aware of other educational opportunities. Of the 91% of parents who reported being aware of such opportunities,

only **1** MOTHER HAD TAKEN HER CHILD TO ANOTHER CENTRE, but discontinued attendance because the child did not enjoy it.

A mother of a child attending an EduHive Learning Center in the Balakliia community shared:

I AM AWARE [OF OTHER CENTRES], BUT IT IS MORE CONVENIENT FOR US TO ATTEND EDUHIVE. AND THE TUTORS HERE ARE VERY GOOD.

MYKOLAIV OBLAST

40% OF TUTORS AND 80% OF SCHOOL PRINCIPALS REPORTED THE ABSENCE OF OTHER FREE EDUCATIONAL OPPORTUNITIES IN THEIR COMMUNITIES.

The remaining 60% of tutors and 20% of principals, respectively, mentioned school clubs, sports sections, and occasional training sessions organised by other civil society organisations. Among the 17 surveyed parents, 29% were not aware of other opportunities, while 71% mentioned libraries and resilience centres; however, only three parents reported taking their children to these spaces.

A tutor from the Pervomaisk community noted:

THE LEARNING CENTRE IS THE ONLY ONE SERVING FOUR VILLAGES, JUST LIKE OUR SCHOOL.

CHERNIHIV OBLAST

50% OF TUTORS AND SCHOOL PRINCIPALS WERE NOT AWARE OF ANY OTHER CLUBS OR CENTRES FOR CHILDREN, WHILE THE REMAINING 50% REPORTED THE PRESENCE OF ONLY SCHOOL-BASED CLUBS.

Among the seven surveyed parents, 71% were not aware of alternative options, while 29% were aware of other educational opportunities but preferred to enrol their children specifically in EduHive.

KYIV OBLAST

ALL SURVEYED TUTORS AND SCHOOL PRINCIPALS REPORTED THE ABSENCE OF OTHER FREE EDUCATIONAL OPPORTUNITIES IN THEIR COMMUNITIES.

Principals from two schools mentioned only school-based clubs. The surveyed parents were unaware of any alternative centres.

Overall, **frontline and near-frontline communities** where the EduHive Learning Center network operates **have limited access to extracurricular and non-formal education.**

1. The relevance of eduhive as a tool for improving access to education

According to the study “War, Education, and Social Capital” (savED, 2025), only **41% OF STUDENTS ARE REGULARLY ENGAGED IN EXTRACURRICULAR ACTIVITIES**, which is below the national average. Students with experience of internal displacement are involved even **LESS FREQUENTLY**, especially in communities without targeted initiatives. Students with experience of internal displacement are involved even less frequently, especially in communities without targeted initiatives. Teachers report that **EXTRACURRICULAR FORMATS PLAY A POSITIVE ROLE IN STRENGTHENING PEER COHESION**, yet they are often **IMPLEMENTED “ON ENTHUSIASM ALONE”** without stable institutional or financial support. As a result, the extracurricular environment remains an important but unevenly accessible resource for building social capital in Ukraine. In this context, it is particularly significant that EduHive Learning Centers are, in some communities, the only available free option for children to access additional or non-formal education.

Even in oblasts where alternative opportunities are more numerous (such as Zaporizhzhia and Dnipropetrovsk oblasts), **parents choose EduHives for the following reasons:**

- **CONVENIENT LOCATION;**
- **FLEXIBLE SCHEDULE (WORKS ALSO ON SATURDAYS);**
- **ACCESSIBILITY FOR CHILDREN USING WHEELCHAIRS;**
- **“..THE CHILD ENJOYS BEING HERE..”;**
- **PROFESSIONALISM OF TUTORS.**





CHAPTER 2

INFRASTRUCTURE OF THE LEARNING CENTRES

The average cost of renovating and equipping one EduHive Learning Center is EUR 50,000. This amount includes: basic renovation works (floors, ceilings, walls, doors, and electrical systems); internet installation; procurement of laptops and computer accessories for 20 children; a projector, printer, and charging station; stationery, educational games, and books. The operation of each EduHive requires two tutors. Their remuneration is included in the average EUR 50,000 annual cost. The final renovation cost may vary depending on the initial condition of the premises, its size, and layout features. Establishing an EduHive in a bomb shelter is typically more expensive, as it requires additional investments in ventilation systems, restroom facilities, and emergency exits. To ensure the continued operation of an established center, ongoing costs include tutor remuneration and regular replenishment of books, games, and stationery, amounting to approximately EUR 12,000–13,000 per year.



To assess the convenience of the furniture and equipment and to determine whether EduHive Learning Centers are comfortable and accessible for all users, we surveyed tutors, teachers, and school principals. Based on their responses, an overall score was calculated in line with the infrastructure assessment criteria for EduHives, where 5 represents the highest possible rating.

Category	Average Score	Tutors' Scores	Teachers' Scores	Principals' Scores
Adequacy of furniture for academic activities	4,4	4,1	4,5	4,6
Adequacy of furniture for non-academic activities	4,5	4,4	4,5	4,5
Comfort of furniture for children of different age groups	4,4	4,2	4,6	4,5
Adequacy of technical equipment (laptops, projectors, internet access)	4,4	4,4	4,5	4,3
Adequacy of games and books	4,3	4,1	4,5	4,5
Adequacy of materials for creative activity and stationery	4,1	3,8	4,1	4,6
Thermal comfort (temperature conditions)	4,2	3,9	4,5	4,3
Quality of lighting	4,7	4,7	4,8	4,8

THE ASSESSMENTS PROVIDED BY THE THREE RESPONDENT GROUPS INDICATE A HIGH LEVEL OF SATISFACTION WITH THE CENTRES' EQUIPMENT AND FACILITIES.

The lowest score was given to the indicator “adequacy of materials for creative activities and stationery”, as these resources, due to the nature of their use, require continuous replenishment and renewal, particularly when visitor numbers at an EduHive are high.

REQUESTS FOR IMPROVING THE CONDITIONS IN THE EDUHIVES WERE GROUPED INTO SEVERAL KEY CATEGORIES. THE SAVED TEAM WILL REVIEW THESE INPUTS TO IMPROVE EACH INDIVIDUAL CENTRE.

Category	Number of mentions	Areas for possible improvement
Technical equipment (laptops, printers, boards, internet)	28	“Purchase an additional printer,” “provide better internet connection,” “install an interactive whiteboard,” “more laptops”
Comfort and microclimate (air conditioning, water)	14	“No air conditioner — very hot in summer,” “very stuffy during the summer period,” “ensure access to drinking water”
Materials for creative activity, games, and stationery	18	“More materials for children,” “update board games,” “more stationery supplies”
Furniture (chairs, desks, beanbags)	6	“More desks and chairs,” “additional beanbags”
Educational/developmental materials (LEGO, visual aids)	4	“Purchase LEGO sets,” “more visual learning materials”
Space and premises	3	“Expand the rooms,” “equip an additional room”
No changes/everything is fine	36	“Everything is fine,” “we are satisfied,” “fully equipped with everything needed”

GIVEN THE NUMBER OF THREATS CURRENTLY FACED BY UKRAINIAN CHILDREN, ENSURING A STRONG SENSE OF SAFETY WHILE ATTENDING EDUHIVES IS CRITICALLY IMPORTANT FOR THE SAVED TEAM.

**CONSIDER EDUHIVES
SAFE FOR ALL VISITORS**

96%
OF TUTORS

97%
OF TEACHERS

96%
OF SCHOOL
PRINCIPALS

**RESPONDENTS WHO RATED SAFETY AS ONLY
PARTIAL CITED THE FOLLOWING REASONS:**

“The centre is located in a basic shelter rather than a reinforced bomb shelter,” “The concrete floor in the EduHive may pose a risk during active games,” or the overall security situation in the settlement does not allow people to feel fully safe in general.

**REPORTED THAT THE CENTRE
IS LOCATED IN A SHELTER
OR THAT A SAFE SHELTER IS
AVAILABLE IN CLOSE PROXIMITY**

93%
OF TUTORS

95%
OF TEACHERS

98%
OF SCHOOL PRINCIPALS



**FULL COMPLIANCE
WITH FIRE SAFETY
REGULATIONS WAS
REPORTED BY**

97%
OF TUTORS

94%
OF TEACHERS

98%
OF SCHOOL
PRINCIPALS

**CHILDREN RATED
THEIR SENSE OF
SAFETY IN EDUHIVES
AT AN AVERAGE OF**

4,5 OUT OF **5**

**REFLECTING BOTH
PHYSICAL AND
EMOTIONAL SAFETY
WHILE ATTENDING
SAVED CENTRES.**





CHAPTER 3

PROGRAMMATIC FRAMEWORK OF EDUHIVE

BALANCE BETWEEN ACADEMIC AND NON- ACADEMIC ACTIVITIES



According to attendance logs,

over **10** MONTHS OF OPERATION
(January–October 2025),

27 292 ACTIVITIES

WERE CONDUCTED

across **76** LEARNING CENTRES.

Of these,

18 706 ACTIVITIES

FELL WITHIN THE SCHOOL-CYCLE
FRAMEWORK

(learning loss recovery programmes,
additional lessons, and teacher
consultations),

while

8586 WERE
EXTRACURRICULAR
ACTIVITIES.

At the same time, 76% of tutors perceive the balance between academic and non-academic components as approximately 50/50. Fourteen percent report a predominance of academic lessons, while 10% indicate that non-academic activities prevail in their centres. Importantly, perceptions of activity dominance are not directly linked to the implementation of learning loss recovery programmes. For example, some tutors working in centres where catch-up classes are currently delivered report a predominance of extracurricular activities. Conversely, in EduHives where catch-up programmes are not implemented, some tutors note a higher share of academic lessons due to intensive use of the space for additional classes and extended day groups.

Although academic activities numerically prevail, tutors do not perceive this as an imbalance. Children, in turn, report high levels of engagement with games and leisure activities, as these extracurricular opportunities are particularly attractive to them and clearly distinguish EduHives from conventional, fully equipped classrooms.

Desk research of attendance logs shows the following distribution over the 10-month period:

399 791

ATTENDANCES AT ACADEMIC ACTIVITIES (school lessons, teacher consultations, and catch-up classes) and

93 771

ATTENDANCES AT EXTRACURRICULAR ACTIVITIES.

Nevertheless, 61% of tutors report equal attendance levels for both types of activities. Twenty-six percent observe higher attendance at academic lessons, while 13% report greater attendance at extracurricular activities. This discrepancy may be partially explained by a degree of subjectivity, as tutors are primarily responsible for organising and facilitating non-academic activities.

IN SUMMARY, WHILE ACADEMIC ACTIVITIES QUANTITATIVELY DOMINATE WITHIN LEARNING CENTRES, IT IS EXTRACURRICULAR PROGRAMMING THAT DIFFERENTIATES EDUHIVES FROM OTHER EDUCATIONAL SPACES AND ADDS SIGNIFICANT VALUE TO THE DEVELOPMENT OF CHILDREN'S LIFE SKILLS.

For instance, in 2025, the centres' schedules included educational sessions delivered by UAnimals, as well as documentary film screenings organised in partnership with DocuClub.



CHILDREN'S FAVOURITE ACTIVITIES

3.2

Children rated the interest level of activities at 4.45 out of 5. Among their favourite activities at EduHives, they most frequently mentioned:

1	PLAYING GAMES WITH FRIENDS	40,2%
2	WATCHING FILMS OR CARTOONS	10,3%
3	LEARNING LOSS RECOVERY LESSONS	10,1%
4	ADDITIONAL LESSONS WITH TEACHERS	8,5%
5	CLUB ACTIVITIES	7,7%
6	STEM ACTIVITIES	7,2%
7	COMMUNICATION WITH TUTORS	4,4%
8	SEL (SOCIAL AND EMOTIONAL LEARNING)	3,6%
9	READING	3%
10	ROBOTICS CLUB	2,2%

These data highlight the importance of EduHives as spaces for regular interaction, where children gain experience in trust, cooperation, and participation in shared community life — factors that, according to the study “War, Education, and Social Capital” (savED, 2025), are critical to developing a **sense of belonging to one’s community**.



Tutors were able to select multiple options when assessing children's favourite activities. Nevertheless, **playing with friends and watching films/cartoons clearly remain the top-ranked activities:**

1	ACTIVE GAMES WITH FRIENDS	93,5%
2	WATCHING FILMS OR CARTOONS	76,6%
3	SEL (SOCIAL AND EMOTIONAL LEARNING)	76,6%
4	STEM ACTIVITIES	61,3%
5	LEARNING LOSS RECOVERY LESSONS	58,1%
6	CLUB ACTIVITIES	50%
7	READING	35,5%
8	ADDITIONAL LESSONS WITH TEACHERS	24,2%
9	ROBOTICS CLUB	7,3%

Tutors reported that children demonstrate the highest demand for activities related to computer games and the use of laptops. Other popular formats include workshops, creative activities, physical warm-ups and active games, English language clubs and mathematics consultations, board games, STEM lessons, and preparation for the NMT (National Multidisciplinary Test).

Representatives of school administrations where the centres operate emphasised the need for learning loss recovery, psychological support for both children and educators, professional development training for teachers, STEM lessons, and robotics activities. They also suggested establishing debate clubs, developing volunteer initiatives, and organising thematic weeks at EduHives.

A tutor from a Digital Learning Centre in the Apostolove community, Dnipropetrovsk oblast, shared the following observations:



IN MY OPINION, CHILDREN SHOW STRONG INTEREST IN ACTIVITIES THAT COMBINE LEARNING WITH GAME AND CREATIVITY. THESE INCLUDE WORKSHOPS, CREATIVE AND DEVELOPMENTAL CLUBS, AND INTERACTIVE SESSIONS WHERE THEY CAN EXPERIMENT, CREATE THINGS WITH THEIR OWN HANDS, AND LEARN THROUGH PRACTICE. CHILDREN ARE ALSO INTERESTED IN GROUP GAMES AND TEAM-BASED TASKS, WHICH HELP THEM MAKE FRIENDS, LEARN TO COOPERATE, AND DEVELOP SOCIAL SKILLS. DURING THE SUMMER PERIOD, THERE IS PARTICULARLY HIGH DEMAND FOR OUTDOOR ACTIVITIES, SPORTS GAMES, AND QUESTS THAT COMBINE MOVEMENT, ENGAGING TASKS, AND ENJOYABLE LEISURE.



A tutor from a digital learning centre in the Mykolaiv community, Dnipropetrovsk oblast, noted:



THROUGH THE ACTIVITIES, EVENTS, AND LESSONS HELD AT THE CENTRE, CHILDREN NOT ONLY IMPROVE THEIR ACADEMIC KNOWLEDGE BUT ALSO BECOME MORE OPEN AND CONFIDENT IN COMMUNICATION. THEY LEARN MORE ABOUT EACH OTHER AND ABOUT THEIR OWN FEELINGS AND EMOTIONS; THEY ARE LESS AFRAID TO EXPRESS THEIR OPINIONS, SHARE THEIR CONCERNS AND SUCCESSES, BECOME MORE COHESIVE AS A GROUP, AND DEVELOP AND DEMONSTRATE THEIR TALENTS.



Children attending DIY EduHives were surveyed separately. Their favourite activities were distributed as follows:

1	EXPERIMENTS AND HANDS-ON INVESTIGATIONS	36,4%
2	MODELLING	22,7%
3	STEM ACTIVITIES	13,6%
4	COMMUNICATION WITH TUTORS	13,6%
5	ROBOTICS CLUB	9%
6	WORKING WITH DRONES	4,5%





CHAPTER 4

AWARENESS OF EDUHVIVE OPERATIONS AND DAILY COMMUNICATION

69%
OF PARENTS

FIRST LEARNED ABOUT THE EXISTENCE OF AN EDUHIVE AND ITS OPPORTUNITIES THROUGH MESSAGES FROM TEACHERS, TUTORS, OR SCHOOL ADMINISTRATION REPRESENTATIVES.

11,4%
OF PARENTS

RECEIVED INFORMATION ABOUT THE LEARNING CENTRE FROM THEIR CHILDREN.

8,5%
OF PARENTS

LEARNED ABOUT THE EDUHIVES THROUGH PARENT CHAT GROUPS OR FROM OTHER PARENTS WHOSE CHILDREN ATTEND THE CENTRES.

4%
OF PARENTS

FOUND OUT ABOUT EDUHIVES VIA COMMUNITY SOCIAL MEDIA PAGES.

3,5%
OF PARENTS

NOTICED THE LEARNING CENTRE INCIDENTALLY AT SCHOOL.

3,6%
OF PARENTS

ATTENDED AN EDUHIVE PRESENTATION HELD AT THE SCHOOL.

These data indicate that educators and school staff at host institutions play a key role in disseminating information about EduHives, largely due to the high level of trust parents place in them. Personal recommendations and direct feedback from children and other parents are also significant, contributing to the attraction of new participants and the formation of a positive image of EduHives.

4. Awareness of eduhive operations and daily communication

School principals reported that they share information about the activities of the learning centres through school social media accounts (98%), parent meetings (90.5%), teachers' councils (79%), and oral communication (71%).

Each centre maintains a chat group or channel in a secure messaging application to ensure rapid communication with parents, share announcements, and regularly publish schedules.

53%
OF PARENTS

**ARE SUBSCRIBED TO EDUHIVE SOCIAL
MEDIA OR MESSAGING CHANNELS,**

35%
OF PARENTS **ARE NOT
SUBSCRIBED,**

12%
OF PARENTS **ARE UNAWARE OF THE EXISTENCE
OF SUCH CHATS OR CHANNELS.**

Through these messaging platforms, parents receive information on schedules, photos, and videos from classes, and announcements about competitions and celebrations held at EduHives.





A mother of a child attending a digital learning centre in the Apostolove community, Dnipropetrovsk oblast, shared:



I REVIEW REPORTS ON ACTIVITIES AND CLASSES HELD WITH THE CHILDREN AND TAKE PART IN INTERESTING SURVEYS. EVERY WEEK, A NEW SCHEDULE OF CLUBS IS PUBLISHED.



A mother of a child attending an EduHive in the Balakliia community, Kharkiv oblast, noted:



YES, I AM SUBSCRIBED TO THE LEARNING SPACE'S CHANNEL. ALL NECESSARY INFORMATION IS PUBLISHED PROMPTLY THERE: CLASS SCHEDULES, ANNOUNCEMENTS, REMINDERS, PHOTO REPORTS, SCHEDULE CHANGES, AND USEFUL ADVICE FOR PARENTS. EVERYTHING IS CLEAR, CONCISE, AND ALWAYS TIMELY. AT THE MOMENT, THE INFORMATION IS FULLY SUFFICIENT — EVERYTHING IS UNDERSTANDABLE AND WELL STRUCTURED. I DO NOT FEEL A LACK OF ANY IMPORTANT INFORMATION; ON THE CONTRARY, THE CHANNEL CREATES A SENSE OF INVOLVEMENT IN MY CHILD'S LIFE AND IN THE LIFE OF THE LEARNING SPACE.





CHAPTER 5

EDUHIVE IN CHILDREN'S LIVES

Extracurricular activities constitute a space for building trust, horizontal social ties, participatory agency, and social skills, all of which are key components of social capital. In the context of war, such activities acquire renewed significance: they not only compensate for gaps in formal education but also help restore a sense of normalcy, community, and collective action (War, Education, and Social Capital, savED, 2025). Survey data collected from children, parents, tutors, teachers, and school administration representatives confirm that EduHives function as hubs for the development of horizontal social connections, support children in acquiring social skills, and foster the emergence of new peer communities. These processes form a critical foundation for the preservation of social capital in war-affected communities.

AGE DISTRIBUTION OF CHILD PARTICIPANTS

5.1

According to the analysis of attendance logs,

over **10** MONTHS OF OPERATION
(January–October 2025),

76 EDUHIVES SELECTED
FOR THE STUDY

WERE ATTENDED BY

32 279 UNIQUE
CHILDREN.

Of these,

48,5% WERE
GIRLS,

46,5% WERE
BOYS,

gender was not specified for
5% OF CHILDREN
in the attendance records.

THE AGE PROFILE OF ATTENDEES INDICATES THAT EDUHIVES ARE MOST POPULAR AMONG PRIMARY AND LOWER SECONDARY SCHOOL STUDENTS:

- PRESCHOOL CHILDREN – **0,8%**
- PRIMARY SCHOOL STUDENTS (GRADES 1–4) – **34%**
- LOWER SECONDARY SCHOOL STUDENTS (GRADES 5–9) – **47%**
- UPPER SECONDARY SCHOOL STUDENTS (GRADES 10–11) – **17%**
- AGE NOT SPECIFIED – **1,2%**



AMONG UNIQUE VISITORS TO THE LEARNING CENTERS:

282 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (0.87%);

1370 INTERNALLY DISPLACED CHILDREN (4.2%).

Importantly, EduHives do not require documentation confirming a child's belonging to a vulnerable group. As a result, data are available only for children whose parents voluntarily disclosed this information during registration.

AMONG 1,333 SURVEYED CHILDREN, THE AGE DISTRIBUTION WAS AS FOLLOWS:

- **UNDER 6 YEARS – 0,8%**
- **6–9 YEARS – 18,8%**
- **10–12 YEARS – 37,7%**
- **13–15 YEARS – 30,2%**
- **16–18 YEARS – 10%**
- **NON-RELEVANT RESPONSES – 3%**

The percentage differences between age-group data from attendance logs and survey responses are explained by the fact that younger children find it more difficult to complete surveys, while older students are more motivated and able to provide feedback.

In response to the question “**WHICH AGE GROUPS MOST FREQUENTLY ATTEND THE LEARNING CENTER?**”, tutors reported the following distribution:

- **PRESCHOOL CHILDREN – 0,8%**
- **6–9 YEARS – 40,8%**
- **10–12 YEARS – 42,4%**
- **13–15 YEARS – 12,8%**
- **16–18 YEARS – 2,4%**

OVERALL, PRIMARY AND LOWER SECONDARY SCHOOL STUDENTS DOMINATE THE EDUHIVE AUDIENCE, WITH CHILDREN AGED 6–12 BEING THE MOST ACTIVE VISITORS.

In 2024, the age distribution was: 5–9 years — 28 %, 10–14 years — 46 %, 15–17 years — 26 %.

By school level, the distribution in 2024 was: primary school — 30 %, lower secondary school — 50 %, upper secondary school — 19 %, non-school attendees (pre-school children and students of vocational or higher education institutions) — 2 %.

Comparative analysis of 2024 and 2025 data indicates that:

EDUHIVES ARE BECOMING MORE ATTRACTIVE TO CHILDREN AGED 6–9; ATTENDANCE AMONG CHILDREN AGED 10–12 REMAINS STABLE; THE SHARE OF VISITORS AGED 15 AND OLDER HAS DECREASED.

By oblast, the six oblastal breakdowns indicate that the most active participants in the EduHives belong to the following age groups:

ZAPORIZHZHIA OBLAST:

6–9 YEARS (65 %);
10–12 YEARS (22,5 %);

KHARKIV OBLAST:

10–12 YEARS (45,5 %);
6–9 YEARS (27 %);

CHERNIHIV OBLAST:

6–9 YEARS (50 %);
13–15 YEARS (50 %);

DNIPROPETROVSK OBLAST:

6–9 YEARS (61 %);
10–12 YEARS (21,4 %);

MYKOLAIV OBLAST:

6–9 YEARS (46,5 %);
10–12 YEARS (40 %);

KYIV OBLAST:

6–9 YEARS (50 %);
10–12 YEARS (50 %).

Only tutors from one EduHive in Chernihiv oblast reported higher activity among children aged 13–15. This may be attributed to the fact that the center has been operating continuously since 2022, and **CHILDREN WHO INITIALLY JOINED AT THE AGE OF 11–12 HAVE REMAINED REGULAR PARTICIPANTS.**

MOTIVATION OF DIFFERENT AGE GROUPS TO ATTEND EDUHIVE

5.2

The option **“PRESCHOOL CHILDREN”** was selected by the tutor of only one learning centre — in the Shyrokivska community of Zaporizhzhia oblast. The tutor explained this choice by noting that school-aged children depend on the school bus schedule and therefore cannot stay at the centre for extended periods. As a result, preschool children — whose families live close to the centre — spend the most time in the EduHive, which in this context serves as the **ONLY AVAILABLE EDUCATIONAL OPPORTUNITY FOR PRESCHOOLERS DUE TO THE ABSENCE OF KINDERGARTENS.**

THE 6–9 AGE GROUP PREDOMINATES AMONG CHILDREN WHO ACTIVELY ATTEND THE EDUHIVES FOR THE FOLLOWING REASONS:

the centres offer games that are engaging and age-appropriate for this group;

children of this age particularly enjoy creative activities and workshops regularly facilitated by tutors;

their school workload is lighter, allowing them to attend the centre more frequently;

they receive support with homework at the centre;



children in this age group use the EduHive to participate in online lessons;

the centre provides catch-up learning activities addressing learning losses in primary education;

A tutor from the Zhovti Vody community's Digital Learning Centre explained:



CHILDREN OF THIS AGE FINISH SCHOOL EARLIER AND HAVE MORE FREE TIME. PARENTS ARE WORKING, SO IT IS CONVENIENT FOR THEM THAT CHILDREN ARE SUPERVISED.



parents of 6–9-year-olds prefer not to leave their children alone at home during or after online schooling, making the centre a safe, supervised alternative.



A tutor from the Pavlohrad community's Digital Learning Centre added:



CHILDREN AGED 6–9 ARE VERY CURIOUS, ACTIVELY INTERESTED IN NEW THINGS, AND OPEN TO LEARNING THROUGH PLAY, EXPERIMENTATION, AND EXPLORATION. THIS IS ALSO THE AGE WHEN CHILDREN ACTIVELY LEARN TO INTERACT WITH PEERS. THE EDUCATION CENTRE PROVIDES A SAFE ENVIRONMENT FOR DEVELOPING COMMUNICATION SKILLS AND TEAMWORK.



ACCORDING TO TUTORS, THE FOLLOWING FACTORS MAKE THE EDUHIVE ATTRACTIVE FOR CHILDREN AGED 10–12:

- **A greater number of calm, structured activities are designed for this age group;**
- **Such children are motivated by offline interaction and face-to-face communication;**
- **They can independently choose EduHive as a place they find enjoyable and interesting;**
- **Although more independent, they still require supervision, so parents do not leave them alone at home while working;**
- **Children in this age group are more open to making new friends compared to adolescents;**
- **Their academic workload is lighter for children aged 10–12 than of upper secondary students;**
- **They gain access to digital devices (laptops) at the centre that may not be available at home.**

A tutor from the Digital Learning Centre in the Apostolove community noted:



In my opinion, children aged 7–12 most often attend our education centre because this is a period of active exploration and development of key learning skills. At this age, children are curious, open to new experiences, eager to express themselves, and to receive recognition for their achievements. They are independent enough to work in groups but still need support, a friendly atmosphere, and engaging learning formats. Our centre creates conditions where children can learn, develop, and enjoy the process simultaneously. That's why, especially this group of children gets to enjoy it the most.



A tutor from the Vasylkivska community (Dnipropetrovsk oblast) observed:



AT THIS AGE, CHILDREN ACTIVELY SEEK THEIR PLACE AMONG PEERS; IT IS IMPORTANT FOR THEM TO HAVE FRIENDS, FEEL SUPPORTED, AND BE ACCEPTED BY THE GROUP. THE DLC CENTRE PROVIDES A SAFE ENVIRONMENT FOR THIS.



A tutor from EduHive from the Iziurm community added:



AT THIS AGE, CHILDREN ARE INDEPENDENT ENOUGH TO COME TO ACTIVITIES ON THEIR OWN OR CHOOSE ACTIVITIES THEMSELVES, BUT THEY STILL NEED THE SUPPORT AND STRUCTURE PROVIDED BY THE EDUCATION CENTRE. THEY ARE INTERESTED IN EXPLORING, TRYING NEW THINGS, AND ASKING QUESTIONS.



Tutors who identified **children aged 13–15** as the most active group explained this by the specific context of their schools, which serve only **grades 5–11**

and do not include primary education. Additional reasons include children's personal motivation, interest in acquiring knowledge or skills for future careers, and higher engagement in reading and communication.

Tutors from two EduHives identified **YOUNG PEOPLE AGED 16–18** as the primary target group. One of these centres — the **DIY-LAB** in the Zelenodolsk community — explained: **“THE CONCEPT OF THE CENTRE IS ORIENTED TOWARD YOUTH IN THE COMMUNITY, AND THE TECHNICAL EQUIPMENT USED IS MOSTLY TOO COMPLEX FOR YOUNGER CHILDREN.”** In another community in Kharkiv oblast, upper secondary students are more active because the education centre space is used for preparation for the National Multi-Subject Test (NMT).

FREQUENCY AND DURATION OF ATTENDANCE

5.3

According to learning centre attendance logs, between 1 January and 20 October 2025, 32,279 unique children visited 76 education centres, accounting for a total of 493,492 visits. This corresponds to an average of 15.2 visits per child over a ten-month period.

Children's survey responses indicate a trend toward sustained participation in the centres.

OVERALL, 34.3% OF CHILDREN HAVE BEEN ATTENDING THE CENTRE FOR MORE THAN SIX MONTHS:

- **7,9% OF CHILDREN** | VISITED THE EDUHIVE FOR THE FIRST TIME ON THE DAY OF THE SURVEY;
- **12,4% OF CHILDREN** | HAVE BEEN ATTENDING FOR LESS THAN ONE MONTH;
- **22,3% OF CHILDREN** | HAVE BEEN ATTENDING FOR 1–3 MONTHS;
- **13% OF CHILDREN** | HAVE BEEN ATTENDING FOR 3–6 MONTHS;
- **12,1% OF CHILDREN** | HAVE BEEN ATTENDING FOR 6–12 MONTHS;
- **32,2% OF CHILDREN** | HAVE BEEN ATTENDING FOR MORE THAN ONE YEAR.

*It should be noted that the study included two centres that had been established less than four months prior to the survey; therefore, for these centres, longer durations of attendance were not possible.

Analysis of attendance duration by age group shows that **children aged 16–18 attend the learning centres for the longest periods**, despite being the smallest age group numerically. Among younger age groups, attendance duration is distributed relatively evenly across all categories of visit frequency.

Duration of attendance	6–9 years	10–12 years	13–15 years	16–18 years
First-time visitors	6 %	6 %	10 %	12 %
Less than one month	14,7 %	14,3 %	9,5 %	9,7 %
1 - 3 months	24,7 %	23 %	22,5 %	15,5 %
3 - 6 months	13 %	12,7 %	14 %	7,6 %
6 - 12 months	12 %	11 %	13,8 %	9,7 %
More than one year	29,6 %	33 %	30,5 %	45,5 %

An important additional indicator is attendance frequency:

OVERALL, 68% OF CHILDREN ATTEND THE CENTRE AT LEAST ONCE A WEEK.

- **8,1% OF CHILDREN** VISITED THE LEARNING CENTRE FOR THE FIRST TIME ON THE DAY OF THE SURVEY.
- **7,9% OF CHILDREN** ATTEND THE CENTRE ONCE EVERY FEW MONTHS.
- **16% OF CHILDREN** ATTEND ONCE OR TWICE A MONTH.
- **39,6% OF CHILDREN** ATTEND THE LEARNING CENTRE 1–3 TIMES PER WEEK.
- **28,4% OF CHILDREN** ATTEND THE EDUHIVE 3–6 TIMES PER WEEK.

Analysis of attendance frequency by age group shows that regular attendance is highest among children aged 6–9 and 10–12 years. Older children attend the EduHive less frequently, which is likely associated with increased academic workload at higher school levels.

Attendance frequency	6–9 years	10–12 years	13–15 years	16–18 years
First-time visit	6 %	6 %	10 %	12 %
Once every few months	3 %	7 %	11 %	9 %
1–2 times a month	10 %	12,7 %	20,9 %	21,7 %
1–3 times a week	43,5 %	37,8 %	39,3 %	41,8 %
3–6 times a week	37,5 %	36,5 %	18,8 %	15,5 %

Frequent and regular points of contact are essential for the formation of social connections. Therefore, the finding that

MORE THAN 50% OF CHILDREN ACROSS ALL AGE GROUPS HAVE BEEN ATTENDING THE EDUHIVE LEARNING CENTRES FOR LONGER THAN THREE MONTHS INDICATES SUSTAINED ENGAGEMENT AND HIGHLIGHTS THE POTENTIAL FOR BROADER QUALITATIVE CHANGES IN CHILDREN'S LIVES, INCLUDING THE DEVELOPMENT OF SOCIAL TIES, TRUST, AND A SENSE OF BELONGING.

QUALITATIVE CHANGES RESULTING FROM ATTENDANCE OF LEARNING CENTRES

5.4

CHILDREN RATED THEIR OVERALL SATISFACTION WITH ATTENDING THE EDUHIVE CENTRES AT 4.5 OUT OF 5.

They described their experience at the educational centre as:

43 %
FUN

26 %
COMFORTABLE

17 %
INTERESTING

9 %
JOYFUL

2 %
BORING

We asked children what changes they had noticed in themselves since they began attending EduHive centres and triangulated these findings with responses from parents and tutors. The survey showed that more than half of the children had gained new knowledge and expanded their social circles. An additional third reported that, thanks to EduHive, they have enjoyable leisure time and a safe place to spend time after school. Children attending the centres also reported improved academic performance, the acquisition of new skills, and increased reading habits. All identified outcomes were grouped into five categories of impact, described below.

*Only 1.3% of children and 6.2% of parents reported no noticeable positive changes (of whom 3.6% had been attending the centre for less than three months).

SOCIALISATION

5.4.1

When reflecting on changes in their lives, **51,7%** of children reported that they had made new friends. In a separate question, children were asked whether **they had found at least one friend at EduHive. Sixty-seven percent answered positively:** 17% found one new friend, while 50% said they had made more than one new friend. Only 20% of children reported that they had not made any new friends at EduHive, and 13% were unable to provide an answer. Parents' responses confirm children's perceptions: **62% of parents** reported that their child had made new friends at the centre.

A mother of a child attending a digital EduHive centre in Zaporizhzhia

shared:



MY CHILD REALLY ENJOYS GOING TO THE CENTRE BECAUSE THEY HAVE MADE NEW FRIENDS THERE, AND TOGETHER THEY ARE ALWAYS DOING SOMETHING INTERESTING.



Another mother of a child attending a digital EduHive centre in Zaporizhzhia noted:



MY CHILD IS EXPERIENCING A NORMAL CHILDHOOD AMONG PEERS AND, THANKS TO THIS, HAS BECOME CALMER AND MORE CHEERFUL.



ACCORDING TO 91% OF TUTORS, CHILDREN HAVE BECOME MORE OPEN IN COMMUNICATION AND HAVE MADE NEW FRIENDS.

Tutors identified several manifestations of enhanced socialisation:

1 FRIENDSHIPS EXTEND BEYOND EDUHIVE: AFTER MEETING AND PARTICIPATING IN JOINT ACTIVITIES AT THE CENTRE, CHILDREN CONTINUE THEIR FRIENDSHIPS OUTSIDE THE CENTRE.

A tutor from a digital EduHive centre in the Zhovti Vody community (Dnipropetrovsk oblast) explained:



ALMOST ALL THE CHILDREN WHO ATTEND ACTIVITIES DID NOT KNOW EACH OTHER BEFORE. NOW THEY ARE ALL FRIENDS, EVEN OUTSIDE THE CENTRE AND SCHOOL (I OFTEN SEE THEM TOGETHER ON THE STREET).



A tutor from an EduHive centre in the Balakliia community (Kharkiv oblast) shared:

CHILDREN WHO REGULARLY ATTEND THE CENTRE HAVE EXPANDED THEIR SOCIAL CIRCLES. DURING THE SUMMER, THEY MET FOR PICNICS AND WENT TO THE RIVER TOGETHER.

EDUHIVE ACTIVITIES FOSTER INTERACTION BETWEEN CHILDREN OF DIFFERENT AGES.

A tutor from a digital EduHive centre in Zaporizhzhia noted:

CHILDREN AT OUR CENTRE ARE OF DIFFERENT AGES, BUT THEY ALWAYS FIND COMMON GROUND, SUPPORT ONE ANOTHER, AND OLDER CHILDREN OFTEN HELP YOUNGER ONES WITH HOMEWORK. MANY CHILDREN HAVE MADE FRIENDS HERE AND CONTINUE SOCIALISING OUTSIDE THE CENTRE.

EDUHIVE SUPPORTS SOCIAL INCLUSION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN).

A tutor from an EduHive centre in the Horodnia community (Chernihiv oblast) shared:

A BOY WITH SEN STARTED ATTENDING OUR CENTRE. HE WAS WITHDRAWN AND DID NOT COMMUNICATE WITH OTHER CHILDREN IN HIS CLASS. OVER TIME, WHILE ATTENDING THE CENTRE, HE BEGAN INTERACTING WITH OTHER CHILDREN AND MADE A FRIEND.

EDUHIVE PROVIDES A SUPPORTIVE ENVIRONMENT FOR INTERNALLY DISPLACED CHILDREN TO BUILD RELATIONSHIPS BEYOND THEIR CLASSROOMS.

A tutor from a digital EduHive centre in the Tomakivka community (Dnipropetrovsk oblast) observed:



THANKS TO ATTENDING THE DLC-CENTRE, CHILDREN — ESPECIALLY THOSE FROM INTERNALLY DISPLACED FAMILIES — MADE NEW FRIENDS OVER THE SUMMER HOLIDAYS, BECAME FAMILIAR WITH THE SCHOOL ENVIRONMENT, AND INTEGRATED INTO A NEW PEER GROUP WITH LESS STRESS.



NEW KNOWLEDGE AND SKILLS

5.4.2

According to the children's survey:

86% OF CHILDREN REPORTED LEARNING SOMETHING NEW AT EDUHIVE

85% OF CHILDREN SAID THEY HAD ACQUIRED NEW SKILLS

42% OF PARENTS ALSO NOTED IMPROVEMENTS IN THEIR CHILDREN'S KNOWLEDGE

40% OF PARENTS REPORTED THAT THEIR CHILDREN HAD DEVELOPED NEW SKILLS

A child attending EduHive in the Izium community of Kharkiv oblast shared:



I LEARNED HOW TO BETTER UNDERSTAND MY EMOTIONS, WORK IN A TEAM, DO INTERESTING EXPERIMENTS, AND LEARN THROUGH PLAY.



A child attending a digital EduHive centre in the Samarivska community of Dnipropetrovsk oblast said:



I NOW BETTER UNDERSTAND HOW TO WORK WITH ONLINE RESOURCES, CREATE PRESENTATIONS, AND USE GOOGLE DOCS. THIS HELPS ME IN MY STUDIES AND IN EVERYDAY LIFE.



A child attending EduHive in the Mykhailo-Kotsiubynska community of Chernihiv oblast mentioned:



THE MOST IMPORTANT THING FOR ME IS DEFINITELY THE DIFFERENT ELEMENTS OF SCIENTIFIC INQUIRY AND HOW SCIENCE MANIFESTS IN EVERYDAY LIFE. THE PERSPECTIVE THAT THE DIGITAL LEARNING CENTRE PROVIDED GOES BEYOND THE SCHOOL CURRICULUM. THIS SPACE AND THE EDUCATORS HELPED ME LOOK DIFFERENTLY AT THE FAMILIAR SUBJECTS OF PHYSICS, CHEMISTRY, AND MATHEMATICS AND UNDERSTAND THEIR ESSENCE AND LOGIC.



Sixty percent of tutors observed improvements in children's knowledge as a result of EduHive activities. Importantly, tutors noted that the same lessons delivered in savED learning centres become more engaging for children.

A tutor from an EduHive centre in the Vysunska community of Mykolaiv oblast shared:



WHEN A LESSON TAKES PLACE IN THE LEARNING CENTRE RATHER THAN IN A REGULAR CLASSROOM, CHILDREN RESPOND MORE ACTIVELY AND ARE MORE ENGAGED.



A tutor from a digital EduHive centre in the Zhovti Vody community remarked:



I DON'T KNOW EXACTLY WHY, BUT THE SAME LEARNING CONSULTATIONS CONDUCTED IN THE CENTRE AND OUTSIDE IT ARE COMPLETELY DIFFERENT. IN THE CENTRE, CHILDREN ARE MORE ACTIVE AND FEEL FREER.



AMONG THE NEW KNOWLEDGE ACQUIRED BY CHILDREN, THE FOLLOWING THEMATIC BLOCKS CAN BE IDENTIFIED

(examples are taken from children's open-ended responses):

NEW KNOWLEDGE FROM SCHOOL SUBJECTS:

"more in algebra and geometry"; "chemistry, biology, biochemistry"; "what properties water has and how electric current is generated"; "recalled forgotten topics from school subjects"; "caught up on my learning gaps (and it was interesting!)"; "how the names of cities and villages are formed"; "there is free preparation for the NMT in Ukrainian language at EduHive"; "learned to analyse historical events and find connections between them".

KNOWLEDGE IN SOCIAL AND EMOTIONAL LEARNING (SEL):

"how to calm myself with games during stress"; "how to understand my emotions"; "to be responsible and independent"; "to be less shy around people"; "to communicate with adults more confidently"; "learned breathing exercises"; "new things about the people I study with".

NEW KNOWLEDGE ABOUT UKRAINE:

"about Ukrainian symbols"; "to speak Ukrainian more"; "the date of the Chernobyl disaster"; "about Ukrainian figures and prominent people"; "about many wonderful books in Ukrainian"; "about the Feast of the Intercession"; "that 28 June is Constitution Day"; "many facts about the Cossacks".

LIFE SKILLS AND SAFETY:

"how to create a daily schedule"; "rules of etiquette"; "how to take care of pets and how to make a healthy snack for them"; "how to behave when you find an explosive object"; "water safety rules"; "that time can be spent in an interesting way with books and different experiments"; "how to save money"; "about people's rights".

PRACTICAL SKILLS AND TECHNOLOGIES:

"learned to read (faster and faster each time)"; "working with a 3D pen"; "using a computer"; "how to make a flower pot from a plastic bottle"; "about interactive learning applications"; "new professions"; "learned to knit"; "how to do experiments together with friends".



A tutor from a digital EduHive centre in Zaporizhzhia observed:



CHILDREN HAVE BECOME MORE ACCUSTOMED TO AND ENTHUSIASTIC ABOUT ACTIVITIES THAT INVOLVE HANDS-ON WORK — WORKSHOPS AND STEM EXPERIMENTS. THE DIGITAL COMPONENT IS ALSO VERY ENGAGING AND ALLOWS LEARNING TO BE COMBINED WITH PLAY.



A tutor from a DIY EduHive centre in the Zelenodolsk community of Dnipropetrovsk oblast shared:



YOUNG PEOPLE HAVE DEVELOPED NEW INTERESTS AND HOBBIES, ALONG WITH A STRONG MOTIVATION TO LEARN TECHNICAL SOFTWARE — SUCH AS SLICERS FOR 3D PRINTING; CORELDRAW FOR CREATING AND EDITING VECTOR GRAPHICS FOR LASER CUTTING; PHOTOSHOP AND OTHER PHOTO EDITORS FOR MEDIA CENTRE WORK; AS WELL AS SOFTWARE FOCUSED ON VIDEO AND AUDIO RECORDING.



LEARNING MOTIVATION AND ACADEMIC PERFORMANCE

5.4.3

23,3%

OF CHILDREN NOTED THAT THEY STUDY BETTER AT SCHOOL AFTER THEY STARTED ATTENDING EDUHIVE.

21 % of parents confirmed this information,

35%

OF PARENTS NOTICED AN INCREASE IN THEIR CHILD'S MOTIVATION TO LEARN AND DISCOVER NEW THINGS.

The mother of a child attending a Digital Learning Centre in the Vasylykivska community of Dnipropetrovsk oblast shared:

MY CHILD HAS DEVELOPED AN INTEREST IN STUDYING SUBJECTS SHE PREVIOUSLY DID NOT WANT TO ATTEND AT ALL. SHE HAS BECOME MORE COMMUNICATIVE.

80 % OF TUTORS OBSERVED AN INCREASE IN CHILDREN'S MOTIVATION TO LEARN.



A tutor from the Digital Learning Centre in the Apostolivska community of Dnipropetrovsk oblast said:

FIRST OF ALL, CHILDREN DEVELOP INTEREST IN THE LEARNING PROCESS ITSELF AND JOY FROM IT. THEY BEGIN TO PERCEIVE LEARNING NOT AS AN OBLIGATION, BUT AS AN OPPORTUNITY TO DISCOVER SOMETHING NEW. MANY BECOME MORE CONFIDENT IN THEIR ABILITIES, MORE WILLING TO EXPRESS THEIR OWN OPINIONS, AND TAKE PART IN GROUP DISCUSSIONS. IT IS ALSO NOTICEABLE THAT CHILDREN BECOME MORE ORGANISED AND RESPONSIBLE, AND STRIVE TO COMPLETE WHAT THEY HAVE STARTED. AND THE MOST PLEASANT THING IS THAT INTERNAL MOTIVATION APPEARS: THEY WANT TO LEARN NOT BECAUSE THEY 'HAVE TO', BUT BECAUSE IT IS 'INTERESTING'.

A tutor from the Digital Learning Centre in the Vasylkivska community of Dnipropetrovsk oblast shared her observations as well:



YES, I NOTICED THAT AFTER CHILDREN STARTED COMING TO THE CENTER, THEIR MOTIVATION TO LEARN INCREASED SIGNIFICANTLY. THIS IS REFLECTED IN GREATER ENGAGEMENT DURING CLASSES, A DESIRE TO LEARN NEW THINGS, AND MORE ACTIVE PARTICIPATION IN DISCUSSIONS AND CREATIVE TASKS. CHILDREN BEGAN TO COMPLETE TASKS WITH ENTHUSIASM, WORK MORE WILLINGLY IN GROUPS, AND SHOW INITIATIVE INDEPENDENTLY. THE ATMOSPHERE OF SUPPORT, FRIENDLINESS, AND THE ENGAGING LEARNING FORMATS USED AT THE CENTER HELP THEM BELIEVE IN THEIR OWN ABILITIES AND SEE THEIR OWN SUCCESS.



CHILDREN'S EMOTIONAL WELL-BEING AND FAMILY RELATIONSHIPS

5.4.4

52%

OF PARENTS REPORTED THAT THEIR CHILD IS MORE OFTEN IN A CHEERFUL AND CAREFREE MOOD.

IN ADDITION, 15%

OF PARENTS NOTED THAT THEIR CHILD HAS BEGUN TO INTERACT BETTER WITH PARENTS OR OTHER FAMILY MEMBERS.

The mother of a child attending a Digital Learning Centre in Zaporizhzhia shared her experience:



My daughter has been attending the center since 2024. I'll be honest: after the war began, she became withdrawn, and her mood worsened significantly. Then a UNICEF center appeared at our school, and I decided to enroll my daughter to somehow help her improve communication and lift her spirits. I didn't expect any major changes, though I had a small hope. And indeed, at first there were no big changes, but later she made new friends and developed new interests. She started asking me to let her go to the center more often. It was summer at the time, and she spent almost the whole day there, from morning till evening. She really enjoys the activities at the center and the teachers who work there. Not a single day has she returned from the center feeling sad. Thank you very much for what you do. It is truly beneficial for children, and I say this based on our own experience.



When describing how their lives have changed since they started attending EduHive, children also pointed to improvements in their psychological well-being and in their relationships with peers and adults.

A visitor of EduHive in the Balakliia community of Kharkiv oblast shared:



I HAVE BECOME CALMER AND MORE ATTENTIVE, AND NOW IT IS EASIER FOR ME TO GET TO KNOW OTHER CHILDREN. I ALSO LEARNED HOW TO SOLVE INTERESTING TASKS AND NOT BE AFRAID OF MAKING MISTAKES.



A visitor of the Digital Learning Centre in Zaporizhzhia said:



I HAVE DEVELOPED LEADERSHIP QUALITIES AND SELF-CONFIDENCE, AND IT HAS BECOME EASIER FOR ME TO TALK TO NEW PEOPLE. I REALIZED THAT ALL THE TEACHERS ARE VERY KIND AND ALWAYS READY TO HELP.



In their open-ended responses, EduHive tutors noted that children developed social skills and overcame insecurity and anxiety.

A tutor from the Digital Learning Centre in the Pavlohrad community of Dnipropetrovsk oblast noted:



PSYCHOLOGICAL SUPPORT SESSIONS HAVE A POSITIVE IMPACT ON THE DEVELOPMENT OF STUDENTS' NEW SKILLS DURING MEETINGS AND COMMUNICATION!



A tutor from EduHive in the Balakliia community shared:



At the beginning, many children when they arrive are shy, insecure, or cautious, especially when they find themselves in a new group. But thanks to the friendly atmosphere, the support of tutors and educators, and shared play-based or learning activities, children open up quickly. They begin to express their thoughts more freely, willingly participate in team activities, and learn to listen to and support one another. Over time, a warm, almost family-like atmosphere forms in the groups: children gladly help each other, celebrate their friends' successes, and learn to resolve conflicts constructively.



Some children come in withdrawn and shy because they spent a long time at home, studied online, and lacked live interaction with peers. Thanks to regular attendance at the center, children's emotional state improves, they establish communication with peers, and some children quite literally learn how to be part of a peer group and develop communication skills.



LEISURE ACTIVITIES AND READING

5.4.5

While attending EduHive centers, children are able to develop their interests and spend time in real rather than virtual spaces. Importantly, the centers include small libraries stocked with fiction, encyclopedias, and educational books for school-aged readers of different ages and reading levels, which encourages children to read more.

According to our survey data,

35,8% OF CHILDREN NOTED THAT THEIR LEISURE TIME HAS BECOME MORE ENJOYABLE,

WHILE ANOTHER **32,8%** OF CHILDREN REPORTED HAVING A PLACE THEY CAN COME TO BEFORE OR AFTER SCHOOL, OR BETWEEN CLASSES.

32,5% OF PARENTS OBSERVED THAT THEIR CHILD SPENDS LESS TIME USING GADGETS OR PLAYING COMPUTER GAMES.

The mother of a child attending a Digital Learning Centre in one of Zaporizhzhia's hospitals shared:



MY SON REALLY LIKED THE SPACE. WHILE PLAYING THERE, HE DIDN'T ASK FOR A TABLET OR A PHONE AND DIDN'T SAY HE WAS BORED. INSTEAD, HE WAS COMPLETELY ABSORBED IN PLAYING WITH PYRAMIDS AND TEEPEES OR A BUSY CUBE, LOSING TRACK OF TIME.

A tutor from the Digital Learning Centre in the Tomakivka community of Dnipropetrovsk oblast noted:



ACCORDING TO PARENTS, AFTER VISITING THE CENTER, CHILDREN CONTINUED AT HOME WITH THE SAME ACTIVITIES THEY DID AT THE DLC CENTER — READING, DRAWING, AND MAKING PAPER CRAFTS.



In addition,

17,6% OF CHILDREN REPORTED THAT THEY STARTED READING MORE;

THIS READING TREND WAS ALSO NOTED BY

13% OF PARENTS.

The mother of a child attending a Digital Learning Centre in Zaporizhzhia commented:



MY CHILD HAS BECOME CALMER AND IS INCREASINGLY INTERESTED IN READING, DRAWING, AND OTHER HOBBIES BY CHOICE.



A visitor to the Digital Learning Centre in Zaporizhzhia said:



THERE IS A LOT OF INTERESTING LITERATURE HERE — I READ AND LEARN NEW THINGS.



IN THEIR FEEDBACK, TUTORS AND PARENTS DESCRIBE COMPLEX, MULTIDIMENSIONAL CHANGES TAKING PLACE IN CHILDREN. THESE CHANGES ARE MADE POSSIBLE BY THE COMBINATION OF ACADEMIC AND EXTRACURRICULAR ACTIVITIES, OPPORTUNITIES FOR COMMUNICATION AND PLAY, THE CARE AND ATTENTION OF TUTORS, ACCESS TO BOOKS, AND SHARED MOVIE SCREENINGS.

The mother of a child attending EduHive in the Balakliia community of Kharkiv oblast (the child's name has been removed from the quote) shared:



My son [...] started attending the EduHive learning center, and I am very grateful to the team for the supportive atmosphere they create. From the first weeks, I noticed that he became calmer and more focused, and he developed an interest in learning. He willingly talks at home about the activities, what he did, and whom he interacted with. His ability to concentrate has improved, he has become more attentive to details, and he has started completing certain tasks independently without constant reminders. I am especially happy that he has begun to interact better with his peers — this used to be difficult for him. Now he is not afraid to express his opinion, feels more confident in new situations, and has become more open to communication. I have also noticed that my son has started to better understand his emotions and talk about them, which I believe is a very important change. He has gained confidence that he is heard and supported. As a mother, I value these changes greatly. I believe that thanks to EduHive, my son has the opportunity to develop in a safe, friendly, and empowering environment.



A tutor from EduHive in the Iziium community of Kharkiv oblast shared her observations:



THEY HAVE BECOME MORE ACTIVE: THEY WILLINGLY EXPRESS THEIR THOUGHTS, TAKE PART IN EXERCISES, AND ARE NOT AFRAID TO ANSWER. THEY SHOW INITIATIVE: THEY SUGGEST THEIR OWN IDEAS AND ASK, 'CAN WE DO MORE?' THEY HAVE BECOME MORE CONFIDENT: THEY REACT MORE CALMLY TO MISTAKES AND TRY AGAIN IF SOMETHING DOESN'T WORK. THEY SHOW CARE AND SUPPORT TOWARD ONE ANOTHER: LEARNING TO COOPERATE, HELP, AND SHARE SUCCESSES. AND MOST IMPORTANTLY, THEY HAVE DEVELOPED A GENUINE DESIRE TO LEARN, BECAUSE HERE THEY FEEL SAFE, ACCEPTED, AND HEARD.



The mother of a child attending a Digital Learning Centre in Zaporizhzhia noted:



MY CHILD HAS BECOME MORE ACTIVE IN COMMUNICATION AND MORE INTERESTED IN LEARNING NEW THINGS, READS MORE, AND RECEIVES HIGH GRADES AT SCHOOL MORE OFTEN, AND HAS A BAD MOOD MUCH LESS FREQUENTLY.





CHAPTER 6

BENEFITS OF EDUHIVE FOR PARENTS

MORE TIME FOR WORK, REST, CARING FOR OTHER CHILDREN, AND HOBBIES

Offline learning often does more than simply provide knowledge; it creates opportunities for children to socialize with their peers.

This is why the greatest concern among parents

is that their child

WILL NOT HAVE FRIENDS OR NORMAL SOCIAL INTERACTION

(41%)

if offline learning is unavailable.

In addition, of parents would have to take on full responsibility

**FOR TEACHING THEIR CHILD
AT HOME IN SUCH A CASE.**

(24%)

For

17% of parents, the lack of offline learning opportunities would mean they **WOULD BE UNABLE TO WORK.**

It is also important to note that

6% of parents would be forced **TO RELOCATE TO ANOTHER OBLAST OR ABROAD** if offline learning were not available.

When a child attends EduHive, parents gain more free time, which they can allocate to tasks they previously did not have the time or resources for.



47%

of parents reported having

MORE TIME FOR PROFESSIONAL ACTIVITIES, HOUSEHOLD CHORES, OR MANAGING THEIR HOME.

11%

said they

WERE ABLE TO RETURN TO WORK

after their child began attending the learning center.

As one parent noted: **I am able to work a full working day.**

The mother of a child attending EduHive in the Balakliia community of Kharkiv oblast said:



I HAVE MORE FREE TIME BECAUSE I AM CONFIDENT THAT MY CHILD IS SAFE AND SUPERVISED.



The mother of a child attending a digital learning center in the Zhovti Vody community of Dnipropetrovsk oblast shared:



I AM CALM ABOUT MY CHILD, BECAUSE I KNOW THAT THEY ARE ENGAGED IN MEANINGFUL CHILDREN'S ACTIVITIES, AND I CAN RELAX AND FOCUS ON MY OWN MATTERS."



27%

of respondents said they now have

MORE TIME FOR PERSONAL ACTIVITIES (HOBBIES, LEARNING, OR REST).

For parents whose children attend DIY EduHive centers, the most significant change was that they

NO LONGER NEED TO SPEND MONEY ON ADDITIONAL EXTRACURRICULAR CLASSES FOR THEIR CHILD'S DEVELOPMENT.

(38% of respondents **)**

83% of parents

EXPRESSED A DESIRE TO CONTINUE LIVING IN THEIR COMMUNITIES (RATINGS OF 4–5), while 13% were undecided (rating of 3). 5% of parents (ratings of 1–2) do not wish to continue living in their community—primarily respondents from the Synelnykove district and remote communities of Kryvyi Rih district, as well as from de-occupied communities in Kharkiv and Zaporizhzhia oblasts. This correlates with the current security situation and the mixed or offline formats of schooling in these areas.

IMPACT ON FAMILY DYNAMICS

6.2

26%

of parents whose children attend the centers reported that

THEIR RELATIONSHIP WITH THEIR CHILD HAS IMPROVED.

The main changes include children becoming more open in communication with family members, more attentive to parents' needs and feedback, and more proactive in fulfilling their household responsibilities.

The mother of a child attending EduHive in the Balakliia community of Kharkiv oblast shared:



Since my son started attending EduHive, I have truly felt changes not only in him, but also in our relationship. He has become emotionally more open and shares more often what is happening in his day. Before, this was difficult—it was almost impossible to get anything out of him. Now he initiates conversations himself, tells me who he played with, what he did, and what he learned. I see his confidence growing. And this affects our relationship: he has started to trust me more, to ask for advice, and he is no longer afraid of making mistakes around me. We spend more time together in a warm atmosphere — reading, playing, or simply talking. There is less tension at home, because he is more emotionally balanced, and I am calmer. I have also begun to better understand his needs. By observing how educators work at EduHive, I have adopted their approach: listening more and putting less pressure on him. And this has produced results — trust between us has strengthened. For our family, EduHive has become not only a space for the child, but part of meaningful changes in our family life: we have grown closer.



Parents also report spending **less time helping their child with homework**, which allows for more meaningful communication, shared games, and quality leisure time together.

PARENTAL ENGAGEMENT IN THE LIFE OF EDUHIVE

6.3

75 % of tutors report that activities for parents are held at the centers. Most often, these take the form of **parent meetings (49 %)**. In addition, **thematic training** sessions for parents are organised **(14 %)**.

Covering topics such as “Stress-Free Parenting,” “Parenting Without Stereotypes,” and “Positive Parenting.” The centers also organise **joint parent–child activities**, such as watching animated films together or participating in workshops.

55 % OF PARENTS HAVE ATTENDED ACTIVITIES AT THE LEARNING CENTERS:

- **26 %** ATTENDED CLASSES OR LESSONS;
- **24 %** PARTICIPATED IN CLUBS OR WORKSHOPS;
- **20 %** ATTENDED CELEBRATIONS OR SPECIAL EVENTS.

45 % of respondents who did not attend any activities at EduHive reported that they either do not have time due to ongoing commitments or were not aware that such opportunities existed.

70 %
OF PARENTS EXPRESSED INTEREST
IN ADDITIONAL ACTIVITIES FOR
PARENTS AT THE LEARNING CENTERS

26 % PLAN TO ATTEND,
44 % SAID THEY MIGHT JOIN

5 % OF RESPONDENTS INDICATED
THAT THEY WOULD LIKE
TO RUN AN ACTIVITY AT THE
CENTER THEMSELVES.

21 % OF PARENTS DO NOT
CONSIDER IT NECESSARY
TO ATTEND ACTIVITIES
AT THE CENTER

Overall, EduHive functions as a space for **COMMUNICATION BETWEEN TEACHERS AND PARENTS, FOR PSYCHOLOGICAL SUPPORT** for parents, as well as for **WORKSHOPS** and **CONSULTATIONS**.



CHAPTER 7

TUTORS IN EDUHIVE

EVALUATION OF TUTORS' WORK

7.1

TUTORS AT EDUHIVES

serve as administrators of the learning centers, moderators of the learning process, and instructors for both academic and extracurricular activities. Typically, the work of two tutors — who alternate shifts at one center — is funded by a partner for a defined period, while their activities are coordinated by a savED coordinator. Tutors also ensure the delivery of soft activities, manage EduHive social media pages, and act as a bridge between the foundation, the center, teachers, and school administration.

CHILDREN RATED THE LEVEL OF SUPPORT AND UNDERSTANDING PROVIDED BY TUTORS AT 4.4 OUT OF 5.

11 % OF CHILDREN SAID THAT IF THEY FELT SAD OR NEEDED ADVICE, THEY WOULD TURN TO A TUTOR AT EDUHIVE.

This figure significantly exceeds the level of trust placed in school teachers (2%), grandparents (1.8%), and siblings (5%), and is second only to trust in friends (16%) and parents (48.5%).

TEACHERS RATED THE LEVEL OF COOPERATION WITH TUTORS AT 4.8 OUT OF 5.

TUTORS HELP TEACHERS IN THE FOLLOWING AREAS:

- PREPARING EQUIPMENT FOR USE (COMPUTERS, PROJECTORS) – **81%**;
 - PREPARING HANDOUT MATERIALS – **83%**;
 - COORDINATING SCHEDULES – **63%**;
 - ASSISTING DURING LESSONS – **37%**;
 - SUPPORTING CLASSROOM DISCIPLINE – **22%**.
- DID NOT ASSIST – **2%**.

PROFESSIONAL DEVELOPMENT OF TUTORS

7.2

97,5% OF TUTORS CONFIRMED THAT THEY ACQUIRED NEW KNOWLEDGE AND SKILLS WHILE WORKING AT EDUHIVES.

IN PARTICULAR, THEY HIGHLIGHTED THE FOLLOWING AREAS:

1 NEW TEACHING METHODOLOGIES:

informal approaches to working with children; tutoring approaches that provide individualised support; organising children's leisure time outside school hours; skills for working with different age groups.

SOFT SKILLS:

development of organisational and communication skills, multitasking, mobility, creativity, and flexibility.



MASTERY OF MODERN EDUCATIONAL TECHNOLOGIES AND PLATFORMS:

working with EdEra, Diia, Osvita, Minecraft Education; maintaining electronic attendance logs; using new resources for activity planning.

PARTICIPATION IN TRAININGS AND SPECIALISED LEARNING PROGRAMMES:

STEM, SEL and SEEN trainings; courses in media literacy, cybersecurity, first aid, humane education, national and civic education topics; other webinars and certification programmes.



A tutor from a Digital Learning Centre in the Apostolove community (Dnipropetrovsk oblast) shared:



Yes, during my work at the educational center I gained many new knowledge and skills. Above all, I learned how to work with children of different ages and levels of preparation, how to find an individual approach to each child, and how to support their motivation and interest in learning. We also constantly undergo training and improve our competence, mastering new methods for developing creative, social, and emotional skills. Working at the center helped me improve my communication skills, organise activities effectively, and create a friendly atmosphere for children and colleagues.



A tutor from a Digital Learning Centre in the Pavlohrad community (Dnipropetrovsk oblast) noted



I improved my pedagogical skills: I learned to better understand the needs of children of different ages, to find an individual approach, and to support their motivation. I also mastered new methods of conducting classes in modern formats (interactive games, team exercises, elements of art, and play therapy). Working during wartime taught me to respond flexibly to change and to create a safe and supportive space for children.



81,5 % OF TUTORS STATED THAT THE TRAINING AND EDUCATIONAL OPPORTUNITIES PROVIDED BY SAVED ARE SUFFICIENT;

7,2 %
WOULD LIKE ADDITIONAL TRAINING FOR THEIR TUTORING ROLE;

11,3 %
BELIEVE THERE IS TOO MUCH TRAINING AND THAT ITS VOLUME SHOULD BE REDUCED.

72,5% OF TUTORS ARE READY TO DEDICATE **1–3 HOURS PER WEEK** TO PROFESSIONAL DEVELOPMENT;

7% ARE WILLING TO SPEND **4–6 HOURS,**

1,5% MORE THAN **6 HOURS.**

28,5% ARE WILLING TO SPEND LESS THAN **1 HOUR** ON ADDITIONAL TRAINING,

which is linked to heavy workloads and limited access to online courses due to power outages.

The amount of time tutors are willing to invest correlates with their motivation to acquire new skills for working with children: 80% are highly motivated, while the remaining 20% show partial interest.

**THE IDEA OF CREATING
A TUTOR COMMUNITY
IS SUPPORTED BY**

80,5% OF RESPONDENTS

(32% answered “yes,”
48.5% “rather yes”).

46% OF TUTORS
are ready to actively participate in such
a community if it is established,

54%
MIGHT PARTICIPATE.

93,5 % OF TUTORS WANT TO LIVE AND WORK IN THEIR OWN COMMUNITIES.

Working at EduHives partly contributes to this, as it provides not only additional income but also a sense of purpose and self-realisation.

1,6 % of tutors

(from the Synelnykove community in Dnipropetrovsk oblast and the Merefa community in Kharkiv oblast) **are considering relocation within their oblast,**

and another 1,6 % (from the Pavlohrad community) **are considering relocation within Ukraine.**

CHALLENGES IN TUTORS' WORK

7.3

THE DIFFICULTIES AND CHALLENGES DESCRIBED IN TUTORS' OPEN-ENDED RESPONSES CAN BE GROUPED AS FOLLOWS:

1. SECURITY CONTEXT:

constant activities in shelters; shelling and air raid alerts; inability to plan ahead; specific organisational challenges during alerts.

2. CHILDREN'S EMOTIONAL STATE AND MOTIVATION:

the need to distract children from current realities; the difficulty of providing continuous emotional support under stress; emotional burnout and fatigue; working with different age groups; supporting children with special educational needs.

3. OVERLOAD AND HIGH VOLUME OF RESPONSIBILITIES:

extensive reporting requirements (daily/monthly); working on Saturdays / lack of rest; a large number of mandatory tasks associated with the tutor role.

4. EQUIPMENT, RESOURCES, AND WORKING CONDITIONS:

insufficient STEM materials; lack of an additional tutor; financial difficulties faced by education sector workers; the need for better provision of handout materials for activities.

5. ADMINISTRATIVE CHALLENGES:

insufficient motivation among school principals; difficulties in coordination between the center and the school. Overall, tutors rated their interaction with the administrations of the institutions hosting EduHives at 4.7 out of 5, with only three tutors reporting specific difficulties.





CHAPTER 8

THE TEACHING COMMUNITY AS A TARGET AUDIENCE OF EDUHIVE

USE OF LEARNING CENTRE SPACES BY TEACHERS

8.1

Among the 304 surveyed teachers, 93% are women and 7% are men. 33% are primary school teachers, while the remaining 77% are subject teachers of both genders. From the overall sample, 37% of teachers are involved in the learning loss recovery programme implemented at the digital learning centres; therefore, they regularly use the space during catch-up classes.

Among all surveyed teachers,

94% USE THE EDUHIVE SPACE.

ALL TEACHERS WHO USE THE SPACE CONFIRMED THAT THE LEARNING CENTRE SUPPORTS THEM IN THEIR WORK.

A primary school teacher from the Balakliia community in Kharkiv oblast noted:

THIS IS THE ONLY SAFE PLACE WHERE WE CAN MEET WITH CHILDREN.

A science and chemistry teacher from the Berezanka community in Mykolaiv oblast shared:

THE EDUHIVE EDUCATION CENTRE SUPPORTS ME AS A TEACHER IN MY PROFESSIONAL DEVELOPMENT BY PROVIDING OPPORTUNITIES TO PARTICIPATE IN EDUCATIONAL EVENTS, WEBINARS, SUPERVISION SESSIONS, AND TRAININGS. THANKS TO THE CENTRE'S SUPPORT, I IMPROVE MY PEDAGOGICAL COMPETENCIES, INTRODUCE MODERN EDUCATIONAL APPROACHES, AND GAIN INSPIRATION FOR CREATIVE WORK WITH STUDENTS.



A mathematics teacher from the Zhovti Vody community in Dnipropetrovsk oblast added:



THE EDUCATION CENTRE HELPS TO ORGANISE WORK WITH CHILDREN EFFECTIVELY, TAKING INTO ACCOUNT THEIR INDIVIDUAL NEEDS, PSYCHOLOGICAL CHARACTERISTICS, INTERESTS, AND POTENTIAL. IT ALSO PROVIDES READY-MADE OR ADAPTED METHODOLOGICAL MATERIALS, AS WELL AS DIDACTIC AND DIGITAL RESOURCES.



TEACHERS USE EDUHIVE WITH THE FOLLOWING FREQUENCY:

DAILY – **18%** (10% OF WHOM DO NOT CONDUCT CATCH-UP CLASSES);

2–3 TIMES PER WEEK – **48%** (21% OF WHOM DO NOT CONDUCT CATCH-UP CLASSES);

ONCE PER WEEK – **14%;**

ONCE EVERY TWO WEEKS – **6%;**

ONCE PER MONTH – **8%.**

DO NOT USE EDUHIVE 6%.



Thus,

79% OF EDUCATORS USE THE EDUCATION CENTRE SPACE AT LEAST ONCE PER WEEK,

regardless of whether they are involved in the learning loss recovery programme implemented by savED at EduHive centres.

According to tutors' assessments, teachers use the digital education centre space as follows: daily – 75%, 1–2 times per week – 14.5%, and 1–2 times per month – 5.5%. Some tutors noted that “only primary school teachers use the centre”, that “academic competitions are held at the centre”, and that “computer science teachers use the centre most frequently.”

A tutor from a Digital Learning Centre in Zaporizhzhia observed:



TEACHERS FROM COMMUNITIES CURRENTLY UNDER OCCUPATION AND WITHOUT ACCESS TO OFFLINE EDUCATION VISIT THE CENTRE DAILY.



TEACHERS COME TO EDUHIVE:

- TO CONDUCT ADDITIONAL LESSONS – **32%;**
- TO PRINT EDUCATIONAL MATERIALS – **23%;**
- TO USE COMPUTERS – **22%;**
- FOR REST – **17,5%;**
- TO CONDUCT LEARNING LOSS RECOVERY CLASSES – **6,5%;**
- TO HOLD HOMEROOM SESSIONS, EVENTS, AND TRAININGS – **2,5%.**

A tutor from a Digital Learning Centre located in a hospital in Zaporizhzhia noted:



CHILDREN UNDERGOING MEDICAL TREATMENT HAVE THE OPPORTUNITY TO CONNECT TO THEIR SCHOOL LESSONS.



BENEFITS OF EDUHIVE FOR TEACHERS

8.2

The education centre not only enables teachers to conduct lessons there but also **supports them in their work**. This is confirmed by **94 %** of teachers.

The space contributes to enriching the learning process with various interactive and visual activities (videos, online games, quests, tasks). It also provides the opportunity to print necessary materials or additional literature that helps reinforce learning and improve children's knowledge. The available resources support an individual approach to children, help unlock their potential, and allow teachers to consider the specific needs of each child.

A teacher from a school in the Zhovti Vody community of Dnipropetrovsk oblast, where a Digital Learning Centre operates, said:



THE LEARNING CENTRE HELPS TO ORGANISE WORK WITH CHILDREN EFFECTIVELY, TAKING INTO ACCOUNT THEIR INDIVIDUAL NEEDS, PSYCHOLOGICAL CHARACTERISTICS, INTERESTS, AND POTENTIAL. IT ALSO PROVIDES READY-MADE OR ADAPTED METHODOLOGICAL MATERIALS, AS WELL AS DIDACTIC AND DIGITAL RESOURCES.



Additionally, according to tutors' feedback, teachers use the centre for individual sessions with children with special educational needs, for corrective speech therapy lessons, and for informal communication with children and colleagues.

TUTORS RATE THEIR INTERACTION WITH TEACHERS AT 4,6 OUT OF 5.



Learning centres not only support teachers in their work with children but also influence their **PROFESSIONAL DEVELOPMENT**. The centre serves as a space where teachers **HAVE OPPORTUNITIES FOR PROFESSIONAL EXCHANGE WITH COLLEAGUES (68 %)**. Another important aspect of professional development is the **TRAINING AND LEARNING OPPORTUNITIES** that teachers can attend at the centre **(67 %)**. Також на професійний розвиток учителів впливає **PARTICIPATION IN THE LEARNING LOSS RECOVERY PROGRAMME AND SUPPORT FROM METHODOLOGISTS** also contribute to teachers' professional development **(36 %)**.

Almost all teachers

(93%)

PLAN TO CONTINUE WORKING AT THE LEARNING CENTRE.

For some educators, this decision depends on circumstances such as remuneration or the security situation in the country.

These data demonstrate **THE IMPORTANT ROLE OF EDUHIVE CENTRES IN CREATING IMPROVED CONDITIONS FOR FORMAL EDUCATION** through a safe, well-equipped, and multifunctional space where it is convenient to conduct lessons, print educational materials, and rest between classes.



CHAPTER 9

EDUHIVE FOR SCHOOLS AND COMMUNITIES

THE ROLE OF “EDUHIVE” IN THE LIFE OF THE SCHOOL AND THE COMMUNITY

9.1

EduHive centres contribute to increasing satisfaction with learning and to building horizontal connections both among children and among teachers.

The greatest impact of EduHive centres on school life, as reported by school principals, is **THE IMPROVEMENT OF CHILDREN’S LEISURE TIME**. Thanks to various extracurricular activities, clubs, and events, children have opportunities for creative development, communication with peers, socialisation, and the formation of leadership skills in an offline environment.

A school principal from the Bohdanivka community of Kyiv oblast, where an EduHive centre operates, said:



THANKS TO THE CENTRE, CHILDREN HAVE THE OPPORTUNITY NOT ONLY TO STUDY BUT ALSO TO COMMUNICATE, TAKE PART IN COMPETITIONS AND EVENTS; SCHOOL SELF-GOVERNMENT IS ACTIVELY FUNCTIONING.



Comfortable and safe conditions help make the learning process calmer, **RESTORE CHILDREN’S EMOTIONAL WELL-BEING**, and **REVIVE THEIR INTEREST IN LEARNING**, as reported by representatives of school administrations.



A school principal in the Berezan community of Mykolaiv oblast, where an EduHive centre operates, noted:



Holding various activities in the centre contributes to the recovery of children's emotional state after different psychological stresses or traumas.



Modern equipment is not only helpful for students during learning but also

USEFUL FOR TEACHERS IN THEIR WORK.



A deputy school principal in the Berezan community of Mykolaiv oblast, where an EduHive centre operates, said:



The EduHive centre has modern equipment used by students and teachers (laptops, tablets, a projector, a library of contemporary interesting literature, didactic and board games). This significantly influences the quality of classes in the centre. It is a comfortable space where it is pleasant to study and spend time, so children are happy to attend EduHive. All the activities that take place there directly improve the quality of teaching in the lyceum. Conducting various activities in such a centre helps restore emotional well-being after different psychological stresses or traumas.



School administrations also emphasise that the possibility of organising and implementing active extracurricular life at school becomes one of the **FACTORS PARENTS CONSIDER WHEN CHOOSING AN EDUCATIONAL INSTITUTION FOR THEIR CHILD.**

A school principal in Zaporizhzhia, where a Digital Learning Centre operates, explained:



THE LEARNING CENTRE MAKES IT POSSIBLE TO INVOLVE MORE CHILDREN IN FACE-TO-FACE LEARNING, ESPECIALLY FROM PRIMARY SCHOOL, WHOSE PARENTS CANNOT PICK THEM UP AT 11:20. IN ADDITION, IT IS A HUB OF ADDITIONAL INTERESTING ACTIVITIES THAT ATTRACT CHILDREN AND IS ONE OF THE FACTORS PARENTS TAKE INTO ACCOUNT WHEN CHOOSING A SCHOOL.



According to tutors, EduHive helps **DIVERSIFY THE LEARNING PROCESS**. It is not only a place for studying but also for children's **CREATIVE DEVELOPMENT AND SOCIALISATION**. The **LEARNING LOSS RECOVERY PROGRAMME** conducted at the centres engages a large number of children. Thanks to this programme, students not only learn missed material and improve their knowledge, but it also **RESTORES THEIR CONFIDENCE** in their own abilities.

SINCE THE EDUCATION CENTRE CONTINUES TO OPERATE IN THE SUMMER, IT SERVES AS A PLACE THAT BUILDS COMMUNITY AND HELPS MAINTAIN CONNECTIONS BETWEEN TEACHERS AND STUDENTS THROUGHOUT THE ENTIRE YEAR.

ACTIVITIES ORGANISED IN EDUHIVE FOR SCHOOLS AND COMMUNITIES

9.2

According to school administrations, EduHive centres are frequently **(96 %)** used for **school events or community events; this was also reported by 97 % of tutors.**

Among the events held in the centre, one can highlight

- **INDIVIDUAL CONSULTATIONS FOR TEACHERS (85 %);**
- **PEDAGOGICAL COUNCILS (77 %).**

The centres

- **HOST GUESTS (74 %)**
and hold
- **PARENT MEETINGS (68 %).**

Principals, teachers, and tutors also mention academic competitions, clubs, extra-curricular activities, district and oblastal seminars and workshops, graduation events, charity initiatives, meetings with NGOs and local self-government bodies, as well as with representatives of the State Emergency Service and juvenile

police. The facilities of the centre enable the preparation for and administration of the National Multisubject Test (NMT).

Separately,

**EVENTS FOR ADULTS
ARE HELD IN THE CENTRES
(COURSES, TRAININGS,
SPORTS ACTIVITIES),
AS REPORTED BY 38 %
OF TUTORS:**

trainings in first pre-medical aid or mine safety, psychological trainings and consultations, which are particularly important for frontline and de-occupied communities where EduHive centres operate. In addition, the space serves as a meeting place with public organisations or as a training venue for teachers.

CENTRES' SELF-SUFFICIENCY

9.3

43% **OF TUTORS ARE NOT CONFIDENT** that the centre can sustain its operations independently,

26% assess this capacity at **4–5 POINTS.**

31% **OF SURVEYED TUTORS** believe that the centre **WILL NOT BE ABLE TO FUNCTION WITHOUT EXTERNAL SUPPORT.**

For the most part, tutors are not aware of the school leadership's plans regarding the future existence of the centre.

For their part, after the end of support from savED, school administrations **plan to continue using the space for the educational process (as classrooms for computer science lessons or for teacher consultations)** and for organising **children's leisure activities** in general. They intend to keep various activities related both to learning (learning loss recovery or computer science lessons) and to **creative development** (clubs, workshops, trainings). In addition, the space is planned to be used for meetings with parents, with other teachers, for sessions, meetings, or other community events. The administration also anticipates that the education centre may become more specialised and serve primarily as a creative space.

To ensure that the centre continues to operate in the same format as now, school administrations need **FINANCIAL SUPPORT** to maintain the **MATERIAL AND TECHNICAL BASE** (additional furniture, laptops, etc.), as well as **FUNDING FOR TUTOR REMUNERATION**. A space like EduHive requires **TRAINED SPECIALISTS** who know how to use the available resources effectively for themselves and for children. It is also important that **CHILDREN REMAIN MOTIVATED** to continue such learning and activities.

The administration also needs **SUPPORT FROM PARTNERS**, in particular savED, **COMMUNITY LEADERSHIP**, and **LOCAL AUTHORITIES**, for EduHive centres to function in the same format. All the factors mentioned above — along with the unresolved status of education centres at the national level (lack of legal clarity, limited funding, difficulties with integration into the education system, challenges in building partnerships and scaling, as well as the legal vulnerability of centres and their staff) — create obstacles to their work.



A stylized, light-colored illustration of a plant with a central stem, several leaves, and decorative swirls. The leaves have a simple, geometric pattern. The overall style is clean and modern.

CONCLUSIONS

The results described above allow us to confirm the hypothesis that

EDUHIVES ARE AN EFFECTIVE — AND, APPROPRIATELY, COST-EFFECTIVE — SOLUTION FOR RESTORING ACCESS TO EDUCATION, CONTRIBUTING TO THE PRESERVATION OF SOCIAL CAPITAL, IN PARTICULAR THROUGH FOSTERING A SENSE OF BELONGING TO ONE’S COMMUNITY.

The learning centres directly influence the level of satisfaction with learning, promote the development of horizontal and vertical connections among children, teachers, tutors, schools, and communities, support social integration, and create a sense of meaning in their actions for all stakeholders involved.

Below, we present arguments related to each of the assumptions underpinning the main hypothesis.

P.1

EDUHIVES CONSTITUTE A NEW SOCIAL SPACE WITHIN COMMUNITIES, WHERE CHILDREN GAIN NOT ONLY AN OPPORTUNITY TO RESUME LEARNING BUT ALSO A SAFE AND SUPPORTIVE ENVIRONMENT FOR SOCIALISATION AND INTERACTION WITH PEERS.

The EduHive network operates in large cities as well as in towns and villages, thereby ensuring access to educational opportunities for children from diverse types of settlements, including those where educational infrastructure is limited, damaged, or destroyed. In most communities where EduHives function, more than 80 % of children lack consistent access to in-person schooling due to hybrid or fully remote formats of education. In this context, EduHives serve as safe physical spaces for live communication, learning, and social interaction.

67% OF CHILDREN REPORTED MAKING FRIENDS AT EDUHIVES,
WHILE **51,7%** NOTED AN EXPANSION OF THEIR SOCIAL CIRCLE.

Parents (62 %) and tutors (91 %) confirm that children have become more open, communicative, and socially active. The centres foster friendships among children of different ages, support children with special educational needs, and facilitate the integration of internally displaced children into new communities.

P.2



THE LEARNING CENTRES FUNCTION SIMULTANEOUSLY AS SITES FOR FORMAL SCHOOL-BASED LEARNING (CLASSES TO ADDRESS LEARNING LOSSES AND ADDITIONAL CLASSES WITH TEACHERS) AND FOR NON-FORMAL EDUCATIONAL AND RECREATIONAL ACTIVITIES (CLUBS, READING, GAMES, WORKSHOPS, AND OTHER INITIATIVES). THIS INTEGRATED MODEL CONTRIBUTES TO THE IMPROVEMENT OF CHILDREN'S ACADEMIC KNOWLEDGE, BROADENING OF THEIR GENERAL ERUDITION, AND DEVELOPMENT OF SOFT SKILLS.

OVER
A **10** -MONTH
PERIOD,

more than
27 SESSIONS
WERE CONDUCTED

ACROSS
76
EDUHIVES.

Of these, **69%**
were **ACADEMIC**
ACTIVITIES,
while **31%** were
NON-ACADEMIC.

The most popular activities among children included both educational and leisure components:

- **PLAYING WITH FRIENDS (40,2 %);**
- **WATCHING FILMS OR CARTOONS (10,3 %);**
- **LESSONS TO ADDRESS LEARNING LOSSES (10,1 %);**
- **ADDITIONAL CLASSES WITH TEACHERS (8,5 %).**

**CHILDREN RATED
THEIR OVERALL EXPERIENCE
IN EDUHIVES
AT 4,5 OUT OF 5.**

The centres are primarily associated with a **FUN (43%), COMFORTABLE (26%),** and **INTERESTING (17%)** environment, which positively influences children's emotional well-being.

**86% OF CHILDREN REPORTED THAT
THEY HAD LEARNED SOMETHING
NEW IN EDUHIVES,**

**85% STATED THAT THEY
HAD ACQUIRED
NEW SKILLS.**

The areas of learning included school subjects, social and emotional learning, Ukrainian history and culture, safety knowledge, practical technologies, and digital tools.

80% OF TUTORS

stated that children became more organised, confident, active, and engaged in the learning process.

23,3% OF CHILDREN

reported an improvement in their academic performance.

35% OF PARENTS

observed increased motivation to learn.

EduHives thus contribute to the development of intrinsic motivation by making learning engaging and supportive rather than solely performance-driven.

35,8% OF PUPILS

felt that their leisure time had become more enjoyable,

32,8% REPORTED

having a safe place to spend time before, after, or between school lessons.

32,5% OF PARENTS

noticed that their children spent less time on digital devices.

17,6% OF STUDENTS

13% OF PARENTS

reported a growing interest in reading, supported by the availability of libraries in EduHives and reading-focused activities.

52% OF PARENTS

observed an improvement in their child's emotional state, describing children as happier, calmer, and more cheerful.

26% OF PARENTS

reported better relationships with their children, noting greater openness, emotional balance, initiative, and attentiveness.

Children themselves indicated increased self-confidence, improved leadership skills, reduced anxiety, and greater ease in communication. Tutors confirm that regular participation in EduHive activities helps children become more open, learn constructive interaction, and contribute to a warm, supportive group atmosphere.

P.3

THE COST OF ESTABLISHING AND MAINTAINING EDUHIVES ALIGNS WITH THE PRINCIPLE OF LOWER COST — HIGH IMPACT

The estimated cost of establishing and operating one EduHive for one year is approximately **EUR 50 000.**

When calculated per child based on the average number of unique beneficiaries

(32 279 CHILDREN ACROSS 76 EDUHIVES OVER TEN MONTHS),

this amounts to EUR 118 per child receiving improved access to academic learning and meaningful leisure activities. As this calculation is based on ten months of operation — and some centres had been functioning for only four to six months at the time of data collection — the actual per-child cost may be even lower. In assessing cost-effectiveness, it is also essential to consider the broader value of EduHives beyond direct benefits to children. As demonstrated earlier in this report, the centres generate additional positive effects for teachers, schools, and parents, including improved teaching conditions, enhanced professional collaboration, and stronger school–community relationships.

P.4

PARENTS OF CHILDREN WHO REGULARLY ATTEND EDUHIVES GAIN MORE TIME FOR WORK, PERSONAL MATTERS, AND HOUSEHOLD RESPONSIBILITIES WHILE BECOMING MORE ENGAGED IN THEIR CHILDREN'S EDUCATION

47% OF PARENTS

reported having more time for professional activities, household duties, or farming as a result of their child's participation in EduHives,

27% OF PARENTS

use this freed-up time for personal development, hobbies, or rest.

55% OF PARENTS

attended events held at EduHives, indicating greater involvement in their children's educational experience.

11% OF PARENTS

stated that they were able to return to work thanks to the availability of the centre.

Among parents whose children attend DIY EduHives,

38% OF PARENTS,

reported financial savings, as they no longer need to pay for external extracurricular activities.



Observing tutors' work has also influenced parenting practices: many parents report adopting a more supportive approach — listening more and applying less pressure — which has strengthened trust within families. As parents no longer need to spend significant time helping with homework, they can instead engage in more meaningful shared activities with their children. Overall, EduHives function not only as educational spaces for children but also as platforms that support parents, foster the development of positive parenting skills, and strengthen the connection between families and the educational environment.

P.5

TUTORS OF EDUHIVES EXPERIENCE PROFESSIONAL AND PERSONAL GROWTH THROUGH TRAINING PROVIDED BY SAVED SPECIALISTS, WHICH HELPS BUILD TRUST-BASED RELATIONSHIPS WITH CHILDREN AND CREATES THE POTENTIAL FOR DEVELOPING A TUTOR COMMUNITY.

97,5%

of tutors reported that they acquired new knowledge and skills while working in EduHives — ranging from non-formal education methodologies to the use of digital platforms and the development of soft skills.

81,5%

consider the amount of training sufficient,

80%

express strong motivation for further professional development.

80,5%

support the idea of creating a tutor community,

46%

ready to take an active role in its development.

93,5%

of tutors wish to remain in their communities, which indicates a strong sense of purpose and commitment to their work.

Children rated the support provided by tutors at 4.4 out of 5, and 11% of students reported turning to a tutor in difficult emotional situations — a higher level of trust than that expressed toward teachers, grandparents, or siblings. This high level of trust highlights the significant role tutors play in children’s well-being and creates strong potential for their positive influence, including within the framework of the core educational programs that began operating in EduHives in autumn 2025.

P.6

EDUHIVES ARE AN INTEGRAL PART OF THE ECOSYSTEM OF THE SCHOOLS IN WHICH THEY OPERATE AND GENERATE ADDED VALUE FOR TEACHERS, SCHOOL COMMUNITIES, AND LOCAL COMMUNITIES

94 % OF SURVEYED
TEACHERS

use EduHives,

79 % VISITING
THEM

at least once a week.

- Within these spaces,
- **TEACHERS CONDUCT ADDITIONAL LESSONS (32 %)**
 - **PRINT MATERIALS (23 %)**
 - **USE DIGITAL EQUIPMENT (22 %)**
 - **REST BETWEEN CLASSES (17,5 %)**
 - **PROVIDE INDIVIDUAL SUPPORT TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS.**

In many communities, the EduHive is the only safe space for in-person meetings — including for teachers from temporarily occupied territories.

94 % OF TEACHERS

believe that EduHives significantly support their work by providing access to technology, methodological materials, interactive resources, and opportunities to adapt lessons to students' individual needs.

The centers contribute to the personalization of learning, the development of inclusive practices, and the overall improvement of teaching quality.

68% OF TEACHERS

use EduHives for professional exchange with colleagues,

67% for training and professional development,

36% as part of the learning recovery program.



This demonstrates that EduHives play an important role in preserving and strengthening the social capital of the teaching community.

96% of school principals and **97%** of tutors confirm that EduHives are regularly used for school and community events, including consultations, pedagogical councils, parent meetings, clubs, seminars, celebrations, and meetings with NGOs, the State Emergency Service, and juvenile police. In addition, EduHives serve as spaces for adults, hosting safety trainings, courses, sports activities, and psychological support — which is particularly vital for frontline and de-occupied communities. EduHives operate year-round, including during summer, maintaining continuous connections among students, teachers, and the wider community. As such, they organically integrate functions of recovery, development, and peacebuilding within vulnerable communities.



The study also made it possible to identify **SEVERAL PRIORITY AREAS FOR IMPROVEMENT** to ensure an even higher quality and sustainability of EduHive operations.

1

PROVISION OF STATIONERY, CREATIVE MATERIALS, GAMES, AND BOOKS

Due to the high intensity of use, these materials quickly run out or become unusable. A way to address this problem would be minimal additional funding for EduHives of €2,000–€3,000 per year, which would allow for the renewal of EduHive libraries as well as stocks of consumable materials for lessons and extracurricular activities.

2

DEVELOPMENT OF COMMUNICATION CHANNELS

According to the survey results, 53% of parents are subscribed to EduHive channels in messengers, so there is a need to engage more parents. This would not only expand opportunities for quick communication on everyday issues but also contribute to the formation of horizontal connections within the parent community, bringing together parents of children from different classes and even different schools.

3

WORK WITH HIGH SCHOOL STUDENTS

For the second year in a row, the study shows that teenagers participate less in EduHive activities; however, according to this year's results, they remain regular visitors to EduHives that have been operating for two or more years if they started attending the center earlier. This indicates that the audience of EduHives that will continue to operate will grow older, so the content and equipment of the centers should correspond to the needs of adolescents. In this context, the implementation of the UActive youth program on the basis of EduHives seems appropriate.

4

SUPPORT FOR TUTORS

The tutor survey once again highlighted a number of challenges they face daily: the security context (classes in shelters, air alarms), the difficult emotional state of children, workload, and administrative barriers. Despite this, EduHive tutors administer the centers, conduct activities with children, have begun implementing core educational programs, help teachers organize their work, and maintain communication with school leadership, among other tasks. In these conditions, tutors need support and relief. This could be achieved, for example, through off-site retreats to safer oblasts of Ukraine, as well as through the development of a tutor community that would provide support via horizontal networks.

5

FINANCING OF EDUHIVES

Although school administrations plan to continue using EduHive spaces for learning, leisure, meetings, and creative activities after savED's support ends, financial support is needed to maintain the current format of work. Without the savED team and tutors, an EduHive would be just an equipped classroom. As this study has shown, the social capital of schools and communities where EduHives operate is preserved precisely through meaningful leisure activities for children, quality lessons, and the formation of a sense of purpose and a sense of community. And this can be created only by people for people.





sav **ED**