Artykuły / Articles

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Pedagogical practices of overcoming personal fragility and social limitations in Ukrainian students during the war

Abstract

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The article is devoted to the problem of overcoming personal fragility and social limitations among students during the war in Ukraine. The notion of "fragility" has become highly relevant in the global dimension in an era of numerous crises, shocks, and uncertainty. According to the OECD report 'States of Fragility 2025', fragility is defined as a combination of increased risks and insufficient response capacities of states, systems, and/or communities to manage, absorb, or mitigate such risks. The current situation of the Russian-Ukrainian war fully corresponds to its thesis of "living with fragility and responding to it". The article presents research findings confirming the crucial role of extracurricular education in this context. Institutions of extracurricular education in Ukraine implement educational programs, social and creative projects, forums, competitions, and volunteer initiatives; they also provide social rehabilitation and psychosocial support, particularly for children affected by war, children from internally displaced families, and those with learning difficulties. Special relevance is accorded to socio-pedagogical practices of overcoming fragility and fostering resilience among students under risks and threats.

Keywords

Ukrainian children and youth; fragility; vulnerability to wartime risks; extracurricular education; support; resilience; socio-pedagogical practices
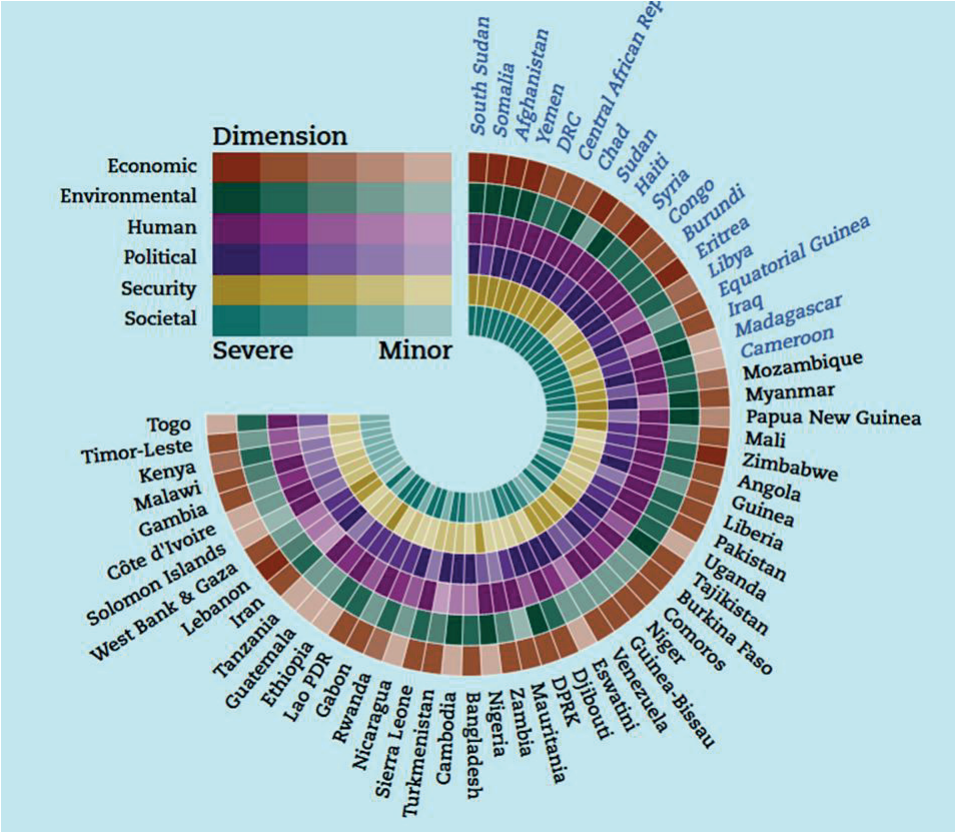
Introduction

The concept of "fragility" has been actualized globally in the era of numerous crises, shocks, and uncertainty, affecting social contexts exposed to high and extraordinary fragility. According to the OECD report *States of Fragility 2025* (*States of Fragility*, 2025), fragility is defined as a combination of increased risk and insufficient response capacity of states, systems, and/or communities to manage, absorb, or mitigate such risks. The report also uses the notion of vulnerability. It contains analytical and statistical materials on the most unstable countries (Fig. 1), covering about 25% of the world's population (*States of Fragility*, 2025, p. 6). Although the report does not include Ukraine, the current situation of the Russian-Ukrainian war fully corresponds to the thesis of "living with fragility and responding to it".

Ukrainian children and youth, as the most vulnerable social group, require special attention in the war context. During years of war since 2014, the Ukrainian educational sphere has gained significant experience and high potential in responding to risks, providing support to children and youth, and fostering resilience under challenges and uncertainty.

During wartime, educational institutions address not only educational tasks, particularly those related to remedying learning losses or bridging learning gaps, but also provide necessary support to participants of the educational process (students, teachers, parents), create opportunities for the social rehabilitation of children and adolescents, and readaptation of children from internally displaced families. The relevance of such tasks is associated with the overall social situation during the Russian–Ukrainian war. At the same time, the problem of "fragility", which has gained importance in scientific discourse and is presented in analytical materials of international organizations (*States of Fragility*, 2025), has hardly been researched in Ukraine.

The study is based on philosophical and socio-pedagogical ideas and current data presented in conceptual and scientific-analytical works by Ukrainian scholars (Kanishevska & Ragozina, 2024; Kremen, 2023, 2024; Sysoieva, 2006). Of relevance in the context of the problem presented in this publication are: the works of Ukrainian researchers devoted to current issues of social work with children and youth (Bekh, 2024; Kunytsia, 2022; Savelchuk, 2022); analytical publications on out-of-school education (Boiko et al., 2021); studies revealing the specifics of non-formal education of children and youth in other European countries (Clarijs, 2008; Fatyga, 2009); and materials from international organizations (EAICY [European Association of Institutions of Non-formal Education of Children and Youth], n.d.).

Figure 1

States of Fragility. OECD Platform

Note. Source: *States of Fragility*, 2025.

The study is also based on the provisions of the Laws of Ukraine: "On Education" (2017), "On Out-of-School Education" (2000), "On Social Work with Families, Children and Youth" (2001), "On Child Protection" (2001), the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Procedure for Granting the Status of a Child Affected by Hostilities and Armed Conflicts" (2017), among others.

The current social situation in Ukraine during the Russian-Ukrainian war actualizes the concept of social and personal "fragility", particularly with regard to vulnerable social groups. At the same time, it highlights the need to strengthen the resilience of Ukrainians under conditions involving significant threats.

Based on OECD reports (*States of Fragility*, 2025), the concept of "fragility" can be clarified with regard to Ukraine's children and young people, who represent one of the most vulnerable social groups under the challenges of wartime. Ukrai-

nian children and young people are thus in a "situation of fragility", characterized by increased risks (threats to life and health during air raids, which are significantly aggravated in territories close to the combat zone; threats of losing loved ones, social connections, their own homes, material resources, as well as the opportunity to study, etc.) and the insufficient capacity of the state/community/individual to adequately respond to mitigate these risks.

Social restrictions are considered to be a set of external (hostilities, communication restrictions, migration, educational restrictions, economic difficulties) and internal (stress, anxiety, loss of motivation, contradictions in the formation of identity) factors that hinder the full participation of a child in educational and social life, complicate the processes of socialization, and limit access to resources for development, support and self-realization purposes.

We consider the social recovery of young people and overcoming fragility and social limitations as a process of promoting and supporting young people after conflicts, crisis situations, natural disasters or other emergencies. This process aims to provide opportunities for young people to return to normal life, develop their potential, and be included in social processes (Savelchuk, 2022).

This situation has caused significant social and psychological problems for children and young people in Ukraine, as noted in reports by international organizations. According to UNICEF Ukraine (2022), since the escalation of the war on 24 February 2022, the education of about 5.7 million children has been disrupted, and 1.5 million children have faced mental health problems. UNICEF Ukraine (2024a) materials on the humanitarian situation in Ukraine in 2024 show that 2.9 million children are in need of assistance in Ukraine as a result of the war. UNICEF representatives particularly emphasize mental health issues and the need for psychological support for Ukraine's children and youth.

It is worth noting that in a broad sense all Ukrainian children are children affected by the war. The official status of 'a child affected by hostilities and armed conflicts' has been granted to 120,973 children (Report on the implementation of the Work Plan of the National Social Service of Ukraine for 2023). These are children who have suffered injuries, wounds, physical, sexual or psychological violence, as well as those who were abducted, illegally taken abroad, or involved in paramilitary groups. Granting this status aims to draw society's attention to their vulnerability and the necessity of ensuring social protection and support for these children.

At the same time, Ukrainian children and young people not only continue to study (online, offline, or in blended formats depending on the security situation), but also participate in out-of-school activities and engage in important charitable events and volunteer projects (Lytovchenko, 2024).

Let us consider the pedagogical practices that help overcome «personal fragility» and provide the necessary support to Ukrainian children and young people during the war.

Educational and social practices of out-of-school education for supporting Ukrainian students in wartime

Out-of-school education, as an integral part of the Ukrainian education system, due to its mobility, variability, socio-pedagogical orientation, inclusivity, and barrier-free approach, has significant potential for overcoming personal fragility and social limitations among students. Like other branches of education in Ukraine, out-of-school education has suffered losses during the war: its institutions have been destroyed or damaged as a result of the hostilities. According to the Information and Analytical Digest of the Ministry of Education and Science of Ukraine (2023), some out-of-school institutions are located in temporarily occupied territories (101 institutions) or have suspended statutory activities (12 institutions in the Donetsk region).

Despite these losses, in wartime conditions, out-of-school education has remained the most mobile educational link, quickly responding to national challenges and social demands, implementing relevant educational and social practices. Since the beginning of the large-scale war, out-of-school institutions have become centers of volunteer activity, opening their doors to internally displaced persons, and providing shelter and support to thousands of adults and children. According to the recommendations of the Ministry of Education and Science of Ukraine (dated 06.03.2022 No.1/3371-22), from 14 March 2022, out-of-school education in Ukraine resumed the educational process while considering security conditions. Out-of-school institutions began posting video materials on the portal of the Ministry of Education and Science of Ukraine, conducting educational classes with children, and organizing meaningful leisure activities. During this difficult period, all willing participants could join the classes.

In wartime, out-of-school institutions implement the following educational and social practices: lessons, competitions, camping, contests, festivals, literary readings, student conferences, forums, flash mobs, and other activities (offline, online, or blended formats depending on the security situation). All willing participants are involved, including children from internally displaced families (IDPs) as well as students with special educational needs (SEN) and learning difficulties. During the war, the role of out-of-school education as a socio-pedagogical and psychosocial support institution has increased.

The possibility of self-realization in a favorite activity is also an important 're-source of support'. A person's creative potential is realized not only in subject-specific activity but also in the very process of life, self-realization as a means of self-affirmation, self-expression, and self-development, which ensures the preservation of the psycho-emotional resources of teachers and students during the war. Self-affirmation and self-expression of teachers and students in joint artistic and creative activity contribute to their psychological and emotional rehabilitation and the preservation of mental health (Sysoieva, 2006).

Conclusions about the educational and social role of out-of-school education in wartime and post-war recovery are confirmed by the results of a study on the possibilities of out-of-school education as an institution for supporting children, adolescents, and youth during the war. As part of the empirical research, a survey was conducted among the teaching staff of out-of-school institutions and students (adolescents aged 11–19). Survey period: March–April 2025 (Lytovchenko, 2025). In the nationwide survey of teachers of out-of-school institutions, 2,114 respondents from 22 regions of Ukraine and the city of Kyiv participated. In the student survey, adolescents (11–19 years old) from Kirovohrad, Sumy, Kharkiv, Donetsk, Zaporizhzhia, Cherkasy, Rivne, Khmelnytskyi, Kyiv regions of Ukraine and the city of Kyiv took part, in total, 480 respondents.

Below we present both survey results and the educational and social practices of out-of-school education for supporting Ukrainian children and youth during wartime.

Psychosocial support

The potential of out-of-school institutions to provide psychosocial support to students and parents is significant during wartime. Out-of-school institutions implement various activities, programs, and projects aimed at providing psychosocial support to students and parents, social rehabilitation of veterans and their families, and support to all those in need.

This is confirmed by the results of the nationwide survey of teachers of out-of-school institutions:

- 69.5% of respondents confirmed that the potential of out-of-school education to provide psychosocial support to students/parents is significant (Fig. 2);
- 72.2% noted that their institution implements programs, projects, and other activities to provide psychosocial support to those in need (Fig. 3).

The respondents provided a significant number of examples of projects organized by out-of-school institutions aimed at supporting children and young people during the war.

Their generalized opinion is reflected in the following response: "During the war, a child needs time for creativity. Then it is easier to endure the entire burden of war."

Among the numerous projects implemented by out-of-school institutions of Ukraine during wartime is the indefinite charity campaign "Through the Fire of War", organized by the Rivne City Palace of Children and Youth (PCY). Participants include students, teachers, parents, alumni, former teachers of the PCY, as well as international and Ukrainian partners.

Figure 2

The potential of out-of-school institutions to provide psychosocial support to students/parents (according to the results of the nationwide survey of teachers of out-of-school institutions, 2025)
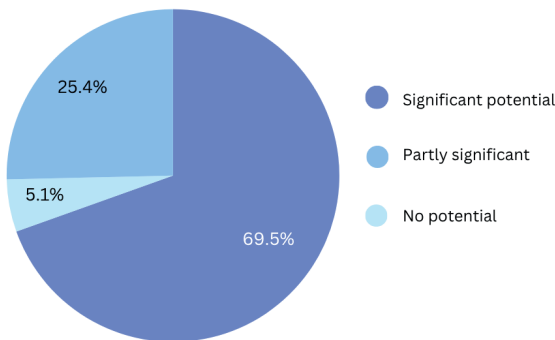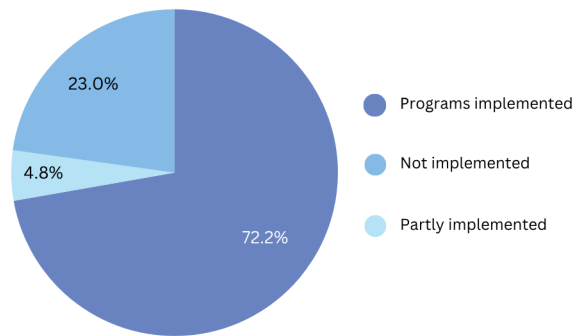

- 25.4%
- 5.1%
- 69.5%
- Significant potential
- Partly significant
- No potential

Figure 3

Implementation of programs and projects of psychosocial support (according to the results of the nationwide survey of teachers of out-of-school institutions, 2025)

- 23.0%
- 4.8%
- 72.2%
- Programs implemented
- Not implemented
- Partly implemented

Within the project framework:
- "Volunteer Hub" – activities aimed at supplying the Armed Forces of Ukraine with camouflage materials (nets, "ghillie suits", etc.), warm clothing, food, and bandages; cooperation with volunteer centers in Rivne and the region;

- "Art Landing" – activities providing moral, psychological, and social support to children from internally displaced families: off-site and on-site events (master classes, concerts, flash mobs, etc.) organized by students and teachers of the Palace;
- "Art for Peace" – activities involving various creative events: "In the Shelter of the Palace" (performances, concerts by artistic groups, clubs, creative associations of the Palace and partners from Rivne and Ukraine, meetings with internally displaced persons and military personnel); "We Are Together" (literary and musical performances, theatrical performances, dance flash mobs, ethnic singing, etc.).

Inclusion and accessibility in out-of-school education

The potential of out-of-school institutions to create an inclusive and accessible educational environment is significant. In wartime, this includes attendance of out-of-school institutions by students with special educational needs, children from internally displaced families, and other categories.

Respondents' answers were distributed as follows:
- 86.6% of teachers confirmed that their institution is attended by children from internally displaced families (Fig. 4);
- 55.1% noted that their institution is attended by children and young people with special educational needs, and another 2.3% plan to involve students with special educational needs during this academic year (Fig. 5). At the same time, only 19.5% consider the environment of their out-of-school institution to be inclusive and accessible "to a large extent".

Figure 4

Attendance of out-of-school institutions by children from internally displaced families
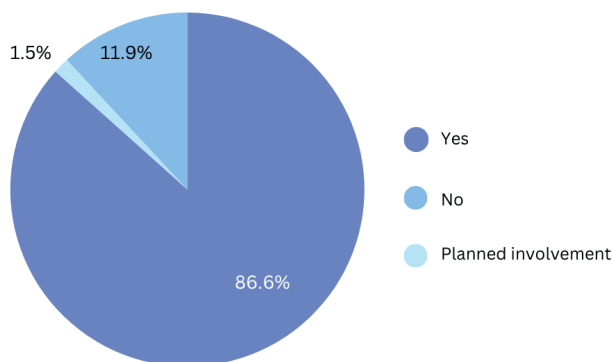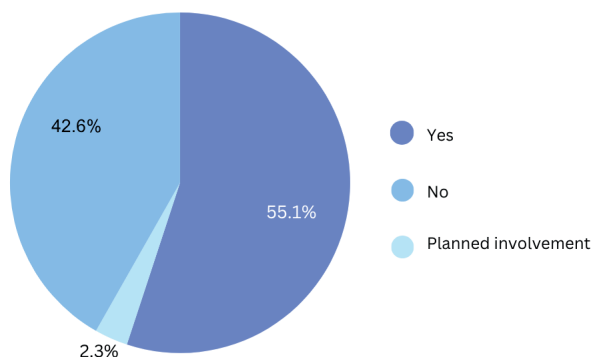
Figure 5

Attendance of out-of-school institutions by children and young people with special educational needs

Compensating for learning losses

During the war, Ukrainian education has faced numerous challenges: forced interruptions in learning, destruction of educational institutions, absence of face-to-face learning and limited access to it (depending on the security situation), among others. In this situation, the issue of compensating for learning losses has become one of the most urgent in the educational sphere of Ukraine.

In a broad sense, the concept of 'learning losses' means the loss of opportunities for the comprehensive development of students: intellectual, social, emotional, and psychological.

The potential of out-of-school education for compensating for learning losses is determined by its specific features. This idea is confirmed by respondents' answers to survey questions, which showed the key role of out-of-school education in overcoming learning losses and gaps during martial law. In particular, the following aspects were emphasized: an individual approach and flexibility (a flexible class schedule allows children to make up missed material at a convenient time); development of social and emotional skills (club and section activities help children overcome stress and anxiety caused by wartime events); development of creative abilities and talents (increasing overall motivation to learn); accessibility and inclusivity (out-of-school institutions can provide access to education for children from vulnerable social groups).

The survey of students (aged 11–19) confirmed the importance of out-of-school activities for them under the challenges of wartime. In response to the question "Is the opportunity to have a hobby/favorite out-of-school activity im-

portant for teenagers (for you and your friends)?" 87.3% of respondents answered positively.

According to respondents, out-of-school activities are useful for:
– socialization, the opportunity to find friends and like-minded peers (77.9%);
– spending time in an interesting way (70.6%);
– increasing self-esteem, self-confidence (64.6%);
– developing abilities, achieving success in the chosen activity (64.4%);
– rest, the opportunity to relax or distract from negativity (58.8%);
– career guidance and further education (46.0%);
– psychological recovery (41.5%) etc.

Attention should be paid to the questions regarding the difficulties faced by Ukrainian teenagers during wartime, and the need for support for these young people. Respondents' answers indicate that teenagers experience significant difficulties caused by the Russian-Ukrainian war (Fig. 6):
– constant anxiety for themselves and their loved ones (67.5%);
– the need to respond to danger and stay in shelters during air raids (58.3%);
– uncertainty about the future (57.5%);
– power outages/lack of internet access (56%);
– loss of connections with friends who moved away (45.2%);
– difficulties in choosing a future profession and continuing education (43.1%) etc.

Most teenage respondents believe that Ukrainian teenagers and young people need support during wartime (73.5%), while 21.5% stated that "a limited circle of teenagers and youth" require support (Fig. 7). At the same time, they consider it crucial to support other people affected by the war, especially military personnel. This is evidenced by teenagers' answers to an open-ended survey question, whose aim was to determine how they understand the essence of "support in wartime" (the question also had a projective meaning concerning the respondents' own need for support).

Examples of respondents' answers (teenagers aged 11–19) to the open-ended survey question "How do you understand the words 'support in wartime?" (language and spelling preserved).

Question: How do you understand the words 'support in wartime'?
Answers:
• Communication, distraction, doing a favorite activity, joy and positive emotions.
• Knowledge and understanding of one's own history, knowledge and use of the Ukrainian language in public places, the ability to sort information and

have a clear position. Help in the form of donations, blood donation, charity events, etc.
- Helping a person as much as possible with what they need.
- Unity, help as much as you can, personal involvement rather than shifting responsibility.
- Support is very important for everyone, especially for the military.
- When there is someone to talk to, to calm a person down.
- Safety.
- Moral and psychological support.
- A talisman-postcard for the defenders of Ukraine.
- Any help or even just communication.
- When you have a safe environment.
- When everyone supports each other.
- 'Support in wartime' means helping people affected by the war. It can be food, shelter, money, psychological help, and words of encouragement. It is important that people feel they are being helped
- This is a difficult question. However, I think it is primarily psychological support for children, soldiers, adults, and teenagers, since they are the ones building the future of the nation. Preservation of culture and traditions, our identity. Various contests, master classes, and simply a space where everyone can find like-minded people. Also volunteering and mutual support. Thank you for trying to make teenagers' lives less stressful, because even without wartime it is difficult for every teenager.
- Not to be indifferent.
- Everything that helps the military.
- The opportunity for out-of-school development and communication with people, the opportunity to distract from stress in clubs and competitions, humanitarian aid, mint tea.
- It means that people continue to unite despite difficult situations, live on, develop, and do not forget that they are not alone, even if it feels like everyone is against them.
- It is like a lifebuoy that helps people survive and overcome difficulties caused by war etc.

Teenagers themselves are involved in charity events and flash mobs aimed at supporting veterans, military personnel, and others (this was confirmed by 74.6% of respondents); volunteering and support in wartime are considered 'very important' for them (75.2%) (Fig. 8).
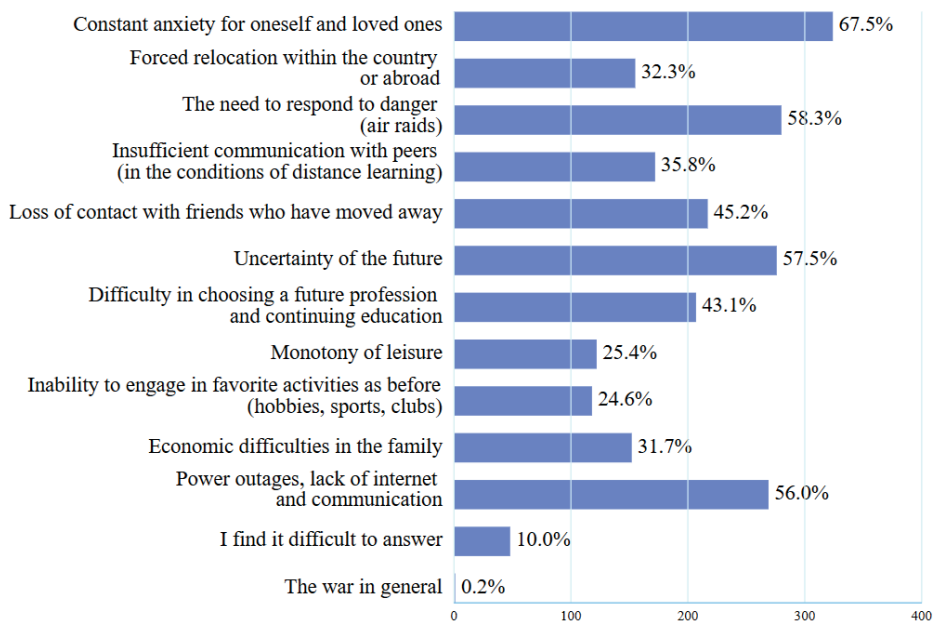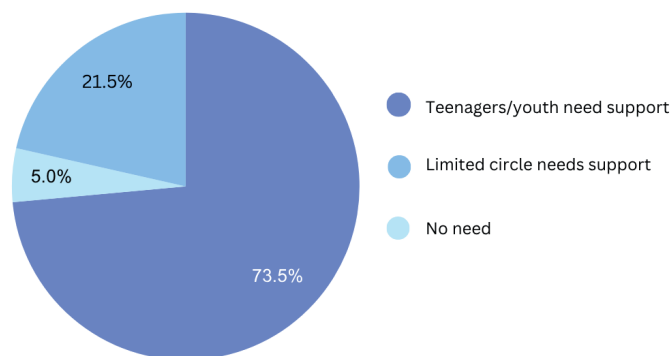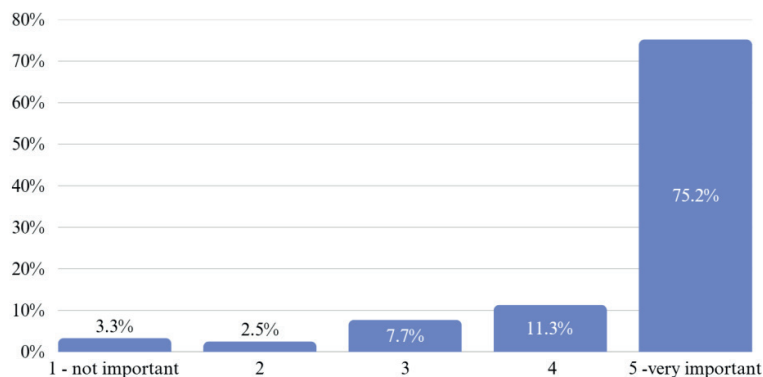
Figure 6

Difficulties faced by teenagers during wartime (based on survey results)

Figure 7

Need for support among teenagers and young people (based on survey results)

Figure 8

Teenagers' involvement in volunteering and support (based on survey results)

Thus, in wartime conditions, the importance of educational and social practices of out-of-school education for supporting Ukrainian children and youth increases. Out-of-school education, due to its specific features, responds flexibly to challenges and national demands, addressing urgent tasks such as social rehabilitation and psychosocial support of children and youth, compensating for learning losses, developing relevant competencies of students, as well as creating an environment of Ukrainian national values, and volunteer and social projects.

Socio-pedagogical practices for building students' resilience in wartime

In the context of a full-scale war in Ukraine, the educational environment is undergoing unprecedented transformations. Disruption of the educational process, social disintegration, experience of loss and trauma, forced displacement, growth of aggression and despair – all this actualizes the problem of overcoming *fragility and social restrictions* experienced by children and young people.

Social recovery of young people and overcoming *fragility* and *social restrictions* in pedagogical practices is implemented through the formation of *resilience.* In the scientific discourse*, resilience* is considered as a multidimensional formation that combines psychological, social, personal and other internal resources of an individual. This concept encompasses not only the ability to survive, but also the ability to change, learn, form new strategies of behavior, while maintaining personal integrity.

The components of resilience are *psychological resilience (adaptability)*, *self-efficacy*, *social cohesion*, *responsible citizenship and bullying prevention*. The formation of resilience culminates in the development of adolescent subjectivity, that is, the ability to be an active, conscious and responsible agent in one's own life, able to take initiative, make decisions, act independently and positively influence their environment. For Ukrainian students, their adaptation and self-realization in the difficult conditions of the war in Ukraine, this process is important.

Psychological resilience (adaptability) is regarded as the ability of an individual, group or social system to maintain or restore functionality after exposure to stressful events, difficulties or crisis situations based on the use of internal resources that contribute to overcoming stress, as well as on the ability to adapt to new conditions and make the necessary changes (Kunytsia, 2023). *Human self-efficacy* acts as a personal resource for reducing feelings of stress and anxiety, becomes the main factor in post-traumatic recovery, which allows young people to overcome difficulties, eliminate the influence of difficult life circumstances on the successful management of difficult situations (Benight & Bandura, 2004).

Social cohesion is an indicator of a qualitative change in the structure of society, which is determined by the activity of social actors oriented in society in a similar way to those who are aware of the direction of their interests and opportunities in order to improve the level of social well-being (Bybyk & Savelchuk, 2023). *Responsible citizenship* is an integrative quality of an individual, which is characterized by a high degree of citizenship and legal culture, manifested in a combination of civic consciousness, striving for positive self-realization, moral and volitional qualities and feelings, as well as civic actions and behavior (Alekseenko, 2020).

Bullying is an anti-social phenomenon that inflicts significant damage on children and students, eroding their mental and social health, and inhibiting their proper development and self-realization. The system of actions to prevent and overcome bullying is based on an integrated approach, which consists in involving educational institutions, parents, law enforcement agencies, social services, the community, and students themselves (Shakhrai, 2024).

Building resilience involves providing comprehensive *socio-pedagogical support*, which is based on a systematic approach to strengthening the psychological, emotional and social state of persons in difficult life circumstances. The process of building all components of resilience takes place in several stages: *psychological and pedagogical diagnostics*, *development and implementation of forms and methods of socio-pedagogical support*, *reflection and monitoring of changes*.

Psychological and pedagogical diagnostics make it possible to determine the initial level of resilience, identify existing risks, personal resources and needs. It is carried out using valid psychodiagnostic tools, in particular, the Maddi (2004) resilience test, the Self-Efficacy Scale, Social cohesion radar *(The Social Cohesion Radar – SCR)*.

Here are some examples.

The all-Ukrainian survey "Health and Behavioral Orientations of Student Youth" (23612 participants, 2023) made it possible to establish which circumstances related to the war and hostilities became a source of stress and anxiety in adolescents (aged 11 to 17 years). It was found that many respondents had to experience events that had an unconditional negative impact on their psycho-emotional state. What (UNICEF Ukraine, 2024b):

- the family has experienced economic difficulties (63%);
- a close relative or comrade took part in hostilities (59%);
- personally heard or observed fights (55%);
- a close relative or friend was injured (35%);
- personally saw people who were injured or killed (31%);
- a close relative or friend was killed (21%).

According to UNICEF Ukraine (2024b), four out of ten Ukrainian adolescents aged 14–17 today report a decrease in their motivation to participate in community life, and more than 30% indicate a sense of social exclusion due to a change of place of residence or the loss of family.
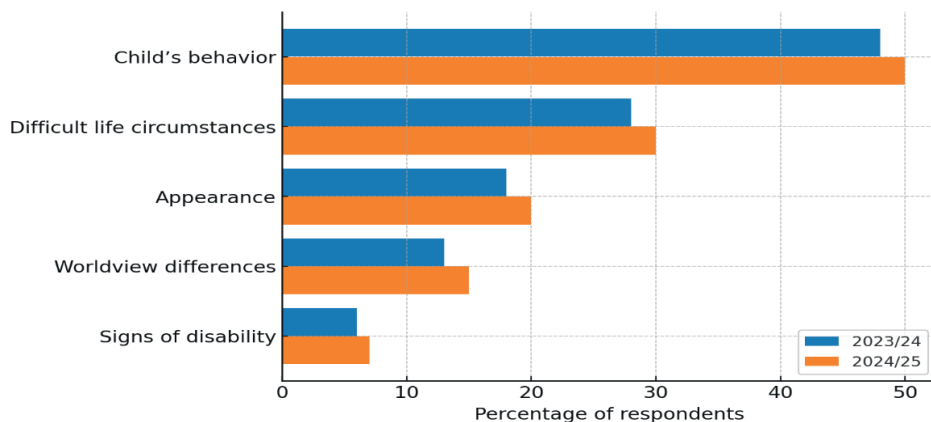
A particularly important issue that negatively affects the resilience of students is the problem of bullying.

The all-Ukrainian online survey "Bullying and Tolerance in Educational Institutions" (Ministry of Education and Science of Ukraine, 2025) among teachers (5656 participants, 2023–2025), conducted *by the Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine* in partnership with the Ministry of Education and Science of Ukraine, showed:

- After the start of the full-scale war, 68.4% of teachers did not record bullying in their classrooms, while 15.7% observed isolated cases, and 11.7% mentioned bullying in the past;
- At the level of an educational institution, 18.5% of teachers admitted the presence of regular bullying, with the highest rates in the northern regions (20.6%), the lowest in the eastern regions of the country (16.9%). At the same time, in Kyiv only 12.3% of teachers recognized the problem, despite 33.8% of students in the same region reporting bullying. The reasons for bullying, according to teachers, are shown in Fig. 9.

Figure 9

Reasons for bullying according to teachers (comparison of 2023/24 and 2024/25 survey results)

Development and implementation of socio-pedagogical support

This is carried out through individual consultations, training sessions (including online) aimed at developing emotional self-regulation, mindfulness practices, promoting involvement in volunteering and participation in social and creative projects (using the 'Project Spiral' method) and youth initiatives, the creation of spaces for informal communication, and through organizing self-help and peer support groups. The focus of pedagogical interaction is directed not at concentrating on problems, but at identifying, activating, and developing personal, social, and spiritual potential through awareness of one's own capabilities and the formation of the ability to effectively use available resources in difficult life situations.

For example, the program "School as a Center of Social Cohesion and Resilience in the Community" of the British Council in Ukraine has brought together 40 schools from Zakarpattia, Donetsk, and Luhansk regions since 2019. These schools created informal educational spaces where teachers, parents, and youth improve their skills and seek opportunities to develop and unite their community through social action projects. More than 100 such projects have already been implemented, thematically ranging from environmental events, assistance to vulnerable groups, to organizing festivals, modernizing libraries, and much more (British Council. Ukraine, n.d.).

The combination of informational and educational methods, active interaction, self-reflection and self-analysis, psychosocial support, and social-practical activities provides support at several levels: from self-knowledge and activation of internal resources to active participation in social life and community rebuilding.

Reflection and monitoring of changes

This third stage of building resilience involves periodic self-observation, analyzing achievements, and evaluating changes in behavior, emotional state, and the attitude towards difficulties. Such feedback makes it possible to adapt pedagogical practice, maintain the positive dynamics of resilience development, and ensure the sustainability of positive changes in the educational environment.

The results of this research indicate that building students' resilience is a factor in overcoming fragility and social limitations in wartime. Through a combination of innovative educational approaches and socio-pedagogical support, it is possible to minimize the impact of social limitations, improve psycho-emotional well-being, and ensure the harmonious development of the individual.

Conclusions

Under martial law, the importance of educational and social practices to support Ukrainian children and youth is increasing. In this context, out-of-school education and social work *play a significant role*, implementing relevant educational and training programs, social and creative projects, camps, forums, competitions, competitions, etc.. These involve Ukrainian children and young people in social practices, including volunteering, and can solve problems related to social rehabilitation and psychosocial support, including children affected by war, from families of internally displaced persons and children who have educational difficulties.

The concept of "fragility" in relation to Ukraine's children and young people during wartime acquires special significance, since they are the most vulnerable social group facing numerous risks and limited opportunities to overcome them.

Out-of-school education in Ukraine demonstrates significant potential in overcoming personal fragility and social limitations of students. In wartime conditions, it has become the most mobile and flexible part of the education system, providing educational services, social and psychological support.

Socio-pedagogical practices of out-of-school education are focused on strengthening the resilience of students in wartime conditions. This includes creating a safe and supportive environment, implementing programs that develop coping skills, and engaging children and youth in activities that promote psychological stability, social interaction, and self-realization.

Socio-pedagogical practices–including psychosocial support, inclusive and accessible educational environments, compensation for learning losses, resilience-building, socio-pedagogical support, and reflection–are effective tools for over-

coming fragility and strengthening the resilience of Ukrainian students in wartime conditions.

The results of empirical research confirm that extracurricular activities play a significant role in compensating for learning losses, developing social and emotional skills, and supporting the psycho-emotional well-being of children and young people. Involving teenagers in volunteering and social initiatives fosters the development of resilience and civic responsibility.

Socio-pedagogical practices for the formation of students' resilience *in situations of risks and threats* are of great relevance.The components of resilience are identified *as psychological stability (adaptability)*, *self-efficacy*, *social cohesion*, *responsible citizenship*, *and prevention of bullying.*

Building resilience develops teenagers' subjectivity, that is, the ability to be an active, conscious and responsible agent in their own life, able to take initiative, make decisions, act independently and positively influence their environment.

In the study, teachers emphasized the importance of socio-pedagogical practices for the resilience of students. At the same time, students confirmed that such practices are effective in their institutions. Teachers and students also provided examples of various practices that help children and youth overcome wartime challenges: art therapy, sports and recreation, volunteering, group discussions, peer support initiatives, and psychological counseling.

Ukraine's educational institutions have gained significant experience in conducting social projects, creating non-formal educational spaces to unite communities in solving problems of supporting Ukrainian children and young people in wartime. The experience of Ukrainian out-of-school education during wartime demonstrates its importance for post-war recovery, for the formation of relevant competencies of students, the development of national values, and active civic engagement of children and young people.

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