THE EDUCATIONAL SYSTEM OF COMMUNITIES IN KRAMATORSK DISTRICT OF DONETSK REGION UNDER MARTIAL LAW: STATUS, CHALLENGES AND NEEDS



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1. INTRODUCTION

1.1. Research Objective and Methodology

Research objective. The study provides a comprehensive assessment of the impact of the full-scale war on the education system across 12 territorial communities of Kramatorsk Raion, Donetsk Oblast, as of March 2026.

The assessment focuses on key trends in the number of schools and students, the condition of educational infrastructure, staffing capacity, learning modalities, educational losses and recovery efforts, out-of-school education, the main challenges and needs of communities, as well as prospects for recovery and international support.

The methodology is based on quantitative and qualitative data

Main data sources:

- Questionnaire survey of representatives of education authorities from all 12 communities;
- Structured interviews with school principals and specialists from local education departments;
- Official statistical reports of communities for 2021–2022 and the 2025–2026 academic year;
- Official data from the Donetsk Oblast Department of Education and Science

THE ASSESSMENT COVERS

12

territorial communities of Kramatorsk Raion

- Comprehensive data analysis
- Quantitative and qualitative data
- Tables, charts and diagrams
- Compliance with legislation and recommendations
- Focus on needs and recovery

The analysis covers key dimensions of the education system, including the number of schools and students, infrastructure damage, human resources, learning modalities, community needs, and recovery prospects.

The findings are presented through tables, charts and diagrams to ensure clarity. The analysis is based on the regulatory framework of Ukraine, including the Laws of Ukraine On Education and On Complete General Secondary Education, orders of the Donetsk Oblast Military Administration, and recommendations of the Ministry of Education and Science of Ukraine on organising education under martial law.

The assessment covers the period from the beginning of the full-scale invasion through March 2026.

1.2. Data Sources and Evidence

The study applies a descriptive-analytical design to assess the education system across the territorial communities of Kramatorsk Raion during the full-scale war.

The unit of analysis is the territorial community. The study examines the education systems of the 12 territorial communities of Kramatorsk Raion, Donetsk Oblast, rather than individual schools or participants in the educational process.

Study period

The assessment covers the period from 20 February 2022 to March 2026.

Two reference points were used:

- **2021–2022 academic year – the last full pre-war school year;**
- **2025–2026 academic year (as of March 2026) – the current state of the education system.**

Comparing these two periods forms the basis for most quantitative findings.

Data sources

The assessment combines several data sources.

1

Structured interviews were conducted with representatives of local education authorities.
The study included 12 semi-structured interviews with heads and specialists of education departments, school principals, and officials responsible for the operation of local education systems.

2

Standardised questionnaire
Following the interviews, respondents completed a standardised questionnaire covering quantitative indicators and structured questions on:

- school network;
- student numbers;
- staffing capacity;
- infrastructure condition;
- learning modalities;
- community needs;
- recovery prospects.

Using a common survey tool ensured comparability across all communities.

3

Administrative data
The analysis also relied on official statistical information provided by communities, education authorities and the oblast administration, together with relevant legal and statistical documents used to verify, clarify and interpret the findings.

Data analysis approach

The analysis was conducted at the territorial community level.

Quantitative data were organised into tables, maps and charts for visual presentation. Qualitative data from interviews were analysed to identify trends, explain changes and interpret statistical findings.

Comparative analysis across all 12 communities was used to identify both common patterns and community-specific features.

Key analytical categories

The report applies the following analytical categories::

- Community education system – the network of schools, teaching resources, governance mechanisms and infrastructure supporting education.
- Educational infrastructure – school buildings, shelters, equipment, transport and other material resources.
- Staffing capacity – the availability and ability of teaching staff to deliver education.
- Educational losses – the impact of war reflected in reduced access to education, disrupted learning and declining educational outcomes.
- Recovery capacity – the organisational, human and infrastructure resources available to restore the education system.

1.3. Analytical Framework: Community Education System Resilience

The full-scale war affects education not only through the destruction of schools and the disruption of in-person learning. It also changes student enrolment, the composition of teaching staff, the functioning of school networks, and communities' recovery prospects. The study therefore aims not only to document losses, but also to assess the ability of community education systems to continue operating and adapt to prolonged instability.

Community education system resilience is defined as the ability to ensure continuity of learning, retain students and teachers, adapt to infrastructure damage, and maintain links between schools, children and the community.

The analysis is based on five interconnected indicators.

Demographic Resilience	Shows a community's ability to retain its student population and adapt the school network to demographic shifts.	Assessed through: • changes in student enrolment; • distribution of students by education level; • share of internally displaced students (IDPs); • preservation of links with children who relocated but continue learning remotely; • impact of enrolment decline on the number of schools and class sizes.
Infrastructure Resilience	Reflects a community's ability to preserve the physical foundation of education despite attacks and the risk of further destruction.	Covers: • number of damaged and destroyed schools; • usability of school facilities; • availability of shelters; • condition of equipment and educational resources; • capacity to carry out repair and recovery works.
Human Resource Resilience	Shows whether a community can retain teaching staff and ensure the delivery of core subjects.	Assessed through: • changes in teacher numbers; • share of evacuated staff; • ability to continue remote teaching; • shortages of specialist teachers; • workload and risk of professional burnout.
Digital and Organisational Adaptation	Measures how well the education system has adapted to new ways of organising and delivering learning without permanent on-site attendance.	Analysis covers: • use of digital learning platforms; • access to devices, internet and electricity; • organisation of synchronous and asynchronous learning; • measures to address learning loss through extra classes, consultations and out-of-school education.
Recovery Capacity	Shows whether a community can move beyond maintaining the system towards its recovery and renewal.	Depends on: • retention of students and teaching staff; • condition of infrastructure; • identified priority needs; • access to funding; • readiness for hybrid or in-person learning; • ability to plan the school network in line with changing demographic trends.

What the Data Show

Demographic resilience

The data indicate a substantial but uneven decline in student enrolment across communities. At the same time, some children who relocated continue studying in their original schools. Therefore, maintaining enrolment does not necessarily mean students remain physically present or actively engaged in community life.

Infrastructure resilience

Most schools in several communities have been damaged or destroyed. Due to security risks, comprehensive reconstruction has barely begun, with efforts largely limited to emergency repairs and building preservation.

Human resource resilience

The number of teachers across the district has declined significantly. However, many evacuated teachers continue working online, helping sustain learning. At the same time, system performance increasingly depends on digital connectivity, coordination of dispersed teams and the ability to retain staff.

Digital and organisational adaptation

All surveyed communities have shifted to remote learning and actively use digital platforms. However, technology alone does not guarantee quality. Outcomes depend on access to devices and connectivity, student motivation, teacher capacity, and systematic measures to address learning loss.

Recovery capacity

Recovery capacity cannot be measured by a single indicator. A community may suffer severe infrastructure damage while still retaining teachers and student engagement. Conversely, relatively intact infrastructure does not guarantee recovery if the community has lost a large share of its students and education workforce.

1.4. Context of the General Secondary Education Reform

The state of the education system in Kramatorsk Raion should be considered within the broader context of Ukraine's national education reform, the New Ukrainian School (NUS), which has continued despite the full-scale war. In the 2024–2026 period, education policy focused on competency-based learning, digital transformation, modernising the secondary education network, preparing for upper secondary reform, and ensuring safe learning conditions.



At the same time, the Government is expanding support for teachers' professional development, updating curricula and investing in school recovery. Against this backdrop, the communities of Kramatorsk Raion are addressing two interconnected tasks: responding to the consequences of the full-scale war while adapting local education systems to ongoing national reforms that will shape the future of education in Ukraine.

2.1. Changes in the Number of General Secondary Schools
(Before the Full-Scale War and as of March 2026)

Before the full-scale invasion, 153 general secondary schools operated across the 12 communities. By the 2025–2026 academic year, 97 schools remained in operation, representing 63.5% of the pre-war network.

NUMBER OF GENERAL SECONDARY SCHOOLS

153

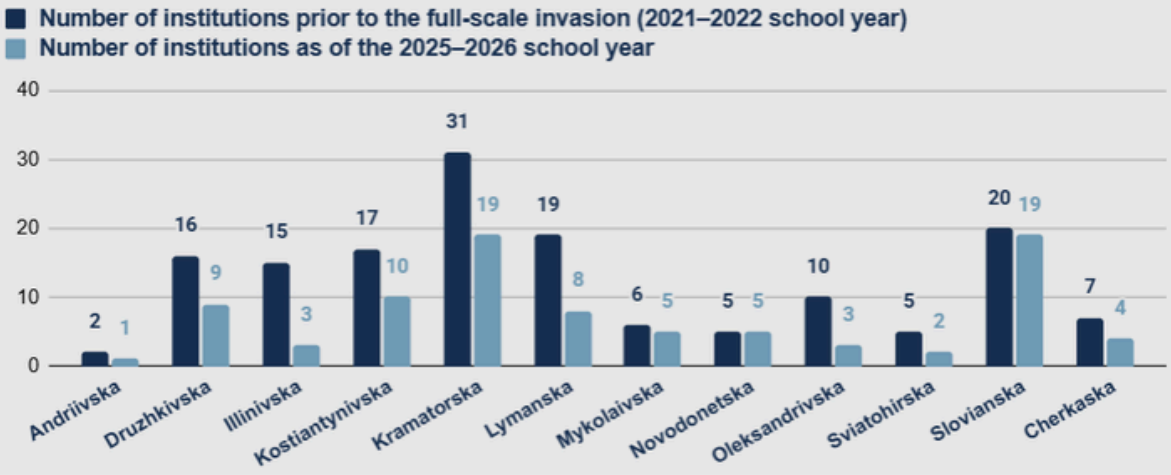
2021-2022 yy.

97

March 2026

Decline
-36,5%

Comparative Dynamics of the Number of Active Educational Institutions in the Territorial Communities of Kramatorsk District

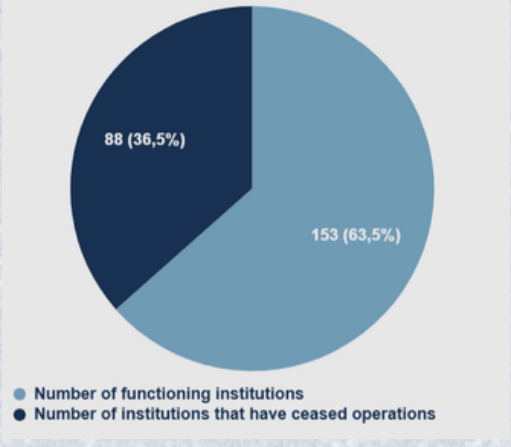


The overall reduction in the number of general secondary schools across the communities is 36.5%.

This reflects a major transformation of the school network driven by wartime conditions and demographic change. More than one-third of schools have either closed or temporarily suspended operations. At the same time, 63.5% of schools remain operational, indicating that the core education infrastructure has been largely preserved despite challenging circumstances.

The reduction of the school network has taken different forms:
school closures, reorganisation, mergers, or temporary suspension of operations.

Assessment of the Level of Preservation of the General Secondary Education Institution Network in the Communities of Donetsk Region



Main drivers:

- Demographic decline and migration
- Impact of the war
- Teacher displacement and staff shortages
- Education reform (changes in school types)
- Resource optimisation

The 36.5% reduction in the school network reflects the combined impact of demographic, security and policy factors, resulting in a structural transformation of the education system.

2.2 — Analysis of Changes in Student Enrolment

Significant Decline in Student Enrolment Across Communities

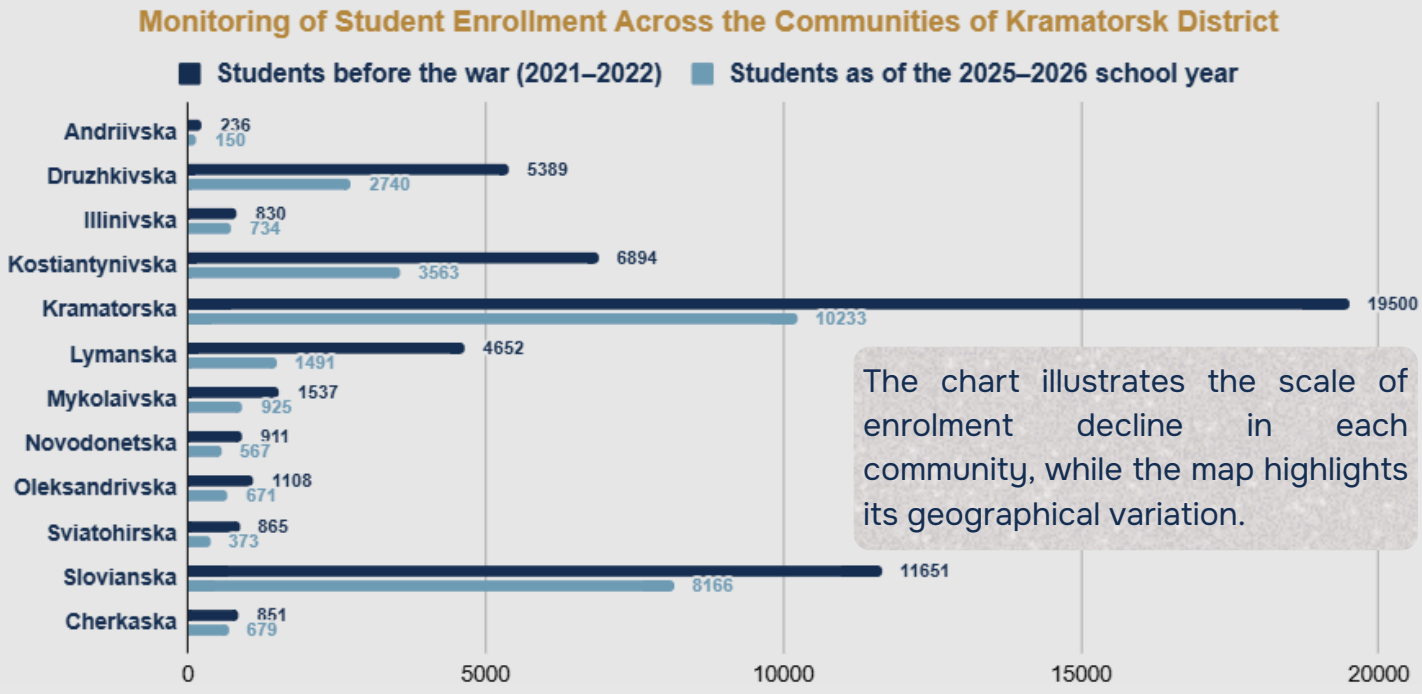
The most visible impact of the war on the education system has been the sharp decline in student enrolment.
Between the 2021–2022 and 2025–2026 academic years, the total number of students across the surveyed communities fell from 54,424 to 30,292—a decline of 44.3%.

OVERALL DECLINE IN STUDENT ENROLMENT

-44,34%

from 54 424 to 30 292

(2021–2022 to 2025–2026)



The chart illustrates the scale of enrolment decline in each community, while the map highlights its geographical variation.

Between 2021 and 2026, all communities experienced a substantial reduction in student numbers, although the scale varied considerably. (from –11,57% to –67,95%)

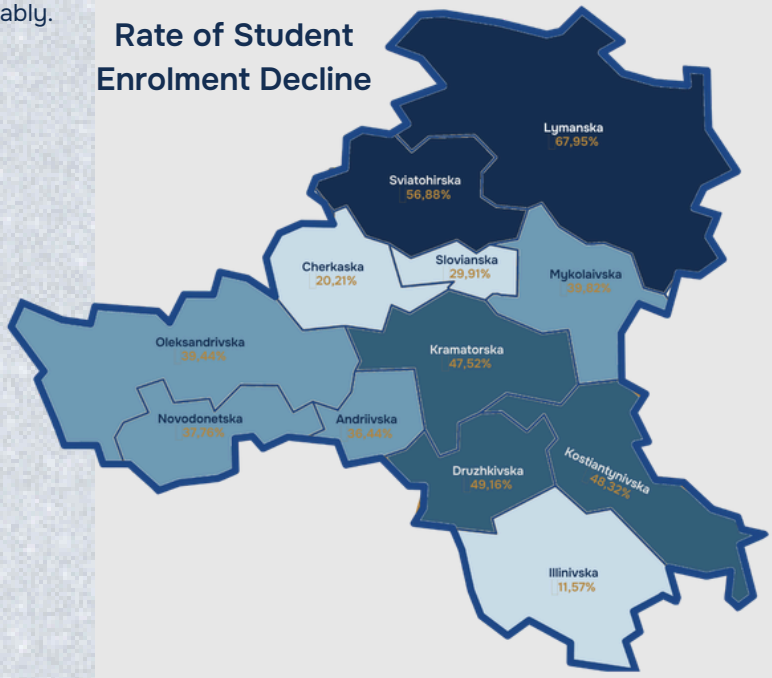
Highest decline (around 55%)
- Lymanska – 67.95%
- Sviatohirska – 56.88%

Significant decline (45–55%)
- Druzhkivska – 67.95%
- Kostiantynivska – 56.88%
- Kramatorska – 47.52%

Moderate decline (30–45%)
- Oleksandrivska – 39.44%
- Novodonetska – 39.82%
- Andriivska – 36.44%

Lowest decline (below 30%)
- Cherkaska – 20.21%
- Slovianska – 29.91%
- Illinivska – 11.57%

Rate of Student Enrolment Decline



The spatial analysis highlights marked disparities in student enrolment decline, pointing to different levels of educational loss across communities.

2.3. Student Distribution by Education Level

The largest share of students is enrolled in basic secondary education (Grades 5–9), accounting for 58.6%, or 17,745 students. Primary education represents 23.9%, while upper secondary education accounts for 17.6%.

The largest group of students is enrolled in basic secondary education (Grades 5–9), with 58.6% (17,745 students).

This reflects the age profile of compulsory schooling and the continued participation of most children at this stage.

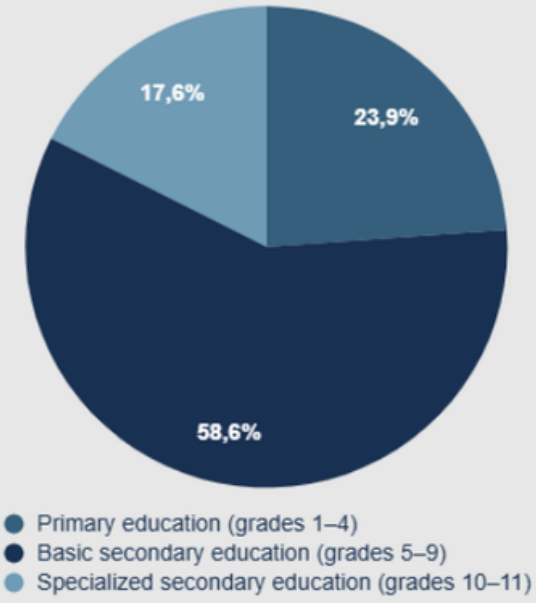
Upper secondary education (Grades 10–11) has the smallest share, accounting for 17.6% (5,319 students).

This pattern is typical of war-affected communities, where many older students transfer to vocational education, continue schooling in other regions, or move abroad.

Primary education (Grades 1–4) accounts for 23.9%, representing a 3 percentage point decline compared with the pre-war period.

This is linked both to demographic change and population displacement, as many children continue learning after evacuation or through remote education.

Student Population Structure by Educational Level

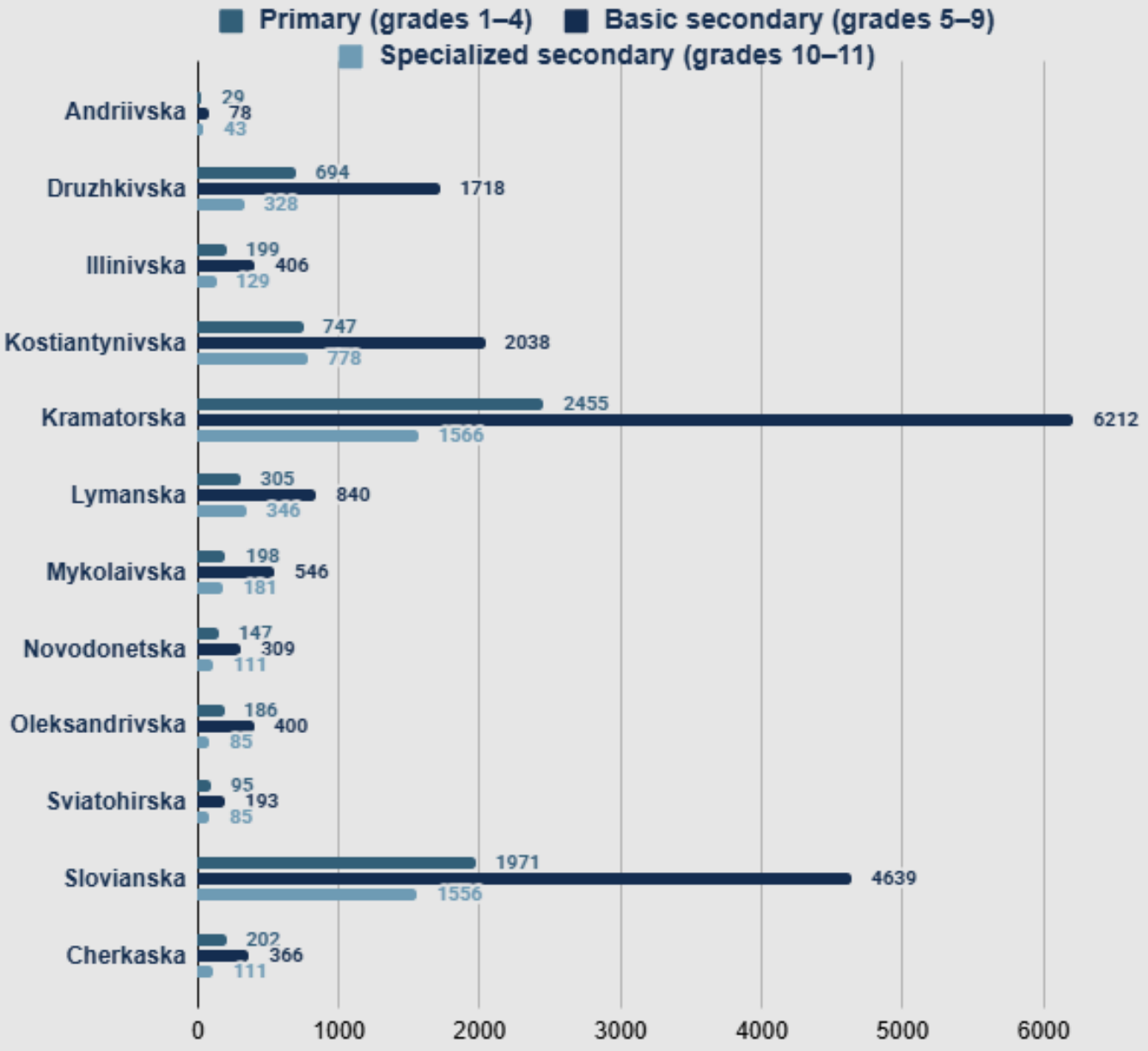


The chart illustrates the overall distribution of students across education levels, while the sections below provide a community-level breakdown.

The data indicate that the education system remains primarily oriented towards basic secondary education. At the same time, the relatively small share of upper secondary students may reflect transitions to vocational education, enrolment in schools outside the oblast, or studies abroad.

This creates additional challenges for education planning, requiring class consolidation, optimisation of teacher workloads, liquidation of educational losses, and adaptation of educational programmes to changing demographic conditions.

Distribution of Students by Educational Level Across the Territorial Communities of Kramatorsk District, 2025–2026 School Year



The distribution of students across communities reflects clear geographic patterns and settlement characteristics. Communities located closer to the "grey zone," as well as smaller rural communities, have experienced a sharper decline in student enrolment. Larger urban communities retain higher student numbers. Across all communities, without exception, the largest share of students is enrolled in basic secondary education (Grades 5–9).

2.4. Number and Share of Students with IDP Status

The status of internally displaced persons (IDPs) has become one of the defining characteristics of today's student population. As of the 2025–2026 academic year, 13,460 students with IDP status were enrolled across the 12 communities, accounting for 44.4% of all students.

Students with IDP status fall into two main groups:

IDP students who relocated outside Donetsk Oblast but continue studying remotely in their original schools.

IDP students who relocated from other parts of Donetsk Oblast and enrolled in schools within the host communities.



The highest share of IDP students is recorded in Andriivska (80%) and Druzhkivska (63.6%) communities.

These figures indicate that most students in these communities are internally displaced, placing significant pressure on education and social support systems while requiring targeted integration measures.

A high share is observed in Kostiantynivska (56.7%), Slovianska (54.8%), Lymanska (54.2%), and Novodonetska (50.8%) communities.

In these communities, every second student is displaced, creating substantial demand for social assistance and adaptation support.

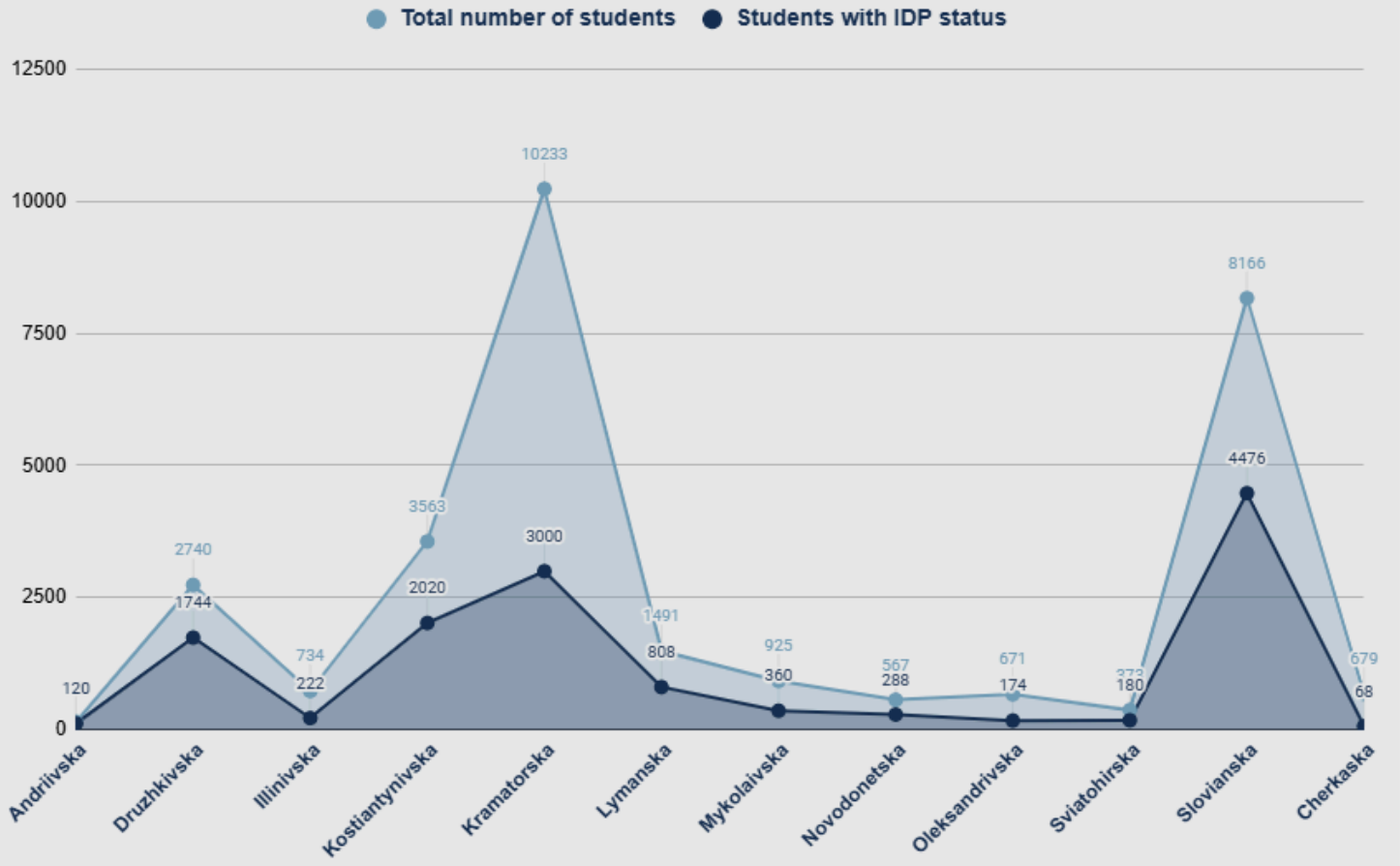
A moderate share is recorded in Sviatohirska (48.3%), Mykolaivska (38.9%), and Illinivska (30.2%) communities.

These communities have a sizeable but more balanced proportion of IDP students relative to the overall school population.

The lowest shares are found in Kramatorska (29.3%), Oleksandrivska (25.9%), and Cherkaska (10%) communities.

These communities have the smallest proportion of displaced students, reflecting the predominance of the local student population.

Number of Students with IDP Status in the Communities of Kramatorsk District as of March 2026



The high share of IDP students reflects the evacuation of children to safer areas. At the same time, their decision to remain enrolled in their original schools demonstrates a strong sense of belonging and an intention to return home. This has transformed schools into key educational hubs and centres of community cohesion. However, these dynamics also require more individualised learning pathways and enhanced psychosocial support, both of which are essential to preserving human capital and enabling the future recovery of communities.

2.5. Main Drivers of Student Population Decline

The decline in student enrolment across Kramatorsk Raion reflects the combined impact of demographic, security and socio-economic factors intensified by the full-scale war.



- **Population displacement** remains the primary driver. Since 2022, many families have moved to safer regions of Ukraine or abroad. While some students remain enrolled through remote learning, their connection to the local education system has weakened.



- **Security conditions** also have a major impact. Continued shelling, damaged school infrastructure and prolonged instability restrict in-person learning and encourage further student outflows. Security concerns strongly influence parents' decisions about where their children study.



- **Demographic trends**, already evident before 2022, further accelerate enrolment decline. Lower birth rates have reduced the number of school-age children, particularly at the primary level. Combined with migration, this is reshaping the age structure of the student population.



- **Changing educational pathways**, especially among upper secondary students, are another contributing factor. Many continue education abroad or transfer to vocational education and training (VET), reducing enrolment in general secondary schools, particularly in upper secondary grades.



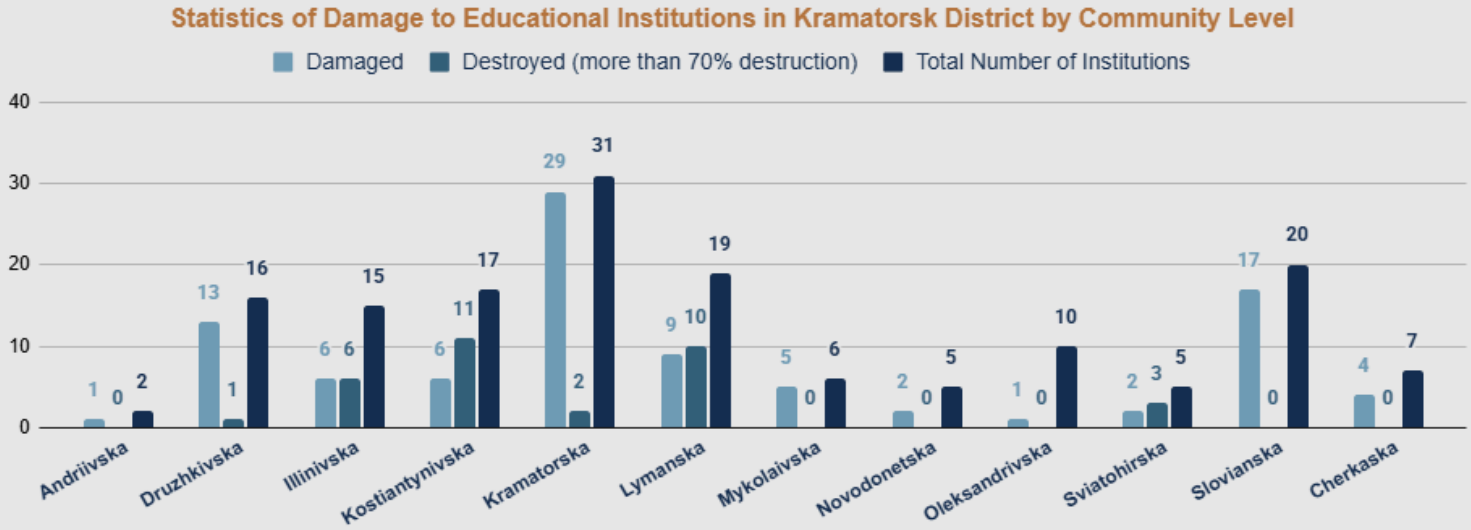
- **Psychosocial impacts of war** also affect educational continuity and student motivation. In some cases, they result in interrupted learning or changes in the educational environment.

Together, these factors are reshaping the education network and driving a sustained decline in student enrolment across the communities of Kramatorsk Raion.

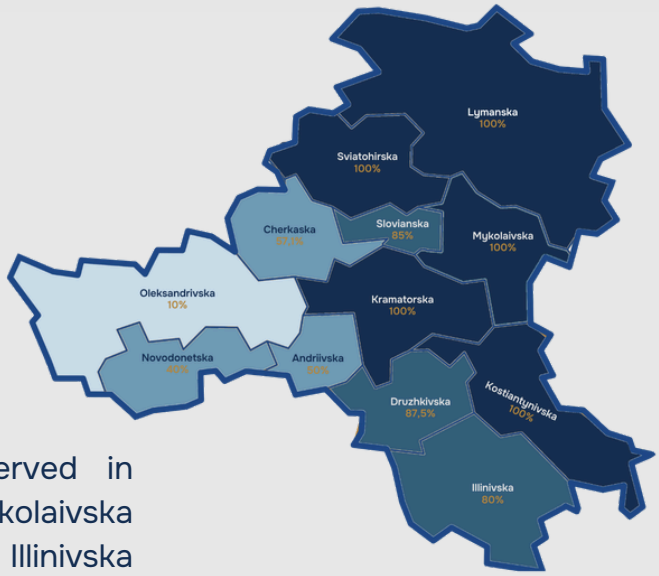
The decline reflects not only the immediate effects of war, but also longer-term demographic change that will continue to influence the development of the education system in the years ahead.

3.1. Number of Damaged and Destroyed Schools

The statistical analysis reveals severe losses to the educational infrastructure caused by the full-scale war. Communities vary considerably in both the scale of damage and the degree of destruction of school facilities.



The highest level of destruction (above 90%) is recorded in Lymanska community (47.4% damaged, 52.6% destroyed). It is followed by Sviatohirska (40% damaged, 60% destroyed), Kramatorska (93.5% damaged, 6.5% destroyed) and Kostiantynivska (35.3% damaged, 64.7% destroyed) communities. In these areas, nearly every school has sustained damage or been destroyed.



Severe infrastructure damage (80–90%) is observed in Druzhkivska (81.3% damaged, 6.3% destroyed), Mykolaivska (83.3% damaged), Slovianska (85% damaged) and Illinivska (40% damaged, 40% destroyed) communities. The extent of damage indicates major losses to educational infrastructure and significant reconstruction needs.

Communities with moderate damage (40–60%) include Cherkaska (57.1% damaged), Andriivska (50% damaged) and Novodonetska (40% damaged). Although fewer schools were affected, nearly every second facility has suffered war-related damage.

The lowest level of damage is found in Oleksandrivska (10% damaged), indicating that most educational facilities remain intact compared with the rest of the district.

The level of damage to school infrastructure in Donetsk Oblast communities is directly linked to their proximity to active hostilities. Frontline communities have experienced extensive shelling, resulting in widespread damage and destruction of educational facilities. This creates different recovery needs and requires tailored reconstruction approaches.

3.2. Current Status of School Recovery

At the time of the assessment, most communities had not yet started comprehensive recovery of general secondary schools. Existing works remain limited, largely reactive, and focused on addressing the immediate consequences of damage.

At community level, only basic repair measures are being implemented, mainly by school staff and municipal services. Typical activities include:

- replacement of damaged windows and doors;
- partial roof repairs;
- conservation of buildings to preserve remaining assets.

Key Constraints to Recovery:

- direct proximity to active hostilities;
- limited access to funding, equipment and skilled personnel;
- continued shelling and the risk of further damage;
- security restrictions on large-scale reconstruction.



School in Sloviansk after a missile strike, November 2025.

Source: Suspilne Donbas.

Given the current security situation, school recovery has not yet become a systematic process and remains limited to emergency interventions. Although these measures improve the condition of individual buildings, they do not restore the overall functionality of the education network or enable the full return of schools to in-person learning.

Kramatorsk Raion remains one of the areas with the highest levels of damage to educational infrastructure. Full recovery will remain impossible without:

- improved security conditions;
- dedicated funding;
- implementation of comprehensive recovery programmes.

Without adequate security guarantees and sustained investment, rebuilding the education network will remain delayed, while infrastructure conditions are likely to continue deteriorating.

4. LEARNING MODALITIES AND LEARNING LOSS RECOVERY

4.1. Distribution of Students by Learning Modality

In accordance with the Laws of Ukraine On Education and On Complete General Secondary Education, the Order of the Ministry of Education and Science of Ukraine No. 1115 of 8 September 2020 (as amended), and directives issued by the Donetsk Oblast Military Administration, the educational process across Donetsk Oblast is delivered through remote (online) learning.

4.2. Use of Digital Platforms

The assessment found that, across the communities of Kramatorsk Raion, the 2025–2026 academic year has been fully adapted to remote learning through the use of a broad range of digital platforms.

The digital learning ecosystem includes learning management systems (LMS), video conferencing tools, specialised educational resources, and artificial intelligence (AI) services.

Hromadas	Main Platforms (LMS & Video Conferencing)	Specialised Resources and AI
Andriivska	Google Classroom, Meet	Figma, Canva, EdPuzzle, AI tools (ChatGPT, Gemini, Perplexity, Grok), Wordwall
Druzhkivska	Google Classroom	LearningApps, Viber, WhatsApp
Illinivska	Novi Znannia	All-Ukrainian Online School (AUOS), Na Urok
Kostiantynivska	Google Classroom, Meet, HUMAN	G Suite, AUOS, Na Urok, Vseosvita, Kahoot!, Quizizz
Kramatorska	Google Classroom, Meet	NZ.ua (Novi Znannia)
Lymanska	Microsoft Teams, HUMAN	Google Workspace (domain-based system), Discord
Mykolaivska	Google Classroom, Meet	AUOS, NZ.ua (Novi Znannia), Khan Academy, Vseosvita, Mriia ecosystem
Novodonetska	Google Classroom	NZ.ua (Novi Znannia)
Oleksandrivska	Education Platform	AUOS, Novi Znannia, Na Urok
Sviatohirska	Google Classroom, Meet	NZ.ua (Novi Znannia), Google Docs/Slides/Forms
Slovianska	Google Classroom, Meet	NZ.ua (Novi Znannia)
Cherkaska	Google Classroom	NZ.ua (Novi Znannia), AUOS, LearningApps, Kahoot!, Vseosvita, Na Urok

The analysis identifies the most widely used digital tools:

- Learning Management Systems (LMS): Google Classroom is the dominant platform, used in 9 of the 12 communities. HUMAN and Microsoft Teams are implemented in Kostiantynivska and Lymanska communities, reflecting the adoption of comprehensive enterprise solutions.
- Video conferencing: Google Meet is the primary platform for synchronous learning, while alternatives such as Discord are used in a limited number of cases.
- Digital school records: The New Knowledge (NZ.ua) system is the main platform for maintaining electronic class registers and student records in most communities, including Cherkaska, Kramatorska, Mykolaivska, Sviatohirska, and others.

The education system of Kramatorsk Raion demonstrates strong resilience under remote learning conditions. Communities have progressed from basic messaging applications to fully integrated digital learning environments built on Google Workspace and Microsoft Teams. Some communities, particularly Andriivska, have already begun actively experimenting with artificial intelligence (AI) technologies.

4.3. Assessment and Recovery of Learning Loss

Schools across all 12 territorial communities of Kramatorsk Raion, Donetsk Oblast, conduct systematic assessments of learning loss. Teaching staff regularly use diagnostic tools to identify knowledge gaps, monitor student achievement, and determine individual learning needs. These activities have become an integral part of the education process under prolonged remote learning and wartime conditions.

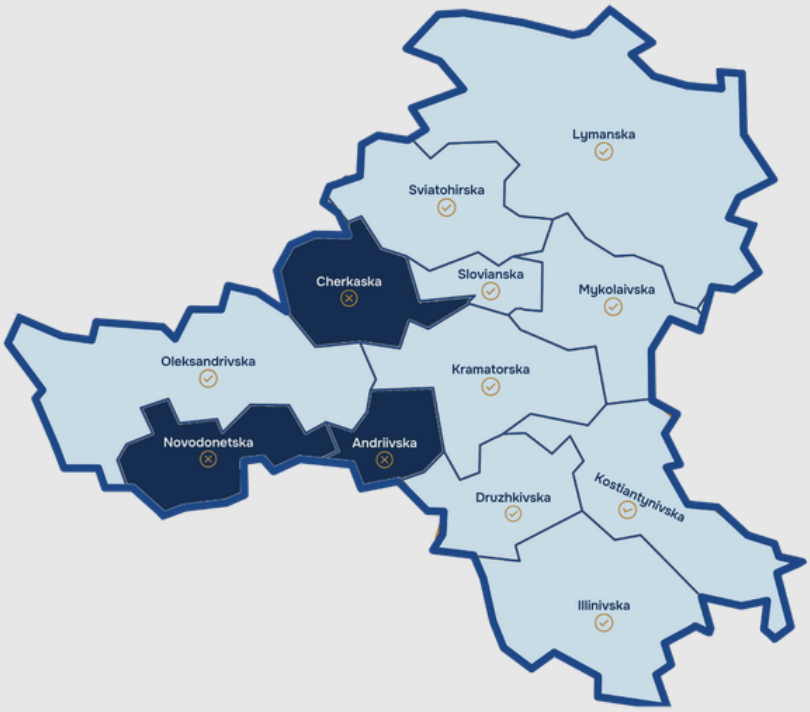
The table below summarises the survey findings reported by the communities.

Hromadas	Learning Performance Status	Main Measures to Address Learning Loss
Andriivska	Stable	Elective classes, redistribution of instructional hours, additional lessons during school breaks, learning support materials, interactive tools, and systematic revision.
Druzhkivska	Stable	Monitoring, lesson observations, analysis of learning outcomes, and tracking deviations from expected targets.
Illinivska	Stable	Entry-level diagnostic assessment, individual learning pathways, additional consultations, curriculum adaptation, formative assessment, and psychological support.
Kostiantynivska	Improved	Diagnostic assessments (1–3 times per year), summer online schools, individual learning pathways, participation in the "Teach for Ukraine" project, and the DOSTUP program.
Kramatorska	Declined	Additional consultation hours, digital learning tools, revision of difficult topics, and the use of interactive educational platforms.
Lymanska	Stabilized with a tendency toward improvement	Remedial instruction, differentiated teaching, educational platforms (LearningApps, Kahoot!), psychosocial support, and individual consultations.
Mykolaivska	Unchanged (minor decline within the margin of error)	Diagnostic assessments, additional group consultations (Tuesdays and Fridays), individualized and differentiated instruction, and learning simulators on the ClassTime platform.
Novodonetska	Stable	Individual work with students, consultation support (activities implemented through the Department of Education of the Donetsk Regional State Administration), and educational visits.
Oleksandrivska	Improved	Remedial instruction, individual consultations, psychosocial support, asynchronous learning, and digital educational applications.
Sviatohirska	Improved (51% → 60%)	Entry and interim diagnostics, remedial modules, use of digital online resources, individual learning routes, and online consultations in small groups.
Slovianska	Stable	Biweekly remedial classes in mini-groups, video lessons on the All-Ukrainian Online School platform, and anxiety-management and emotional support techniques.
Cherkaska	Stable	Monitoring studies (Grades 8 and 10), analysis of learning outcomes, individual consultations, and additional lessons during school breaks.

The communities of Kramatorsk Raion demonstrate a high level of adaptability and commitment in addressing learning loss. Despite the challenges of prolonged remote learning, most schools have progressed beyond basic monitoring to comprehensive student support systems that combine diagnostics, individualised learning, and psychosocial support. The most effective practices—including individual learning pathways, remedial modules, and summer online schools—should be scaled up across the district and the oblast.

This approach not only reduces learning loss but also helps sustain the motivation of both students and teachers throughout the war.

4.4. Out-of-School Education



Alongside systematic efforts to assess and address learning loss in general secondary education, out-of-school education remains an essential part of the broader learning environment. It serves not only developmental, but also rehabilitative and social functions, particularly for children who continue learning remotely or have IDP status, helping reduce the psychosocial effects of war.

As of March 2026, out-of-school education institutions operate in 9 of the 12 communities (75%). In the remaining communities, such institutions are either unavailable or have suspended operations due to the war and staffing shortages.

The strongest provision is found in the larger urban communities.
Druzhkivska operates a Youth Creativity Centre, a children's sports school and a technical creativity centre. Kostiantynivska has a Youth Creativity Centre, an art school and a comprehensive children's and youth sports school. Kramatorska continues to provide these services online, reaching over 450 children. In Illinivska, the Out-of-School Education Centre runs 19 clubs attended by 266 children.

Smaller communities face greater constraints.
Lymanska and Mykolaivska continue to operate an Out-of-School Education Centre and an art school. Sviatohirska retains one music school, while Slovianska operates a dedicated out-of-school education institution. In Oleksandrivska, a youth creativity centre and an art school formally exist, but educational activities remain suspended because of the war and the lack of teaching staff.

No out-of-school education institutions currently operate in Andriivska, Novodonetska or Cherkaska communities.

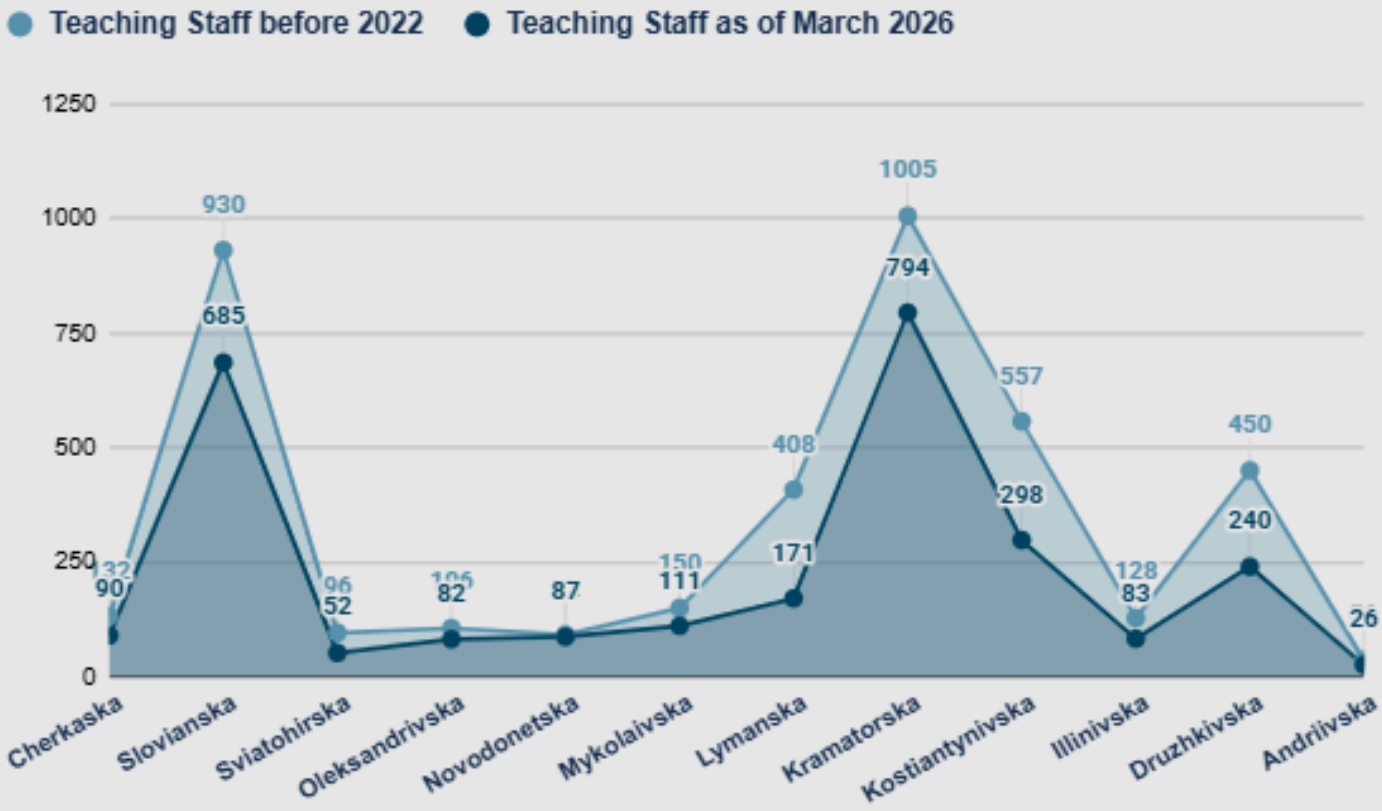
Despite the challenges of war, out-of-school education continues to function in many communities and remains an important resource for child development. It supports emotional well-being, helps restore social connections, and provides children with opportunities for communication and shared activities. At the same time, the assessment highlights significant territorial disparities in access, particularly in rural and frontline communities, limiting children's participation in out-of-school education.

5.1 Analysis of Education Workforce Capacity

The resilience of the education system depends on its ability to retain qualified teachers. In Kramatorsk Raion, the full-scale war has significantly affected educational infrastructure, while as of March 2026 it has also revealed a direct relationship between security conditions, the school network and the availability of teaching staff.

The number of teachers declined from 4,090 to 2,719, representing a 33.5% decrease, with only 66.5% of the pre-war workforce remaining.

Comparative Analysis of Teaching Staff Numbers in the Communities of Kramatorsk District



The sections below classify communities by the scale of teacher losses and the main factors driving these changes.

>50%

Very high reduction (>50%)

Lymanska recorded the largest decline in teaching staff (–58.1%). This community also experienced the most severe damage to educational infrastructure, indicating a direct relationship between infrastructure destruction and teacher losses.

40-50%

Significant reduction (40–50%)

Substantial workforce losses are also observed in Sviatohirska (–45.8%), Kostiantynivska (–46.5%), and Druzhkivska (–46.7%) communities.

These communities have lost nearly half of their pre-war teaching workforce, placing considerable pressure on the teachers who remain.

20-30%

Moderate reduction (20–40%)

Communities with moderate workforce losses include Illinivska (–35.2%), Cherkaska (–31.8%), Slovianska (–26.3%), Mykolaivska (–26.0%), Oleksandrivska (–22.6%), Andriivska (–27.8%), and Kramatorska (–21.0%). Despite these reductions, the core teaching workforce has largely been retained.

≤10

Lowest reduction (up to 10%)

The smallest decline in teaching staff was recorded in Novodonetska (–5.4%). This community demonstrates the highest workforce stability in the district, retaining nearly 95% of its pre-war teaching staff.



The decline in teaching staff across Kramatorsk Raion (33.5%) is a direct consequence of the war and reflects population displacement, large-scale migration, and a sharp reduction in student enrolment, which has led to optimisation of the school network. The findings highlight three interconnected trends:

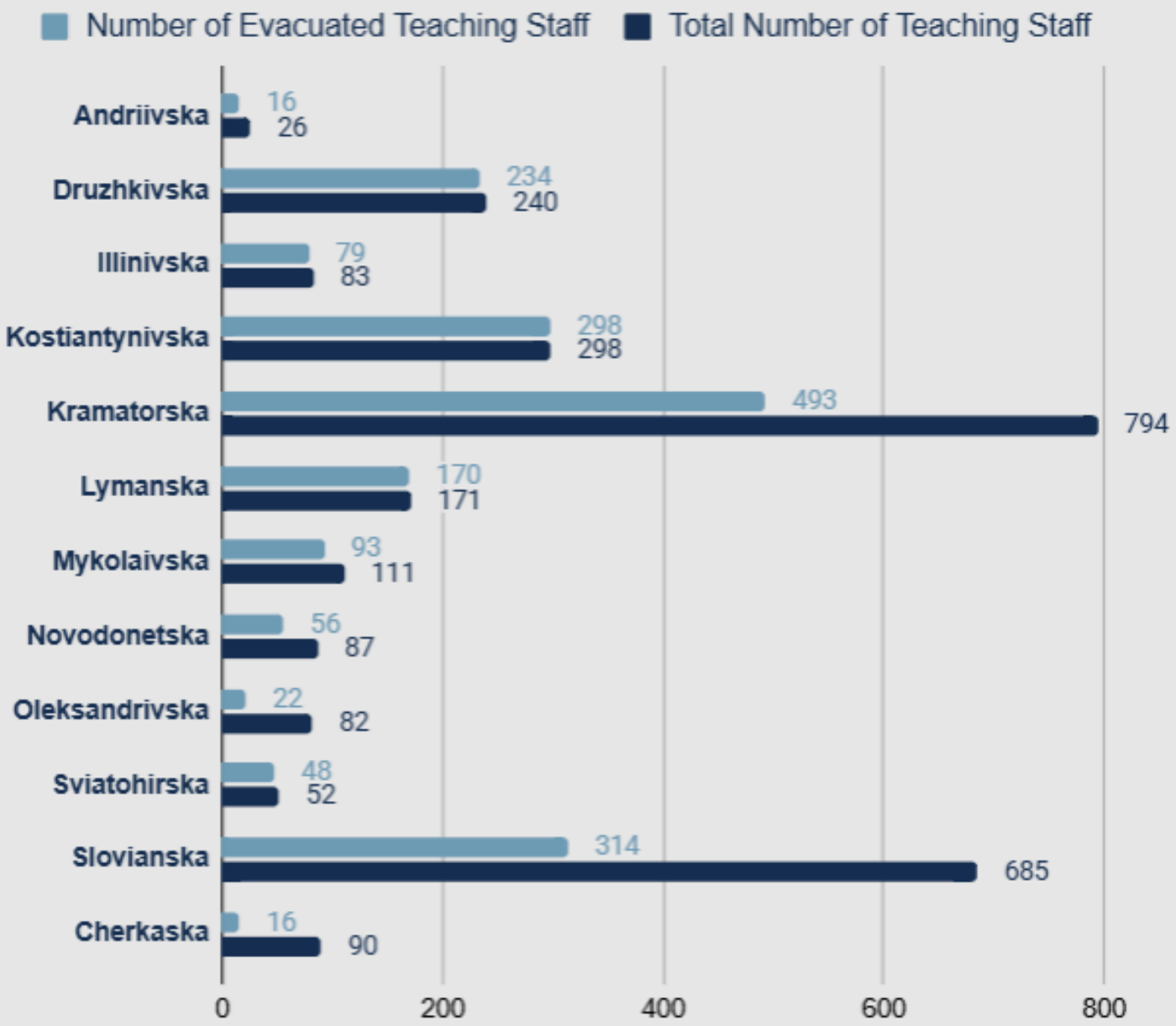
- Declining student enrolment – Student numbers across the 12 communities have fallen by 44.7%, driving school network optimisation due to lower class sizes.
- Reduction in educational infrastructure – The number of schools has decreased by 42.5%, closely associated with the decline in teaching staff; communities with the greatest teacher losses also experienced the largest reduction in the school network.

The large-scale displacement of teachers has become one of the most significant consequences of the war, alongside the reduction in education personnel. Ongoing hostilities and security risks have forced many teachers to leave their workplaces. As of March 2026, 2,082 displaced teachers were recorded across the 12 communities of Kramatorsk Raion, representing a substantial loss of human resources and limiting opportunities for in-person learning.

NUMBER OF DISPLACED TEACHERS

2082

Number of Teaching Staff and the Level of Their Evacuation in the Communities of Kramatorsk District (as of 2026)



The most critical situation is observed in Kostiantynivska (100%), Lymanska (95.4%), Druzhkivska (97.5%), Illinivska (95.2%), and Sviatohirska (92.3%) communities, where the share of displaced teachers ranges from 92% to 100%. In these communities, almost the entire teaching workforce has either relocated, moved to other regions, or continues working remotely, resulting in a severe loss of human resources.

92-100%

High levels of teacher displacement are also recorded in Mykolaivska (83.8%), Novodonetska (64.4%), Andriivska (61.5%), and Kramatorska (62.1%) communities. Despite recording the largest absolute number of displaced teachers (493), Kramatorska has retained a significant share of its teaching workforce.

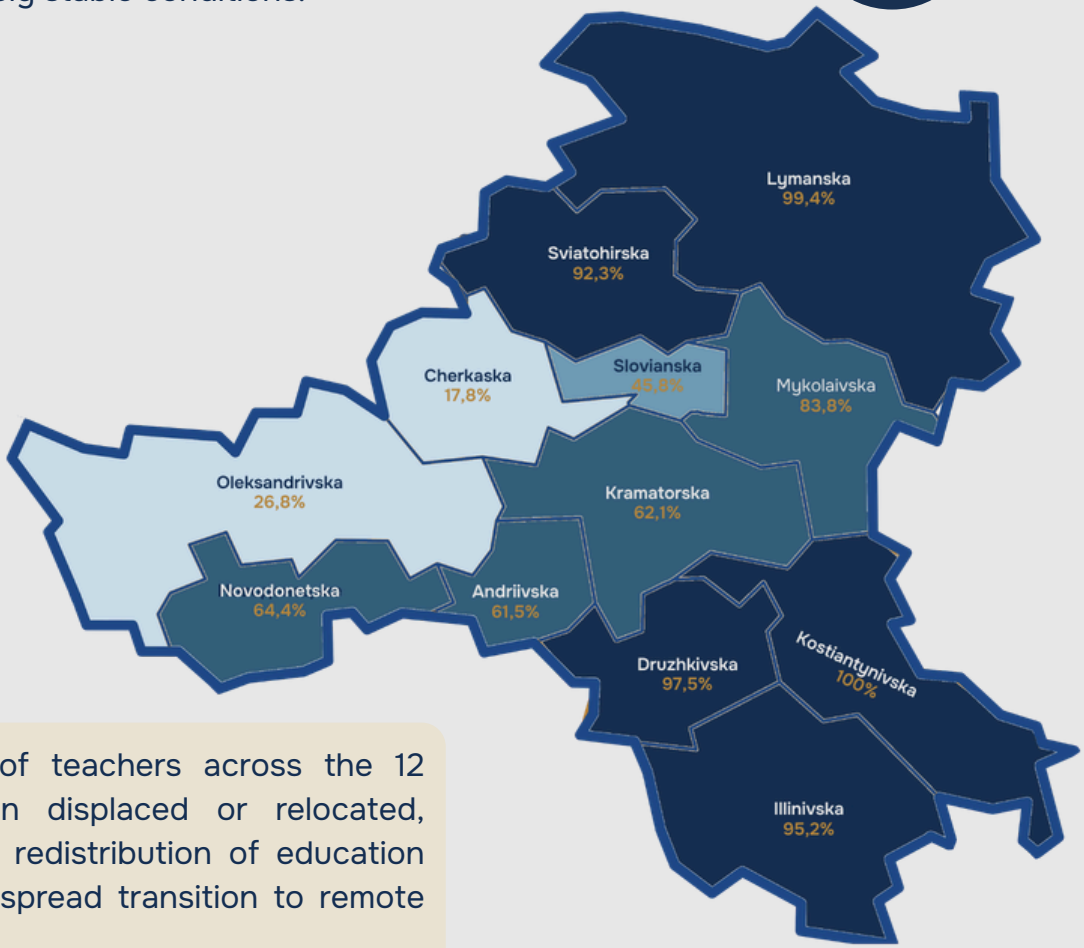
62-83%

Slovianska reports a moderate level of teacher displacement (45.8%). Nearly half of its teachers have relocated, while the remainder continue working locally.

45%

The most stable teaching workforce is found in Cherkaska (17.8%) and Oleksandrivska (26.8%) communities, where most teachers have remained, allowing the education process to continue under relatively stable conditions.

17-26%



Overall, around 67.6% of teachers across the 12 communities have been displaced or relocated, reflecting the extensive redistribution of education personnel and the widespread transition to remote teaching.

6. KEY CHALLENGES AND NEEDS OF THE EDUCATION SYSTEM

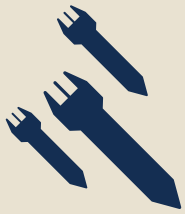
6.1. Key Challenges Facing the Education System Across Hromadas

The analysis of responses from the hromadas of Kramatorsk Raion identified a range of challenges affecting the functioning of the education system under wartime conditions. While many challenges are common across hromadas, others reflect specific local circumstances.



Declining Student Enrolment
One of the most widespread challenges, directly affecting the sustainability of the education system. It is particularly evident in Andriivska, Mykolaivska, Novodonetska and Sviatohirska Hromadas. Declining enrolment requires optimisation of the school network and revision of staffing arrangements.

Security Risks and Lack of Shelters
Security remains the most critical factor affecting education, particularly for communities close to active hostilities. The need for adequate shelters is identified as a priority in Oleksandrivska Hromada, while Kramatorska and Lymanska Hromadas emphasise security as the main condition for ensuring stable education and preventing further learning loss.





Damage to Educational Infrastructure
Extensive damage to school buildings and facilities requires substantial investment in recovery. This challenge is most acute in Kostiantynivska, Kramatorska, Mykolaivska and Cherkaska Hromadas, where schools have suffered significant damage to buildings, equipment and transport infrastructure.

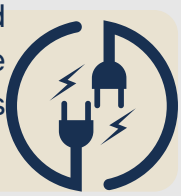
Education Workforce Challenges
Teacher shortages, staff losses and increased workloads remain major concerns. Illinivska Hromada reports excessive pressure on teachers, while Mykolaivska highlights the loss of education personnel and Kostiantynivska stresses the need for more flexible employment arrangements.





School Network Optimisation
The need to adapt the school network to demographic change and security conditions. Novodonetska, Slovianska and Kostiantynivska Hromadas identify school consolidation and organisational restructuring among their priorities.

Technical Constraints (Internet and Electricity) Interruptions to electricity supply and internet connectivity continue to undermine remote learning. These challenges are particularly significant in Lymanska and Oleksandrivska Hromadas. Lymanska also reports declining student motivation due to prolonged instability.





Operational and Logistical Challenges. These include relocation of educational assets, transport of students and school buses, and the management of displaced institutions, all of which complicate the organisation of education.

Overall, the education system across the hromadas of Kramatorsk Raion continues to operate under multiple demographic, security and infrastructure pressures. The most persistent challenges remain declining student enrolment, security risks and damaged educational infrastructure, all of which require long-term policy responses and sustained support.

6.2. Key Needs of the Education System Across Hromadas

The analysis of responses from the hromadas of Kramatorsk Raion enabled a structured assessment of education needs across two dimensions: immediate wartime priorities and post-war recovery needs. The findings are based on a multi-factor survey conducted as part of ongoing monitoring of the education sector in Donetsk Oblast.

Priority Needs by Level

Immediate Wartime Needs	Post-War Recovery Needs
Interventions required to ensure continuity of education during active hostilities.	Strategic priorities for rebuilding the education system after the end of hostilities.
• Safe learning environment and shelters – Priority is given to the construction and upgrading of shelters (Illinivska, Oleksandrivska and Slovianska Hromada).	• Infrastructure recovery and modernisation – Reconstruction of schools, shelter upgrades and modernisation of educational facilities (Slovianska, Oleksandrivska and Kramatorska Hromadas).
• Digital infrastructure and equipment – Laptops, tablets and reliable internet access remain essential for remote learning (Druzhkivska, Cherkaska, Kostiantynivska, Slovianska, Kramatorska and Mykolaivska Hromadas).	• Modernisation of school meal services in line with HACCP standards – Upgrading school nutrition systems to comply with food safety requirements (Andriivska Hromada).
• Reliable electricity and connectivity – Disruptions to power supply and internet access directly affect the quality of education (Lymanska and Oleksandrivska Hromadas).	• Financial support for relocated schools – Additional resources for institutions operating outside their home hromadas (Kramatorska Hromada).
• Psychosocial support (PSS) – Continued need for mental health and psychosocial support for students and teachers (Illinivska, Kramatorska, Lymanska and Mykolaivska Hromadas).	• School network optimisation – Adapting the school network to demographic change (Mykolaivska Hromada).
• Learning recovery – Addressing accumulated learning loss remains a priority (Illinivska Hromada).	• STEM education and innovation – Development of modern learning environments and new teaching approaches (Oleksandrivska Hromada).
• Regulatory framework for remote learning – Clear guidance and recommendations for organising remote education are still needed (Lymanska Hromada).	• Long-term digital transformation – Systematic renewal of ICT infrastructure and expansion of digital solutions (Kostiantynivska and Slovianska Hromadas).

Need for Remote Learning Devices

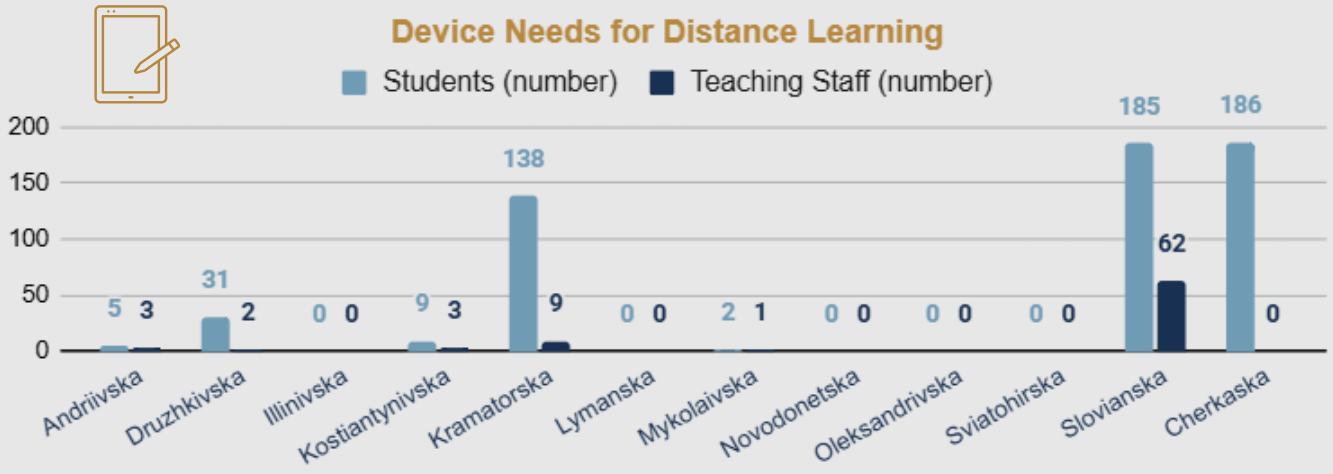
Despite substantial international assistance, significant shortages of digital devices remained across Kramatorsk Raion as of March 2026. The table below presents community-level needs.

Community	Students	Teachers	Notes
Andriivska	5	3	–
Druzhkivska	31	2	–
Lymanivska	0	0	Fully covered
Kostiantynivska	9	3	–
Kramatorska	138	9	–
Lymanska	0	0	Fully covered
Mykolaivska	2	1	–
Novodonetska	0	0	Fully covered
Oleksandrivska	0	0	Fully covered
Sviatohirska	0	0	Fully covered
Slovianska	185	62	Highest need in the district
Cherkaska	186	0	–

Students
Need for 556 devices

Teachers
Need for 80 laptops

Critical concentration of needs
Slovianska, Cherkaska and Kramatorska communities account for over 70% of the district's total device shortage.



Challenges and Priorities

Many communities are simultaneously responding to urgent operational needs while preparing for post-war recovery, making resource allocation particularly challenging.

Resource mobilisation should prioritise Slovianska, Cherkaska and Kramatorska communities, where unmet demand for equipment exceeds 70%. Psychosocial support, safe learning environments and measures to address learning loss remain critical priorities requiring coordinated inter-agency action.

6.3. Key Challenges Facing the Education System

The education system operates under multiple, interconnected challenges that vary across communities but typically include security risks, learning loss, teacher shortages, the relocation of educational assets, changes in school status, and the need to transform the school network.

Andriivska Hromada
Maintaining the school network; learning loss; psychosocial well-being of students and teachers; transition to a digitally adaptive learning environment; implementation of the New Ukrainian School (NUS) reform.

Illinivska Hromada
Safe learning environment; declining student motivation; psychosocial well-being; teachers' adaptation to new technologies.

Kostiantynivska Hromada
Recovery of educational infrastructure; retention of teaching staff; students' return to learning; learning loss; school network optimisation.

Lymanska Hromada
Remote learning as the primary modality; loss of students and teachers; significant learning loss; psychosocial impacts of war; digital transformation; academic integrity.

Mykolaivska Hromada
Declining student enrolment; loss of teaching capacity; damage to educational facilities.

Novodonetska Hromada
School network optimisation; learning loss; declining student enrolment.

Oleksandrivska Hromada
Frequent air raid alerts; forced displacement of students and teachers; disruptions to electricity and internet connectivity.

Slovianska Hromada
School network transformation; preservation of educational institutions; construction of shelters; transition to hybrid and in-person learning.

Cherkaska Hromada
Quality of remote learning; safe learning conditions.

Overall, the challenges facing the hromadas of Kramatorsk Raion are systemic and affect every key dimension of the education system—from infrastructure and the psychosocial well-being of learners to learning recovery. Addressing these challenges requires a comprehensive approach, including rebuilding the school network, strengthening the education workforce, expanding psychosocial support, and accelerating digital transformation.

7. International Support and Recovery Prospects

7.1. Engagement of International Organisations

International organisations play a systemic role in supporting the continuity and safety of education across the communities of Kramatorsk Raion amid the war and extensive infrastructure damage. Their work covers both humanitarian assistance and education development, with a particular focus on remote learning, access to technical equipment, psychosocial support, and recovery projects.

As of March 2026, international organisations were supporting education systems in 9 of the 12 communities of Kramatorsk Raion (75%).



The most active partners include:

- United Nations Children's Fund (UNICEF) in Ukraine;
- Save the Children;
- United Nations Educational, Scientific and Cultural Organization (UNESCO);
- United States Agency for International Development (USAID);
- Olena Zelenska Foundation;
- Finn Church Aid (FCA);
- Polish Center for International Aid (PCPM);
- Korea International Cooperation Agency (KOICA);
- UNHCR, the UN Refugee Agency;
- European Bank for Reconstruction and Development (EBRD), through the Educational Initiatives Charitable Foundation;
- Everything Will Be Fine – Ukraine Charitable Foundation;
- Avalist NGO, in partnership with CARE, Chemonics International, and other organisations.

The main areas of international support include:


Technical equipment


Digital solutions


Psychosocial support


Long-term recovery initiatives

The strongest and most comprehensive support is provided in the following communities:

- Andriivska
- Illinivska
- Kramatorska
- Lymanska
- Sviatohirska
- Slovianska

In these communities, international partners combine humanitarian assistance with long-term education recovery initiatives. Support includes IDEL, the modernisation of school shelters, the provision of digital equipment, teacher training, and the implementation of mental health programmes for students and teachers. UNICEF, Save the Children, and UNESCO play a leading role by providing not only technical assistance but also supporting the digital transformation of education.

In most communities, international assistance remains primarily focused on ensuring access to remote learning. However, in several communities, external support is still limited or absent, creating unequal access to resources and recovery opportunities.

> “International support is particularly important in providing students with digital devices for learning, as the number of school-age children, students and teachers from vulnerable groups affected by the war continues to increase.”
>
> Department of Education and Science of Donetsk Oblast



Overall, international assistance remains critical to maintaining the continuity of education and strengthening the system's resilience under wartime conditions. At the same time, the predominance of humanitarian support highlights the need to shift towards long-term investments in infrastructure recovery and institutional capacity building.

7.2. Recovery Programmes and Education Reform (New Ukrainian School (NUS) and Upper Secondary Reform)

The full-scale war has significantly constrained the implementation of recovery programmes and education reforms.

Comprehensive programmes for restoring educational infrastructure are not being implemented in 10 of the 12 communities (83%).

The main reason is their location in active or near-frontline areas.

Notable exceptions:

- Andriivska Community – implementation of the 2024–2027 Education Development Programme.
- Illinivska Community – continued implementation of the New Ukrainian School (NUS) reform, including preparations for the establishment of an Academic Lyceum and Gymnasium operating in a remote learning format, while relocation options for educational institutions are also being considered.



Destroyed lyceum in Drobysheve following shelling, 2022.

In the remaining communities (Druzhkivska, Kostiantynivska, Kramatorska, Lymanska, Mykolaivska, Novodonetska, Oleksandrivska, Sviatohirska, Slovianska and Cherkaska), recovery programmes have been postponed until the end of the war. Preparations for upper secondary reform (the transformation of general secondary schools into gymnasiums and academic lyceums) continue at the planning stage, but due to declining student enrolment and infrastructure destruction, discussions remain largely suspended.

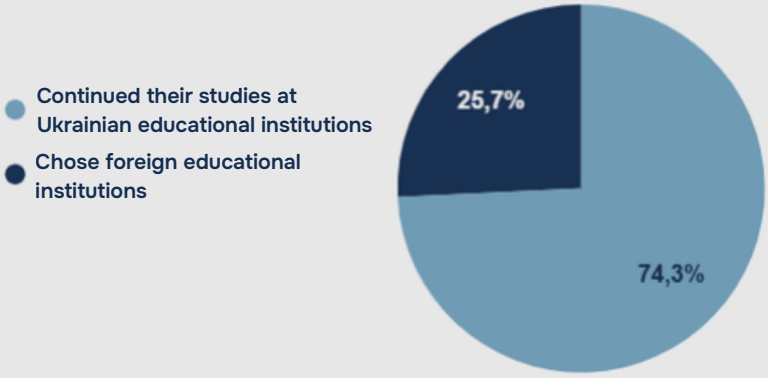
Despite wartime challenges, local authorities have shown readiness to adapt to current conditions, particularly by preserving institutional capacity and updating local policy frameworks. However, the full implementation of recovery programmes and education reform will largely depend on improved security conditions and broader socio-economic stabilisation.

NUMBER OF GRADE 11 GRADUATES

2542

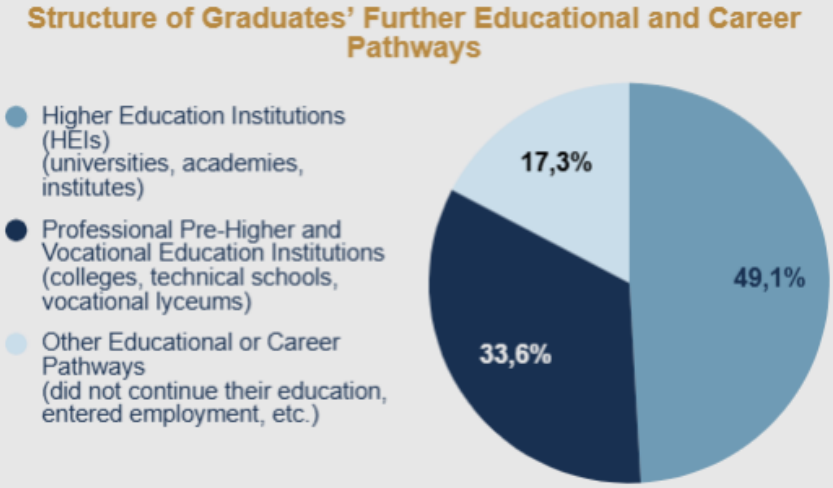
2025 p.

Most graduates continued their education in Ukrainian institutions, including through remote learning. At the same time, some chose to study abroad, reflecting security concerns and the impact of the war.



Among all graduates:

- 74.27% continued their education in Ukrainian institutions (1,888 students);
- 25.73% enrolled in educational institutions abroad (654 students).



Overall distribution:

- 49.06% entered higher education institutions (universities, academies and institutes) (1,248 students);
- 33.59% enrolled in vocational and professional pre-higher education institutions (colleges, technical colleges and vocational lyceums) (854 students);
- 17.31% did not continue education or entered employment (440 students).



Despite the challenges of war, most graduates remain committed to continuing their education in Ukraine. This reflects continued confidence in the national education system and its ability to adapt to crisis conditions.



At the same time, the considerable share of graduates choosing to study abroad highlights ongoing youth migration and the influence of security concerns on educational decisions. These trends underscore the need to create conditions that encourage young people to return and realise their potential in Ukraine once the security situation improves.

ANALYTICAL CONCLUSION

THE STATE OF THE GENERAL SECONDARY EDUCATION SYSTEM IN THE COMMUNITIES OF KRAMATORSK RAION, DONETSK OBLAST (AS OF MARCH 2026)

The general secondary education system across the 12 territorial communities of Kramatorsk Raion has undergone profound structural transformation as a result of the full-scale war, population displacement, and prolonged remote learning. Compared with the pre-war period, the school network has declined by 36.5% (from 153 to 97 schools). At the same time, 128 schools have been damaged or destroyed, representing 83.7% of all educational institutions. In several communities, educational infrastructure has been almost entirely destroyed or severely damaged. Student enrolment has fallen by 44.34% (from 54,424 to 30,292), while 44.4% of all students are internally displaced (13,460 IDP students), reflecting a major shift in the composition of the student population. Despite these losses, the education system has remained operational through the widespread use of remote learning, rapid digital adaptation, and strong support from international partners.

Indicator	Pre-war	2025/26 Status	Change
Number of general secondary education institutions	**153**	**97**	**36.50%**
Student body	**54,424**	**30,292**	**44.34%**
Teaching staff	**4,090**	**2,719**	**33.50%**
Number of 100% damaged/destroyed schools	**0**	**128**	**83.70%**
Format of education	**in-person**	**Online education**	**full transformation**

The education system faces interconnected challenges affecting every level of its functioning. The security situation continues to prevent the resumption of in-person learning and severely limits capital repairs and the reconstruction of educational infrastructure. The teacher shortage has become systemic, as the large-scale displacement of education personnel has created staffing gaps and increased workloads for those who remain. The need for psychosocial support for both students and teachers remains high, while access to these services is uneven and largely depends on the presence of international partners. Limited access to digital equipment for remote learning further widens inequalities in educational access.

Without improved security conditions and sustained investment in recovery, current trends pose long-term risks to the institutional capacity of the education system. Beyond infrastructure damage, the system faces a shrinking demographic base and declining human resources. Falling primary school enrolment and the growing number of graduates pursuing education abroad are likely to accelerate further enrolment decline. At the same time, delays in implementing key reforms, including the New Ukrainian School (NUS), further weaken recovery prospects. Taken together, these trends risk shifting the system from a manageable crisis towards prolonged structural decline unless coordinated and targeted interventions are implemented.

FOR MORE INFORMATION, PLEASE VISIT OUR WEBSITE OR SCAN THE QR CODE BELOW

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Relief Coordination Centre

• EVERYONE MATTERS •

3.2. Поточний стан відновлення закладів освіти

Станом на момент оцінювання у більшості громад повноцінні заходи з відновлення закладів загальної середньої освіти не здійснюються. Наявні роботи мають обмежений, реагувальний характер та спрямовані виключно на ліквідацію нагальних наслідків обстрілів.

На рівні громад реалізуються лише базові ремонтні заходи, що виконуються переважно власними силами працівників закладів освіти та комунальних служб. До таких робіт належать:

- закриття пошкоджених вікон і дверей;
- часткове відновлення покрівель;
- консервацію приміщень для збереження вцілілого майна.

Капітальні ремонти та масштабні реконструкції не проводяться у зв’язку з високими ризиками повторних пошкоджень.

Основні фактори, що стримують відновлення:

- безпосередня близькість громад до зони активних бойових дій;
- систематичні обстріли та високий ризик повторних пошкоджень;
- обмежений доступ до фінансових, технічних і людських ресурсів;
- безпекові обмеження щодо проведення масштабних будівельних робіт



Наслідки удару по школах Слов'янська, 25 листопада 2025 Автор: "Суспільне Донбас"

З урахуванням поточної ситуації, відновлення освітньої інфраструктури у районі не набуває ознак системного процесу та залишається обмеженим точковими заходами, що не впливають на загальну функціональність мережі. Наявні підходи дозволяють лише частково підтримувати фізичний стан будівель, однак не створюють умов для відновлення освітнього середовища та повернення закладів до повноцінної експлуатації.

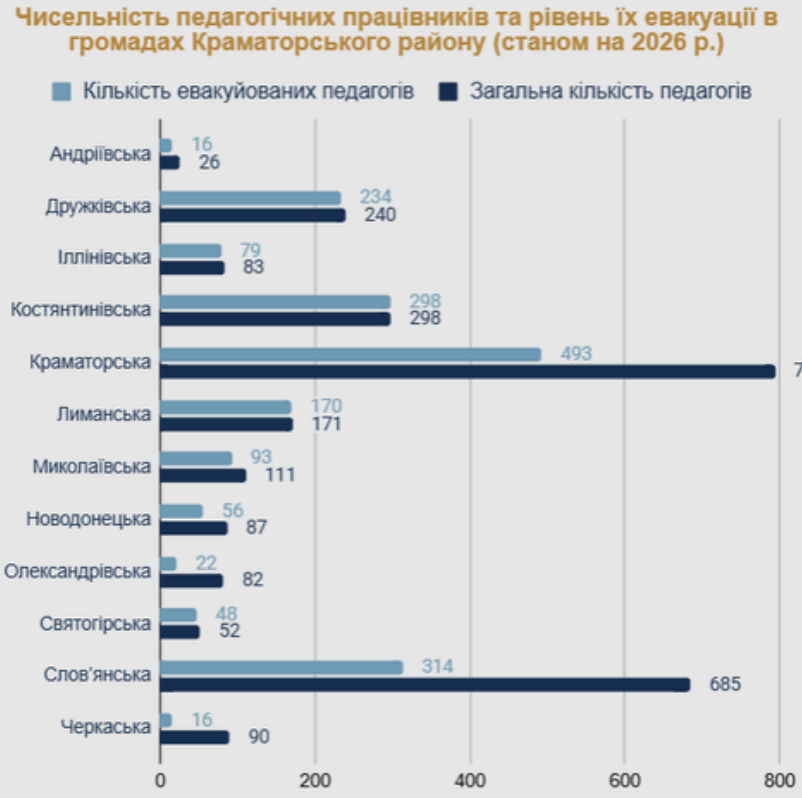
Краматорський район характеризується як територія з критичним рівнем пошкодження шкільної інфраструктури. Подальше відновлення залишається неможливим без:

- стабілізації безпекової ситуації;
- залучення цільового фінансування;
- реалізації комплексних програм відбудови.

За відсутності безпекових передумов і достатнього ресурсного забезпечення відбудова шкільної мережі залишатиметься відкладеною, а її стан — поступово погіршуватиметься.

5.2. Евакуація педагогів та кадровий потенціал

Масова евакуація педагогів стала одним із ключових наслідків воєнного впливу поряд зі скороченням кадрового складу. Через бойові дії та загрозу життю значна частина вчителів залишила місця проживання й роботи. Станом на березень 2026 року в 12 громадах Краматорського району зафіксовано **2082 евакуйованих педагогічних працівники,** що становить суттєву втрату кадрового потенціалу та обмежує можливості очного навчання.



Найкритичніша ситуація спостерігається у Костянтинівській (100 %), Лиманській (99,4 %), Дружківській (97,5 %), Іллінівській (95,2 %) та Святогірській (92,3 %) громадах – тут частка евакуйованих педагогів сягає 92–100 %. Майже весь педагогічний склад або переїхав, або працює дистанційно з інших регіонів, що свідчить про втрату очного кадрового потенціалу.

Високий рівень евакуації також у Миколаївській (83,8 %), Новодонецькій (64,4 %), Андріївській (61,5 %) та Краматорській (62,1 %) громадах. У Краматорській громаді, попри найбільшу абсолютну кількість евакуйованих педагогів (493 особи), значна чисельність кадрів дозволяє зберігати частину працівників на місцях.

У Слов'янській громаді (45,8 %) спостерігається **середній рівень евакуації** – майже половина педагогів виїхала, інша частина продовжує працювати на місці.

Найстабільнішими у кадровому плані залишаються Черкаська (17,8 %) та Олександрівська (26,8 %) громади, де більшість педагогів змогла залишитися та забезпечувати освітній процес у відносно звичних умовах.

Загалом у 12 громадах близько 67,6 % педагогічних працівників зазнали евакуації або переїзду, що свідчить про значне розпорошення кадрового потенціалу та часту роботу в дистанційному форматі.



5. КАДРОВА СИТУАЦІЯ

5.1 Аналіз кадрового потенціалу освітньої галузі

Стійкість освітньої системи залежить від збереження педагогічного колективу. У Краматорському районі кадрові втрати зумовлені міграцією населення та пошкодженням освітньої інфраструктури. Дані станом на березень 2026 року демонструють взаємозв'язок між безпековою ситуацією, збереженням шкільної мережі та чисельністю педагогічних працівників.

Зокрема, кількість педагогічних працівників скоротилася з 4090 до 2719 осіб, що становить зменшення приблизно на 33,52% (або збереження лише 66,48% від довоєнного рівня).

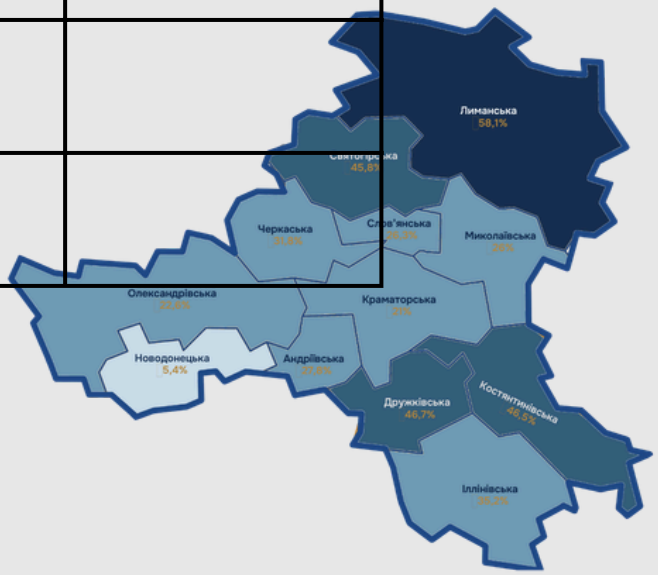


Нижче подано розподіл громад за рівнем кадрових втрат і ключові чинники цих змін.

До категорії громад із **найбільшим кадровим скороченням (понад 50%)** належать Лиманська (–58,1%) громаді. У цій територіальній одиниці зафіксовано найбільш суттєве зменшення вчителів, що прямо корелює з високим рівнем скороченням освітньої інфраструктури.

Суттєве зменшення педагогічного складу (40–50%) характерне для Святогірська (–45,8%), Костянтинівської (–46,5%) та Дружківської (–46,7%) громад. Тут втрачено майже половину довоєнного кадрового потенціалу, що створює значне навантаження на вчителів, які продовжують працювати.

До громад із середнім рівнем скорочення (20–40%) належать Іллінівська (-35,2%), Черкаська (-31,8%), Слов'янська (-26,3%), Миколаївська (-26,0%), Олександрівська (-22,6%), Андріївська (-27,8%) та Краматорська (-21,0%) громади. Попри втрати, цим громадам вдалося зберегти основний кістяк педагогічних колективів.



Найменші втрати кадрового ресурсу (до 10%) зафіксовано у Новодонецькій (-5,4%) громаді. Зокрема, Новодонецька громада демонструє найвищу стабільність педагогічного штату в усьому районі, зберігши майже 95% вчителів.

Скорочення кадрового потенціалу освітньої галузі Краматорського району (загальне зменшення становить близько 33,5%) є прямим і неминучим наслідком військового впливу, який спричинив ланцюгову реакцію: **масову міграцію населення → критичне зменшення кількості учнів → оптимізацію освітньої мережі** (закриття/реорганізацію шкіл).

Отже, основними **факторами скорочення** педагогічних кадрів стали:

- Зменшення учнівського контингенту — кількість учнів у 12 громадах скоротилася на 47,1%, що спричинило оптимізацію мережі через недостатню наповнюваність класів.
- Скорочення освітньої інфраструктури — зменшення кількості закладів на 42,5% прямо пов'язане зі скороченням кадрів; у громадах із найбільшими втратами вчителів фіксується і найбільше скорочення мережі.

2.4. Кількість і частка учнів з статусом ВПО

Статус внутрішньо переміщеної особи став однією з ключових характеристик сучасної структури учнівського контингенту Краматорського району. Станом на 2025–2026 навчальний рік у 12 громадах навчаються 13 460 учнів зі статусом ВПО, що становить 44,4% від загальної кількості здобувачів освіти

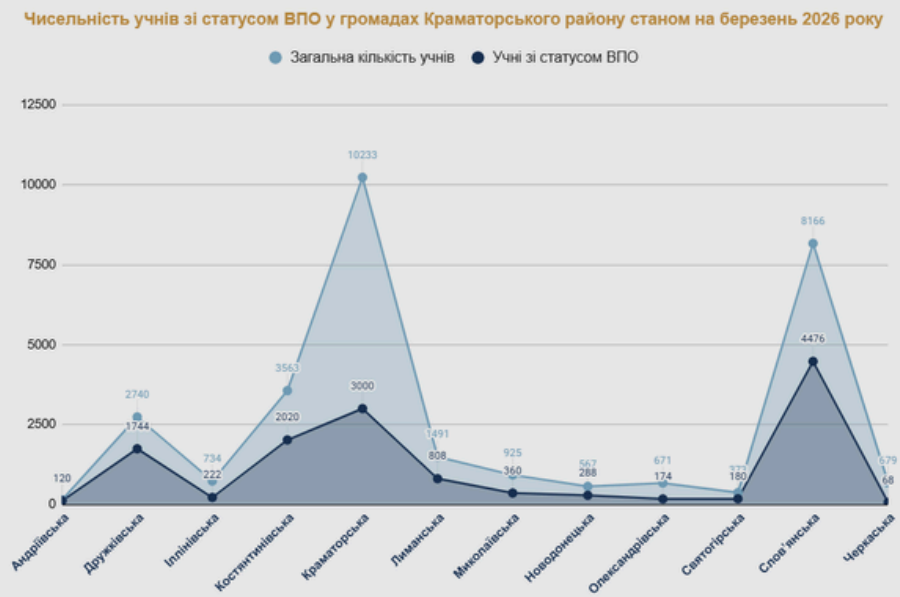
Серед учнів зі статусом ВПО є дві основні групи:

- ВПО, які евакуювалися в громади Краматорського району з інших громад;
- ВПО, які виїхали за межі Донецької області, але продовжують навчатися в місцевих закладах освіти в дистанційному форматі.



Найвищий рівень концентрації (понад 60%) спостерігається в Андріївській (80%) та Дружківській (63,6%) громадах. Ці показники свідчать про те, що переважна більшість учнівського контингенту в цих громадах складається саме з числа внутрішньо переміщених осіб.

Високий рівень (50–60%) характерний для Костянтинівської (56,7%), Слов'янської (54,8%), Лиманської (54,2%) та Новодонецької (50,8%) громад. У цих територіях кожен другий учень є переселенцем, що створює значне навантаження на систему соціальної підтримки та потребує особливої уваги до адаптаційних заходів.



Середній рівень (30–50%) зафіксовано у Святогірській (48,3%), Миколаївській (38,9%) та Іллінівській (30,2%) громадах. Тут спостерігається значна, проте збалансованіша присутність учнів-ВПО відносно загальної кількості дітей у закладах освіти.

Найнижча частка (до 30%) представлена у Краматорській (29,3%), Олександрівській (25,9%) та Черкаській (10%) громадах. Ці громади мають найменшу питому вагу учнів-переселенців, що вказує на переважання місцевого учнівського контингенту.

Висока частка учнів-ВПО зумовлена евакуацією дітей до безпечніших районів, проте їхнє прагнення зберігати зв'язок із первинними закладами освіти свідчить про сталу ідентичність та бажання повернутися додому. Це перетворює школи на ключові освітні хаби та осередки соціальної згуртованості. Водночас така динаміка потребує впровадження індивідуальних освітніх траєкторій та посиленої психологічної підтримки, що є критично важливим для збереження людського капіталу та майбутнього відновлення громад.

1. ВСТУП

1.1. Мета та методологія дослідження

Мета дослідження – комплексний аналіз впливу повномасштабної війни на освітню систему 12 територіальних громад Краматорського району Донецької області станом на березень 2026 року. Дослідження фокусується на ключових аспектах: динаміці кількості закладів і учнів, стані освітньої інфраструктури, кадровому потенціалі, форматі навчання, оцінюванні та подоланні освітніх втрат, позашкільній освіті, основних проблемах і потребах громад, а також перспективах відновлення та міжнародній підтримці.
Методологія ґрунтується на кількісних та якісних даних.

Основними джерелами є:

- анкетне опитування представників органів управління освітою 12 громад;
- структуровані інтерв'ю з керівниками закладів освіти та фахівцями департаментів/ відділів освіти;
- офіційна статистична звітність громад за 2021–2022 та 2025–2026 навчальні роки.

Аналіз охоплює ключові аспекти: кількість закладів і учнів, руйнування інфраструктури, кадрову ситуацію, формат навчання, потреби та перспективи відновлення.

Дані систематизовано в таблицях, діаграмах і схемах для наочності. Дані систематизовано в таблицях, діаграмах, картах та схемах для наочності. Аналіз проведено з урахуванням нормативно-правової бази України («Про освіту», «Про повну загальну середню освіту», розпоряджень Донецької обласної військової адміністрації) та рекомендацій МОН України щодо організації навчання в умовах воєнного стану. Дослідження охоплює період з початку повномасштабного вторгнення до березня 2026 року.

1.2. Перелік досліджуваних громад

Дослідження охоплює 12 територіальних громад Краматорського району Донецької області: Андріївська, Дружківська, Іллінівська, Костянтинівська, Краматорська, Лиманська, Миколаївська, Новодонецька, Олександрівська, Святогірська, Слов'янська, Черкаська.

Ці громади представляють різноманітні типи територій (міські, сільські, прифронтові та відносно віддалені), що дозволяє провести порівняльний аналіз впливу війни на освітню систему регіону.



2. ЗАГАЛЬНА СИТУАЦІЯ В ОСВІТНІЙ СИСТЕМІ

2.1. Динаміка кількості закладів загальної середньої освіти (до війни та станом на березень 2026 р.)

До початку повномасштабної війни в аналізованих громадах функціонувало значна кількість закладів загальної середньої освіти (ЗЗСО) - 153. Станом на 2026 рік кількість працюючих закладів суттєво зменшилася через призупинення діяльності, реорганізацію та руйнування.

Порівняльна динаміка кількості діючих закладів у територіальних громадах Краматорського району



Загальне зменшення кількості закладів загальної середньої освіти по громадах становить 36,51%, що свідчить про суттєву трансформацію освітньої мережі в умовах воєнного часу та демографічних змін. Фактично понад третина закладів або припинили функціонування, або тимчасово не здійснюють освітню діяльність. Водночас 63,5% закладів продовжують працювати, що вказує на збереження базової освітньої інфраструктури, попри складні обставини.

Оцінка рівня збереження мережі закладів середньої освіти у громадах Донецької області



Скорочення мережі закладів освіти має різні форми: ліквідація, реорганізація, приєднання або тимчасове призупинення роботи.

Основні причини:

- Зменшення кількості учнів через демографічний спад і міграцію, що призвело до недоукомплектованих класів.
- Наслідки війни — руйнування закладів та небезпека очного навчання.
- Міграція педагогів і кадровий дефіцит.
- Освітня реформа (укрупнення мережі, зміна типів закладів).
- Оптимізація ресурсів для підвищення якості освіти.

Отже, скорочення мережі на 36,51% зумовлене комплексом демографічних, безпекових і нормативних факторів та супроводжується трансформацією освітньої системи.

2.2 Аналіз змін у чисельності здобувачів освіти

Одним із найбільш яскравих проявів впливу повномасштабної війни на освітню систему Донецької області стало скорочення чисельності здобувачів освіти. За період з 2021–2022 до 2025–2026 навчального року загальна кількість учнів у 12 громадах Краматорського району зменшилася майже вдвічі — з 54424 до 30292 осіб, тобто **на 44,34%.**



Упродовж 2021–2026 років у громадах відбулося суттєве скорочення чисельності учнів, що має виражену територіальну диференціацію (від –11,57% до –67,95%), що відображено на карті.

До категорії громад із **найбільшим скороченням** (понад 55%) належать **Лиманська** (-67,95%) та **Святогірська** (-56,88%) громади, де зафіксовано критичне зменшення учнівського контингенту.

Суттєве зменшення (45–55%) характерне для **Дружківської** (–49,16%), **Костянтинівської** (–48,32%) та **Краматорської** (-47,52%) громад, у яких втрачено майже половину учнів.

До громад із **середнім рівнем** скорочення (30–45%) належать **Олександрівська** (-39,44%), **Миколаївська** (-39,82%), Новодонецька (–37,76%) та **Андріївська** (–36,44%), де спостерігається помірне зниження чисельності учнів.



Найменші втрати (до 30%) зафіксовано у **Черкаській** (–20,21%), **Слов'янській** (–29,91%) та **Іллінівській** (–11,57%) громадах, що свідчить про відносну стабільність учнівського контингенту.

Таким чином, просторовий аналіз демонструє нерівномірність скорочення кількості учнів та дозволяє виокремити чотири групи громад за рівнем освітніх втрат.