

# NEWSLETTER OF SPRINGBOARD TO EQUALITY PROJECT

JULY –  
SEPTEMBER  
2022

Springboard to Equality is a joint Swedish-Ukrainian project that is aimed to withdraw from gender stereotypes in education, at work, at home and in the community life, and create a supportive environment and grow public demand for advancing equal rights and opportunities for women and men in Ukraine. Find more about the [project](#).

## COMBATING GENDER STEREOTYPES IN EDUCATION

### 114 FEMALE TEACHERS HAVE RECEIVED TRAINING UNDER THE PROFESSIONAL DEVELOPMENT PROGRAMME “DEVELOPING PSYCHOLOGICAL RESILIENCE IN TEACHERS AND SCHOOLCHILDREN RELOCATED FROM WAR-AFFECTED AREAS” FOR FEMALE EDUCATORS TO IMPROVE PSYCHOLOGICAL SELF-CARE SKILLS, WHICH IS IMPLEMENTED IN PARTNERSHIP WITH SMART OSVITA NGO

A group of female educators have completed training under the programme “Developing psychological resilience in teachers and schoolchildren relocated from war-affected areas,” which is implemented by SMART Osvita NGO with the support of UNFPA Ukraine. 114 female educators have received individual certificates of completion of professional training with ECTS credits.

The educational programme aims to reduce the level of stress related to war and other personal reasons, to teach them self-regulation techniques to manage their psychoemotional state in stressful situations.

*“UNFPA has been facilitating the development of qualitative and modern education in Ukraine for many years. Education that is free from harmful stereotypes and that develops up-to-date skills among young people. Together with our partners, we help teachers to be more resilient, aware and efficient in their work. Trainings on resilience is a new stage that is much needed for teachers and everyone now,”* says Pavlo Zamoshtian, UNFPA Assistant Representative in Ukraine.

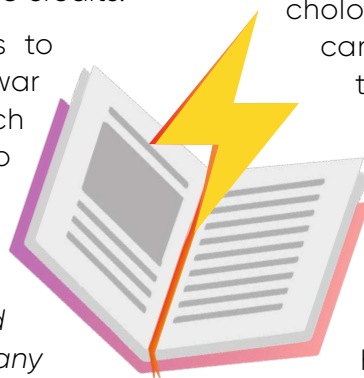
On average, 94% of the participants in each group reported an improvement in their ability to control their mental state. According to the subjective

assessment of the participants, the share of participants with a high level of stress (8–10 points on a ten-point scale, where 10 is the highest level of stress) decreased from 30.7% at the beginning of the training to 2.8% after its completion.

Standardized psychological surveys on impact of event scale methods and IAPT Basic Psychological Assessment showed a significant improvement in wellbeing indicators. In particular, intrusions, insomnia, difficulty concentrating and the desire to avoid memories of traumatic events have been significantly decreased.

Thus, the share of those who was “very much” and “quite strongly” exhausted by insomnia during the last 7 days exceeded 38%, moderately – over 33% before the training. 32.7% of participants were exhausted by insomnia “a little bit” and 46% – “not at all” after the training.

The ability to concentrate has improved, which is very important in teaching. Over 39.6% of participants were “very much” and “quite strongly” exhausted as the result of the inability to concentrate over the last 7 days before the training. 11.6% of participants remained with the same problem after the training.



Training and personal experience groups were facilitated by certified specialists on trauma therapy Tatyana Tymoshenko and Olga Uralova.

One of the participants, a female educator Oksana Hutsolyak from Kherson region, evaluates the efficiency of the skills received during the training:

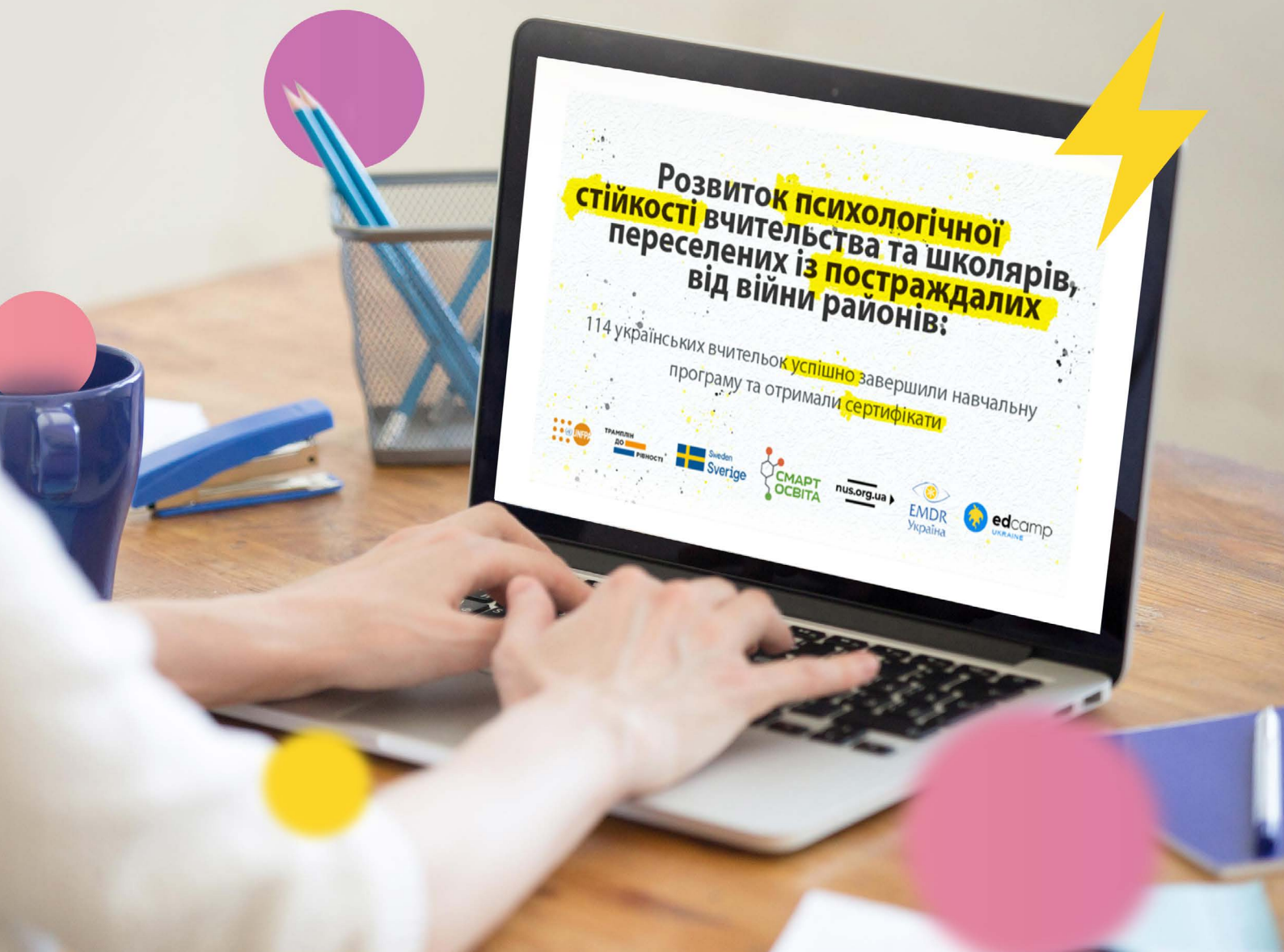
*"I had to spend more than two months under the occupation. Owing to the project I was able to cope with my traumatic experience – I became more resilient, stable, confident, calm, and so I can more teach children better and share my experience with colleagues. I wasn't sure that this method would help to work out complex problems. However, I felt relieved after the first practical session. The effect lasted longer and longer with each subsequent session."*

Ukrainian female teachers from war-affected areas received EMDR group therapy and improved

psychological self-care skills as part of the training program. The training programme included 10 training sessions and 40 online individual practice groups in closed webinar rooms. 10 groups of 15 participants were formed. Each group participated in a 1.5-hour training session on psychological self-care skills and 4 sessions in individual practice groups under the EMDR protocol.

You can learn more about the EMDR method from the [webinar](#) by Head of the Board of the EMDR Association in Ukraine and the trainer of crisis psychology Oksana Nakonechna or from the [article](#) of the New Ukrainian School.

The [webinar](#) of EMDR-therapist and supervisor Tatiana Tymoshenko or the [text version](#) of this broadcast can be used to see how to perform the practices that the participants of the project learned during the training.



## PROFESSIONAL DEVELOPMENT PROGRAMME FOR FEMALE EDUCATORS TO IMPROVE PSYCHOLOGICAL HELP SKILLS UNDER “CHILDREN AND WAR. TEACHING RECOVERY TECHNIQUES” PROGRAMME, WHICH IS IMPLEMENTED IN PARTNERSHIP WITH SMART OSVITA NGO

The training programme for female educators to improve psychological self-care skills and to work with child trauma continued in the autumn. The programme was organized by Smart Osvita NGO with the support of the United Nations Population Fund in Ukraine (UNFPA). In September participants of the program work in groups with schoolchildren and parents under the supervision of trainers.

British program “Children and War. Teaching Recovery Techniques” was selected for training. This was for many reasons, including because not only psychotherapists can facilitate group classes with children after undergoing theoretical training but any trained staff as well – teachers, social workers, healthcare professionals, community leaders.

“Children and war. Teaching Recovery Techniques” – a British program designed to help children and adults who have experienced traumatic events such as forced displacement, wars, disasters, natural disasters. Psychologists Natalya Podolyak and Olena Bozhor have been teaching trainers for this method since 2014 and have a lot of experience.

During the pre-training webinar, Natalia Podolyak, a child and family psychologist, told that Children and War Program aims to normalize the mental state of children and adults and teach them self-care and self-control skills:

*“It should be kept in mind that this methodology is not meant to cure anyone. The goal is to teach people to assess and understand their state, to reduce the intensity of emotions, to lessen children’s fear. We teach by giving them such tools, techniques, psychological exercises that they can do on their own. For instance, if some traumatic memory comes as flashback – the chil-*

*dren will know how to help themselves. They can regain control over their memories.”*

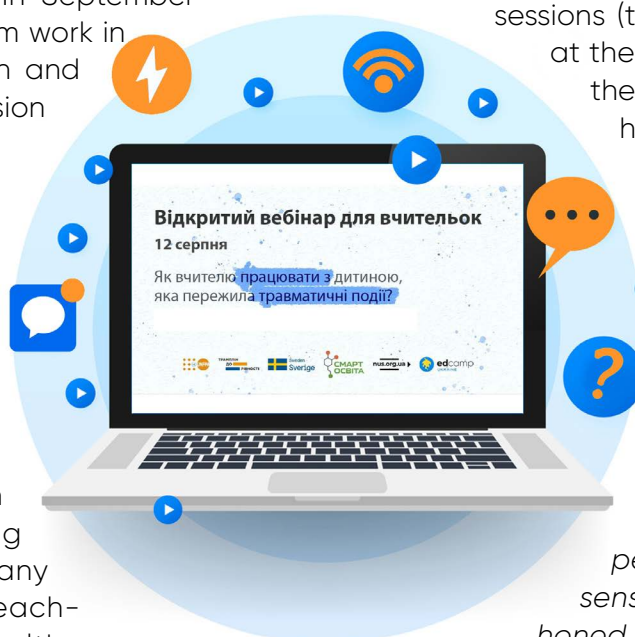
The participants shared their feedback and said that they conducted testing on the level of anxiety for children before the beginning of the sessions (the same will be carried out at the end of the sessions). One of the boys in the group had the highest level of anxiety. However, you couldn’t see it from the outside. And even his parents were surprised.

*“The fact is that this boy has been in Kharkiv since the beginning of the war, he has not left the city. He used to be emotional even before the war and when things like this happen, he’s become particularly sensitive. Nevertheless, we have honed some practical skills with him that we hope he will use when, for example, he feels an influx of emotions, he will “hide” in an imaginary safe place or anything like that,”* hopes Anastasia [participant].

Except the skills that help children, the project also helps teachers. They admit that they now better understand themselves, they have learned to recognize and separate fear from themselves, to realize that this is happening, but it will end and remain with them for the rest of their lives, so these memories and situations must be tamed.

Speaking about the results, Larisa [participant] emphasizes that one should compare the photos from the first session to the last ones. She says the words are not necessary, children have changed very much, have become happier, more vivid.

*“Even us, the teachers, have changed. When I hear the sound of an air raid siren, I notice that I use practices, imagine a safe place, soothe myself with the same words that I told the children,”* Tatiana shares.





The programme aims to develop teachers' knowledge about psychological trauma, post-traumatic symptoms in different age groups, and build the skills and abilities to provide first psychological aid to as many children as possible.

Teachers received theoretical knowledge, methods and teaching tools and first pre-medical psychological aid for children in the first part of the programme. The second, practical part of the course is to teach children how to deal with the various symptoms of traumatic stress. The purpose of these sessions is to prevent the symptoms from becoming more serious problems for as many children as possible, to contribute to the normalization of behaviour during the lessons, to increase the level of motivation and ability to learn in the school.

Under the guidance of qualified certified trainers of the programme teachers learned:

to provide, in a short period of time, competent psychological first aid to a large number of families

and children in need; received recommendations on how to properly support children during and after war hostilities, learned about psychological trauma, types of trauma, post-traumatic symptoms in different age categories. In particular, about reactions, behaviours of traumatized children; active listening techniques; got acquainted with resource techniques and stabilization techniques; received guidance for parents, as well as gained skills and abilities of psychological aid during practical work with children and parents in groups.

88 participants (44 couples) of the programme were familiarized with the basis of non-discrimination, overcoming stereotypes and inequality for all participants in the educational process. The program was taught online and adapted to teachers' work with children in an online format.

[For more details, please follow the link](#)

## CAMPAIGN OF CHOOSING A CAREER WITHOUT STEREOTYPES

From **July to September**, three more STEAM camps were held by the Lviv Open Lab and the UNFPA Ukraine for displaced girls and boys interested in science and technology. This project is designed to create conditions for choosing a career without stereotypes, to facilitate social integration of the local and displaced youth during education and joint leisure activities. During classes, the Lviv Open Lab introduced STEAM to young people and showed a variety of areas for choosing a career and professional development, in particular, modern chemical and biotechnological sciences, 3D modelling and aspects of its use, the prospects of DIY business, the experience of implementation of economical production on the example of the company "Progress Service," types of leadership and ways to react to gender bias.

58 male and female participants joined the camps during this period. In addition to various lectures, workshops, facilitation, psychological sessions, participants had the opportunity to take part in excursions to the LEAN-enterprise



Progress-Service, plant "Galychpharm" of the pharmaceutical corporation "Arterium" and the Astronomical Observatory of the Ivan Franko National University of Lviv.

It was a pleasant observation for Ulyana Kozub, an expert who gave a lecture and a master class on programming, that the participants of the September camp were well acquainted with the topic of information technologies. A lot of girls and boys noted they tend to associate their future with the IT sphere (mainly the work of pro-

grammers) and confidently demonstrated good analytical thinking and programming skills on the practical part.

Mykola Lekhnovsky, who conducted a lecture and master class on chemistry, was positively started with the fact that, according to a short survey, creative professions and modern technologies were recognized as the most popular professions among the participants. The acquaintance of girls and boys with live stories of graduates of the chemical faculty gave them, in turn, the opportunity to objectively assess the opportunities for themselves and relevance of obtaining this speciality.

The participants were impressed with the work in the teams under the supervision of tutor-student and 9th grade pupil of the July STEAM camp, during a master class on biotechnology. According to the expert Olena Stasyk, who carried out this ac-

tivity, such work helped the participants not only to successfully carry out all experiments, but also, on the one hand, to learn more about the peculiarities of training in universities on a science-intensive field from a more experienced colleague, on the other hand, to be inspired by the example of their peer who has come a long way and can now demonstrate the prospect of participating in projects such as STEAM camp.

During the camp, participants had the opportunity to participate in various activities and decided what profession they want to choose. The fact that the camp became a networking environment, acquaintance with new people and communication were very valuable to them. In addition, the presented topics gave an opportunity to get a general picture about STEAM, about directions and prospects of professional realization in the near future.







## CHOOSING A CAREER WITHOUT STEREOTYPES TOGETHER WITH JUNIOR ACADEMY OF SCIENCES

In **September**, UNFPA Ukraine and the Junior Academy of Sciences of Ukraine completed a career guidance project, which became the "first swallow" of the national campaign on choosing a career without stereotypes #CVIDOMI. This project comprised a three-month course of lectures and training classes for teenagers aged 14-17, and is designed to help to overcome difficulties in choosing a future profession. The project involved experts in various fields that shared their incredible success stories and life hacks and told how to fight stereotypes, as well as psychologists and mentors to support the participants.

The following lectures and sessions were held within the framework of a guidance project #CVID-OMIюбирати: 72 closed sessions in mini-groups, 12 open lectures from female psychologists-career guiders, 11 lectures from representatives of different professions, 2 lectures from a specialist on gender non-discrimination, 2 lectures-consultations on early employment (with a lawyer and female HR-expert). 60 out of 100 children passed career guidance testing and received individual consultations and results interpretation from the female psychologists of the project.

The feedback from the participants:

*"That's how our long journey ended together with the project. After completing the project, I have the push and the understanding of what to do next, the new page started, self-examination, research work and the selection of what the soul desires. It was an opportunity to sort myself out, to understand myself better. This is the beginning of the road for me and I hope that it is not our last meeting with the participants of the project."*

*"We met with the goal of consciously choosing our professional path one day at the beginning of June. I am very proud that I was able to join the project. I am satisfied with the way I paved, my work and readiness to talk about myself and my fears. There is no doubt that this completion is the bright beginning of my conscious becoming in society."*

10 videos were shot within the framework of the video-project of the career guidance course. The communication campaign of the career guidance project #CVIDOMI has already covered more than 10,000 Ukrainians. The project involved lecturers that share their knowledge, experience, and life hacks in a wide variety of fields: creative industry, public activists, civil servants, educators, start-up creators, film industry, atypical male occupations (manicurist, florist, primary school teacher), IT, writers, jewellers, representatives of the food industry, artists/designers and entrepreneurs.

[Junior Academy of Sciences You-tube channel](#)

[Junior Academy of Sciences media](#)

[Plan of career guidance](#)

[Project page on the Junior Academy of Sciences website](#)

## CAREER GUIDANCE CAMPAIGN #CVIDOMI IN TRANSCARPATHIA

Career guidance campaign #CVIDOMI continued within the camp “Energy of your future” in Transcarpathia for teenagers from the areas affected by the war in Ukraine. Nothing is more inspiring than the hundreds of young girls and boys who have been able to choose a profession, overcome stereotypes and acquire extremely important knowledge for the personal development and development of their country.

Through the career guidance game “CVIDomi” girls and boys learned how interests help to find a job, why there are no “prestigious professions” and how to choose a profession of dreams, how to eliminate gender bias and choose a profession, how to be a woman-CEO and which are the professions of the future. During the practical sessions, more than 100 teenagers debated whether a person could change his or her profession during his or her life, what prejudices prevented him or her from choosing his or her profession, and what skills exist for the professions of the future.

The main thing is the feedback of the participants themselves. As a result, most of them changed their opinion on the choice of profession, got rid of stereotypes and some of them even decided on the profession finally. **For more details, please follow the link.**

**#CVIDOMI**  
НАВЧАТИСЬ



## UNFPA AND EDCAMP TRAIN TEACHERS IN SOCIAL-EMOTIONAL LEARNING

From **July to September**, a consultation [webinar](#) was held for 24 participants within the training program for trainers in social-emotional and ethical learning, as well as two training sessions of the training program for trainers in social-emotional and ethical learning (SEEL) attended by 44 participants. The participants got acquainted with basic and the most complex concepts and the pedagogical model SEEL. They gained and developed facilitation skills, needed for trainers.

The development of self-reflection and self-esteem practices among the participants, and the practice of SEEL skills was an important aspect of the training. The male and female trainers observed great interest, participation and desire to find out SEEL peculiarities within all male and female participants. They supported each other in different group exercises, asked clarifying questions, wanted to understand the training material better. We can say that all participants of the training had that conscious and responsible attitude toward the learning of training materials and will eagerly continue learning for the substantial preparing to work as SEEL trainer.

Among the experts, which took part in the event, in particular, were: Emory University representative Ryder Delaloye (joined online); Mike Sapp and Elaine Miller-Keres from the Trauma Resource Institute (USA) (joined online); L. Hrynevych, SEEN ambassador in Ukraine; practitioner of the Israeli Trauma Coalition D. Denisenko, master coach of the “Radical Forgiveness” method, Iryna Manokha, certified teacher Jack Grapes’ Method Writing H. Skorikova; international expert of crisis and trauma, Head of International Hibuki Therapy projects Dafna Sharon-Maksimov (joined online).

The main goals and aims of the event were achieved. The participants of the training developed their understanding and skills of carrying out body and other SEEL practices. These skills were supported not only by a thorough reflection of each of the 5 selected SEEL practices (Resource, Grounding, Thoughtfulness, Gestures, Move and Fix), but also by additional skills. The participants were familiarized with Hibuki-therapy, which helps children with post-traumatic syndrome, understood how it can be used in practice. According to the observations of trainers, all participants approached the theoretical part and the various exercises that were offered with great interest and responsibly. All the tools presented at the training were useful and are used in adult education and teaching SEEL to children.

SEEL is an innovative curriculum for children and adolescents from pre-school to high school age developed by Emory University. SEEL (SEE Learning™) provides educators with the tools they need to develop the emotional, social, and ethical intelligence of pupils and themselves. The programme provides teachers with curricula for different levels of child development. It includes easy-to-use lessons, the conceptual framework used in programme design and resources for their own training and development. SEEL enables the pupils to be ethically involved in the global community and educators to provide tools to support the well-being of pupils in social-emotional and ethical learning.



[You can find  
more details here](#)

## THE EDUCATIONAL HUB WAS OPENED IN TERNOPIL

The educational hub in the Ternopil region was implemented with the support of the Ministry of Education and Science of Ukraine, the Institute of Educational Content Modernization and the Association of Innovative and Digital Education NGO, within the framework of Springboard to Equality Project implemented by the UN Population Fund (UNFPA) in partnership with the Office of Deputy Prime Minister for European and Euro-Atlantic Integration of Ukraine and charitable foundation "Beetroot Academy" with financial support from Sweden.

**Освітній хаб  
Тернопільщини**

The concept of "Life Long Learning" is realized in the entire region with the help of educational hub.

"Training of the most demanded skills in the labour market (soft skills), actual manual labour and IT-professions, Ukrainian and English language, emotional intelligence and other useful knowledge and skills is already available for residents of the Ternopil oblast and internally displaced persons," notes Minister of Education and Science of Ukraine Serhiy Shkarlet.

The hub in the Ternopil oblast will act as a component of the network of Ukrainian educational hubs, which was identified by the state as a priority project in the field of education during martial law.

"The All-Ukrainian project on career guidance and career building "Choose a profession of your dream" will become an important tool in the framework of educa-





tional hub activity, which allows students of 7–11 grades and their parents, with the help of artificial intelligence, to determine their own abilities to professions, which will build an individual trajectory of further learning and career,” said the coordinator of the network of Ukrainian Educational Hubs and the executive director of the Association of Innovative and Digital Education Mariya Boguslav.

*“This is indeed an important project that is now relevant. Therefore, the leadership of the Ternopil regional military administration strongly supports the initiative, which helps both children and adults with innovative educational tools to acquire the necessary competences in the modern world,”* said the head of the Ternopil Regional State Administration’s Department of Education and Science Olga Khoma.

[Website of the network of Ukrainian educational hubs](#)

## ГЕНДЕРНА ПОЛІТИКА В БІЗНЕСІ

### **MORE THAN 100 HEADS OF STATE INSTITUTIONS AND BUSINESS REPRESENTATIVES FROM THE COUNTRIES OF EASTERN EUROPE AND CENTRAL ASIA TOOK PART IN THE CONFERENCE EXPANDING CHOICES THROUGH FAMILY-FRIENDLY POLICIES, ORGANIZED BY UNFPA ON SEPTEMBER 22, 2022 IN ISTANBUL, TURKEY**

Participants agreed that well-designed family-friendly policies that benefited both women and men were key to any successful response to the demographic challenges facing Europe.

*“It’s time to break down the barriers that prevent women and men from having a career and the number of children they want,”* says Florence Bauer, UNFPA’s Regional Director for Eastern Europe and Central Asia.

The experience of Ukraine was presented by the old partner of UNFPA, the largest media group of Ukraine Starlight Media. Yana Goncharenko, Director of Relations and Sustainable Development at Starlight Media, recognized the importance of a comprehensive approach to family-friendly policies and gender equality issues to improve the level of staff retention. Mrs. Goncharenko also noted the key role of the private sector in promoting the gender equality program and family-friendly policies during this difficult time of war in Ukraine.



## SUPPORTING GENDER-BASED VIOLENCE SURVIVORS

### IN ZAPORIZHZHIA AND POLTAVA, WOMEN AFFECTED BY WAR HOSTILITIES RECEIVED SANITARY KITS AND NECESSITIES FROM UNFPA

During **July–September 2022**, UNFPA delivered humanitarian kits of basic sanitary necessities to pregnant women, IDPs were among them (meetings in the maternity hospital, during the interactive educational game for pregnant IDPs, during educational meetings in the library and at events for pregnant women: at the picnic for pregnant women and information sessions at the antenatal care in urban areas during World Breastfeeding Week) provided assistance to women that found refuge in a shelter and day center with crisis rooms for violence survivors in Poltava. A total of 1350 women received humanitarian aid, including 150 in Poltava and 1200 in Zaporizhzhia.



The delivery was carried out in partnership with the Charitable Foundation POS-MISHKA UA, the Zaporizhzhia City Council within the framework of the TatoHub.Zaporizhzhia project and the Center of Modern Development and Innovation NGO within the framework of the TatoHub. Poltava project. [You can find more details here](#)

## UKRAINIAN WOMEN AFFECTED BY WAR FOUND REFUGE IN CRISIS ROOMS OPENED WITH THE SUPPORT OF THE UNFPA AND SWEDISH GOVERNMENT

In **August**, three crisis rooms were created within the project "Springboard to Equality" with the help of the Zhytomyr City Council ([Zhytomyr](#)), representatives of local self-government bodies, NGO "Initiative", NGO "Warmth of Native Hearts" ([Khmelnyskyi](#)), Khotyn City Council, NGO "Initiative", NGO "Khotyn District Association of the Disabled" ([Khotyn](#)), the United Nations Population Fund in Ukraine (UNFPA) with financial support from Sweden and the Office of Deputy Prime Minister for European and Euro-Atlantic Integration.

The main objectives of the crisis room are to provide survivors with a safe temporary place where they can stay 24/7, to provide primary psychological aid and to redirect survivors to other domestic violence service providers: social services, health facilities and legal institutions. The crisis room can accommodate up to 10 people at a time.

In the crisis room, you can get asylum for a period of 10 to 20 days and get psychological, legal services, if necessary, specialists organize receiving medical services. The location of the crisis room is kept confidential for security reasons. Violence survivors must contact the police or local social services to get here.

*"Gender-based violence, including domestic violence, is one of the worst human rights violations in the world. In Ukraine, this problem is compounded by a culture of silence, due in particular to the prejudice that it is the fault of*





victims themselves. Since 2015, UNFPA has been working on developing a comprehensive national response and prevention system for domestic and gender-based violence in Ukraine. However, we strive to provide emotional, physical, legal protection and comfort for each survivor. We owe our success to the cooperation and support of local governments," notes Senior Emergency Coordinator, Deputy Representative United Nations Population Fund (UNFPA) in Ukraine Mustafa Elkanzi.

During the visit with aim to launch the crisis room in Zhytomyr Adam Amberg, Head of Swedish Development Cooperation at the Embassy of Sweden in Ukraine, thanked the Zhytomyr City Council for the hospitality and all the co-organizers for the concern to solve the current problem. "I've been honoured to observe the achievements of the city of Zhytomyr in preventing domestic and gender-based violence. We welcome the active involvement of all stakeholders and look forward to continued and further improvement in the quality of services provided to survivors of GBV," Adam Amberg points out.

## ENGAGING MEN IN THE EQUAL DISTRIBUTION OF HOUSEHOLD RESPONSIBILITIES AND CHILDCARE

### TATOHUBS SUPPORT COMMUNITIES AND CREATE SAFE FAMILY SPACE FOR THOSE AFFECTED BY WAR HOSTILITIES

**Tatohub**  
Полтава

**From July to September**, TatoHub.Poltava together with the Poltava City Centre for Social Services launched 50 group and 144 individual psychological counselling, therapy sessions and other events for 599 unique participants. These events aimed to integrate IDPs and to help them with adaptation of living in another city or abroad. What was successfully achieved: integration of new members into the team, the atmosphere of acceptance which allows people with various experience and opinions to get on well together, emotional openness of the participants.





Cooperation with business, in particular with solo proprietors from Poltava, is carried out within the framework of the collection of humanitarian aid for survivors of war hostilities from Kharkiv, Chernihiv, Mykolaiv, Kherson, Zaporizhzhia and Sumy Oblasts.

**Tatohub**  
Запоріжжя

**From July to September**, TatoHub.Zaporizhzhia organized 24 events, 40 group and 157 individual psychological counselling within the framework of crisis response. The psychologists gave pieces of advice on reducing anxiety, informational overload, organization of one's own agenda and the way to cope with incertitude, inability of long-term planning and adaptation to life in wartime.

TatoHub also organized leisure activities for families: dad quiz, team-building games for families, an excursion for IDPs, a photo session for dads on Father's Day.

The local business was involved in the events: conducting free yoga classes, various thematic activities.

At the municipal level, TatoHub.Zaporizhzhia established cooperation with the Office of Children's Services, the Center for Social Services, the Department of Sports, Family and Youth, the Department of Social Protection, the Department of Culture and Tourism, the Department of Education and Science. The close cooperation with the Communal Non-Commercial Enterprise "Maternity hospital 4" continues as part of the framework of the humanitarian response.

At the regional level, cooperation with the Office of the Oblast State Administration, the Department of Health, the Department of Education and Science, the Department of Culture and Information Policy, the Department of Social Protection and Shyroktiv community of Zaporizhzhia oblast and Matviivska community of Zaporizhzhia oblast was expanded.

The participants of TatoHub.Zaporizhzhia and TatoHub.Poltava were interested in the ways of learning and games aimed at interaction with the child. Most of the requests were related to stabilizing the state and reducing anxiety, experiencing losses, problems of informational overload as well as the organizing one's own agenda and affairs, inability of planning and adaptation to life in wartime.

