



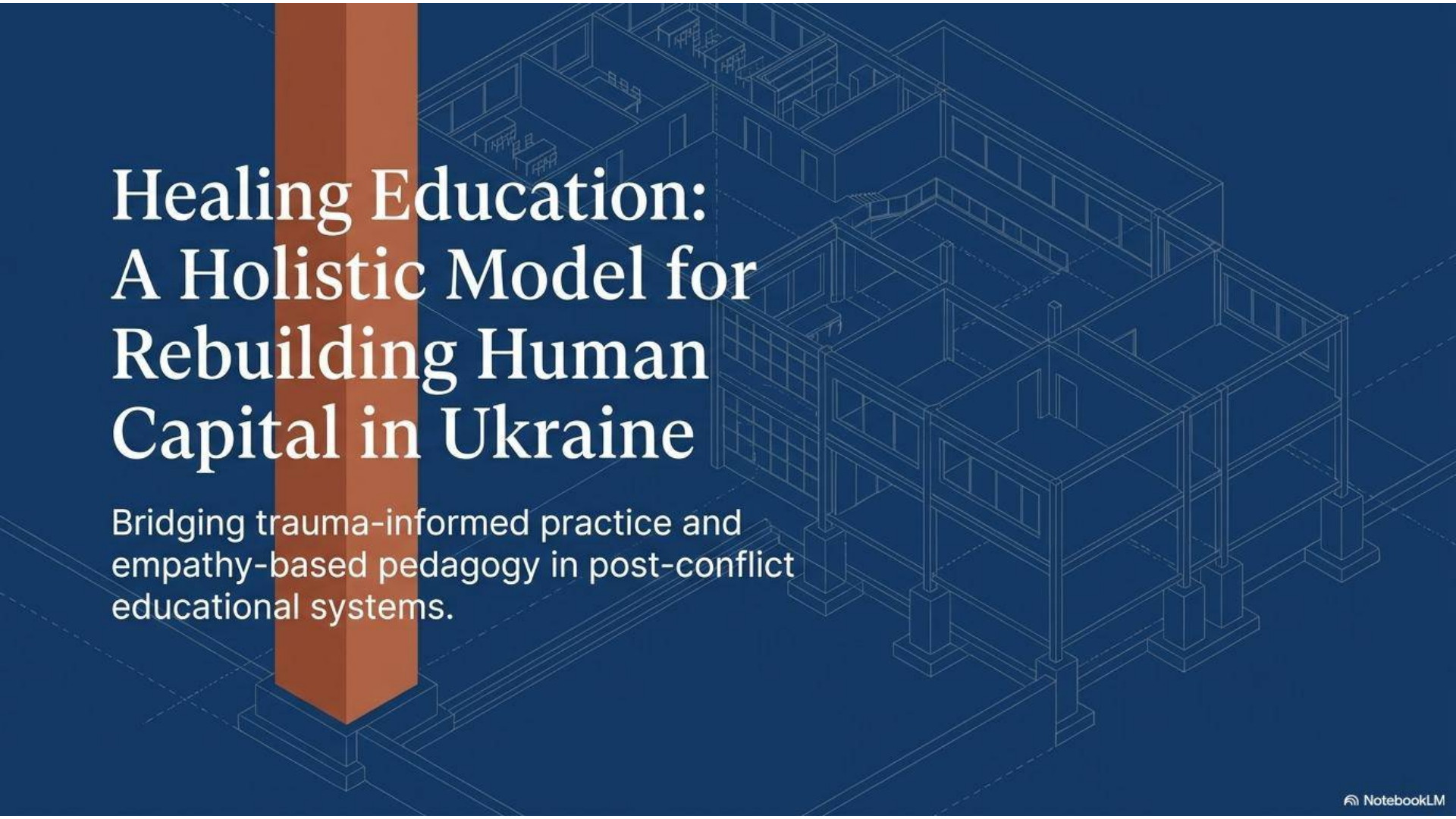
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The background of the slide features a blue isometric architectural drawing of a multi-story building. A large, solid orange pillar stands prominently in the foreground on the left side. The building's structure is composed of white lines, showing various rooms, windows, and a complex roofline. The overall aesthetic is modern and architectural.

Healing Education: A Holistic Model for Rebuilding Human Capital in Ukraine

Bridging trauma-informed practice and
empathy-based pedagogy in post-conflict
educational systems.

HEAD OF THE PROJECT:



Nataliia TATSENKO, DSc in Germanic Languages, Professor, Head of the Department of Foreign Languages and Linguodidactics, Sumy State University.

EXECUTORS OF THE PROJECT:

Liliia MOLHAMOVA, PhD in Germanic Languages, Associate Professor of the Department of Foreign Languages and Linguodidactics, Sumy State University;

Larysa OTROSHCHENKO, PhD in Pedagogy, Associate Professor of the Department of Foreign Languages and Linguodidactics, Sumy State University;

Yuliia KOROBOVA, PhD in Pedagogy, Associate Professor of the Department of Foreign Languages and Linguodidactics, Sumy State University;

Darya DANILOVA, Lecturer of the Department of Psychology, Political Science and Sociocultural Technologies, practical psychologist, Sumy State University.

PROJECT AIM

*3-Year Research
Project*

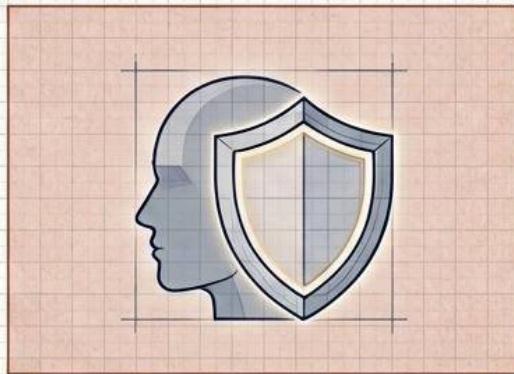
To develop an interdisciplinary, holistic model of education as healing that explores the potential for integrating global frameworks of trauma-informed practices, empathy-based pedagogy, SEL, and other approaches into the educational landscape of Ukraine, particularly within a post-traumatic societal context. The project focuses on fostering the psycho-emotional resilience of both teachers and students as a foundation for national security and the development of social capital.



Project Timeline

Launched **January 2026**.

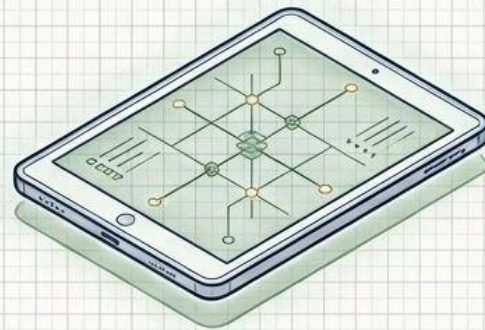
A **3-year** phased implementation for systemic educational integration.



Core Strategic Aim

Fostering the psycho-emotional **resilience** of teachers and pupils.

Framed not just as an educational objective, but as a foundational pillar for **national security** and the rebuilding of **social capital**.



Key Deliverable

The **ResiliO** Digital Platform

Designed to support the professional **recovery** of educators and the **well-being** of vulnerable adolescent students through resilience-based learning.

Trauma-Informed Education

A systemic model — not a discrete technique for ‘problem’ students

1

Awareness

Recognizing the impact of trauma on cognitive, emotional & social functioning

2

Recognition

Identifying manifestations of trauma in student behavior and learning

3

Integration

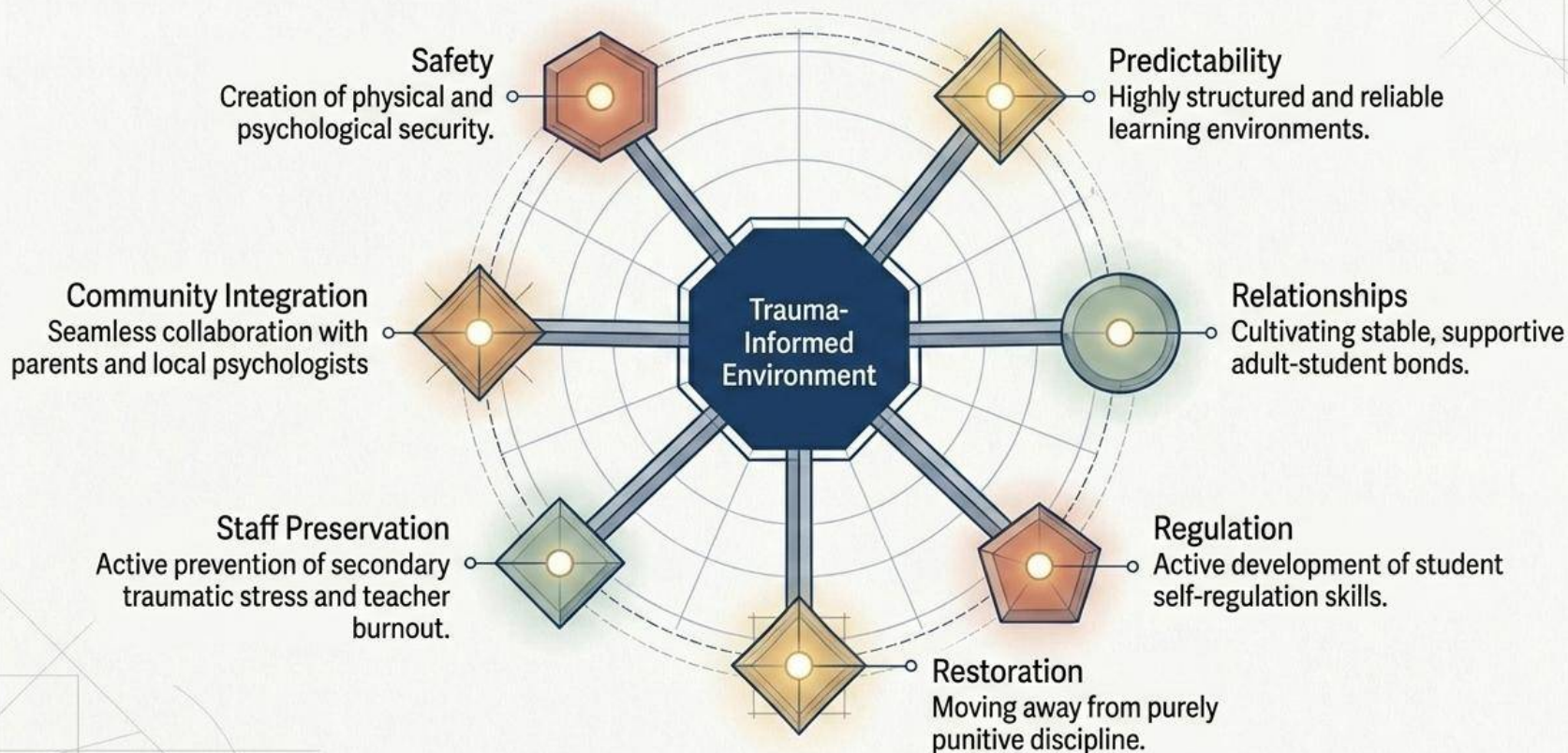
Embedding trauma-informed knowledge into teaching & school policies

4

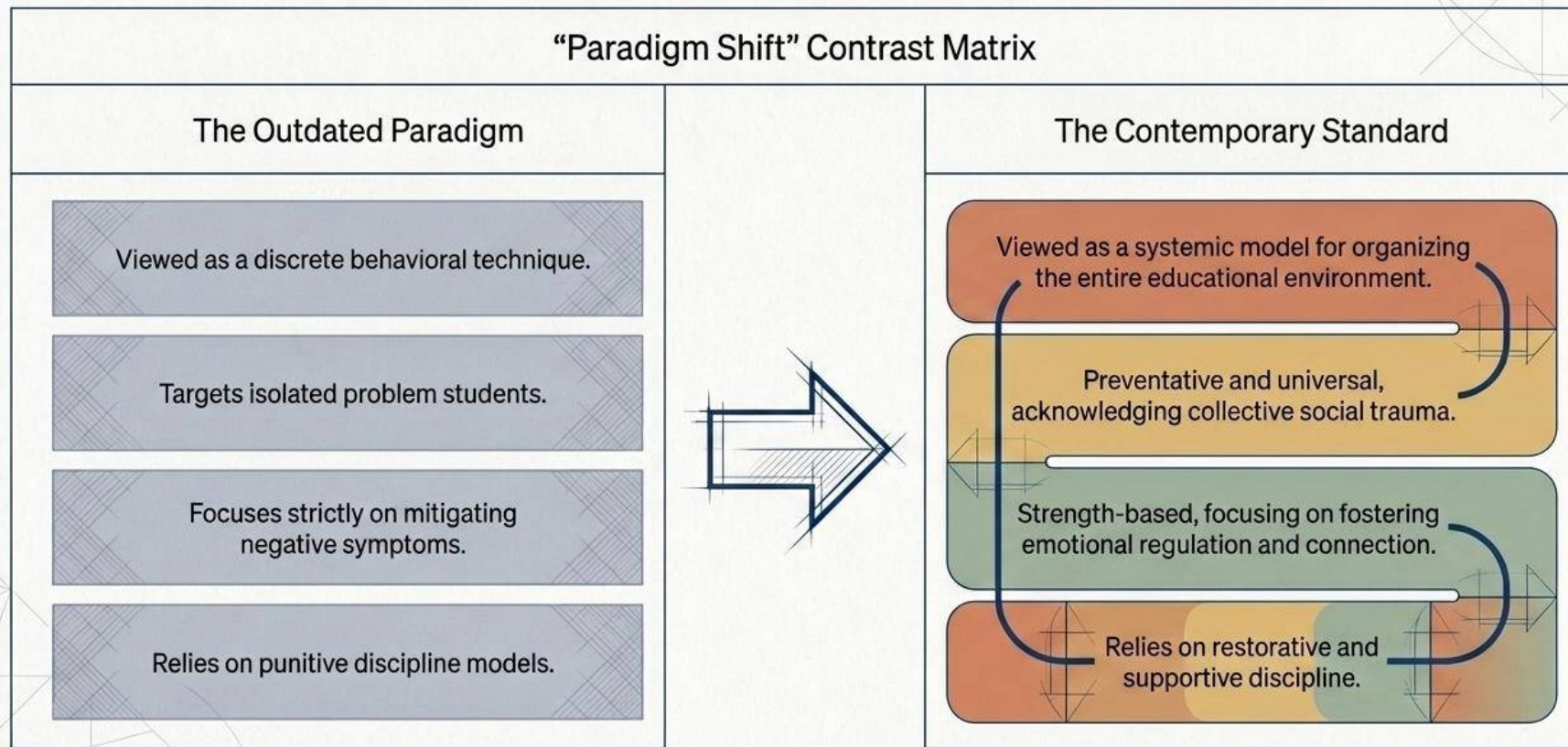
Prevention

Preventing re-traumatization through safe environments & restorative approaches

Core Components of Trauma-Informed Schooling



Reconceptualizing Trauma: From Individual Symptoms to Systemic Design



Alignment with the New Ukrainian School (NUS) Reform

Trauma-informed education is not an external borrowing — it organically aligns with NUS foundational principles:

Partnership Pedagogy

Building trust, support, and psychological safety between all school members

Child-Centeredness

Accounting for the emotional state and individual experience of each student

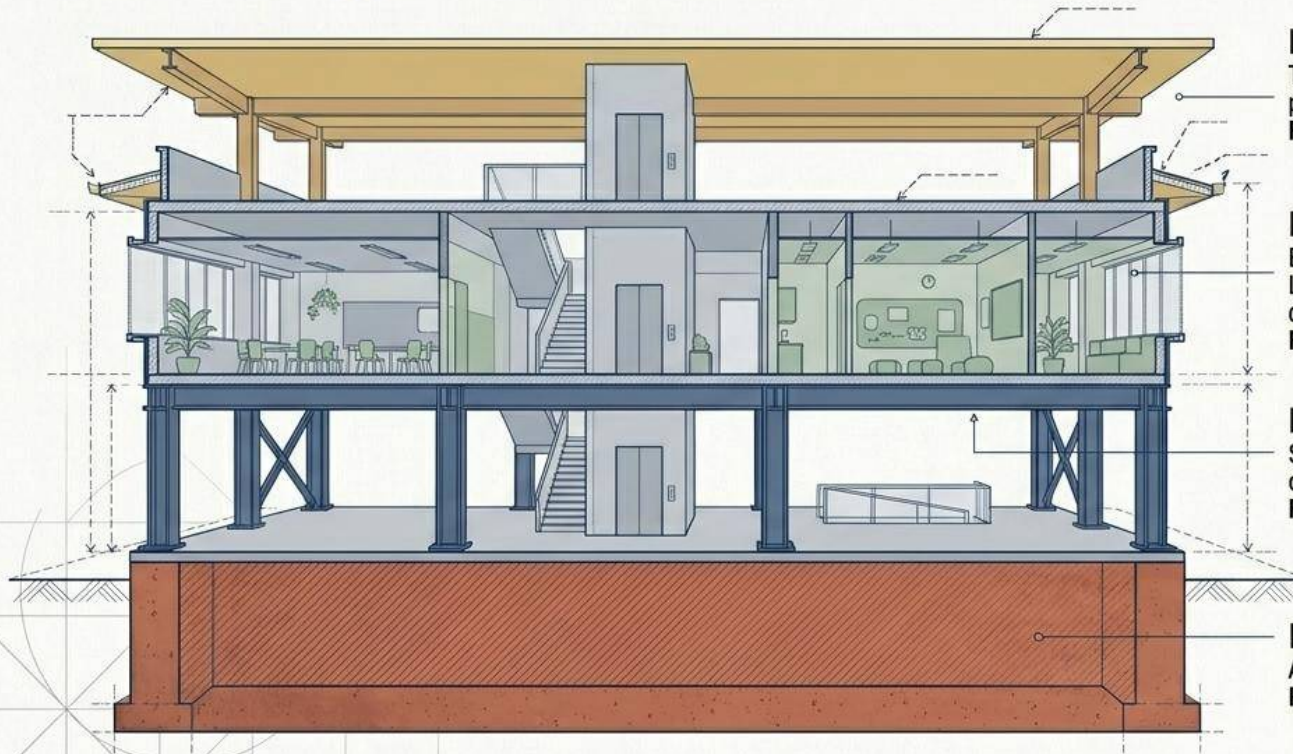
Inclusivity

Supporting children with traumatic experiences in the learning environment

Competency Training

Developing social and emotional competencies — including empathy

The 4-Tier Architecture of Healing Education



Level 4: Psychosocial Support

Targeted psychological support and resilience programs.

Function: Providing direct mental health support.

Level 3: Pedagogical Practice

Empathy-based pedagogy, Social-Emotional Learning (SEL), and positive discipline in the classroom.

Function: Adapting the daily educational process.

Level 2: Institutional Structure

Safe environments, supportive culture, and ongoing teacher professional development.

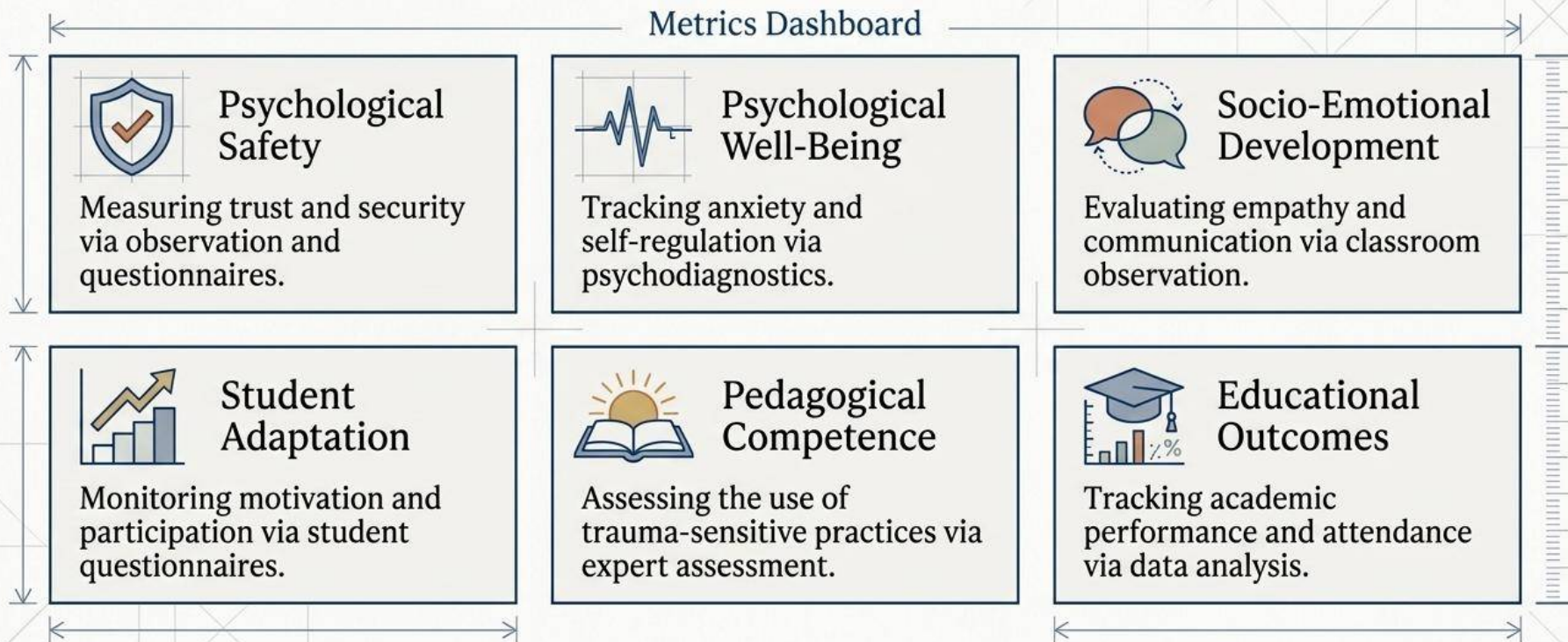
Function: Creating a supportive school system.

Level 1: Theoretical Foundation

Awareness and recognition of trauma manifestations.

Function: Forming the conceptual framework.

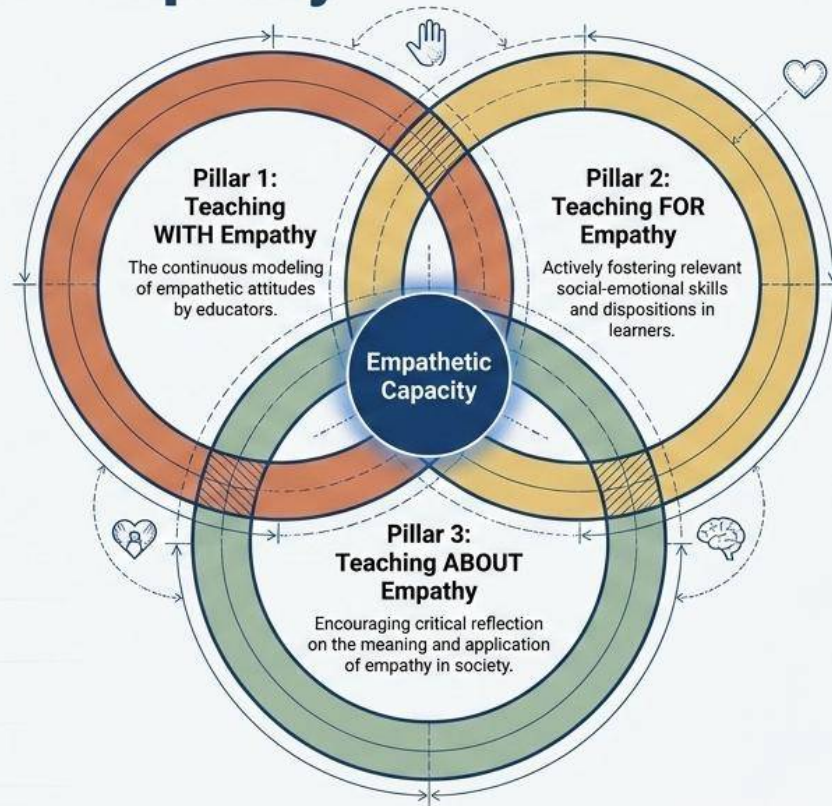
Evaluating Systemic Impact: The Measurement Matrix



👉 **Do you think resilience can be
developed without empathy in
education?**

The Engine of Resilience: Pedagogies of Empathy

Based on Gates and Curwood (2023), empathy is systematically developed through three overlapping strategies.



Empathy-Based Pedagogy & Roots of Empathy Program

Pedagogies of Empathy

1 Teaching **WITH** empathy

Modeling empathetic attitudes

2 Teaching **FOR** empathy

Fostering skills and dispositions in learners

3 Teaching **ABOUT** empathy

Critical reflection on its meanings and applications

Roots of Empathy (ROE) Program



Founded 1996 — implemented in Canada, USA, New Zealand, Ireland, Scotland & more



Monthly infant & caregiver visits to classrooms (K–Grade 8)



9 themes, 27 sessions over a school year



Proven outcomes: ↑ prosocial behaviour, ↓ aggression, ↑ emotional awareness



Not yet systematically integrated into Ukrainian formal education

Case Study: The Roots of Empathy (ROE) Mechanism

Program Specs:

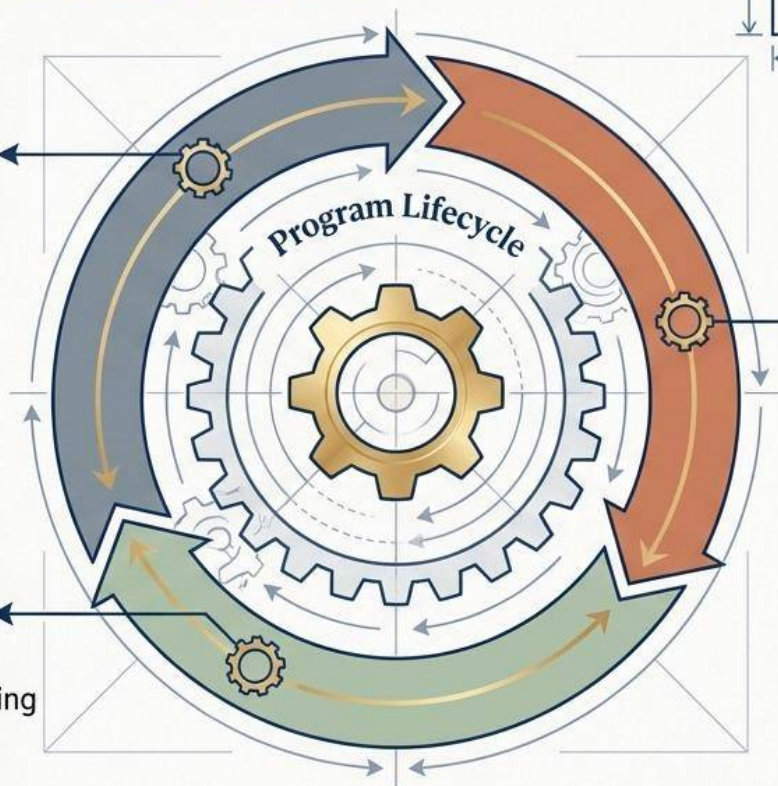
9 months | 27 classroom sessions
9 developmental themes

1. Pre-Family Visit
Instructor prepares the class and introduces the monthly developmental theme.

3. Post-Family Visit
Integration of observations, focusing on perspective-taking and caring for others.

2. Parent & Infant Visit

The class adopts a baby, observing its development. Instructor guides students in labeling infant emotions and linking them to their own feelings.



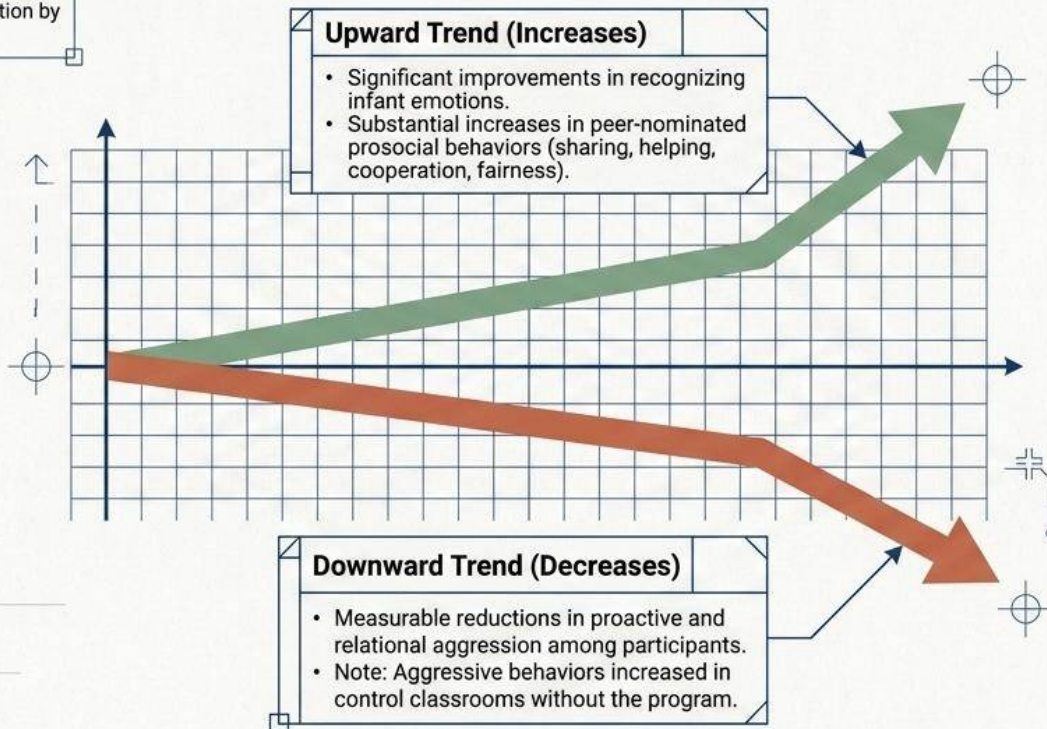
PLEASE REFLECT:

👉 What elements of the Roots of Empathy program could realistically work in your country?

👉 What would NOT work and why?

Baseline Evidence of Impact (The Canadian Evaluation)

Source Data: Large-scale evaluation by
Schonert-Reichl et al. (2012)



Research Methodology: Teachers' Perspectives

56

Survey
Respondents

10

In-depth
Interviews

40-60

Minutes per
Interview

Qualitative Research Process

1. Online Survey

Distributed via teaching networks & social media; captured geographic, professional & attitudinal data

2. Purposive Sampling

10 teachers selected representing diverse experience, contexts (urban/rural, conflict-affected regions)

3. Semi-structured Interviews

Conducted in Ukrainian; questions on empathy, school climate, ROE feasibility & adaptation

4. Thematic Analysis

Inductive & deductive coding; themes identified and interpreted within scholarly discourse

Key Findings: Teachers' Perspectives

9 / 10

Teachers confirmed: empathy and emotional intelligence are widely recognized but remain insufficiently embedded within the formal Ukrainian education system.

7 / 10

Teachers expressed positive attitudes toward structured empathy-oriented programs like ROE, finding the infant-centered pedagogical approach engaging and promising.

Implementation Challenges Identified:

Overloaded curriculum — limited time for SEL programs

Cultural & institutional resistance to innovative practices

Need for specialized teacher training and psychological competence

Difficulty recruiting families with infants willing to participate regularly

Qualitative Insights: Frictions and Barriers to Implementation



Logistical Friction

Existing academic curriculums are heavily overloaded, leaving virtually no schedule space for 27 additional socio-emotional sessions.



Methodological Friction

A critical lack of specialized psychological training. Teachers feel unprepared to safely facilitate emotionally sensitive discussions without causing harm.



Cultural Friction

Anticipated skepticism from administrators and parents toward innovative, non-academic educational models.



Practical Friction

The profound difficulty and safety concerns of recruiting volunteer families to bring infants into school environments regularly during an ongoing war.

The Synthesis: Why Direct Adoption Fails (And Adaptation Succeeds)

Direct Adoption

Purely copying international best practices assumes a stable peacetime environment, frictionless logistics, and pre-existing SEL infrastructure.

It will fail in Ukraine.

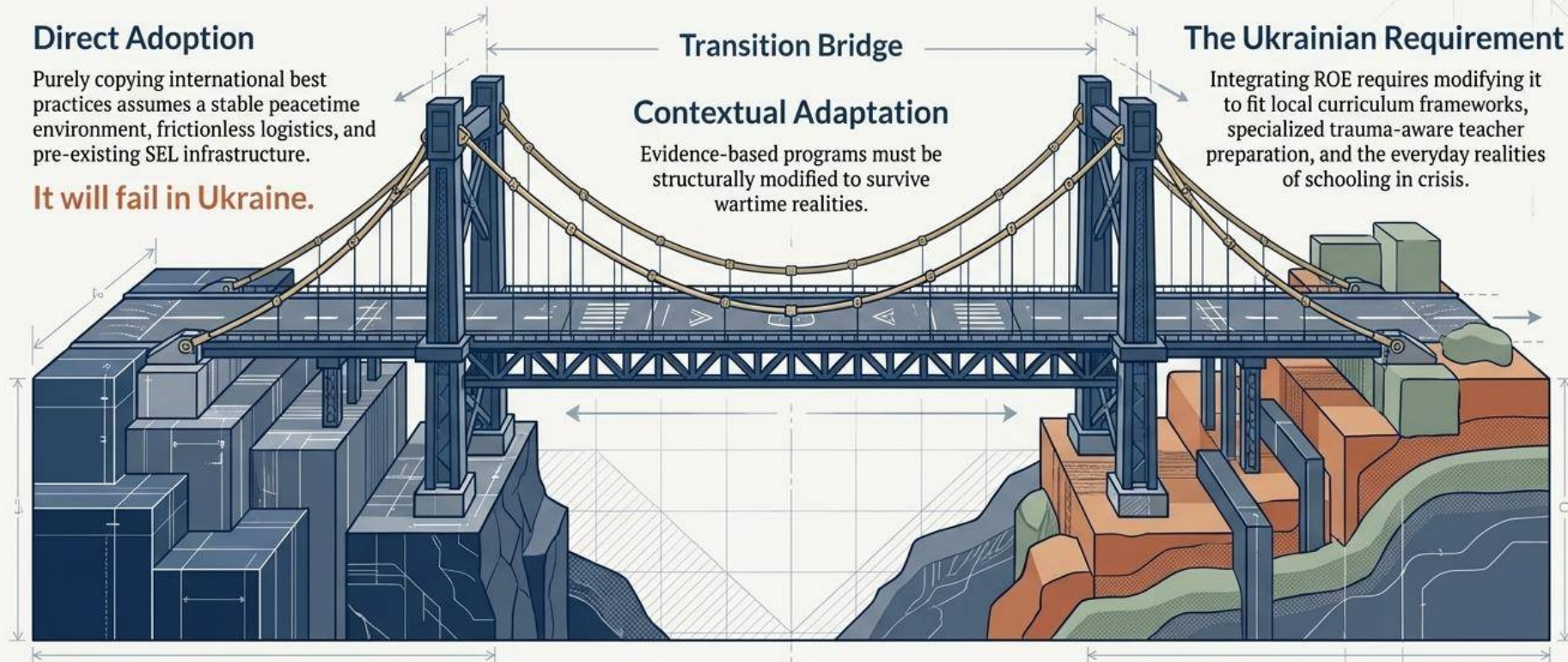
Transition Bridge

Contextual Adaptation

Evidence-based programs must be structurally modified to survive wartime realities.

The Ukrainian Requirement

Integrating ROE requires modifying it to fit local curriculum frameworks, specialized trauma-aware teacher preparation, and the everyday realities of schooling in crisis.



The Blueprint for Sustainable Integration

In a time of profound uncertainty, cultivating empathy is not just an educational priority—it is the foundational architecture of social recovery and human connection.

1. Structural Mandate

Formally incorporate SEL and trauma-informed principles into National Educational Standards, rather than treating them as optional electives.

2. Capacity Building

Develop targeted teacher training programs strictly focused on emotional facilitation, psychological safety, and reflective practice.

3. Ecosystem Support

Establish robust school-community partnerships to support program execution, ensure safe environments, and facilitate volunteer family recruitment.

Thank You !

Healing Education: A Holistic Model
for Rebuilding Human Capital in Ukraine

Workshop Summary

- ✦ Researched trauma-informed education within the Ukrainian NUS reform context
- ✦ Developed a 4-level conceptual model of trauma-informed education
- ✦ Analyzed empathy-based pedagogy including the Roots of Empathy program
- ✦ Analyzed qualitative study with 56 survey participants and 10 in-depth interviews
- ✦ Identified multi-level recommendations for sustainable implementation in Ukraine