

Equity, equality, and justice form a continuum in EU education: equality as baseline, equity as corrective mechanism, and justice as overarching goal. EU frameworks provide coherence, but success depends on national adaptation and evidence-based investment.

Recommendations include: sustained funding for disadvantaged contexts; teacher training in inclusive practices; monitoring via robust indicators; and cross-border learning. For Ukraine and candidates, alignment with EU equity standards supports euro integration in education.

Achieving educational justice demands ongoing commitment to fairness, recognizing diverse needs while upholding shared rights.

**Keywords:** equity, equality, justice, education policy, EU countries.

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## PARENTS' AND STUDENTS' EXPECTATIONS FOR IMPROVING THE INFORMATION-DIGITAL ENVIRONMENT OF AN EDUCATIONAL INSTITUTION: RESEARCH RESULTS

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**I**n the context of the rapid development of digital technologies, the continuous updating and improvement of digital education is becoming particularly relevant. To assess the effectiveness of the information-digital environment (IDE) of a general secondary education institution (GSEI), it is necessary to regularly monitor all participants in the educational process. This helps identify their needs and expectations, eliminate shortcomings, and improve the digital environment of the educational institution through data collection and analysis. Such activities are of particular importance during

education under martial law in Ukraine, when distance and blended learning must be applied in accordance with the security situation.

This paper presents the results of two surveys involving secondary school students in grades 9–11 and parents of students in grades 1–11 as participants in the educational process regarding the improvement of the IDE in GSEIs. The analysis is particularly relevant under conditions of in-person, distance, and blended learning formats in educational institutions during wartime.

The research design was a quantitative online survey of parents of students in grades 1–11 and students in grades 9–11. The questionnaires were created using Google Forms (Ivaniuk et al., 2025). A total of 5,224 parents participated in the survey. The age distribution of respondents was as follows: 27–35 years – 22.7%, 35–45 years – 60%, and 45 years and older – 17.3%. By gender, 95.8% were women and 4.2% were men. The geographical coverage of the study included 21 regions of Ukraine and the city of Kyiv.

The purpose of the parent survey was to determine parents' readiness to use the IDE of the educational institution where their child studies; to identify the needs and challenges parents face when using the GSEI's IDE; to clarify parents' assessment of their child's skills in independent learning during distance education; and to determine the level of material and technical provision of personal devices for distance learning in the child's family (Ivaniuk & Parashchenko, 2025).

Analysis of open-ended responses to the question "What can be improved in the IDE of the educational institution?" allowed the identification of eight categories of parents' expectations for improving the environment. The largest number of suggestions concerned the **updating of material and technical resources**: modernization of teaching aids and equipment for general and educational purposes, including computers, interactive whiteboards, tablets, generators, and uninterruptible power supplies; as well as ensuring access to free and stable internet for teachers and students.

Parents were also concerned with improving the educational process. They expressed a desire for more online lessons and video instructions, additional classes for students needing support, and the implementation of an individual approach to children.

Regarding the format of learning, respondents supported **in-person and blended learning** for children.

**Communication and interaction** between participants in the educational process need improvement at the following levels: feedback from teachers, communication between parents, students, and school administration, and regular surveys of parents regarding the improvement of the educational process.

Concerning the electronic gradebook and educational platforms, parents requested timely entry and updating of grades and homework in the electronic diary, improvement of its functionality, and the introduction of a single unified

platform for organizing the educational process, along with training for teachers, students, and parents on how to use it.

In terms of learning content, parents want greater use of **interactive teaching methods** and digital learning tools.

Regarding school websites and social media, they suggested regular updates on the educational process, adding useful materials (e.g., electronic textbooks, psychologist's recommendations, class schedules), and using social networks for rapid information about school events and news.

Issues of **information security** were raised, including the protection of personal data and the implementation of a cybersecurity policy in the educational institution. Parents emphasized the importance of teaching students and teachers the basic principles of internet safety.

The student survey involved 1,875 respondents. By gender, 59.7% were girls and 40.3% were boys. The respondents were studying in grade 9 (42.1%), grade 10 (33%), and grade 11 (24.9%). The geographical coverage included 18 regions of Ukraine and the city of Kyiv.

The purpose of the survey among students in grades 9–11 was to test a diagnostic tool for assessing the effectiveness of IDE use by students in in-person, distance, and blended learning formats; to identify which information and communication services students use during distance and blended learning, as well as for communication with class teachers, subject teachers, and classmates; and to determine the needs and challenges students face when using the school's IDE.

Analysis of open-ended responses allowed the identification of six categories of students' expectations for improving the IDE:

- **Accessible and high-quality internet/Wi-Fi.** Many complaints were made about unstable or absent Wi-Fi in school, with suggestions to expand coverage.

- **Upgrading computer equipment and facilities.** Students noted the need to update computers, which are “outdated” and “slow”, requested more powerful specifications, and proposed installing multi-boards and interactive whiteboards in classrooms.

- **More interactive learning.** Requests for greater use of online quizzes, interactive tasks, and modern digital educational tools (Kahoot, Mozabook, Minecraft Education) during lessons.

- **Access to personal gadgets.** Students suggested allowing the use of tablets or laptops during classes.

- **Electronic textbooks.** Proposals to replace paper textbooks with electronic versions.

- **Changing the communication service with teachers** – switching from Viber to Telegram, as students consider Viber “outdated” and Telegram more convenient.

According to the majority of parents, the most critical aspects for improving the IDE of GSEIs are updating material and technical resources, access to the

internet, communication and timely high-quality feedback among all participants in the educational process, the use of interactive digital tools during lessons, and information security.

According to the majority of students, the most important aspects are ensuring accessible and high-quality internet, updating material and technical resources, the ability to use personal gadgets during classes, the use of interactive digital tools during lessons, the transition to electronic textbooks, and changing the communication service with teachers from Viber to Telegram.

Regular surveys of parents and students to monitor the effectiveness of the IDE in GSEIs are important for school administrations and education management bodies. They enable assessment of the quality of communication between participants in the educational process, identification of problem areas, increased trust and engagement, consideration of the needs of educational process participants, maintenance of educational process effectiveness, and implementation of innovations that will ultimately improve the overall quality of education.

**Keywords:** information-digital environment, general secondary education institution, participants in the educational process, monitoring.

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## INTEGRATION OF DIGITAL TECHNOLOGIES IN THE TRAINING OF MEDICAL INTERPRETERS IN HIGHER EDUCATION INSTITUTIONS IN THE USA

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