



Distance Advanced Training of Preschool Teachers in Ukraine: Quantitative Indicators

Tetiana Sharova

State Scientific Institution "Institute of Education
Content Modernization"
UKRAINE

Volodymyr Voronov

Verkhovna Rada of Ukraine,
UKRAINE

Sergii Sharov*

Dmytro Motornyi Tavria State Agrotechnological University,
UKRAINE

Halyna Kolomoiets

State Scientific Institution "Institute of Education Content Modernization"
UKRAINE

Anna Voronova

Dragomanov Ukrainian State University,
UKRAINE

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Abstract

This study examines the stages involved in organising distance learning advanced training courses and provides a quantitative analysis of preschool educators participating in the "Education & Care" program in Ukraine. The need for this study arises from the increasing reliance on distance learning formats for professional development, particularly in light of technological advancements and socio-political challenges. Despite prior research on children in preschool, there remains a lack of systematic analysis of the organisational processes and outcomes of such programs. The study utilised theoretical and empirical methods, with data collected through Google Forms and analysed from July to September 2023. Results indicate that 13,456 preschool educational professionals (principals, methodologists, and teachers) participated in the program, with preschool teachers representing the majority (71%). Only 7% of participants received completion certificates. This study highlights critical insights into the scalability and implementation of distance training programs, providing a foundation for future research and policy development in preschool education.

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INTRODUCTION

The involvement of individuals in society relies on applying knowledge, professional and general competencies, creativity, motivation, and personal perspectives on social phenomena. These capabilities and personal qualities are developed mainly within the educational process (Skoutella, 2019; Sari et al., 2022). The foundation of this process begins in preschool education, where children are prepared to become active and responsible citizens through developing social, emotional, physical, and cognitive skills, including language, logic, and creativity. (Prahani et al., 2022; Fitri et al., 2022; Koval et al., 2024). The Law of Ukraine, "On Preschool Education," states that comprehensive child development is essential. At the state level, it is determined that every citizen of Ukraine has the right to receive preschool education in preschool educational institutions, regardless of social origin, special educational needs, living conditions, etc. Research analysis concerning preschool children's education and upbringing has revealed their diversity. Research in preschool education has explored various domains, including the integration of digital skills and computational thinking (Quintas-Mendes et al., 2022; Вербівський et al., 2023), intellectual abilities

* Corresponding author:

Sergii Sharov, Dmytro Motornyi Tavria State Agrotechnological University, Ukraine. ✉ segsharov@gmail.com

(d'Alonzo et al., 2023), work competence and socio-emotional competencies (Papadopoulou et al., 2014). Additionally, studies have emphasised the importance of preschool teachers and parents in shaping children's readiness for school (Elizarov et al., 2024). While these studies have significantly contributed to understanding early childhood education, they primarily focus on theoretical or localised aspects. Few studies examine the systematic implementation of professional development programs, particularly in distance-learning formats.

Most of these tasks are implemented by employees of preschool institutions of higher education who have appropriate professional and personal qualities and sufficient motivation to perform their duties efficiently (d'Alonzo et al., 2023). The increasing adoption of ICT tools in early childhood education (Nadzeri et al., 2023; Wood et al., 2008) has opened new opportunities for professional development. The advantages of using the online platform Mr.Leader Day by preschool teachers and parents are reflected in the work (Шарова & Рейпольська, 2023). The use of tablets to support the educational process in preschool was studied by (Otterborn et al., 2019). The quality of the academic environment and the relationships between the staff and parents affect the teachers' satisfaction with their work in preschool (Abu Taleb, 2013; Hur et al., 2016). In turn, job satisfaction directly affects the quality of teachers' performance of their professional duties, which was investigated in (Cumming, 2017).

The demand for highly qualified educators can be met by training young professionals who will meet the requirements for preschool teachers (Moschovaki & Paidá, 2024). Courses become an innovative approach for participants to educate the younger generation, demonstrating the latest methods and approaches, etc. Advanced training courses to master the Mr Leader Day online platform are now held regularly and involve preschool teachers across Ukraine. These online courses also include content from the "Education & Care" program for early childhood and preschool children, approved by the Ministry of Education and Science of Ukraine. This is due to the COVID-19 pandemic (Havryliuk et al., 2019; Bulanchuk et al., 2025), and on the other hand, the need to develop digital competencies (Nadzeri et al., 2023) in the context of the development of the information society, military operations on the territory of Ukraine, and the stay of some preschool staff abroad (Шевчук & Шевчук, 2022).

Prior research has highlighted the issues of training future employees in preschool educational institutions in Ukraine (Naida, 2022; Nazarenko et al., 2018). (Jones Jofré et al., 2023) studied the formation of transversal competencies of future specialists in preschool education. The researchers compared the content and approaches to the preschool education specialists' training in Ukraine, the UK and Germany (Moschovaki & Paidá, 2024), China and Malaysia (Yuanyuan, 2022). However, these studies often overlook the practical processes and outcomes of implementing advanced training courses for preschool educators. In particular, there is a lack of research exploring the quantitative data and systematic organisation of such courses in an online learning environment, representing a critical investigation area. Given this, this study aims to highlight the stages of organising distance learning courses and to analyse the number of preschool employees involved in the advanced training courses on the "Education & Care" educational program, which is held online. The received results will allow the departments responsible for preschool education to provide advanced training for preschool teachers at the state level.

METHOD

This study employed both theoretical and empirical approaches to examine the stages of organising distance learning advanced training courses for preschool educators, as the method of quantitative analysis was used in the study (Creswell, 2013). The analysis and synthesis of scientific literature allowed us to identify a list of personal and professional qualities of the preschool teacher, the importance of preschool education for child development, and directions for improving the quality of preschool education. Observation (empirical method) of organising and conducting advanced training courses for employees of preschool educational institutions allowed us to identify the specifics of such activities. The author's methodology was used to organise the advanced training courses based on the "Education & Care" educational program. It consisted of a combination of several information and communication technologies (Google Forms, Gmail, YouTube, Zoom) to disseminate information about the courses and conduct them directly.

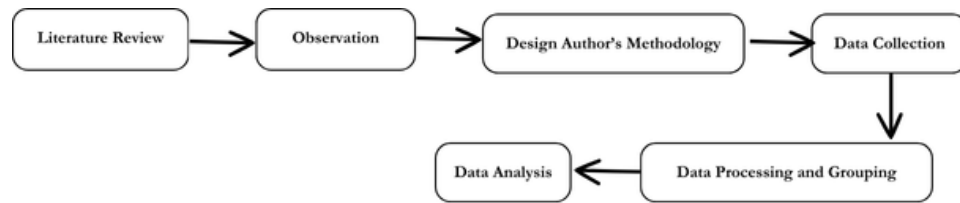


Figure 1. Research Method

Quantitative analysis methods were used to determine the number of participants in advanced training courses organised by the state research institution "Institute of Education Content Modernization." Google Forms were used to analyse the data, which contained information about the participants registered for the courses. Analysed data for July - September 2023, during which online training sessions were conducted using Zoom and YouTube. For further analysis, the information was grouped according to several criteria: position (principals, methodologists, preschool teachers), number of certificates, and region. Collected data were systematically categorised based on participant roles, regional representation, and the number of certificates issued. The analysis focused on identifying trends in participation rates across different months and regions. Descriptive statistics, such as percentages and frequency distributions, were calculated to highlight the proportion of participants by role and region. Participants' data were collected and analysed in compliance with ethical research standards. Consent was obtained from all participants during registration, and anonymity was ensured throughout the study (Creswell, 2013).

RESULTS AND DISCUSSION

Reasons and Directions for Modernising the Content of Upbringing and Education of the Modern Child

The life of a modern person is based on communication, taking an active role in the public sector, owning and using digital gadgets, etc. Certain characteristics and abilities of a personality need to be formed, starting with upbringing and education in preschool. As a result, preschool education is considered a necessary and important stage of child development (Moschovaki & Paidá, 2024). In addition, preschool care and education are important links in preparing children for school (Elizarov et al., 2024). The numerous areas of development of preschool children demonstrate the importance of preschool education. They develop intellectually and understand the current state of affairs at a level appropriate to their age (d'Alonzo et al., 2023) form spiritual and moral qualities, value orientations, and national and cultural identity (Skoutella, 2019 ; van Tubergen et al., 2024); develop phonetic abilities (Campbell, 2020), etc. The work by (Papadopoulou et al., 2014) draws attention to the importance of developing a complex of skills and abilities appropriate for the child's age, allowing him or her to feel comfortable in society and perform daily activities. The work by (Wood et al., 2008) uses an approach that focuses on the child's personality and the development of his/her initiative.

The preschool teacher plays a central role in shaping a child's early development and readiness within a preschool environment. He/she uses many personal and professional qualities and didactic means for a child's harmonious and full development in a preschool educational institution (van der Ziel et al., 2024). The analysis of research has revealed certain requirements for modern educators:

- Able to identify and take into account the inclinations and abilities of children, as well as to choose appropriate means, methods and techniques that will allow the most effective development of the child's personality (d'Alonzo et al., 2023);
- Aware of the normative legal documents that regulate the activities of preschool institutions and determine the content of preschool education;
- Have personal qualities such as responsibility, dedication, and clarity of thought;
- Have professional competencies (Hashim et al., 2025), including pedagogical skills;
- Able to work with parents and find common ground with them for constructive communication (Elizarov et al., 2024).

To meet these requirements, the preschool teachers must have the appropriate training. This task is realised through mastering the relevant profession in an educational institution (higher or vocational pre-higher education). In Ukraine, preschool specialist training is carried out per the Standard of Professional Higher Education on Speciality 012 Preschool Education, which was approved in 2021. The content of future specialist training is based on several internal documents, such as the educational and professional program, working curricula, and educational component work programs. The training process is based on the formation and development of students' basic and professional knowledge and skills, values, and motivation to perform professional duties in a quality manner (Moschovaki & Paidá, 2024). As a result, graduates should have relevant professional and general competencies upon graduation. Researchers draw attention to several important points in the training of a modern preschool teacher: humanitarian and innovative orientation; development of innovative thinking and flexibility in decision-making by external conditions (Naida, 2022); full compliance with legislative educational documents, taking into account the specifics of preschool educational institutions existing within a particular country (Yuanyuan, 2022); the need to integrate national education into the European educational space, taking into account trends and best practices of foreign partners (van der Ziel et al., 2024). To navigate freely in the digital space and use ICT in their work, considerable attention should be paid to developing digital competencies (Gabarda Méndez et al., 2023). Future teachers' social competence development requires attention in the context of the information space (Sharov et al., 2021) for effective communication with different groups of people, colleagues, and administration. As the educational process in preschool is associated with making handouts and mastering and using educational methods, considerable attention should be paid to developing methodological competence during the training of future preschool teachers (Moschovaki & Paidá, 2024). Researchers recommend developing transversal competencies to enable a young professional to quickly adapt to work in a preschool institution and respond adequately to formal and informal situations (Jones Jofré et al., 2023). Also important for future educators is the ability to realise creatively, which can be considered in the context of professional self-development (Havryliuk et al., 2019).

New educational programs, methodological support, technological tools, etc., are being introduced into preschool education to diversify the methods and approaches to the upbringing of children of early and preschool age. If the preschool education process is to be considered from the perspective of society's informatisation, educators actively use digital tools during their professional activities. The introduction of computer technologies in preschool education allows the form of basic digital competencies of a child and in the future to prepare him/her for school (Wood et al., 2008). The integration of digital technologies and technological resources leads to the technological integration of the learning environment and benefits such as the development of children's cognitive interest, visualisation of educational content (Dinc, 2019; Nadzeri et al., 2023), production of visual material, rapid processing and storage of service information, etc. For example, researchers have confirmed the effectiveness of using tablets in preschools. They can be used to develop children's general, social, and subject competencies and their ability to express creativity, etc.

We agree with the opinion of (Hashim et al., 2025), who emphasise the didactic opportunities that can be used by a preschool teacher in innovative professional activities. An example can be the online platform Mr Leader Day, which corresponds to the "Education & Care" Programme and is designed to provide quality education for children of early and preschool age. Its feature is the developed didactic support for 365 days, considering four age groups (2-3 years, 3-4 years, 4-5 years and 5-6 years). The Mr. Leader Day platform can be used by parents, preschool teachers, methodologists, and principals of preschool educational institutions. In the process of its development, the following requirements were taken into account: standardisation of the educational process for children of early and preschool age; the ability to use the online platform at any time, regardless of the residence; simple user interface; systematic materials for consistent and continuous development of the child; educational material located on the online platform is written in simple and easy-to-understand language. Each task in the program has an illustration, description and additional materials. In our opinion, the availability of colourful handouts is one of the many advantages of an online platform. Thanks to such advantages, online resources can significantly facilitate the work of the preschool teacher, ensure quality education and development of the child

at home, and immerse the child in the world of interesting and innovative things (Шарова & Рейпольська, 2023).

It should be noted that using information and communication technologies requires a certain level of digital skills development. Researchers believe that digital competence is a key competence of a modern personality (Gabarda Méndez et al., 2023), without which it is impossible to work effectively, interact with the environment, etc. For this reason, preschool staff should improve their digital competence independently or attend full-time/distance advanced training courses. For example, the survey (Quintas-Mendes et al., 2022) reports on implementing a training event to prepare preschool teachers to use elements of robotics and programming in their professional activities. A special virtual learning environment was developed as a digital tool. In addition, preschool employees should be aware of modern information technologies (Dinc, 2019). This will help them choose a specific electronic resource or software tool most suitable for use in a group of preschool children. It is the technological knowledge and experience of using technology in preschool education that is emphasised in the publication (Otterborn et al., 2019). The educator gains practical experience when learning different resources, which is then implemented in professional activities.

Organisation and Implementation of Advanced Training Courses on the “Education & Care” Programme

One way to improve preschool education quality is to create conditions for implementing educational services based on variable components of educational content. Providing psychological support for children and teaching them how to cope with stress and emotional tension is particularly important for Ukraine. Advanced training enables teachers to better understand the psychological aspects of child development, allowing them to interact more effectively with children's emotions and needs. Teachers who enhance their qualifications also learn to utilise creative teaching methods, fostering the development of children's creativity and critical thinking abilities.

In addition, it is very important to develop children's leadership skills, which include initiative, teamwork, and responsibility for their own decisions and actions. As a result, in October 2021, the Ministry of Education and Science of Ukraine recommended the “Education & Care” Early Childhood Education Program (Skoutella, 2019). The program's authors believe that everyone can be a leader in their own life, so leadership qualities can and should be developed in everyone. If each individual makes decisions independently and acts responsibly, this will help build a progressive society in which every citizen will have unlimited opportunities for personal development and growth (Voronov, 2021).

As noted by (Saira et al., 2022), the administration and preschool staff should be open to new ideas and use new practices and approaches to develop children's creativity. An important aspect of introducing foreign educational practices in Ukrainian preschool education is the continuous professional development and advanced training of preschool teachers (van der Ziel et al., 2024). Taking into account the above, advanced training courses were organised for the professional development of employees of preschool education institutions based on the “Education & Care” program for early childhood education.

The courses are conducted in several stages. The first stage involved developing and approving an educational program of advanced training for preschool teachers. In March 2023, the State Scientific Institution “Institute of Education Content Modernization” (IMZO) within the Ministry of Education and Science of Ukraine approved the “Education & Care” training program for teachers of preschool educational institutions at a meeting of the Institute's Academic Council. In July 2023, roundtables were held for preschool educational institution principals to inform them about the possibility of advanced training for preschool staff. This step was the basis for organising advanced training courses.

The following stage involves drafting an information letter about the courses, specifying a designated period (typically three months) and providing links to Google Forms for participant registration. The signed information letter is sent to all education departments, which then sends it to preschool educational institutions. The next stage involves informing all registered participants about the scheduled events via the email address they provided during registration. The email contains links to the Zoom video conference for each webinar in the advanced training course. It also provides links to YouTube media hosting, where the webinars can be viewed after the training course

is completed. The next stage is to conduct online training courses using the Zoom platform, simultaneously broadcasting webinars on YouTube.

After a series of webinars, users who have expressed a desire to receive a certificate of advanced training receive a link to Google Drive with certificates via the email address they provided during registration. The proposed sequence offers several advantages. Firstly, each month when the advanced training courses are held, the database of preschool teachers' contacts increases. Secondly, informing through email allows information to be sent to the participants of advanced training courses promptly. In addition, they can refer to the email they receive and read the information again. Thirdly, using the Zoom platform with simultaneous broadcasting on YouTube allows one to accomplish a double task. YouTube allows for attracting more registered participants, as Zoom limits the number of users simultaneously connected to a video conference. In addition, anyone can refer to a free video recording of the webinar and learn something new. The usefulness of YouTube is confirmed by (Franco et al., 2023), as many users use multimedia social networks for learning and work.

In addition, apart from offline or online advanced training courses organised by the IMZO, preschool education staff can independently master certain competencies using other electronic resources. In particular, this applies to the massive open online course (MOOC), where you can register for any online course and improve your qualifications (Sharov et al., 2019). It should be noted that the certificate obtained after completing MOOC online courses requires recognition by the pedagogical councils of preschool educational institutions.

Results

The starting point for the professional development of preschool teachers in the "Education & Care" program was July 2023. The day before, a letter from the State Scientific Institution, "Institute of Education Content Modernization," informed all preschool educational institutions in Ukraine about the possibility of advanced training. In addition, the course participants were offered a certificate based on the training results. In July 2023, 4,087 people were registered among representatives of preschool educational institutions (preschool principals, methodologists, teachers). In August 2023, 5267 people were registered, and in September, 4100 participants in advanced training courses were trained (Table 1).

Table 1. Number of Users Registered for the Courses

Position	July	August	September	Total
Principals	844	915	634	2393
Methodologists	324	767	474	1565
Preschool teachers	2919	3587	2992	9498
In total	4087	5269	4100	13456

As Table 1 shows, over the three months, 2393 (17%) principals, 1565 (12%) methodologists, and 9498 (71%) preschool teachers joined the "Education & Care" training courses. Most principals and methodologists joined the training in August, and preschool teachers in September. The total number of people trained in July-September 2023 is 13456. Among the 4087 employees of preschool educational institutions registered in July 2023, there were 844 principals, which is 21% of the total number of participants that month. Also, 8% of methodologists and 71% of preschool teachers were registered in July. Such a large percentage of preschool teachers can be explained by their desire to grow professionally and master new technologies.

In August 2023, information about the "Education & Care" training program was disseminated. As a result, there has been an increase in the number of course participants interested in improving their skills. In September, the number of participants in the advanced training program was 5269, 29% more than the previous month. In August, we had 915 principals, 17% of the total participants in advanced training. There were 767 registered methodologists, 15% of the participants that month. Most educators joined the online meetings (3,587 people, 68% of the attendees that month).

In September 2023, three events were also held as planned, respectively, for executives, methodologists and preschool teachers. The total number of participants in the training courses was 4100. This is almost the same as in July and 28% less than in August. Among the principals of

preschool educational institutions, 634 people (15%) were enrolled in September, and 474 methodologists (12%). In September 2002, participants were enrolled in training, 73% of the total attendees. The advanced training program for pedagogical staff, "Education & Care," envisaged the receipt of certificates (Figure 1).

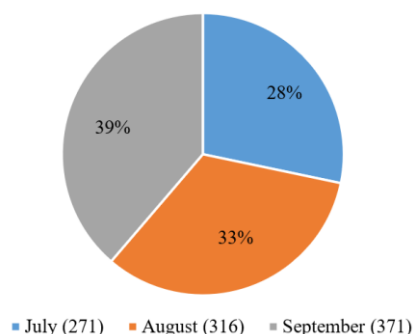


Figure 2. Number of Certificates Issued within Three Months

In July, the State Scientific Institution "Institute of Education Content Modernization" issued 271 certificates, 7% of the participants that month. In August, the number of certificates increased to 45 (16%). However, this increase is justified by an increase in the number of registered participants. In August, 316 certificates were issued, 6% of the total participants that month. In September, the maximum number of certificates was issued - 371, 9% of the total number of participants that month. As can be seen, the number of participants varied from month to month, and 958 certificates were issued based on the training results, which is 7% of the total number of participants within the three months. The largest number of certificates was issued in September, and the largest number of course participants was in August.

Considering that the staff of preschool educational institutions from all over Ukraine can join the advanced training activities, it is advisable to present the involvement of preschool teachers in terms of regions. At the regional level, it is possible to identify the largest and smallest number of participants from each region of Ukraine and the largest number of people in positions related to advanced training. The number of registered principals of preschool educational institutions, methodologists, and preschool teachers is presented in Tables 2, 3, and 4.

Table 2. Number of Registered Participants for Advanced Training Courses by Region in July

Regions	Principals	Methodologists	Preschool Teachers	Total
Vinnitsia	65	18	219	302
Volyn	39	6	74	119
Dnipropetrovsk	191	106	731	1028
Donetsk	45	10	81	136
Zhytomyr	9	5	6	20
Zakarpattia	-	2	1	3
Zaporizhzhia	30	30	134	194
Ivano-Frankivsk	6	8	8	22
Kyiv	62	15	242	319
Kirovohrad	-	-	-	-
Luhansk	-	-	-	-
Lviv	52	9	191	252
Mukolaiv	2	2	6	10
Odesa	78	12	159	249
Poltava	8	6	20	34
Rivne	48	16	132	196
Sumy	24	7	58	89
Ternopil	13	3	20	36
Kharkiv	10	7	40	57

Regions	Principals	Methodologists	Preschool Teachers	Total
Kherson	-	3	2	5
Khmelnysk	5	9	8	22
Cherkasy	7	11	6	24
Chernivtsi	22	2	43	67
Chernihiv	72	2	253	327
The city of Kyiv	56	35	485	576
In total	844	324	2919	4087

Table 3. Number of Registered Participants for Advanced Training Courses by Region in August

Regions	Principals	Methodologists	Preschool Teachers	Total
Vinnitsia	63	38	258	359
Volyn	23	15	248	286
Dnipropetrovsk	223	214	862	1299
Donetsk	35	27	139	201
Zhytomyr	62	27	89	178
Zakarpattia	24	9	98	131
Zaporizhzhia	17	27	206	250
Ivano-Frankivsk	13	12	129	154
Kyiv	46	41	112	199
Kirovohrad	5	8	17	30
Luhansk	2	2	-	4
Lviv	40	30	67	137
Mukolaiv	5	8	31	44
Odesa	37	27	169	233
Poltava	20	14	89	123
Rivne	48	33	169	250
Sumy	13	10	34	57
Ternopil	14	5	84	103
Kharkiv	48	56	77	181
Kherson	10	10	17	37
Khmelnysk	14	14	99	127
Cherkasy	70	45	225	340
Chernivtsi	25	20	89	134
Chernihiv	11	13	90	114
The city of Kyiv	47	62	189	298
In total	915	767	3587	5269

Table 4. Number of Registered Participants for Advanced Training Courses by Region in September

Regions	Principals	Methodologists	Preschool Teachers	Total
Vinnitsia	36	19	139	194
Volyn	10	6	23	39
Dnipropetrovsk	179	139	1107	1425
Donetsk	23	9	70	102
Zhytomyr	35	14	69	118
Zakarpattia	19	3	55	77
Zaporizhzhia	16	22	132	170
Ivano-Frankivsk	9	10	27	36
Kyiv	34	1	149	184
Kirovohrad	2	-	16	18
Luhansk	1	-	11	12
Lviv	26	-	91	117
Mukolaiv	10	-	24	34
Odesa	29	21	94	144

Regions	Principals	Methodologists	Preschool Teachers	Total
Poltava	5	12	72	89
Rivne	29	25	129	183
Sumy	10	7	50	67
Ternopil	5	2	17	24
Kharkiv	33	26	181	240
Kherson	5	3	19	27
Khmelnysk	12	12	63	87
Cherkasy	36	26	166	228
Chernivtsi	15	7	57	79
Chernihiv	9	8	41	58
The city of Kyiv	46	102	190	338
In total	634	474	2992	4100

The data presented in the table shows the involvement of representatives of preschool education from all regions of Ukraine. However, regions represent different numbers of participants in different months. For example, the Dnipropetrovsk region is the leader among the participants of advanced training courses held from July to September 2023. There were 3752 (1028 + 1299 + 1425) people from the Dnipropetrovsk region, representing 28% of the total participants. We also had significant activity in Kyiv, where 1212 (576 + 298 + 338) people became participants within the three months, which is 9% of the total number of course participants. In addition, a significant number of participants (855 people) joined the advanced training from the Vinnytsia region (6% of the total number of participants). Accordingly, 43% of the participants from only the three regions of Ukraine improved their skills and developed their competencies. The remaining 57% came from 22 regions of Ukraine.

If we take into account the Dnipropetrovsk region as a leader in advanced training in preschool educational institutions, then in terms of positions that have been trained within the three months, we have the following indicators: principals - 593 people (16%), methodologists - 459 (12%), preschool teachers - 2700 (72%) of the total number of participants from the Dnipropetrovsk region. It can be seen that preschool teachers who work with preschool children daily and who strive for innovation become more actively involved. The smallest number of participants in July-September 2023 were from Luhansk (16 people), Kherson (69 people) and Kirovohrad (48 people) regions. Moreover, in July, not one person among the representatives of preschool educational institutions from the Kirovohrad and Luhansk regions joined the advanced training. The low number of participants from the Luhansk and Kherson regions can be explained by the fact that the war in Ukraine hinders the professional development of regions near the frontline or partially occupied. Instead, it is difficult to explain the low participation of attendees from the Kirovohrad region.

Among the participants from different regions of Ukraine, we have six regions, each with 500+ preschool education employees who have completed the advanced training courses. These are Zaporizhzhia (614 people), Kyiv (702 people), Lviv (506 people), Odesa (626 people), Rivne (629 people), Cherkasy (592 people) regions. Previous research on early childhood education has emphasised integrating digital tools in professional development. For instance, (Quintas-Mendes et al., 2022) highlighted the potential of robotics and programming to enhance preschool educators' teaching skills, while (Otterborn et al., 2019) focused on the role of digital tablets in improving classroom engagement. However, these studies primarily addressed qualitative aspects or small-scale implementations, lacking quantitative evidence to support broader applications.

LIMITATION

This study focused on quantitative data, limiting insights into the qualitative impact of the 'Education & Care' program on educators' professional development. Additionally, reliance on digital tools may have excluded participants with limited technological access. Future research should explore long-term impacts and include diverse methods to broaden perspectives.

CONCLUSION

The professional development of teachers is an important component of quality education in preschool institutions. Free training involving experienced practitioners offers useful case studies based on current trends. Teachers taking advanced training can learn about the latest methods and research in child development. One of these training programs for preschool staff, called Education & Care, was launched in Ukraine in July 2023. The results of the quantitative analysis revealed that 13456 people joined the "Education & Care" training courses within three months. The largest number of registered participants is from the Dnipropetrovsk region (3752 trainees), 28% of the total participants. The lowest registered users came from Zaporizhzhia, Kyiv, Lviv, Odesa, Rivne and Cherkasy regions. Most of the participants in the training courses are preschool teachers (9498 people), which is 71% of the total participants. Based on the results of the advanced training courses, 958 participants received certificates, which is 7% of the total number of participants within the three months. We believe that a survey of preschool education staff who have completed the "Education & Care" training program on the quality of educational services in a distance format is a prospective study. Our next study will be a survey of employees of preschool education institutions who have completed advanced training on the "Education & Care" educational program regarding the quality of educational services in a distance format.

AUTHOR CONTRIBUTIONS

TS and VV conducted a study on designing and drafting an article. HK and AA collected data. SS and HK analyzed Data. All authors read and approved the final draft article.

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