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УДК 37:355.01

**УКРАЇНСЬКА ОСВІТА В УМОВАХ ВІЙНИ: НОВІ ВИКЛИКИ, ЗАГРОЗИ
ТА ВЕКТОРИ ЗМІН У КОНТЕКСТІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ОСВІТИ**

Анотація. У статті здійснено аналіз стану системи освіти за умов російської агресії проти України. В основу статті покладено законодавчі та нормативні документи, що регулюють правовий режим воєнного стану в Україні та особливості функціонування освітньої системи в цей період, а також матеріали і результати досліджень Міністерства освіти і науки України, Державної служби якості освіти України, Державної наукової установи «Інститут освітньої аналітики», Національного агентства із забезпечення якості вищої освіти. Наведено офіційні статистичні дані про кількість закладів освіти та здобувачів, які в них навчаються, а також пошкоджені й зруйновані заклади освіти під час війни. Виокремлено виклики та загрози, з якими зіштовхнулась освітня система під час агресії російської федерації проти України, її вплив на функціонування освітньої системи й забезпечення якості освіти, серед яких: загроза життю та здоров'ю учасників освітнього процесу, масштабні руйнування освітньої інфраструктури, значні втрати контингенту здобувачів освіти, педагогічного й викладацького складу, обмеження доступу до освіти, втрата управлінського освітнього контролю на територіях, що потрапили під тимчасову окупацію або перебувають у зоні активних військових дій, зменшення видатків державного та місцевих бюджетів на освіту. Результати досліджень показали, що після повномасштабного вторгнення росії в Україну, незважаючи на серйозні виклики й загрози, освітня система на всіх її рівнях вистояла та продовжила функціонувати. Водночас відбулися значні зміни в організації освітньої діяльності закладів освіти, які беззаперечно вплинули на якість надання освітніх послуг. Ці вектори змін стосувалися насамперед безпекової ситуації в різних регіонах країни, вибору моделей організації освітнього процесу, його матеріально-технічного й інформаційного забезпечення, підтримки різних категорій учасників освітнього процесу тощо.

Ключові слова: освіта, освітній процес, якість освіти, забезпечення якості освіти, учасники освітнього процесу, освіта за умов війни.

**UKRAINIAN EDUCATION IN THE CONDITIONS OF WAR:
NEW CHALLENGES, THREATS AND VECTORS OF CHANGES
IN THE CONTEXT OF ENSURING THE QUALITY OF EDUCATION**

Abstract. The article analyzes the state of the education system in the conditions of russian aggression against Ukraine. The article is based on legislative and normative documents regulating the legal regime of martial law in Ukraine and the peculiarities of the functioning of the educational system during this period, as well as materials and research results of the Ministry of Education and Science of Ukraine, the State Service for the Quality of Education, the State Scientific Institution «Institute of Educational Analytics», of the National Agency for Higher Education Quality Assurance. Official statistical data on the number of educational institutions and students studying at them, as well as damaged and destroyed educational institutions during the war, are provided. Challenges and threats faced by the educational system during the aggression of the russian Federation against Ukraine, its impact on the functioning of the educational system and ensuring the quality of education, including: threats to the life and health of participants in the educational process, large-scale destruction of educational infrastructure, significant losses of the contingent are highlighted education seekers, pedagogical and teaching staff, restrictions on access to education, loss of administrative educational control in territories that have come under temporary occupation or are in the zone of active military operations, reduction of state and local budget expenditures on education. The results of the research showed that after the full-scale russian invasion of Ukraine, despite serious challenges and threats, the educational system at all levels survived and continued to function. At the same time, there were significant changes in the organization of educational activities of educational institutions, which undoubtedly affected the quality of the provision of educational services. These vectors of change related primarily to the security situation in different regions of the country, the choice of models for the organization of the educational process, its material, technical and information support, support for various categories of participants in the educational process, etc.

Keywords: education, educational process, quality of education, ensuring the quality of education, participants in the educational process, education in war conditions.



INTRODUCTION

Formulation of the problem. The effectiveness of educational institutions and the quality of provided educational services are the main target functions of the education system in the world. Undoubtedly, ensuring a high level of education quality is one of the priority directions of reforming the education system in Ukraine. In recent decades, the national policy in the field of education was focused on the problems of developing and implementing systems of internal and external assurance of the quality of education, implemented programs to ensure the quality of educational services, which had a positive effect on the development of the education industry as a whole.

Positive developments in the field of education in the context of ensuring its quality were shaken by the full-scale russian aggression against Ukraine, which began in 2014 and spread throughout the country on February 24, 2022. From the first days of the war, Ukraine suffered significant losses in all regions of the country, which is an unprecedented world crime in the first quarter of the 21st century. As a result of the invasion of russian troops on the territory of the state, thousands of children and adults lost their lives, cities and villages were completely or partially destroyed, vital infrastructure was destroyed, including educational institutions and medical institutions, millions of Ukrainians lost their relatives and loved ones, found themselves under occupation or deported, were forced to move to other regions of the country or abroad, suffered physical injuries and psychological injuries, lost jobs and housing, the opportunity to get an education, receive medical services .

Undoubtedly, the russian aggression had a significant impact on the functioning of the education system in Ukraine. In the conditions of martial law, Ukrainian education needs quick and effective solutions, an assessment of challenges and threats, the development of innovative educational projects, new approaches and technologies for the organization of the educational process, reorientation and rapid response to dynamic changes of all participants in the educational process, updating the content and concept of ensuring the quality of education and new views on the implementation of the strategic development of the education system as a whole. Therefore, the relevance of this scientific research is beyond doubt.

Analysis of recent research and publications. The problems of the organization of the educational process in the conditions of the war and the peculiarities of the functioning of the education system of Ukraine during this period were investigated by N. Bibik, O. Lokshyna, M. Melnyk, O. Onopriienko, and O. Topuzov (Topuzov O., Bibik N., Lokshyna O., Onopriienko O., 2022; Melnyk M., 2022). A review of the views of the international community on the issue of the functioning of education in the conditions of military operations, an analysis of the harmful consequences of war for the educational system and participants in the educational process, key guidelines of international and non-governmental organizations on ensuring the continuity of education in conditions of war and the inclusion of refugees and internally displaced persons in the educational process were carried out by O. Hlushko, A. Dzhyrylo, S. Kravchenko, O. Lokshyna, O. Maksymenko, O. Shparyk (Education in the realities of war, 2022). Domestic and international initiatives regarding the education of internally displaced persons, Ukrainian refugees, children, youth and adults who are in temporarily occupied territories under the conditions of russian aggression against Ukraine were covered by V. Hordiienko, I. Ivaniuk, N. Nychkalo, O. Ovcharuk (Nychkalo N., Ovcharuk O., Hordiienko V., Ivaniuk I., 2022). The possibilities and peculiarities of using technical and software tools of information technologies in the process of organizing the educational process in the conditions of martial law were revealed by Yu. Bilyk, A. Kolomiets, T. Kolomiets, M. Marienko, A. Suhii, I. Tverdokhib (Bilyk Yu., Kolomiets A., Kolomiets T., 2023; M. Marienko M., Suhii A., 2022; Tverdokhib I., 2022).

Regardless of the availability of scientific intelligence, which investigates the problems and analyzes the challenges faced by the educational system during the full-scale invasion of russia into Ukraine, this issue requires further thorough study, in particular, in the context of finding ways for the quality functioning of the education system of Ukraine in war conditions.

AIM AND TASKS RESEARCH – to outline the challenges and threats to the functioning of the education system in Ukraine, which arose after the russian invasion of the territory of Ukraine, to single out the key vectors of changes in the educational sphere in the context of ensuring the quality of education in the conditions of martial law.

RESEARCH METHODS: theoretical methods (study of regulatory documents and scientific sources on the selected research problem); empirical methods (summarization of research results and pedagogical experience in order to describe the relevance of the problem and directions for further research); general scientific logical methods (analysis, synthesis, comparison and systematization – highlighting essential features and components of the subject of scientific research, combining them into a coherent phenomenon and formulating one's own conclusions).

RESULTS OF THE RESEARCH

The full-scale invasion of the russian Federation into Ukraine and the introduction of martial law in our country brought changes and corrections to all spheres of social life, including the educational sphere. The search for ways to develop education and ensure its quality in the conditions of russian aggression against Ukraine deepened the awareness of the need for united, powerful and qualified action of state authorities and management at all levels, heads of educational institutions of various types and forms of ownership. During this period, approaches to the implementation of the educational policy of the state are changing very rapidly. Despite the long-term reform of all levels of education, the Ministry of Education and Science of Ukraine, local authorities, heads of educational institutions and educational institutions faced a large number of challenges and threats, for the solution of which there were no predetermined external and internal resources.

Therefore, amendments and additions to the Laws of Ukraine are being made at a rapid pace, legal documents are being approved that regulate the martial law regime in the state and the peculiarities of the functioning of Ukrainian



education, taking into account the characteristics and needs of different categories of the population. In particular, the Law of Ukraine dated March 15, 2022 № 2126-IX «On Amendments to Certain Laws of Ukraine Regarding State Guarantees in Conditions of Martial Law, State of Emergency or State of Emergency» was adopted, according to which the Law of Ukraine «On Education» was supplemented with a new article 57-1 «State guarantees in conditions of martial law, state of emergency or state of emergency». This article defines guarantees for education seekers, employees of educational institutions, educational institutions and scientific institutions regarding the organization of the educational process in a distance form or in any other form that is the safest for its participants, as well as the preservation of the place of work, average earnings, and scholarship payments and other payments provided for by law (On making changes to some laws of Ukraine, 2022). In order to ensure the implementation of these guarantees, the law provides all the necessary powers to authorities for prompt decision-making to regulate the sphere of education and science in wartime.

In a relatively short period of time, the key principles of the institutional and legal regulation of the educational sphere during the period of martial law were formed in Ukraine, which is carried out in accordance with the Law of Ukraine «On the Legal Regime of Martial Law» dated May 12, 2015 № 389-VIII (as amended), Decree of the President of Ukraine «On the introduction of martial law in Ukraine» dated February 24, 2022 № 64/202210, approved by the Law of Ukraine dated February 24, 2022 № 2102-IX, as well as in accordance with other normative legal acts of Ukraine. Thus, in accordance with the provisions of Article 15 of the Law of Ukraine «On the Legal Regime of Martial Law», the powers of local authorities, in particular in terms of managing institutions and educational institutions, are transferred to the military administrations of settlements in the relevant territory (On the Legal Regime of Martial Law, 2015). The main body in the system of executive power, which ensures the development and implementation of state policy in the spheres of education and science, scientific, scientific and technical and innovative activities, technology transfer, and also ensures the formation and implementation of state policy in the sphere of state supervision of the activities of educational institutions, enterprises, institutions and organizations that provide educational services or conduct other activities related to the provision of such services, regardless of their subordination and form of ownership, remains the Ministry of Education and Science of Ukraine. During the period of martial law, the Ministry of Education and Culture continues to implement the state policy in the field of education, ensures accessibility and continuity of the educational process (Education of Ukraine under martial law, 2022, p. 15).

With the beginning of the war, the Ministry of Education and Science of Ukraine created institutional and legal foundations for the functioning of the education system in the conditions of challenges caused by the armed aggression of the Russian Federation against Ukraine. This is, in particular, the order «On the formation of the Situation Center of the Ministry of Education and Science» dated February 24, 2022 № 229, which enabled the operation of the advisory body during the period of martial law (On the formation of the Situation Center, 2022); order № 274 dated March 28, 2022, «On some issues of the organization of general secondary education and the educational process under martial law in Ukraine», aimed at creating legal grounds for the continuation of education in a safe environment for children and the employment of teachers who are forced to change their place of residence/training through occupation and active combat (On some issues of the organization, 2022); order № 235 dated March 7, 2022, «On some issues of organizing the work of institutions of vocational pre-university and higher education during martial law», which provides an institutional basis for taking measures to ensure the protection of participants in the educational process, employees and the preservation of the property of educational institutions, implementation in case of the needs of evacuation measures, the organization of special training conditions for education seekers who are in the ranks of the Armed Forces of Ukraine or territorial defense units, are engaged in volunteer activities (On some issues of organizing the work of institutions, 2022), as well as numerous orders and letters of the Ministry of Education and Science regarding the organization of external independent evaluation and admission campaigns in 2022 and 2023, the organization of the educational process in educational institutions of various types and forms of ownership in 2022/2023, the evacuation and relocation of educational institutions from occupied territories and those on which active hostilities and other legal acts were conducted.

In the conditions of martial law, the education system faced new challenges and threats, to which it is necessary to respond in view of the importance of its functioning in order to ensure the right of citizens to education, increase the contribution to the socio-economic development of the state and its regions. According to the data of the research carried out by the Ministry of Education and Science of Ukraine and the State Scientific Institution «Institute of Educational Analytics», the following are recognized as significant challenges in the field of education: threat to life and health of participants in the educational process, restriction of access to basic human needs; large-scale destruction of educational infrastructure; forced large-scale movement of participants in the educational process within Ukraine and abroad, which led to significant losses of the contingent of education seekers, pedagogic and teaching staff; aggravation of the problem of ensuring access to education for Ukrainian pupils and students, violation of the continuity of the educational process; loss of managerial educational control in the territories that have come under temporary occupation or are in the zone of active military operations; reduction of state and local budget expenditures on education (Education of Ukraine under martial law, 2022, p. 12).

In addition, frequent air alarms, power outages, lack of uninterrupted access to the Internet and technical means for online learning, unstable emotional state of participants in the educational process, psychological and physical injuries of children and adults became significant threats to the organization of the educational process. Thus, according to the study carried out by the State Education Quality Service of Ukraine regarding the quality of the organization of the educational process in the conditions of war in the 2022/2023 academic year, only 15% of educational institutions throughout the territory of Ukraine worked in face-to-face mode, 33% – remotely and 51% – in a mixed mode format. At the same time, distance learning prevailed in the East and South of Ukraine, mixed learning in the Center and the North, face-to-face and mixed learning in the West (Study of the quality of the organization of the educational process, 2023).



According to the data of the State Scientific Institution, «Institute of Educational Analytics» was functioning in Ukraine (as of December 2022, January and March 2023) (Basic educational statistical data, 2023): 10 302 preschool education institutions, of which 5 785 (56,1%) worked with children in the usual face-to-face mode, 2 963 (28,8%) – remotely, 1 554 (15,1 %) – in a mixed mode (number of pupils – 739 722); 12 929 institutions of general secondary education, of which 4 475 (34,6%) carried out the educational process face-to-face, 3 975 (30,7%) – remotely; 4 479 (34,7 %) – in a mixed format (number of students – 3 985 866); 1 346 out-of-school education institutions, of which 481 (35,7%) organized work in face-to-face mode, 328 (24,4%) – remotely, 537 (39,9%) – in a mixed form (the number of pupils – 1 011 403 people); 670 institutions of professional (vocational and technical) education, of which 170 (25,4%) carried out the educational process face-to-face, 211 (31,5%) – remotely, 289 (43,1%) – in a mixed mode (the number of education seekers – 230 474 people); 740 vocational higher education institutions, of which 348 are independent legal entities, 392 are within the structure of higher education institutions (the number of applicants is 331 488); 332 institutions of higher education, of which 191 are state, 25 are communal, 116 are private, as well as 550 separate structural subdivisions and colleges within the structure of institution of higher education (the number of students is 1 112 965).

These statistics change every day due to Russia's constant bombing, shelling and missile strikes on the territory of Ukraine. Thus, according to the data of the «Education under threat» resource, as of July 1, 2023, 3 450 educational institutions were damaged, of which 331 were completely destroyed. Educational institutions in Donetsk (907), Kharkiv (629), Mykolaiv (277), Dnipropetrovsk (243), Zaporizhzhia (217), Kyiv (211), Kherson (202), and Luhansk (200) regions suffered the greatest destruction (Fig. 1.1).

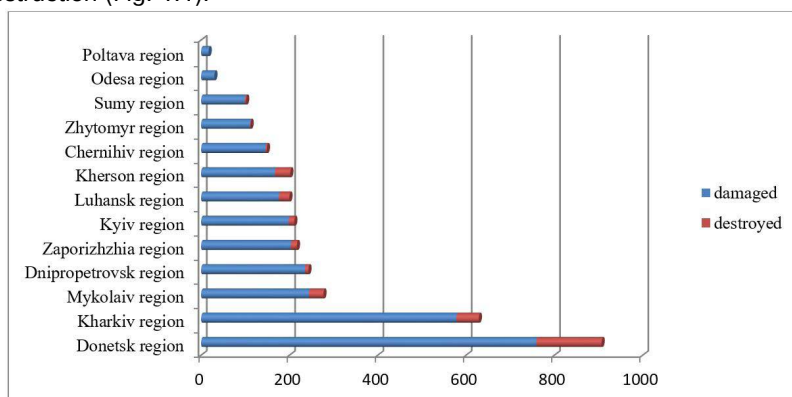


Fig. 1.1. Destroyed and damaged educational institutions as of July 1, 2023 (according to the resource «Education under threat»)

It is undeniable that all these challenges had a significant impact on the organization of the educational process in educational institutions, ensuring the quality of the provision of educational services in various regions of the country, and the functioning of the education system as a whole.

During 2022 – the first half of 2023, the Ministry of Education and Science of Ukraine, the State Service for the Quality of Education, the State Scientific Institution «Institute of Educational Analytics», the National Agency for Higher Education Quality Assurance organized and conducted various monitoring studies on the quality of the provision of educational services and the organization of educational process under martial law. With the help of online surveys and desk research, the basic aspects of the organization of the educational process in preschool, general secondary, out-of-school, professional (vocational-technical), professional pre-higher and higher education institutions in martial law conditions were studied – quality, safety and resources, which gave an understanding of the existing the state of functioning of the educational system at all its levels, the identification of key vectors of changes and problems in order to further search for ways to overcome them. The results of the analysis of these studies showed that the educational system in Ukraine continued to function after the russian invasion of Ukraine, despite serious challenges and threats. At the same time, the key vectors of changes related to the creation of a safe educational environment for all participants in the educational process; choosing models for organizing the educational process and carrying out educational activities in educational institutions of different types and forms of ownership in different territories of the country; response to changes in the contingent of education seekers, pedagogic and scientific-pedagogical workers; provision of the educational process with material and technical means and digital tools; support for various categories of participants in the educational process (internally displaced persons, persons with special educational needs, persons who directly participate in hostilities, persons who have suffered as a result of war, etc.); introduction of new rules for admission of applicants to study in educational institutions; ensuring access to education for all citizens who are under martial law in various territories of Ukraine and beyond.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Russia's full-scale invasion of Ukraine dealt a significant blow to the Ukrainian education system. The destruction of the infrastructure of educational institutions, the violation of the safety of the educational environment for the participants of the educational process, the problems of human capital and financing of education, the lack of access of citizens to education have become real challenges. The education system, although it suffered significant damage, survived. Thanks to the titanic efforts of the state authorities and the educational community, the active citizenship



and solidarity of the country's population, the effective internal policy of Ukrainian educational institutions and the support of the international community, it was possible to develop effective solutions to stabilize the education system in these extremely difficult conditions. It is undeniable that the education system has undergone changes in view of the security situation in different regions of Ukraine, the availability of the necessary resources for organizing the educational process and supporting various categories of students and teachers.

The prospects of further scientific research are linked to the study of the experience and generalization of the needs of the educational community regarding the organization of the educational process in the conditions of martial law, the study of the most optimal conditions and the necessary tools for ensuring the quality of education.

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Received

12.03.2023

Accepted

02.04.2023