Zmeny vo vzdelávaní na Ukrajine v súvislosti s rusko-ukrajinskou vojnou

Changes in education in Ukraine in connection with the Russian-Ukrainian war

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Abstrakt:

Článok je venovaný problematike zmien v ukrajinskom vzdelávaní v súvislosti s rusko-ukrajinskou vojnou. Zmeny v ukrajinskom vzdelávaní nastali v mnohých oblastiach. V prvom rade sa počas vojny zmenili priority, bezpečnosť účastníkov vzdelávacieho procesu bola na prvom mieste. Zmenili sa prístupy k organizácii vzdelávacieho procesu. Obsahovo sa zmenilo množstvo predmetov, medzi ktoré patrí história, literatúra, právna veda, základy zdravia, integrovaný kurz „Zdravie, bezpečnosť a pohoda" a obrana Ukrajiny. Článok ukazuje množstvo dynamických zmien, ako príklad reakcie na určité hrozby spojené s ruskou agresiou. Materiál uvedený v článku umožňuje systematicky analyzovať zmeny, ku ktorým dochádza pri výskyte hrozieb, najmä vojenských. Určiť kľúčové veci, ktoré ovplyvňujú stabilitu vzdelávacieho systému a kvalitu vzdelávacieho procesu v podmienkach vojenských ohrození.

Kľúčové slová: *vzdelávací systém, rusko-ukrajinská vojna, udržateľnosť vzdelávacieho systému, evakuácia, bezpečnosť.*

Abstract:

The article is devoted to issues of changes in the Ukrainian education system in connection with the Russian-Ukrainian war. Changes in Ukrainian education took place in many areas. First of all, priorities changed during the war, the safety of participants in the educational process came first. Approaches to the organization of the educational process have changed. The content of a number of subjects has undergone changes, including history, literature, jurisprudence, the basics of health, the integrated course "Health, safety and well-being", and the defense of Ukraine. The article shows a number of dynamic changes, as an example of the reaction and certain threats associated with Russia's aggression. The material presented in the article makes it possible to systematically analyze the changes that occur with the appearance of threats, in particular military ones. To determine the key things that affect the stability of the education system and the quality of the educational process in the conditions of military threats.

Keywords: *Education system, Russian-Ukrainian war, sustainability of the education system, evacuation, safety.*

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Introduction

The Russian-Ukrainian war began over the annexation of Crimea. On February 20, 2014, Russian regular troops stationed on the territory of Crimea and troops without identification marks began to carry out anti-Ukrainian activities, which resulted in the annexation of the Crimean peninsula. Further measures and at first a hidden and then an open confrontation took place on the territory of the Luhansk and Donetsk regions of Ukraine. This was the first stage of the war, which affected the education system of Ukraine. Already at this stage, a number of educational institutions were evacuated from the occupied territories to the territory controlled by Ukraine. The education system of Ukraine successfully solved the issue of employment of teaching staff who were evacuated from the occupied regions. Measures were introduced to admit pupils and applicants from the occupied territories to educational institutions. It was a difficult stage that was complicated by the epidemic COVID-19.

The changes that took place in the Ukrainian education system in connection with COVID-19 helped to adapt more easily to the challenges brought by the full-scale invasion of Russia on the territory of Ukraine on February 24, 2022. Now the war continues. The threats to which the education system of Ukraine is forced to adapt are changing. The branching strategy of Ukrainian education remains unchanged - it is further integration with the education of the European Union, changes that will increase the quality of education.

The purpose of the article

The purpose of the article is to analyze the main changes that took place and are taking place in Ukrainian education in connection with the Russian-Ukrainian war. War in this context can be seen as a prolonged emergency. Therefore, the measures that were introduced in Ukrainian education can be used in the creation of crisis plans of individual educational institutions, regional and national education systems. In some cases, it is difficult to single out the impact of one or another factor on the education system due to the fact that it acts in combination with other factors. In addition, there are general trends in the development of education that require changes at all levels of the education system.

1. Main part.

The Russian-Ukrainian war led to a number of specific changes in Ukrainian education. Military operations significantly affected the possibility of carrying out the educational process. Military actions led to:
- destruction of educational institutions;
- evacuation of educational institutions;
- evacuation of pupils;
- evacuation of personnel of educational institutions;
- suspension of classes in the war zone;
- stay of pupils, staff of educational institutions in the occupied territories;
- violation of educational events due to the threat of shelling;
- disruption of educational events due to power outages;

-    the need to rebuild the system of admission to higher education institutions.

Let's consider the consequences of the war for Ukrainian education in detail.

According to the website https://saveschools.in.ua/, as a result of Russian military aggression, 331 educational institutions were destroyed on the territory of Ukraine. 2,346 educational institutions were damaged. Thus, at the time of writing the article, 2,677 educational institutions were affected by bombings and shelling in Ukraine [1]. Using data from the Ministry of Education and Science of Ukraine and a number of other sources, a graph of the dynamics of damage to educational institutions in Ukraine during the full-scale Russian-Ukrainian war was constructed.
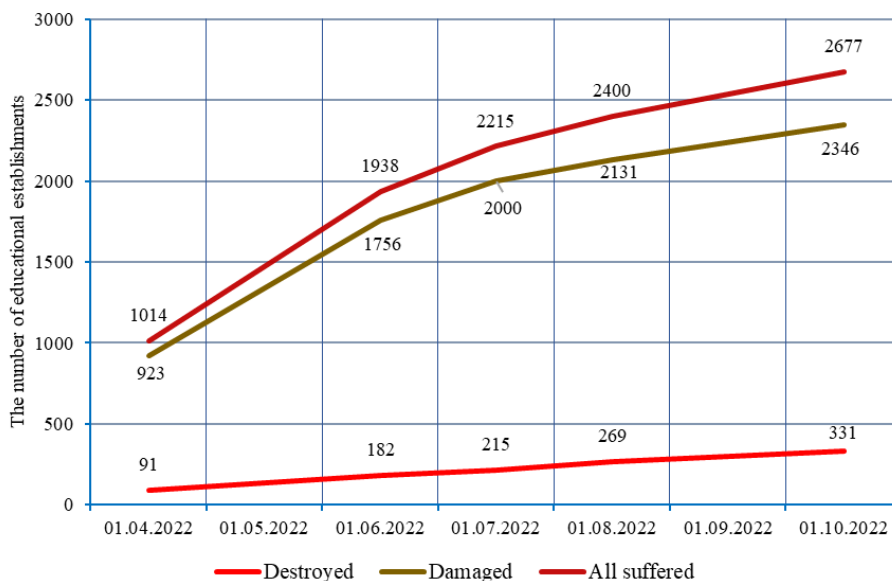
Graf 1. Dynamics of damage and destruction of Ukrainian educational institutions during the full-scale Russian-Ukrainian war. [1,2, 3, 4, 5].

The data shown in graph 1 show the tendency of the destruction of educational institutions as a result of Russian aggression. A number of analysts note that Russian troops are purposefully destroying Ukrainian educational institutions. The buildings of schools, kindergartens, and universities are destroyed. In particular, the website of the Analytical Center "Democracy Observatory" notes that the destruction of universities is a double blow to the education system and the scientific potential of the state. The destruction of universities is a double loss for the economy of Ukraine [6].

The Ministry of Education and Science has created a special website https://saveschools.in.ua/ with an interactive map of the destruction of educational institutions. The general trend of destruction of educational institutions in Ukraine is decreasing (Graph 1.). This is a good indicator. The decrease in the number of destructions is due to a number of reasons. These reasons include: the advancement of Ukrainian troops and the liberation of the territory; changing the format of Russian attacks, which have recently focused on energy infrastructure, etc.

A number of educational institutions were able to evacuate from dangerous areas and avoid occupation. Evacuation of schools and preschools was and is problematic. Preschoolers and pupils usually stay with their parents and remain in the occupied territory or evacuate according to the options their parents choose. Teachers and administrative staff of schools, as a rule, also evacuate on their own or remain in the occupied territory. Due to the loss of staff and pupils, it is impossible to evacuate schools. Evacuation may be appropriate only for certain institutions that conduct the educational process in a distance form or have a specific valuable material and technical base. In particular, these can be sports facilities or other after-school education facilities. These institutions can effectively conduct their activities in a safe area with a new contingent of pupils or even evacuate with the pupils. Together with pupils, it is realistic to evacuate for sports boarding schools and other boarding-type institutions in which children live permanently or most of the time. It should be understood that the evacuation of such institutions requires the resources and decisions of the administration at various levels.

After the evacuation, the pupils were admitted to educational institutions at the place of their temporary residence. Some of the children study in distance education institutions. Teachers, if possible, are employed in other educational institutions. In connection with the large number of Ukrainian children who were admitted to schools in Poland, the Czech Republic, Slovakia and other countries, there was a need for teachers who speak the Ukrainian language. These vacancies were few.

With the beginning of Russian aggression in 2014, 18 higher educational institutions were evacuated to safe regions. 10 from Donetsk region, 7 from Luhansk region and one institution from Crimea. In addition, two post-graduate education institutions were relocated, one from Donetsk and one from Luhansk region. This issue was so important that the Cabinet of Ministers of Ukraine adopted a special resolution [7]. The state higher educational institution "Donetsk National Technical University", the state institution "Luhansk National University named after Taras Shevchenko", the state institution "Luhansk State Medical University", the Donetsk National Medical University named after M. Gorky, Luhansk National Agrarian University, Luhansk State University were evacuated of Internal Affairs named after EO Didorenko and other institutions.

State services and the Ministry of Education and Science of Ukraine provided the necessary premises. Assistance was provided in the provision of equipment, places in dormitories and other things necessary to ensure the educational process. Displaced institutions of higher education had to restore some documents, solve issues of licensing, regulations, accreditation, determination of the scope of the state order.

After the full-scale invasion of the Russian occupation forces, the second wave of evacuation began. In particular, institutions of higher education were evacuated from Mariupol, Kherson and other cities. For example, the Mariupol State University (in Kyiv) and the Azov State Technical University (in Dnipro) were evacuated from Mariupol. In connection with the advance of the Russian army, some universities were forced to evacuate a second time.

The second wave of evacuation of higher education institutions was much smaller than the first. This is explained by the fact that there were fewer higher education institutions in the occupied territories after February 24, 2022.

Institutions of higher education in the city of Kharkiv did not evacuate. It should be noted that the line of military confrontation was almost at the border of the city. As a result of shelling, bombing and rocket attacks, most of the institutions of higher education in the city of Kharkiv were damaged. According to UKRINFORM, out of 30 institutions of higher education, only one was completely evacuated. All others will continue their work in the 2022-2023 academic year via distance learning [8].

Despite the fact that Ukrainian universities were evacuated from the occupied territory, the occupying power creates fake universities. This is done to show the average Russian the "successes" of the occupation authorities in the "liberated" territories. Such activity is an element of hybrid warfare.

Evacuation decisions can be made by the managers of the economic entity. At the local level, decisions on evacuation are made by district, state administrations and relevant local self-government bodies. Regional administrations and Kyiv and Sevastopol city state administrations make evacuation decisions at the regional level. In addition, decisions on evacuation can be made by the Cabinet of Ministers of Ukraine. According to Clause 6 of Article 33 of the Civil Defense Code of Ukraine, mandatory evacuation can be carried out in the event of armed conflicts [9].

An interesting experience in the evacuated universities would be the activities of civil defense specialists and the entire civil defense system. I would like to note that according to Article 20 of the Code of Civil Protection of Ukraine, "in educational institutions with the number of 500 or more people who receive education on a full-time basis, civil protection officials are appointed" [9]. The experience of higher education institutions that were evacuated after February 24, 2022 is especially interesting. Most of these institutions were located at a close distance from the war zone. Therefore, in these educational institutions, measures should be implemented regarding a possible evacuation, in particular, special plans, etc., should be developed.

The education system of Ukraine during the Russian-Ukrainian war underwent significant upheavals. The most difficult period for the education of Ukraine was after February 24, 2022, with the beginning of the full-scale invasion of Russian troops on the terrarium of Ukraine. At this time, the educational process in Ukraine was stopped. The Ministry of Education and Science of Ukraine, by letter No. 1/3276-22 dated February 25, 2022, recommended temporarily suspending the educational process in preschool, general secondary and professional (vocational-technical) education institutions [10]. In the explanations of the Ministry of Education and Science of Ukraine and the Minister himself, it was specified that the termination of the educational process in all educational institutions takes place for two weeks. The Ministry of Education and Science of Ukraine announced the holidays [11]. The announcement of holidays was a necessary measure to transfer the work of the education system of Ukraine to activities under martial law. In addition, this measure was implemented to preserve the lives of all participants in the educational process. Holidays were announced for all educational institutions of Ukraine, including relatively safe regions such as Lviv, Zakarpattia, Volyn, Ivano-Frankivsk, Chernivtsi and other regions. The extension of the holidays to safer regions was caused by the high level of threat due to missile strikes, which the entire territory of Ukraine suffered. In addition, the holidays gave the opportunity for the entire education system of Ukraine to switch to activities in wartime conditions.

The activity of the education system during the forced holidays can be divided into two sectors. First, these measures are aimed at increasing the level of safety of children and all participants in the educational process. An information campaign was launched with the aim of psychological support for children. With the help of telecommunications, daily online meetings with psychologists were organized.

The second sector of activity of educational institutions was dedicated to helping the armed forces of Ukraine. Schools have become centers of the volunteer movement. Humanitarian aid was collected in schools, camouflage nets were woven for the armed forces of Ukraine. Teachers, pupils and all interested citizens were involved in this activity. This activity became a significant support for the fighters at the front in material and psychological aspects. It should be noted that volunteering in schools has not stopped today.

Restoration of the educational process in Ukraine required the solution of several problems. The main ones were: ensuring the safety of participants in the educational process; involvement in the educational process of evacuated pupils, including pupils who were evacuated abroad; attracting the resources of distance schools and other institutions to establish the educational process. All these tasks were successfully solved Evacuated (internally displaced) pupils had the opportunity to enroll in educational institutions at their new place of residence. This could be done according to a simplified procedure, namely, upon the application of one of the parents or guardians.

The restoration of the educational process in Ukraine was carried out with the support of a number of distance schools and platforms that opened access to their electronic classes. Various Telegram channels to support children began to work. Later, the educational process was resumed in face-to-face (off-line) and combined form.

Today, there are 12,923 institutions of general secondary education in which 3,929,885 pupils study. Among them are 164,412 pupils who were evacuated from occupied and dangerous territories. Evacuated pupils study in almost 10,000 Ukrainian schools. That is, the absolute majority of schools accepted pupils who were evacuated. Pupils who were unable to evacuate and are temporarily in the occupied territories can study online in Ukrainian schools. More than a thousand Ukrainian schools provide online education services for 98,197 pupils in the occupation..

Full-time education is provided for 790 thousand 646 pupils. 2 million 237 thousand 986 pupils study remotely. 901 thousand 253 pupils study in a mixed form [12].

The final choice of the form of education rests with the heads of educational institutions. This is done due to the fact that the head of the educational institution knows the security situation. The safety of an educational institution is largely determined by its distance from the war zone, its proximity to military facilities and critical and social infrastructure facilities, and the presence of a reliable storage facility. In addition, the head of the educational institution should take into account the possibility of spending safely in the educational institution for pupils or pupils and teaching staff. Worthy of attention is the issue of the number of education seekers studying in the distance mode. This will determine the possibility of introducing

separate groups or classes for face-to-face and distance education. The State Service for the Quality of Education of Ukraine provided recommendations to the heads of educational institutions on increasing the level of security of institutions "Safe educational environment: new dimensions of security" [13]. The document refers to the creation of a safe physical space for participants in the educational process; safe educational environment; training on various aspects of safety, including mine safety; training the staff of the educational institution in first aid measures; maintaining interaction with pupils' parents. Each educational institution should be able to quickly change the form of the educational process.

In order to introduce full-time education, parental consent is required. Before the beginning of the school year, the State Service of Education Quality of Ukraine conducted a survey among 90,997 parents of pupils. The results of the survey were grouped into 5 groups of regions. This was done because the results of the survey were very different from each other. The average results could not accurately represent the opinion of parents regarding the organization of the educational process. We will list which regions of Ukraine are included in which groups:
- Western region — Volhynia, Zakarpattia, Ivano-Frankivsk, Lviv, Rivne, Ternopil, Khmelnytskyi, Chernivtsi regions;
- Eastern region — Dnipropetrovsk, Zaporizhzhya, Kharkiv regions;
- Central region — Vinnytsia, Kirovohrad, Poltava, Cherkasy regions;
- Southern region — Mykolaiv, Odesa regions;
- Northern region — Zhytomyr, Kyiv, Sumy, Chernihiv regions and the city of Kyiv

The survey was not conducted in the regions of Ukraine occupied by Russian troops (Donetsk, Luhansk, Kherson regions and the autonomous republic of Crimea).

Survey data (Graph 2) showed that the safer the region, the more parents were inclined to face-to-face education [14]. This trend could be predicted. With all the positive factors of online learning, face-to-face learning remains much more effective. But many parents (36%), even in relatively safe western regions, spoke in favor of distance education. A large number of parents could not answer specifically which form of education they would prefer. This happened for several reasons. First, because the security situation is constantly changing. Second. the choice of the form of education remains with the head of the educational institution, and parents tend to trust this decision, or they think that nothing will change from their opinion. In families where several generations live together, it is possible to safely leave a child of any age at home under the supervision of a grandparent. In families where both parents work, the possibility of a child's safe stay at home depends on the child himself. The choice of the form of the educational process is influenced by the opinion that the educational institution cannot fully guarantee the safety of the participants of the educational process. Some parents believe that existing basements, which are equipped as shelters (bomb shelters), will not be able to save human lives 100%.

The current safety situation affects the implementation of the educational process. Training is suspended during an air alert. It should be noted that online training is also discontinued. In the event that all or most of the participants of the educational process have moved to protect the building, the class can be resumed.

During of-line training, participants of the educational process move to protective shelters in the event that an air alert is declared. In the warehouses, as a rule, general activities aimed at maintaining the psychological balance of pupils and other general activities are held. Thus, the number of air alarms directly affects the implementation of the educational process. Graph 3 shows data on the number of air strikes by region from the beginning of the full-scale Russian aggression until 10/29/2022.
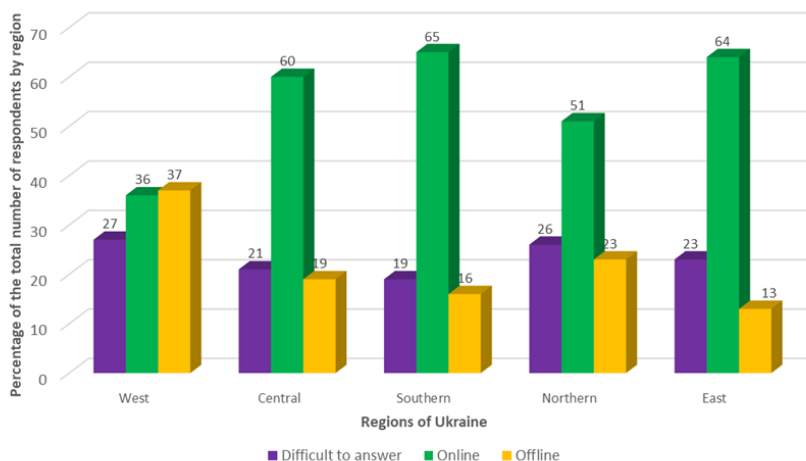

Graf 2. Opinions of parents of pupils regarding the format of education from September 1, 2022 in Ukraine. [14].
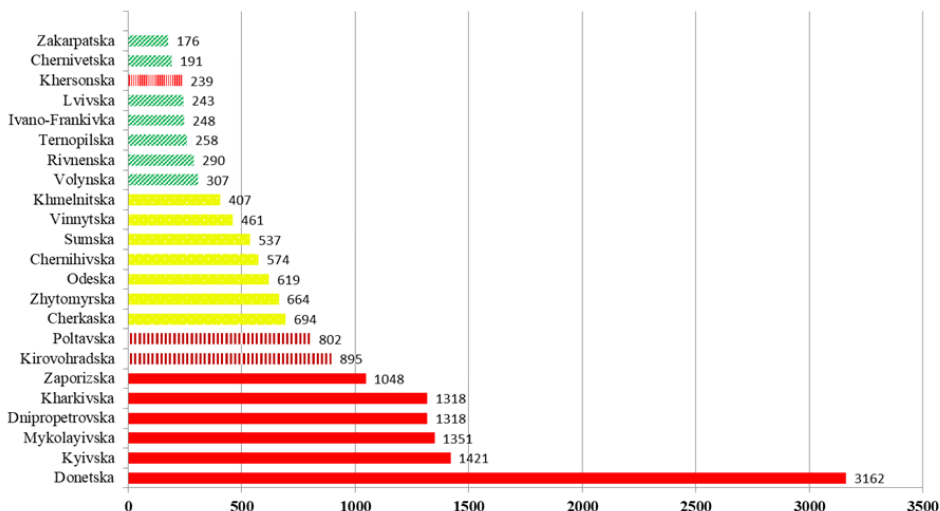
Graf. 3. The number of air alarms by regions of Ukraine (from 24.02.2022 to 29.10.2022) [15]. (Data for the Kherson region take into account only the time and territories controlled by Ukraine. Author's note)

A simple calculation shows that in relatively safe regions (Transcarpathia, Chernivtsi and other regions) there was an average of about one air raid per day, or even less. In Kyiv, Mykolaiv, Zaporizhia and other regions, several alarms per day were recorded. In addition, the duration of air alarms should be taken into account. On average, the duration of the alarm is a little less than one hour, but it can vary from tens of minutes to twelve hours. This is an obstacle to the implementation of the educational process. In addition, during the hours when the educational process takes place, the probability of air alarms is one of the highest (Graph 4). Some educational institutions have tried to shift the educational process closer to 6 p.m., when the intensity of threats decreases.

■ 00:00-06:00 ■ 06:00-12:00 ■ 12:00-18:00 ■ 18:00-24:00
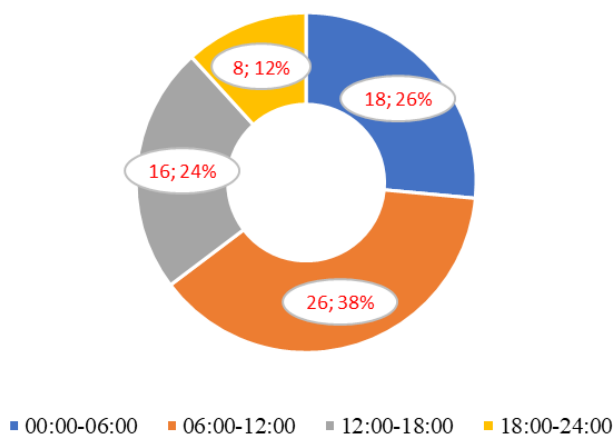
Graf. 4. Number of alarms by time of day in Kyiv, Ukraine (from 10.10.2022 to 23.10.2022) [15].

The strikes of the Russian occupying forces on the energy infrastructure of Ukraine resulted in significant damage. In order to save electricity, temporary blackouts were introduced in Ukraine. This is a forced measure aimed at reducing energy consumption and simplifying renewable works. Power outages disrupted online training. The lack of electricity during air raids also affected the conditions of the off-line educational process. The distance educational process began to use asynchronous educational activities to a greater extent. Students are advised to use offline electronic textbooks. Access to these textbooks is available to all participants of the educational process. At the same time, contact with pupils or students is broken from time to time. The restoration of normal electricity supply will have a positive effect on the educational process in every form (distance, off-line, combined).

The war affected the functioning of the education system of Ukraine and the content of a number of subjects. Most of the changes took place in the school. In higher education institutions, changes and additions were mostly carried out on an optional basis or within the framework of certain subjects.

The war led to the emergence of specific priority areas of secondary education in 20022-2023. These are the following directions:

- strengthening of national and patriotic education, formation of civic position;
- education on personal safety;
- psychological aspects of the organization of the educational process in the conditions of the war/post-war state.

The Ministry of Education and Science of Ukraine emphasized the issues of organizing the educational process after quarantines and in the conditions of Russian military aggression.

The content of the curriculum for secondary school was changed and updated. These changes were caused primarily by the Russian-Ukrainian war and the improvement of programs. Changes took place in the following subjects: history ("History of Ukraine", "World History", "History: Ukraine and the World"), in the field of health and safety ("Fundamentals of Health", "Safety, Health and welfare", "Protection of Ukraine"), jurisprudence, geography, literature.

A number of language and literature programs were withdrawn by the Ministry of Education and Science of Ukraine in connection with the change in approaches to secondary education. In particular, these are programs: "Literature (Russian and foreign)", "Russian language for general educational institutions with instruction in Russian" for grades 5-9, Russian language programs for general educational institutions with instruction in Ukrainian/with instruction in Russian for 10-11 grades, "Russian language and literature (integrated course) for general educational institutions with teaching in Russian" for 10-11 grades.

Changes in the program for the subject "Foreign Literature" were aimed at removing Russian and Belarusian authors. Instead, students will study the works of European authors. Not all works of Russian writers have been removed from the programs. In the subject "Foreign Literature", the works of writers who wrote in Russian, but whose life and work were closely connected with Ukraine - Mykola Gogol, Volodymyr Korolenko, Mykhailo Bulgakov - will be studied.

Views on the USSR have changed in history programs. Many changes are dedicated to the events of the Russian-Ukrainian war that began in 2014. Issues related to human rights, international humanitarian law, and the Russian-Ukrainian war were added to the program of legal studies and civic education [16].

Programs in the field of health and safety have undergone the most changes ("Basics of health", "Safety, health and well-being", "Protection of Ukraine"). Issues related to ensuring security from wartime risks were added to these programs.

In the content of the subject "Basics of health" questions related to wartime risks have been added, in particular: public warning signals, actions during an air raid, actions during shelling, choosing a reliable shelter, mine protection and handling explosive and unfamiliar objects, provision of pre-medical assistance and

psychological self-help, behavior with armed people, survival in extreme situations, etc.

The same recommendations are made for the model programs of the integrated Health, Safety and Welfare course. The integrated course "Health, safety and well-being" is gradually replacing the subject "Basics of health" in Ukrainian schools. An important component of health and safety subjects is the moral and spiritual education of students. Moral education is the basis for the formation of a personality, ensuring its health and safety. Moral and spiritual education is gaining special importance in connection with the Russian war against Ukraine.

The Ministry of Education and Science of Ukraine recommends holding psychological moments in classes for the organization of the educational process in the conditions of martial law. During teaching, it is recommended to use materials from the official websites of UNICEF Ukraine, the Ministry of Internal Affairs of Ukraine, The Organization for Security and Cooperation in Europe (OSCE), etc. [17].

The content of the subject "Defense of Ukraine" underwent many changes related to the war. Russia's aggression encouraged the strengthening of national-patriotic and military-patriotic education. Consider the history of the events of the Russian-Ukrainian war in more detail. The content of the subject is supplemented with questions from:

- prevention of risks of handling explosive objects;
- behavior in emergency situations;
- cyber security and modern information security;
- foundations of national resistance.

Additions were made to tactical training. Pre-medical training was supplemented with materials that are important during military operations. The issue of civil protection has undergone changes [18]. The subject program provides more information about the war with Russia, the heroes of this war, and the experience of fighting.

Conclusion

The full-scale aggression of Russia, which began on February 24, 2022, provoked many changes in the education system of Ukraine. The safety of participants in the educational process has become an absolute priority. In the conditions of war threats, educational institutions were able to adjust their work. Institutions of higher education were able to evacuate from the war zone. Some higher education institutions had their second evacuation since 2014. The war caused a huge migration of the population of Ukraine. The population emigrated abroad and to safer western regions of Ukraine. Conditions were created for evacuated students to continue their studies in circles at their new place of residence, as well as in distance schools. Pupils who are in the occupied territories can continue their studies in Ukrainian educational institutions.

Education in educational institutions of Ukraine is conducted in distance, off-line and combined forms. In the conditions of war, parents trust the education system. The analysis showed that even in regions close to the front line, a significant number of parents preferred the offline form of the educational process. Educational institutions

were able to create conditions for quick response to dangers. The transition from off-line to distance education is carried out quickly and depends only on the level of threats. The destruction of the energy infrastructure added to the problems of the education system. Under these conditions, educational institutions changed the study time. The use of asymmetric classes was recommended. Students have access to many educational resources on the Internet. It is possible to use electronic manuals.

The war affected the organization of the educational process and the content of educational subjects. Subjects that have traditionally studied security issues have undergone changes: "Basics of health", integrated course "Health, safety and well-being", "Protection of Ukraine". Russian aggression prompted changes in such subjects as: history, literature, jurisprudence, geography.

Analysis of changes in Ukrainian education during the war showed the high resistance of the industry to wartime challenges.

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