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REVIEWED CONFERENCE PROCEEDINGS

18. medzinárodná vedecká konferencia BEZPEČNÉ SLOVENSKO A EÚ  
18th International Scientific Conference SECURE SLOVAKIA AND EU



18. medzinárodná vedecká konferencia  
**BEZPEČNÉ SLOVENSKO  
A EURÓPSKA ÚNIA**

18th International Scientific Conference  
**SECURE SLOVAKIA  
AND EUROPEAN UNION**

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**06. november 2025,  
Košice, Slovensko**



Financované  
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NextGenerationEU

**PLÁN [OBNOVY]**



ÚRAD PODPREDSEDU VLÁDY  
SLOVENSKEJ REPUBLIKY  
PRE PLÁN OBNOVY  
A ZNALOSTNÚ EKONOMIKU





**18. medzinárodná vedecká konferencia  
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**6. november 2025**

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ÚRAD PODPRESEDU VLÁDY  
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## **Riziká vplyvu vojnových hrozieb na vzdelávací proces v podmienkach vojny na Ukrajine**

### **Risks of the impact of military threats on the educational process in conditions of war in Ukraine**

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#### **Abstract:**

*The article analyzes the impact of the war in Ukraine on the functioning of the higher education system and identifies adaptive strategies that ensure continuity and quality of education under crisis conditions. It highlights the role of digital transformation, flexible learning programs, internal relocation of universities, and psychological support for students and faculty. The study emphasizes the importance of international cooperation and investment in technological modernization as key factors in educational resilience. The results demonstrate that Ukraine's higher education system remains capable of sustainable development despite wartime challenges.*

**Keywords:** *higher education, resilience, digital learning, psychological support, Ukraine, war impact, educational continuity*

#### **Abstrakt:**

*Článok skúma fenomén digitalizácie v kontexte moderných vojen. Perspektívy digitálnej transformácie vo vojenskej sfére sú posudzované v kontexte globálnych technologických zmien a výziev modernej bezpečnosti. Analyzujú sa kľúčové vývojové trendy - integrácia umelej inteligencie, automatizácia bojových systémov, posilnenie kybernetickej obrany a zavádzanie kvantových technológií. Kombinácia týchto smerov tvorí novú paradigmu vojenských operácií, v ktorých sa určujúcim zdrojom stávajú dáta, algoritmy a výpočtový výkon. Identifikujú sa potenciálne riziká*

---

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# Risks of the impact of military threats on the educational process in conditions of war in Ukraine

Inga URIADNIKOVA, Vasyl ZAPLATYNSKYI

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*digitálnej militarizácie vrátane etických, právnych a existenčných výziev. Načrtávajú sa možnosti Ukrajiny pri vytváraní vlastnej Stratégie digitálnej obrany, ktorá by mala byť založená na národnom technologickom vývoji, kybernetickej odolnosti kritickej infraštruktúry, výcviku personálu a medzinárodnej spolupráci. Záverom je, že budúce hybridné digitalizované vojny budú čoraz viac nadobúdať intelektuálno-digitálny charakter, kde rozhodujúcu úlohu nebude hrať množstvo zbraní, ale úroveň technologickej a kognitívnej prevahy.*

**Kľúčové slová:** digitalizácia, moderné vojny, umelá inteligencia, kybernetická bezpečnosť, drony, digitálne technológie, rusko-ukrajinská vojna

## Introduction

The full-scale war launched by Russia against Ukraine has posed unprecedented challenges to all spheres of national life, and the educational process is no exception. From the first days of the invasion, Ukraine's education system faced the need for urgent transformation: thousands of schools, colleges, and universities were damaged or destroyed, forcing millions of students and educators to leave their homes and seek remote or blended learning alternatives. The scale of infrastructural losses is colossal: an estimated over 3,790 educational institutions have been affected, while hundreds remain occupied, displaced, or are operating under constant threat and psychological pressure. This situation demanded not only immediate operational response but also a profound structural overhaul of educational management and logistics, underscoring the necessity of strategic planning [1].

At the same time, the war became a catalyst for unique changes within the education system, compelling it to seek new approaches to ensure learning continuity, support social cohesion, and foster national resilience. The implementation of digital technologies, distance learning platforms, emergency teacher retraining, and a focus on developing psychological resilience have all helped education survive and adapt to extreme conditions. Successful digital transformation is a key lesson in adaptation that has secured institutional flexibility and enhanced the competitiveness of Ukrainian educational institutions internationally [2].

However, adaptation is taking place against a backdrop of persistent threats: air and missile strikes, the risk of occupation, communication disruptions, unpredictable power outages, learning in bomb shelters, and regular stress for all participants. Risks stemming from military actions are deeply intertwined with organizational, psycho-emotional, and social factors. Beyond the physical danger, there are challenges related to psychological safety, the decline in educational accessibility and quality, the deepening of educational inequality, and massive losses within the human capital sector.

Consequently, the issue of developing and strengthening resilience—both institutional and personal—among all participants in the educational process has come to the fore. This requires the development of specialized psychological support programs aimed at overcoming traumatic experiences and enhancing vitality in conditions of prolonged stress.

Ukraine's experience during the war is exceptionally valuable for the global pedagogical community, as it illustrates a unique combination of extreme threats and a high potential for adaptation. A systematic analysis of the risks imposed by military threats on the educational process allows not only for the identification of vulnerabilities

but also for the development of effective strategies to ensure stable access to education even under the most challenging circumstances. It is precisely such research approaches that are necessary for designing sustainable educational development models during and after the war, and for fostering a safe, cohesive, and competitive society for the future.

## **1. Cyberattacks on the Digital Infrastructure of Educational Institutions**

Cyberattacks targeting the digital infrastructure of educational institutions have become one of the key threats to the modern education system, especially amid the ongoing war in Ukraine. Between 2022 and 2025, the intensity of such attacks increased significantly, largely due to the overall rise in cyber threats caused by wartime conditions and the activity of hostile cyber groups. Educational institutions — from schools and colleges to universities — have become attractive targets for cybercriminals, as their digital infrastructure is highly dynamic, often insufficiently protected, involves numerous users with varying access levels, and is frequently connected to external networks [3].

One of the most critical areas affected by cyberattacks is remote learning systems, which have gained particular importance during wartime as a means of maintaining the educational continuum despite physical threats. Disruptions in these systems caused by cyber incidents can result in prolonged downtime, loss of learning materials, data breaches, and compromise of personal information belonging to students and staff. This not only jeopardizes the continuity of education but also undermines trust in digital platforms, complicating access to quality education.

Typical forms of cyberattacks on educational infrastructure include phishing campaigns, exploitation of outdated software vulnerabilities, ransomware attacks that block access to systems and demand payment, as well as complex targeted operations carried out by state or independent groups. Particularly dangerous is the combination of cyber and physical attacks, which creates multidimensional threats to the stable functioning of educational institutions [4].

Moreover, insufficient staff training and low awareness of cybersecurity principles significantly increase the risk of successful malware intrusions and data theft. Therefore, educational institutions must urgently strengthen their cybersecurity systems by investing in IT infrastructure modernization, conducting regular security audits, implementing multi-level access controls, and promoting a culture of digital safety among educators and students [5].

Overall, the issue of cybersecurity in education during wartime in Ukraine is complex and multifaceted. It requires a comprehensive approach that combines technical, organizational, educational, and regulatory measures. Only through such an integrated framework can educational institutions ensure reliable protection of their digital infrastructure, maintain uninterrupted educational processes even under extreme conditions, and contribute to building a cyber-literate society capable of countering modern digital threats.

## **2. Physical Threats to Educational Facilities Due to Hostilities**

Physical threats to educational facilities resulting from the war in Ukraine have drastically limited the possibilities for in-person learning and created complex challenges for ensuring the safety of the educational process. Since the beginning of the full-scale invasion in 2022, more than 3,500 educational institutions across Ukraine have suffered from hostilities, of which about 360 have been completely destroyed. These include schools, kindergartens, universities, and vocational institutions. The greatest destruction has been recorded in the Kharkiv, Donetsk, Zaporizhzhia, and Luhansk regions, as well as in cities experiencing active combat operations [6,8].

Physical threats to higher education facilities include all forms of direct or indirect destruction, damage, or disruption of operations affecting universities, institutes, academies, and other higher education institutions as a result of active hostilities and military aggression. These threats may involve:

- Destruction of buildings, academic facilities, dormitories, libraries, and laboratories due to shelling, airstrikes, or missile attacks;
- Damage or loss of computers, servers, and network equipment, which are critical to digital infrastructure and remote learning;
- Unsafe conditions preventing students, faculty, and staff from remaining on campus due to combat activity nearby or lack of proper shelters;
- Forced closure or temporary suspension of institutional operations;
- Displacement or relocation of educational institutions to safer regions, creating logistical, organizational, and financial difficulties;
- Use of educational facilities for military purposes by occupying forces, turning them into targets and increasing risks for academic communities [7].

According to official data, as of 2025, more than 40 higher education institutions in Ukraine had sustained significant damage, with 5 completely destroyed and around 16 relocated from active combat zones to safer areas. In addition to direct destruction, the war has led to widespread social and educational challenges, such as the growing distance between students and teachers, declining enrolment and staffing levels, and severe psychological pressure that further limits the effective functioning of higher education [8].

Physical threats impact not only the material and technical condition of educational institutions but also the overall quality of education. The absence of regular in-person learning in many Ukrainian regions, due to ongoing threats to life and safety, has prompted the academic community to actively develop remote learning models, flexible schedules, and technical modernization of educational platforms.

Thus, physical threats caused by warfare represent not only a challenge for the preservation of infrastructure but also a major factor undermining the continuity and quality of education, especially in higher education. Strategic planning for reconstruction, strengthening of facilities, and adaptation of educational models is critically important to ensure the resilience of Ukraine's higher education system during the war and in the post-war recovery period.



### **3. Lack of Stable Power Supply and Technical Resources**

The absence of stable internet connectivity, electricity, and adequate technical resources in Ukraine's higher education institutions has become one of the most critical challenges during the 2022–2025 war, significantly complicating the organization of both distance and blended learning. According to reports from the Ministry of Education and Science of Ukraine, approximately 40% of higher education institutions experienced regular power outages in 2024, posing serious risks of data loss and partial or complete inoperability of servers and digital platforms essential for online education. This issue is particularly acute for universities located near the frontlines and in temporarily occupied territories, where internet connectivity has been either unavailable or extremely unstable for a significant share of students: estimates indicate that about 49% of students in these regions studied exclusively online due to technical limitations [9].

In addition to unstable electricity and internet supply, most universities face a shortage of modern computer equipment, limited server capacity, and insufficiently trained personnel to maintain information systems. The technical infrastructure of many institutions urgently requires modernization to meet the growing demands of digital education and to enhance protection against cyber threats [10].

According to independent studies, by 2025 the share of students actively using online learning platforms had decreased from 44% in 2023 to only 20% due to these technical difficulties. However, in war-affected regions, online learning remained an essential emergency measure for nearly half of all students. This situation negatively affects not only the quality of education but also students' psychological well-being, creating additional challenges for the higher education system.

In response, Ukrainian universities have intensified efforts to strengthen cybersecurity, implement backup power systems, and integrate artificial intelligence solutions to optimize the functioning of educational services. The government has significantly increased funding for education and science — allocating over 55 billion UAH in 2025 to modernize the technical base of higher education institutions and support the development of educational programs. These initiatives aim to gradually overcome existing technological barriers.

Thus, ensuring a stable internet connection, reliable electricity supply, and modern technical infrastructure in higher education institutions are critical factors for maintaining an effective educational process during wartime. Continued investment, technological innovation, and the upskilling of staff remain top priorities for sustaining high-quality education and ensuring its accessibility for all Ukrainian students.

### **4. The Psychological Impact of War on Students and Teachers**

The psychological impact of war on students and teachers in Ukraine's higher education institutions has profound and multifaceted consequences that negatively affect both productivity and the quality of the educational process. The war has led to a sharp increase in stress, anxiety, depression, sleep disturbances, and post-traumatic stress disorder (PTSD) among young people, as well as fatigue and emotional exhaustion among educators [11].

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According to scientific studies conducted in 2025 across various regions of Ukraine, the majority of students — especially those in areas of active hostilities — experience constant psychological pressure due to fears for their own lives, their loved ones, and their uncertain future. Many have faced social isolation, loss of motivation, reduced concentration, and difficulty engaging in the learning process [12].

Studies among medical students have shown that their levels of depression significantly exceed the average for other specializations, which is linked to the high academic demands and emotional strain of studying under wartime conditions. A 2025 survey revealed that approximately 33% of Ukrainians, including a large proportion of students, experience pronounced psychological problems related to the war [13]. The war has created an environment of uncertainty, insecurity about the future, and chronic stress, directly affecting academic performance and attitudes toward learning. Mental health issues lead to lower academic achievement, increased absenteeism, and delays in completing education.

The psychological state of educators has also deteriorated significantly. Stress caused by the war, changes in teaching formats, and the additional workload of online instruction have increased the risk of burnout among faculty members. Decreased teaching efficiency and motivation have had a direct impact on the overall quality of education [14].

At the same time, the war has negatively affected the social functioning of the student community, where communication has deteriorated, and social isolation has intensified, further heightening feelings of anxiety and alienation among young people.

To mitigate the psychological consequences of the war within higher education, systemic psychological support must be implemented — including programs for prevention, counseling, and maintaining the emotional well-being of both students and faculty. Adaptive educational strategies, flexible learning formats, and sustained social interaction — even in remote settings — are essential for maintaining psychological health and academic success during wartime.

In conclusion, the psychological impact of war is a powerful factor that reduces productivity and undermines the quality of education in Ukraine's higher education system. Addressing this challenge requires a comprehensive and coordinated response from both the state and educational institutions to ensure the resilience and continued development of the education system under crisis conditions.

### **5. Internal Displacement of Students and Teachers**

The internal displacement of students and teachers has become one of the key challenges disrupting the continuity of the educational process in Ukraine's higher education institutions during the 2022–2025 wartime period. The scale of internal migration within the academic community has profound social, organizational, and psychological implications.

According to the Ministry of Education and Science of Ukraine and organizations monitoring the state of education, the number of university entrants in 2024 significantly decreased — from 230.7 thousand in 2021 to 202 thousand in 2024. This decline is partly due to the large number of young people who either went abroad or became

internally displaced persons (IDPs) as a result of active hostilities, particularly in the eastern and southern regions of the country. Only about 358 thousand Ukrainian pupils and students residing abroad maintain official ties with Ukraine's education system, and this figure continues to decline annually [15].

Students who have become IDPs are often forced to transfer to other universities or study remotely, creating significant difficulties in maintaining academic consistency and motivation. Amid ongoing instability, around 16% of Ukrainian universities have been compelled to relocate or establish branch campuses in safer regions to protect students and staff [16].

The displacement of students and academic personnel disrupts established teaching schedules, reduces enrolment, complicates integration into new academic communities, and increases pressure on institutions located in safer areas. Moreover, a considerable number of teachers have emigrated or switched professions, resulting in a shortage of qualified staff and a decline in teaching quality [17].

Thus, the internal displacement and migration of students and educators abroad create critical challenges for higher education in Ukraine — undermining the stability of the learning process, increasing administrative costs, and decreasing academic performance and motivation. Overcoming these challenges requires adaptive educational strategies, the further development of online learning platforms, and a comprehensive system of support for internally displaced persons. These measures are essential components of the national strategy for restoring and strengthening higher education in Ukraine's current realities.

## **6. Approaches that Help Maintain the Continuity and Quality of Education**

Approaches that ensure the continuity and quality of education in Ukraine's higher education institutions, despite the challenges of wartime, are comprehensive, innovative, and adaptive — encompassing technical, organizational, and psychological dimensions.

### ***6.1. Distance and Blended Learning***

Since the start of the full-scale invasion, distance and blended learning have become key mechanisms for maintaining the continuity of higher education in Ukraine. These methods allow universities to adapt to difficult and unsafe conditions while preserving the educational process. As of 2025, more than twenty leading Ukrainian universities have actively implemented or expanded digital learning platforms. These platforms integrate online lectures, webinars, e-textbooks, interactive resources, and testing systems that provide students with access to education regardless of location or safety restrictions.

Institutions such as Taras Shevchenko National University of Kyiv, V. N. Karazin Kharkiv National University, and Ivan Franko National University of Lviv are among the pioneers in developing comprehensive online learning ecosystems that offer a full cycle of educational services. Distance education relies on diverse technologies — from video conferencing systems and platforms such as Moodle and Google Classroom to



custom-designed digital portals. These tools support both synchronous and asynchronous learning formats, offering flexibility and accessibility for students from various regions and life circumstances [18].

Blended learning — combining online and offline formats — has gained particular relevance, offering a balance between technological capabilities and live academic interaction. During martial law, this approach has enabled universities to respond swiftly to security threats while maintaining academic autonomy and high educational standards [19, 20]. Furthermore, blended learning fosters self-organization, digital literacy, and critical thinking — skills aligned with modern European educational standards [21].

A major advantage of distance learning is its accessibility to students living abroad or displaced by warfare. Through digital technologies, they can continue their studies and obtain state-recognized diplomas equivalent in legal status to traditional degrees. This accessibility is vital during wartime, allowing displaced students to maintain their academic continuity and connection with Ukraine's education system.

Despite these achievements, distance and blended learning face persistent challenges, including unstable internet connections, power outages, insufficient teacher training in digital tools, and heightened psychological stress. To overcome these obstacles, universities are upgrading their digital infrastructure, implementing backup power systems, training educators, and expanding psychological support programs for students [18].

Moreover, digital learning encourages the emergence of new forms of academic collaboration — including tutoring, project-based learning, and forum discussions — which foster social engagement and critical thinking even in remote environments [19]. These innovations help sustain high educational quality and uphold academic standards under the most challenging circumstances.

In conclusion, distance and blended learning in Ukraine represent not only technological adaptations but a holistic system that enables higher education to remain functional, accessible, and resilient during wartime — providing comprehensive educational services and supporting the continuous professional growth of students and faculty alike.

## ***6.2. Technical Support and Infrastructure***

The technical support and infrastructure of higher education institutions in Ukraine have faced considerable challenges due to the ongoing war. At the same time, they have demonstrated remarkable flexibility, innovation, and strong backing from both the state and the international community. Despite serious problems with the stability of electricity supply and internet connectivity, Ukrainian universities have actively implemented backup power systems — including generators, battery storage units, and solar panels — ensuring the continuous operation of servers and digital platforms even during outages [22]. Cloud technologies have become an integral part of the educational infrastructure, minimizing the risk of data loss and ensuring the secure preservation of learning materials and knowledge bases in remote data centers. This allows both students and faculty to maintain consistent access to educational resources regardless of local technical disruptions.

According to official data, investments in the digital infrastructure of higher education have increased by approximately 30% during 2024–2025. A significant portion of these funds has been directed toward upgrading computer equipment, improving network systems, creating educational laboratories equipped with modern IT tools, and developing secure digital environments. These measures enhance the resilience of the educational process under external threats and strengthen the overall technological readiness of Ukrainian higher education institutions to face contemporary challenges [23].

Leading universities such as Taras Shevchenko National University of Kyiv, Lviv Polytechnic National University, and V. N. Karazin Kharkiv National University have become pioneers in implementing these technologies and innovations. They not only maintain integration into the global educational community but also actively develop internal Ukrainian networks of distance learning that reach both urban and rural areas. At the same time, the modernization of infrastructure is complemented by the upskilling of faculty in digital pedagogy, since effective performance in a remote learning environment requires mastery of new tools and teaching methods [24].

Thus, technical modernization and infrastructure renewal represent a set of systemic measures that enable Ukraine's higher education institutions to maintain stability, quality, and accessibility during wartime. These initiatives ensure competitiveness, strengthen educational resilience, and prepare students for the challenges of the modern, technology-driven world.

### **6.3. Psychological Support**

In response to the severe challenges of war, Ukrainian universities have been actively developing comprehensive psychological support programs for students and faculty, recognizing that mental health is a key factor in maintaining productivity and educational quality [25]. These programs include individual and group counseling, stress management training, art therapy, practical workshops on coping with emotional burnout, as well as peer-support and mutual assistance groups [26].

According to 2025 research, such initiatives have helped reduce emotional burnout levels by 25–30% and significantly improved students' motivation to learn under wartime stress. Currently, around 97% of Ukrainian higher education institutions have their own psychological support services, and more than 30 of them participate in the national mental health program "*How Are You?*", which provides a comprehensive framework for fostering psychological resilience.

These services not only offer crisis intervention related to wartime trauma but also cultivate an environment conducive to adaptation, self-regulation, and the development of healthy social connections. University-based psychological centers often organize workshops, first-aid training for mental health, creative sessions, and art therapy activities that help reduce anxiety and stress among young people [27].

Moreover, Ukrainian universities are actively introducing training programs for mental health specialists. In 2025, approximately 60 trainers from higher education institutions completed the *Self-Help Plus* program developed by the World Health Organization, while more than 50 psychologists enhanced their competencies at the

Academy of Mental Health. This professional preparation has significantly improved the quality of psychological support provided within universities — a critical factor amid prolonged conflict.

Psychological assistance in higher education contributes not only to individual well-being but also to academic performance: effective stress management helps students maintain concentration, reduces absenteeism, and improves learning outcomes. Faculty members who receive psychological support are better able to adapt to new conditions and teaching methods, thereby enhancing overall educational quality.

In general, systemic and targeted psychological support has become an essential component of the functioning of Ukrainian higher education during wartime. It strengthens the resilience of the academic community, helps overcome psychological challenges, and provides vital support to both students and educators under the most difficult circumstances.

#### ***6.4. Flexible Learning Programs***

In response to the challenges of the ongoing armed conflict in Ukraine, higher education institutions are actively implementing flexible learning programs that allow the educational process to adapt effectively to unstable conditions. These programs enable students to take courses at a convenient time, pursue partial or full-distance learning, or follow a blended format that combines online classes with in-person sessions in safe environments [28].

A significant number of universities are systematically reviewing and updating their curricula to ensure maximum flexibility. For example, in 2025, over 70% of Ukrainian higher education institutions offered students hybrid learning options, while more than 50% provided fully online formats for certain courses or specializations. This approach allows students from combat zones or those internally displaced to maintain continuity in their studies. At the same time, research indicates that the effectiveness of these models depends on the level of digital competence among instructors and students, as well as on the incorporation of individualized learning trajectories [29].

Examination sessions, thesis defenses, and dissertation presentations are now conducted through videoconferencing and online platforms, which ensures adherence to academic standards and maintains a unified system of knowledge assessment. In addition to traditional tests, interactive assignments, project-based learning, and collaborative activities are used to develop critical thinking and practical skills even in remote settings [30].

Universities are also introducing adaptive study schedules that account for students' personal circumstances—such as adjusted deadlines, extended study periods, or academic leaves with institutional approval. This flexibility helps reduce stress and ensures a manageable workload for all participants. Alongside these flexible academic models, universities are strengthening both technical and psychological support systems. Institutions provide students with access to essential computer equipment, digital skills training, and consultations on how to effectively organize their studies in unstable conditions [31].

Flexible learning programs have become a cornerstone for maintaining the continuity and quality of education in wartime Ukraine. They foster an adaptive academic environment that accommodates the individual needs and constraints of learners, supports ongoing intellectual and professional development, and sustains the competitiveness of Ukrainian higher education in the global arena.

### ***6.5. Support for Mobility and Internal Relocation***

Amid the escalation of the armed conflict in Ukraine, ensuring the accessibility and continuity of higher education has become a complex yet critically important task. To address this challenge, many universities have introduced mechanisms to support the mobility of students and academic staff, enabling relocation from dangerous, combat-affected areas to safer regions [32].

Universities have organized the establishment of branch campuses, educational centers, and temporary learning facilities in more stable cities, allowing internally displaced students to continue their studies without losing academic continuity. Notable examples include the “*Crimea–Ukraine*” and “*Donbas–Ukraine*” educational centers, which operate within the framework of a national program supporting applicants from temporarily occupied territories. These centers function annually, providing consultations, opportunities for remote admission, and access to higher education in universities located in secure regions [33].

According to official data, more than 15% of higher education institutions in Ukraine organized internal relocation or developed infrastructure for displaced persons between 2023 and 2025. These measures helped maintain academic activity and supported students under the stressful conditions of wartime, minimizing educational losses and ensuring access to quality education regardless of external circumstances [15].

Beyond organizational support, universities also provide informational, psychological, and social assistance to displaced students and faculty, helping them adapt to new learning environments, restore academic skills, and rebuild social connections within new academic communities. Such initiatives help reduce anxiety levels, lower dropout rates, and increase motivation among relocated students.

Higher education institutions actively cooperate with government agencies and international organizations that provide financial, technical, and methodological support to coordinate the relocation process and establish new educational spaces in safer regions. The synergy between national programs and university initiatives exemplifies the adaptive response of Ukraine’s educational system to wartime challenges.

Thus, support for mobility and internal relocation represents a key strategy for maintaining the resilience of Ukraine’s higher education system. It ensures the preservation of quality, continuity, and competitiveness within the national academic community throughout the period of military hardship.

### ***6.6. International Support and Partnerships***

Ukrainian universities are actively developing international connections and cooperating with leading foreign educational and research institutions — a factor of critical importance for preserving and advancing higher education during wartime. This cooperation includes technical, financial, methodological, and advisory support, which helps adapt educational programs to modern challenges and sustain academic mobility [34].

According to data from 2023–2025, significant emphasis has been placed on academic exchange programs and joint online courses, which reduce regional educational disparities and promote the integration of Ukrainian students and educators into the global academic community. Of particular importance are the so-called “green corridors” for students, which enable seamless enrolment and study abroad by allowing remote document submission and access to scholarships provided by international organizations [35].

Since 2022, Ukraine has significantly expanded its participation in EU programs such as Erasmus+, Horizon Europe, and EU4Skills, involving over 400 educational and research projects with Ukrainian universities. The European Commission has allocated more than €100 million to educational and scientific initiatives aimed at supporting Ukrainian education during the war and throughout post-war recovery. These projects include joint research, double-degree studies, academic mobility opportunities, and the expansion of digital platforms for knowledge exchange.

A noteworthy initiative is the Ukrainian Global University (UGU), which unites more than 50 universities worldwide to support Ukrainian students and scholars. Within this framework, over 100 scholarships and study opportunities have already been launched, in cooperation with leading institutions such as the Universities of Toronto, Milan, Southampton, Berkeley, and Stanford. Similar partnerships — including collaborations between Ukraine and China — contribute to the creation of joint research centers, innovation laboratories, and the enhancement of Ukraine’s scientific competitiveness [36].

International partnerships not only help preserve the quality and continuity of education, but also foster the development of Ukraine’s scientific potential, the modernization of educational standards, and the introduction of new technologies and teaching methodologies. They strengthen academic mobility, attract investments and resources, and help build a competitive educational environment capable of withstanding the challenges of wartime and supporting the nation’s long-term development.

In conclusion, international support and partnerships are strategic drivers of resilience and growth in Ukraine’s higher education system. They enable adaptation to complex conditions, open new opportunities for students and faculty, ensure integration into the global academic community, and contribute to the post-war recovery and modernization of the country’s educational sector.

### **Conclusions**

The full-scale Russian invasion of Ukraine has become an unprecedented challenge for the national higher education system, threatening the security of educational

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infrastructure, the stability of the learning process, and the psychological well-being of students and faculty. At the same time, Ukrainian universities have demonstrated a remarkable degree of resilience, adaptability, and institutional flexibility, ensuring the continuity of education even under extreme wartime conditions.

One of the key factors in maintaining educational functionality has been the widespread adoption of distance and blended learning formats based on modern digital platforms. This transformation helped overcome territorial barriers, ensured equal access to educational resources, and sustained the academic mobility of students and lecturers. Substantial investments in digital infrastructure, backup power systems, and internet connectivity have enhanced the reliability of the educational environment, even amid frequent blackouts and communication disruptions.

An essential component of maintaining educational stability has been the implementation of comprehensive psychological support programs aimed at mitigating stress, anxiety, and emotional exhaustion. These initiatives have positively influenced student motivation, communication within academic communities, and reduced professional burnout among educators.

The introduction of flexible learning programs, adaptive schedules, online defenses of qualification works, and new forms of academic interaction have made it possible to preserve both the quality and continuity of education, despite constant uncertainty and safety risks. The internal relocation of higher education institutions, alongside the creation of temporary learning centers and branches in safer regions of Ukraine, minimized academic losses and supported access to education for internally displaced persons.

International cooperation has also played a vital role in stabilizing the system, with participation in programs such as Erasmus+, Horizon Europe, and Ukrainian Global University providing financial, technical, and methodological support while fostering Ukraine's integration into the global academic space.

Overall, the approaches and institutional solutions developed during wartime have laid the foundation for a resilient, innovative, and psychologically balanced higher education system — one capable of withstanding external challenges while fostering the intellectual potential of the nation. Moving forward, the modernization of educational infrastructure, enhancement of psychological support mechanisms, and scaling of digital and technological innovations remain key priorities for ensuring a high-quality, accessible, and globally competitive system of higher education in post-war Ukraine.

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