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Education and Resilience in the Context of War: Challenges and Solutions in Ukraine

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Abstract: The presented study aims to analyse the challenges and adaptations within Ukraine's education system during the ongoing war, focusing on educators, learners, and educational administrators. This cross-sectional research addresses critical themes, including the continuity of education, the role of educators in fostering resilience, the impact of international aid, and the psychosocial consequences of the conflict. Data was collected using semi-structured interviews with 89 respondents, purposively sampled from educators, learners, and educational administrators. Invitations were disseminated via educational and social networks, and interviews were conducted online. The findings highlight significant challenges, such as unequal access to digital resources, psychological stress among participants, and gaps in teacher training. International aid and innovative teaching tools were found to be crucial but require better coordination to address disparities in conflict-affected regions. The study identifies successful practices, including hybrid learning models and psychosocial support programmes, emphasising the need for systemic investment in digital infrastructure and comprehensive teacher training. Recommendations are directed at stakeholders, including policymakers and international organisations, aiming to strengthen support systems, enhance global partnerships, and develop strategies for long-term recovery. This study underscores the critical role of education in fostering resilience and societal stability in times of crisis.

Keywords: Crisis education, psychosocial support in education, digital equity, international educational aid, hybrid learning models.

Introduction

The war in Ukraine has become one of the most significant challenges to all spheres of societal life, particularly the education system. The conflict, which began in 2014 and escalated significantly in 2022, has profoundly transformed the conditions under which the education sector operates. The destruction of educational institutions, mass displacement of the population, and psychological pressure on teachers, students, and learners represent just a fraction of the challenges faced by Ukraine's educational system.

At the same time, the crisis has spurred adaptation and the pursuit of innovative solutions (Zhyhora et al., 2024). The introduction of distance learning, the development of educational online platforms, the implementation of psychological support initiatives, and efforts to rebuild schools have demonstrated the resilience of Ukraine's education system. Investigating these processes is highly relevant, as it enables an evaluation of how Ukraine's educational sector is addressing the challenges of war and transforming in response to new realities.

Education during wartime has emerged as a critical component of humanitarian aid, not only preserving lives but also contributing to the mental well-being of children and young people by shielding them from the consequences of violence and trauma. Today, education is officially recognised as a critical element of humanitarian assistance and is considered the "fourth pillar" of humanitarian support, alongside food, shelter, and healthcare (Ambarwati & Zohriah, 2024). It is viewed as a primary tool for safeguarding the lives of educational participants and helping them cope with the psychosocial impacts of war and violence. In times of crises and conflict, education is recognised as a crucial mechanism for ensuring safety, protecting the rights of learners, and supporting their development.

However, alongside its positive aspects, education during wartime may also pose risks if not adequately regulated, potentially leading to violence, discrimination, and poor governance practices.

This study focuses on identifying the key challenges of the educational process during wartime and substantiating possible solutions to overcome them. These efforts aim to strengthen the education system and ensure access to quality education, even in crisis conditions.

Research Problem

In the context of the war in Ukraine, where millions have become refugees and educational institutions have been physically destroyed, a critical question arises: how can access to education be ensured for learners amid violence, instability, and displacement? The psychosocial trauma caused by the war has significant effects on their learning and development. Education is one of the primary institutions capable of restoring a sense of safety and stability. However, how can the education system adapt to such extreme conditions?

Research Focus

This study examines the challenges and solutions for ensuring access to education for learners during the war in Ukraine. Particular attention is given to analysing the war's impact on psychosocial development, access to education for refugees, and the effectiveness of educational initiatives aimed at supporting and restoring learners during and after the conflict.

Research Aim and Research Questions

This research aims to explore the impact of the war on educational processes in Ukraine, particularly concerning learners' access to education, their psychosocial well-being, and their adaptation to learning during wartime. The study also seeks to identify ways to overcome existing challenges and provide recommendations for ensuring the resilience of education during the conflict and throughout the recovery period.

Research Questions

1. What is the impact of the war on the psychosocial state of learners in Ukraine and their access to higher education?
2. What challenges arise in providing education for refugee learners and those remaining in conflict zones?
3. Which educational innovations and initiatives can effectively support learners during the war and the recovery period?
4. How can higher education institutions serve as tools for restoring psychosocial health and fostering social cohesion among youth after the war?

These questions aim to deepen the understanding of education during the war in Ukraine, identify critical issues and solutions, and offer recommendations for developing effective strategies to support education during and after the conflict.

Literature Review

The concept of "education in crisis contexts" in the context of war, particularly in Ukraine, is grounded in a number of implicit assumptions that remain relevant to humanitarian initiatives within the country (Greshta et al., 2023). The first of these is the belief that education can serve as a life-saving factor, providing safe spaces for youth where they can be shielded from exploitation, receive psychological support, and prepare for professional life (Banit & Merzliakova, 2023). However, this

assumption is challenged by empirical evidence and research showing that higher education institutions in wartime are often targeted for armed attacks, used for recruitment into the military, or even become centres of violence (Nifatova et al., 2023). While educational programmes can positively impact, it is crucial to recognise that educational institutions frequently become enmeshed in social and political tensions during the war, necessitating a reassessment of the idealised image of safe learning environments (Sydoriv, 2023). In Ukraine, where the war has profoundly altered many aspects of social life, this issue is particularly pressing. Education in crisis contexts must address not only knowledge delivery but also psychological recovery, the maintenance of social stability, and the mitigation of war's effects.

The second implicit assumption relates to understanding socio-political instability as a cyclical sequence of stages (conflict, emergency, post-conflict) (Oviedo et al., 2022). While this framework is valuable for humanitarian practices, the ongoing war in Ukraine makes it challenging to clearly delineate between the "conflict" and "post-conflict" stages. Crises are dynamic and processual, and conceptualising them as neatly defined phases does not align with the realities of war (Giordano et al., 2024). Conflicts can be protracted, with their consequences manifesting in the zones of direct combat and the broader societal recovery process. Given that the war in Ukraine has persisted since 2014, the issue of educational resilience transcends the "emergency phase," requiring a continuous and adaptive approach (Galynska & Bilous, 2022). In this context, Bugrov et al. (2023) advocate for a perspective that views the situation as an ongoing process of recovery and adaptation, which is more appropriate for addressing educational challenges effectively.

According to Hudson et al. (2024), during war and other crises, there is a tendency toward standardising approaches in educational projects through humanitarian networks such as INEE. In Ukraine, educational programmes often oscillate between two approaches: on the one hand, treating "beneficiaries" as recipients of aid who require support; on the other, emphasising the mobilisation of community-led initiatives, including local groups that, despite challenging circumstances, actively contribute to recovery efforts. In this context, Lavrysh et al. (2022) highlight that such community involvement is a critical component of resilience strategies during war, as it enables educational projects to be better tailored to the actual needs and specific contexts of various regions in Ukraine. It is, therefore, essential to consider local needs, initiatives, and resources that can be mobilised on the ground.

In the context of the war in Ukraine, education cannot merely serve as a tool for knowledge transmission. It has become a complex and multifaceted domain requiring adaptation to constantly changing conditions, the mobilisation of diverse social forces, and the active participation of local communities in recovery processes (Lopatovska et al., 2022). This necessitates rethinking traditional approaches to education in crisis settings and the development of a more flexible model that accommodates the dynamic and contextual nature of each situation.

Londar and Pietsch (2023) describe the concept of "education in crisis" and its recognition as the fourth pillar of humanitarian aid. This concept evolves over the long term at the intersection of two processes. The first involves the social construction of education as a subject of international concern, while the second pertains to the expansion and normalisation of the humanitarian sphere, incorporating education as an integral component of humanitarian aid in wartime.

The emergence of the paradigm of education in crisis conditions stems from the gradual formation of the "global education agenda," which began in the 1980s (Gkrimpizi et al., 2024). During this period, a more social concept of development emerged, supported by international organisations such as the World Bank and the United Nations Development Programme (UNDP). These organisations

acknowledged that development could not be confined to economic growth alone but should also include improved access to education and healthcare (Cho & Egan, 2023). This marked a significant phase that defined education as an integral component of development.

Simultaneously, this era witnessed states retreating from financing social sectors in many countries of the Global South, allowing humanitarian organisations to expand their education programmes. The adoption of the Convention on the Rights of the Child in 1989 became a pivotal milestone in recognising education as a fundamental right for all children to be guaranteed globally (Ciobanu, 2024). This legal framework enabled humanitarian organisations to intensify their efforts in the education sector during crises.

In the context of war, the growing number of international forums on education has fostered its integration into the humanitarian domain. At such forums, education is declared a global public good requiring collective efforts at the international level (Omer et al., 2024). These forums expand the scope of educational initiatives, acknowledging education as a vital component of recovery following crises, including wars and natural disasters.

Ukraine's educational framework asserts that young people affected by war and displacement must have access to tailored educational programmes. It urges the international community to prioritise education in humanitarian agendas and emphasises the necessity of integrating education into humanitarian assistance as a critical element for rebuilding affected communities (Martynets et al., 2024).

In the context of the war in Ukraine, education serves as a right and a tool for stabilisation and recovery in the post-war period. Humanitarian organisations operating in conflict zones actively integrate educational programmes into their initiatives, recognising that the lack of education during wartime could have catastrophic consequences for future generations (Budnyk & Sajdak-Burska, 2023). Simultaneously, humanitarian aid in the education sector has become more professionalised, enabling the development of more effective models to ensure access to education under crisis conditions.

The recognition of education in crisis conditions as part of humanitarian assistance has resulted from the European allies' expansion of humanitarian interventions. Their goal is to achieve global educational coverage for all those affected by war, including those left outside formal education systems (Lagvilava, 2023). This goal has become a benchmark for measuring progress in humanitarian initiatives.

Education serves as a pillar in times of war, not only as a tool for humanitarian aid but also as part of a global development strategy aimed at providing essential knowledge and restoring social stability and resilience in communities (Agapova et al., 2024). In the context of Ukraine, where war has been a longstanding reality, this issue is particularly pressing. Educational initiatives must ensure learning opportunities and assist both learners and communities in adapting to new realities, fostering hope, and supporting social cohesion in affected regions.

Thus, education during the war in Ukraine must not only function as a means of delivering knowledge but also as a critical mechanism for recovery and strengthening the resilience of a society undergoing crisis.

Materials and Methods

This cross-sectional study focuses on key stakeholders in Ukraine's education system who are impacted by the ongoing war.

Sample and Participants

The participant sample comprised three main groups: 36 higher education instructors responsible for delivering and sustaining educational processes during the war, 28 students, including those displaced or residing in conflict zones, and 25 academic administrators overseeing the adaptation of educational policies and systems to crisis conditions. Participants were selected through purposive sampling to ensure a representative cohort capable of providing insights into the challenges and successful practices in adapting education during wartime.

Instruments and Procedures

Data were collected using semi-structured interviews. Survey instruments were specifically designed to address key themes, including the continuity of education during the war, the role of instructors in maintaining educational resilience, international aid and the adoption of new tools, and psychosocial impact and recovery.

The section on the Continuity of Education During the War explored the support for educational processes, including the use of remote learning platforms, curriculum adaptations, changes in teaching methods, and challenges faced by participants. The Role of Instructors in Maintaining Educational Resilience section focused on educators' efforts to support students' mental and emotional well-being and their broader roles during the crisis. The section on International Aid and the Adoption of New Tools examined the integration of external support, including that provided by NGOs and international organisations, as well as the implementation of innovative technologies to sustain education. The Psychosocial Impact and Recovery section addressed participants' emotional and psychological challenges and the support measures provided.

Data collection was conducted through online surveys, emphasising personal experiences and professional observations regarding the resilience of the education system during the conflict. Interviews were held virtually, with all participants providing written consent.

Data Analysis

The collected data were analysed using both qualitative and quantitative methods. Quantitative data from surveys were processed using descriptive statistics to identify trends and commonalities in the responses, enabling an assessment of overall patterns related to educational continuity, the role of international aid, and psychosocial impacts on learners. Qualitative data from interviews were thematically analysed, identifying key themes related to challenges and successful practices in supporting educational resilience. Transcripts of the interviews were coded to highlight strategies for overcoming difficulties, educational innovations, and psychosocial recovery.

Based on the findings, the study provides a comprehensive analysis of the challenges faced in ensuring education during wartime, particularly in conflict zones and for displaced individuals. It identifies best practices and successful models of educational adaptation, including the use of online platforms, hybrid learning methods, and community engagement. The research also offers recommendations for stakeholders, such as educators, educational administrators, and policymakers, focusing on improving psychosocial support systems for learners and instructors, enhancing the integration of international aid and modern educational tools, and developing strategies for the long-term recovery of education in post-war Ukraine.

Additionally, the study aims to deliver actionable policy recommendations for national and international actors involved in humanitarian education, emphasising the need for coordinated efforts to ensure the continuity of education as a stabilising force, even in the context of armed conflict.

Results

Education in Ukraine has undergone significant changes in the context of war, where issues of security, access to learning, and the preservation of the quality of educational services have become the primary challenges. As part of the presented cross-sectional study, a detailed assessment of the empirical aspects of education in crisis conditions was conducted, focusing on the social and political factors that influence the learning process.

Traditional institutional and regulatory approaches to education lost their relevance during wartime. Instead, the study's results highlight the importance of considering socially constructed aspects of the educational process, which are shaped by the impact of the military situation. Table 1 presents the results of a survey on the resilience of education in wartime and identifies the problems and solutions to overcome them in Ukraine.

Table 1

Results of a Survey among Education Participants

Question	Survey Participants and Percentage	Responses
Continuity of education during war: How did your educational institution adapt to online or hybrid learning?	70% of teachers 65% of students 60% of educational administrators	It was noted that the transition to online formats required a rapid adaptation of infrastructure and educational materials. Issues arose due to unstable internet connections and the lack of technical equipment in some regions. Learning challenges were highlighted, particularly due to limited access to electronic devices and poor internet connectivity, especially in conflict zones. The importance of teacher support during the adaptation to remote learning was emphasised; however, difficulties in organising home-based learning were also noted, stemming from the increasing stress conditions of the war.
What difficulties did you face in ensuring the continuity of education during the war?	75% of teachers 70% of students 68% of educational administrators	The most significant challenges were noted as being the safety of students, limited access to resources, and decreased motivation due to constant stress from the war. They noted difficulties in organising time for study during the evacuation and problems with the psychological state due to hostilities. They noted that the lack of stability and a sense of security in war conditions made it difficult for children to concentrate on their studies, which became a significant barrier.
The role of educators in ensuring educational sustainability: How do you support the mental well-being of learners while ensuring their continued learning?	80% of teachers 72% of students	They noted that they actively implemented mental health support measures, such as open conversations, information about psychological assistance opportunities, and organizing group discussions to reduce stress. They emphasized the importance of teacher support, including through informal meetings and consultations, which helped maintain motivation and resilience.

	62% of educational administrators	They noted that although teachers tried to support children, sometimes this was not enough, as the students themselves felt significant psychological pressure due to the circumstances of the war.
What professional training or support have you received to adapt your teaching methods during the crisis?	65% of teachers	They noted that they had access to online courses on using new educational technologies, but 45% noted insufficient preparation for working in conditions of constant stress.
International assistance and implementation of new tools: Have you received support from international organizations? If so, how has it helped in ensuring the continuity of education?	55% of teachers 50% of students	They reported receiving material and technical assistance, as well as training resources, from international organizations. However, 40% noted that this support was not always available promptly. International organizations reported assisting with the provision of training devices, but 30% noted that such initiatives were limited in remote areas.
Are new educational technologies being implemented at your institution? What is the reaction of students and teachers to this?	78% of teachers 74% of students	Positive response to new online platforms and hybrid learning methods was noted, although 35% had difficulty mastering the technology. Confirmed that new platforms helped them stay connected with teachers, but 45% noted difficulty integrating new tools into daily learning.
Psychosocial impact and recovery How has the war affected the mental health of applicants, and what measures are being taken to support them?	82% of teachers 75% of students	They noted the significant impact of stress and trauma on applicants, but they are actively working with psychologists to conduct support sessions. They pointed out difficulties in maintaining emotional balance but noted that schools provide access to psychological support.
How is the psychological health of teachers maintained in response to the stressful conditions of war?	68% of teachers	Educational institutions reported regular psychological support sessions, although 40% noted that these measures are not always sufficient to overcome stress and fatigue.

Source: Author's development.

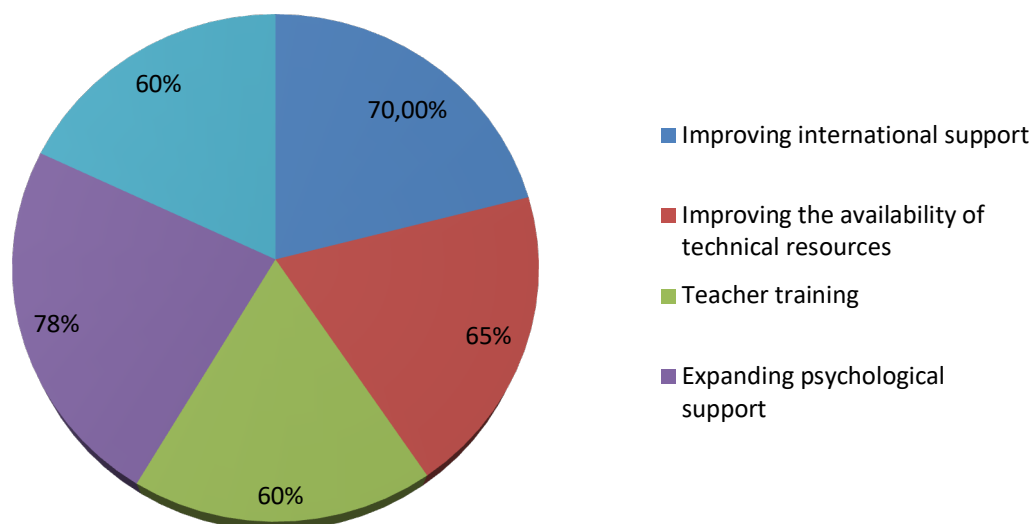
The analysis of priorities in the education sector during a crisis highlights several key areas for improvement. Firstly, 65% of participants emphasise the need for significant improvements in the accessibility of technical resources to ensure effective online learning, particularly in remote regions and areas affected by armed conflict. At the same time, 60% of respondents stress the importance of enhancing the professional training of educators, which should include the mastery of cutting-edge educational technologies and methods that address the challenges of crises.

Another crucial aspect is psychological support: 60% of respondents agree that relevant programmes for educators should be expanded to reduce the negative psychosocial impact of the war.

Furthermore, 70% of participants believe that international support should be more coordinated and accessible, encompassing the provision of technical resources and educational materials necessary to stabilise the educational process during the crisis (Figure 1).

Figure 1

Priorities for Improving Education in Times of War



Source: Author's development.

These data highlight the complexity of the approach to addressing educational challenges and emphasise the need for multilateral cooperation to ensure access to quality education even under extraordinary conditions. In the context of war, education in Ukraine has faced a series of exceptional challenges that have significantly impacted its structure, functioning, and accessibility. The war exacerbated chronic issues in the education system, such as inadequate funding and limited resources, and introduced new demands for the adaptation and survival of the educational sector (Jebril, 2024). Widespread destruction of educational institutions, displacement of education participants, and psychological pressures on educators and children have created unprecedented conditions for the educational process.

Despite this, Ukraine's education system has demonstrated remarkable resilience, adapting to the challenges of war. Initiatives such as online education in conflict zones and the creation of educational platforms to ensure continuity of learning have played a crucial role. In this context, international organisations such as UNICEF and the Red Cross have been key partners in supporting education, providing resources, and facilitating the restoration of educational institutions.

One of the central aspects is the financial and organisational involvement of citizens. Parents, communities, and associations are actively engaged in supporting education, financing the restoration of educational institutions, providing learning materials, and supporting young people's psychological adaptation. This demonstrates a high level of social capital, which is a decisive factor in preserving education even in critical conditions.

The political context also plays a significant role in shaping the educational process as a means of transmitting knowledge and a tool for preserving national identity. Educational initiatives in Ukraine

are increasingly focused on fostering patriotism and social memory and integrating the younger generation into the national narrative (Holubnychya & Zelenska, 2022). Education becomes an important space for rethinking the consequences of war, shaping resilient civic values, and laying the foundations for societal reconstruction after the war.

Ukraine's experience in ensuring education during wartime reflects the hybrid nature of educational initiatives, where state structures collaborate with civil society, international organisations, and private actors. This approach helps maintain the educational process's resilience despite limited resources and persistent threats. Future progress depends on systematic coordination of efforts, long-term planning, and the engagement of diverse stakeholders in addressing challenges and creating new opportunities for education.

In this context, it is worth noting that Ukraine's educational system demonstrates remarkable adaptability and resilience during wartime but faces numerous challenges that affect both its organisation and accessibility (Fim'yar et al., 2019). One of the key characteristics of educational systems operating in crisis contexts is the autonomy of education from state control, which often emerges in conflict zones. In Ukraine, this autonomy manifests through initiatives led by local communities, private individuals, and civil society organisations, which assume some of the state's responsibilities in restoring and maintaining educational institutions. In certain conflict-affected regions, parents, volunteers, and local activists actively create learning spaces, provide youth with essential materials, and offer psychological support.

International organisations also play a crucial role by providing resources, supporting educational projects, and coordinating efforts to sustain educational processes. However, reliance on international funding and donors' neutrality policies introduces certain limitations. For instance, insufficient attention to higher education for refugees or the lack of long-term funding can negatively impact overall educational accessibility.

Internal population mobility in Ukraine has become one of the key factors affecting access to basic educational services. The displacement of learners and educators from active conflict zones to safer regions presents new challenges in terms of integration, adaptation, and continuity of learning. Under such circumstances, the expansion of mobile educational initiatives and online platforms becomes essential, ensuring access to education regardless of location.

Several critical aspects must be considered to effectively address the challenges of organising education during wartime. Firstly, the accessibility of technical resources for online learning must be significantly improved, particularly in remote and conflict-affected regions. This includes providing modern devices, high-speed internet access, and establishing local support centres. Equally important is enhancing educators' professional training in using advanced educational technologies and adaptive teaching methods in crisis situations. Regular training sessions, courses, and workshops focusing on the practical application of digital tools should be organised.

Expanding psychological support programmes for education participants should become a priority, as the psychosocial consequences of war can adversely affect the learning process and the overall well-being of educational community members. Such programmes should include professional counselling and resilience training. At the international level, more organised and accessible support must be ensured, encompassing the provision of technical resources, educational materials, and funding for professional development programmes.

These measures will help stabilise the educational process and make it more resilient to future challenges. Ukraine's education system's resilience during wartime largely depends on the ability to

mobilise local resources, secure international support, and ensure flexibility in delivering educational services. The emergence of parallel and autonomous educational structures helps preserve access to education in the absence of state control while also fostering new models of educational initiatives tailored to societal needs during crises.

Discussion

In response to the research question concerning the impact of war on the psychosocial well-being of students in Ukraine and their access to higher education, Havryliuk and Balashov (2024) argue that the war has significantly deteriorated the mental health of students due to constant stress, loss of loved ones, forced displacement, and the destruction of familiar environments. For students remaining in Ukraine, access to higher education is hindered by infrastructure damage, power supply disruptions, and a lack of technical resources. On the other hand, refugees face additional challenges such as language barriers, difficulties integrating into new educational systems, and the absence of financial and social security (Mamediiieva & Moynihan, 2023). According to Clark (2024), these factors exacerbate inequalities in access to education and create barriers to social mobility, echoing earlier research on the relationship between education levels and armed conflict.

Regarding the difficulties in ensuring education for refugee students and those in conflict zones, Hrynevych (2024) notes that education in conflict zones faces numerous challenges, including constant risks to life, the inaccessibility of educational facilities, and a shortage of teaching staff. Refugee education is further complicated by the non-recognition of Ukrainian educational qualifications abroad, the need for rapid adaptation to new standards, and unfamiliar cultural realities. For these groups, education serves as a means of knowledge transmission and a symbol of stability and hope for the future. However, during crises, educational institutions often function as social shelters, shifting their focus from academic development to providing basic support.

In related research on educational innovations and initiatives to support students during the war and reconstruction, Kuznetsova et al. (2024) highlight that wartime educational innovations include flexible learning formats such as distance courses, mobile applications, and online platforms. Of particular importance are programmes aimed at providing psychological support to participants in education, helping mitigate the impact of traumatic events. This aligns with the necessity to establish multidisciplinary educational centres during reconstruction, integrating learning with rehabilitation practices. Initiatives promoting inclusivity can facilitate refugee integration, foster intercultural dialogue, and contribute to building open societies.

Korostelina (2020) suggests that higher education institutions can serve as tools for restoring psychosocial health and social cohesion among youth after the war. The author adds that these institutions can act as hubs for recovery by integrating psychosocial rehabilitation programmes aimed at addressing trauma. They can organise stress management training, group therapy, and activities to enhance communication among students. Indeed, education can also function as a platform for rethinking collective memory and fostering values of tolerance, openness, and civic responsibility. Involving students in rebuilding social infrastructure through volunteer work and community projects can support their societal integration and help develop leadership skills essential for overcoming the consequences of war (Lopatovska & Coan, 2024).

Burley (2023) argues that education during and after the war is not merely a means of preserving knowledge but also a crucial tool for social transformation, rehabilitation, and strengthening societal cohesion.

Education during wartime serves as both a means of knowledge transmission and a critical tool for supporting societal resilience. The Ukrainian experience highlights unique challenges and opportunities for transforming the education system. In this context, Rybinska et al. (2023) observe that education often becomes a mechanism for fostering collective identity and political mobilisation in times of crisis. In Ukraine, the war has intensified the need to preserve patriotic values. However, such initiatives sometimes risk turning the educational process into a vehicle for the simplistic dissemination of national ideologies, complicating peace initiatives aimed at intercultural dialogue and reconciliation, and instead perpetuating divisions within society.

In a related study, Khrapaty et al. (2024) argue that refugees often face difficulties integrating due to language and cultural barriers and a reluctance to assimilate, stemming from a desire to preserve their national identity. This dynamic gives rise to parallel educational structures, which, while maintaining a connection to native culture, may exacerbate feelings of isolation or even foster negative sentiments tied to experiences of violence.

Indeed, peacebuilding projects that involve intercultural exchange frequently encounter significant obstacles. Rather than achieving reconciliation and integration, they often reinforce existing social and political inequalities, avoiding a critical examination of these issues. Students thus find themselves influenced by conflicting national narratives, undermining the effectiveness of education as a tool for fostering social cohesion.

According to Bakhov et al. (2024), educational infrastructure has been devastated in areas directly affected by the war, significantly hindering access to basic educational services. This is particularly acute for young people, who, amid instability, often lose connection with the education system, leading to social alienation.

Ensuring access to education for all categories of learners, including internally displaced persons and refugees, through flexible learning formats such as distance and blended learning, has proven vital (Bondar et al., 2020). Equally important is expanding psychological support programmes for students and educators (Bondareva, 2022). Such programmes should include individual counselling, group therapy, and resilience training, with a focus on addressing traumatic experiences and fostering a sense of safety in the educational environment. In this regard, Osmachko et al. (2022) advocate for the development of programmes that promote intercultural dialogue, challenge prejudices, and foster tolerance. We concur that creating educational materials offering multidimensional perspectives on history and culture is essential to enhance mutual understanding.

In their research, Pochtovyuk (2023) emphasises the need to strengthen coordination between government agencies, international organisations, and local communities to provide financial, technical, and methodological resources. Such efforts would support the development of effective educational projects aimed at rebuilding infrastructure and improving the quality of learning.

Thus, education in wartime Ukraine faces numerous challenges but also presents opportunities for societal transformation. It can become a platform for building a more cohesive, tolerant, and resilient society through innovative approaches, intercultural dialogue, and psychosocial support.

Conclusions

The findings of this cross-sectional study confirm that the ongoing war in Ukraine has had a profound impact on the education system. The system has simultaneously demonstrated remarkable resilience by adapting to new realities. The challenges and opportunities identified in the wartime educational process highlight key improvement areas.

A review of relevant literature reveals that educational institutions have adjusted to the new conditions by implementing remote learning and hybrid models. However, significant issues remain, including unequal access to technological resources, unstable internet connectivity, and infrastructural limitations, particularly in conflict zones. In this context, educators play a critical role in maintaining the psychosocial well-being of learners and sustaining their motivation for education. Nevertheless, they often lack systemic training to work under constant stress, underscoring the need for enhanced professional support.

International assistance, including technical resources, educational materials, and platforms, has been instrumental in stabilising the educational process. However, it is crucial to ensure more coordinated and equitable access to such support, particularly in remote regions.

The war has had a substantial psychosocial impact on learners and educators, necessitating systematic support measures. The integration of psychological programmes, individual counselling, and group therapy is essential to ensure the well-being of participants in the educational process.

The survey results indicate the need to prioritise investment in educational institutions' technical infrastructure, including modern devices, high-speed internet, and software for remote learning, with particular attention to conflict-affected regions. Regular training sessions for teachers on the use of educational technologies and psychosocial adaptation programmes are vital for enhancing their preparedness to address challenges during crises.

Comprehensive mental health support programmes tailored for both learners and educators should also be developed. Strengthening international efforts, particularly in funding, material aid, and the exchange of best practices between countries, is imperative. Additionally, developing innovative educational models based on hybrid learning, mobile initiatives, and interdisciplinary approaches will enhance the flexibility of the education system in crisis conditions.

Education during wartime is a vital factor for societal resilience and integration. Systemic support for this sector will contribute to stabilising the educational process and the long-term recovery of Ukrainian society.

The findings of this cross-sectional study underscore the significant challenges and opportunities within Ukraine's education system during the ongoing war, highlighting areas for further investigation and improvement.

Suggestions for Future Research

Future research could focus on exploring digital equity in education, examining the long-term consequences of unequal access to technology and internet connectivity on educational outcomes, particularly in conflict-affected and remote areas. Evaluating strategies to improve digital infrastructure and their effectiveness in ensuring equitable access to online learning resources is also essential.

A promising area of study is educators' specific professional development needs under stressful conditions. Future research could investigate the design, implementation, and impact of training programmes aimed at improving teachers' capacity to support learners' psychological well-being and adapt teaching methods during crises.

Additionally, it is crucial to analyse the scalability of hybrid learning models, mobile educational initiatives, and interdisciplinary approaches in crisis contexts. Research could also assess how these models overcome learning barriers and enhance the resilience of education systems.

Finally, the educational experiences of internally displaced students and refugees warrant investigation, focusing on their integration into new learning environments and the effectiveness of support systems in overcoming cultural, linguistic, and systemic barriers.

Focusing on these areas will enable future research to contribute to the creation of a more resilient and inclusive education system in Ukraine and provide valuable insights for other conflict-affected regions. These studies can enhance scholarly understanding of the issues and offer practical recommendations for policymakers, educators, and international organisations.

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