

**Denys Ksenzov**  
*Master's degree*  
*Kyiv polytechnic institute by Ihor Sikorskyi*

## **STRATEGY OF UKRAINIAN EDUCATION SYSTEM REFORMS DURING RUSSIA-UKRAINE WAR**

**Abstract.** *Military conditions create new challenges for the education system of Ukraine, requiring new reforms. This article presents a general analysis of the current education system during the full-scale Russian invasion and suggests further steps aimed at improving the effectiveness of the education system in Ukraine.*

**Key words:** education, training, Russian-Ukrainian war, reforms, strategy.

**Ксензов Д. Є. Стратегія реформи системи освіти України під час російсько-української війни.** *Воєнні умови створюють нові виклики для системи освіти України, потребуючи нових реформ. Дана стаття представляє загальний аналіз нинішньої системи освіти під час повномасштабного російського вторгнення та пропонує подальші кроки, направлені на покращення ефективності системи освіти України.*

**Ключові слова:** освіта, навчання, російсько-українська війна, реформи, стратегія.

**Introduction.** Over the past few years, there has been a need to reform the education system of Ukraine due to external factors. In particular, this applies to the period of the coronavirus pandemic, due to which education has moved to a distance or mixed format as an adaptation to the conditions when students and teachers cannot be in the same room. Certain problems of Ukrainian education have remained since those times: as reported by the Education Ombudsman Service, these include the instability of the Internet connection for distance learning, the lack of acceptance of distance learning by primary school children, the lack of necessary equipment for conducting online lessons, etc. [1]. After the full-scale attack on February 24, 2022, the education system of Ukraine faced new challenges. This concerns the

departure of children with their parents abroad and their implementation in the European education system, maintaining security in conditions of the possibility of shelling of educational institutions, studying according to the Ukrainian program in temporarily occupied territories [2]. Thus, to solve a set of old and new issues, a strategy of education reform in Ukraine is needed, which can offer effective training in the current conditions. The purpose of this article is to propose specific actions that can become part of the reform strategy of the Ministry of Education and Science (MES) to address the current challenges facing education. To achieve this, there is a need to perform the following tasks:

1. To highlight the current challenges facing the education system of Ukraine in the context of the Russian-Ukrainian war.
2. Analyze the decisions of the Ministry of Education and Culture, which were introduced in response to a full-scale Russian invasion.
3. To suggest specific actions that can support the effective education system of Ukraine in the conditions of war.

As the Ministry of Education and Science of Ukraine notes, the Ukrainian system of education and science was severely affected by the actions of the Russian aggressor [3]. It is worth noting that according to the General Staff of the Armed Forces of Ukraine, as of September 1, 2,405 educational institutions were damaged due to the Russian-Ukrainian war [4]. At the same time, as of March 24, 2022, there are almost 1.8 million Ukrainian children abroad [5]. Because of this, the Ministry of Education and Science faces a challenge not only to ensure a continuous educational process within our country, but also to enable children living abroad to gain access to or return to the Ukrainian education system. Due to the coronavirus pandemic, Ukraine already had a problem with the educational losses of children and youth; now this situation has become even more serious because many children do not have access to the Ukrainian education system due to their stay in the occupation or abroad [5].

At the same time, it is necessary to adhere to the main concepts of Ukrainian education, which were introduced before the war. One of them is the "New Ukrainian School" (NUS) – a concept of the education system that focuses on creating favorable conditions not only for learning, but also for the social development of students [6]. This is especially important in the conditions of war: the NUS as a reform supports the effectiveness of

education and social integration of students, which is relevant not only for students in the territory controlled by Ukraine, but also for those who are in temporarily occupied territories and abroad. In general, the Educational Ombudsman of Ukraine published proposals for four categories. These include authorities, education management bodies, educational institutions and parents [7]. It is also worth noting the problem with the lack of funding for education. This concern is related to the destruction of the infrastructure of Ukraine due to the actions of Russia, the seizure of Ukrainian industrial and energy enterprises that are currently under the occupation of the Russians, the closure of businesses and the emigration of taxpayers from Ukraine [8]. Because of this, the education system does not have enough resources to provide educators with the necessary, in particular, the arrangement of shelters and the printing of textbooks [6; 9].

In response to these challenges, the Ministry of Education and Science is developing a strategy for the response and functioning of the education system in the conditions of military operations. This includes providing the possibility of distance learning both for students in Ukraine and those who are abroad. The Ministry of Education and Culture is developing instructions for teachers on actions in emergencies (such as an air alert, the threat of artillery fire, etc.). Educational institutions that are under occupation, if possible, try to evacuate to territories controlled by Ukraine [10].

However, the actions of the Ministry of Education should not be just a reaction to the events that took place. These should be systematic changes that change the approach to education as a whole [11]. The coronavirus pandemic and the Russian invasion have shown that distance learning has its advantages in the context of not tying students to a specific location, which can help those who are abroad, under occupation, or were forcibly deported to the territory of the Russian Federation. In this case, a good solution was the implementation of a single system of distance learning, which would provide for the possibility of connecting to Ukrainian education regardless of location: a mobile device and the availability of the Internet would be enough.

The Ministry of Education should also focus on the competitiveness of education in Ukraine. Many of those who went to study abroad note the high quality of education [11]. Among other things, this is achieved thanks to the conditions for learning, which depends on the community in which a person

falls. Improvement of the conditions and environment is provided for in the concept of the National Educational Institutions of Ukraine, but the question of how to motivate people who have found themselves outside of Ukraine to return to the Ukrainian education system remains open. The solution to this problem can be the integration of Ukraine into the education system of Europe and the international education system [6]. At the legislative level, it is necessary to make the training program one that is ratified outside of Ukraine. Thus, those who ended up abroad will be able to find further prospects for themselves, while completing their education according to the Ukrainian program.

The issue with financing can be solved by attracting partner investments from the governments of other countries of the world and businesses. In particular, the involvement of business in education has its advantages for both parties: companies can improve their image thanks to the support of educational institutions and, in the case of dual education, get specialists for work, and the education system of Ukraine will be able to reduce the cost burden and accelerate the implementation of priority tasks with financial support [12].

**Conclusions.** The Ukrainian education system is in a difficult situation due to the actions of the Russian aggressor. To ensure continuous effective training, not just a reaction to the current conditions is needed, but a process of changing the education system of Ukraine. In particular, it is worth focusing on digitalization of education, which will be useful for students in Ukraine and beyond. It is necessary to develop a unified education system that will be available for all levels of education, will be ratified outside the country and will become one of the necessary tools in the post-war reconstruction of Ukraine.

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