

DOI: 10.31548/hspedagog14(1).2023.149-160

UDC 159.91.6138. 378.17.

**EDUCATION PROVISION AND ACADEMIC MOBILITY INCREASE AMONG
STUDENTS OF NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES
(UKRAINE) IN CONDITIONS OF WAR**

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Abstract. *The article is devoted to problems of education in armed conflicts, namely, organization of training and development of mechanisms to protect education in emergencies and hostilities. The article also pays special attention to academic mobility increase of students of Ukraine's higher education institutions in general and the National University of Life and Environmental Sciences of Ukraine in particular, who were forced to leave their place of permanent residence in the state. It is concluded that in order to continue education in conditions of war, there is a variation of formats, which educators can consider in accordance with the situation in a particular region. Continuity of education means providing it in a different way; this means that students will have access to learning process, despite the interruption of the traditional learning process. Alternative education methods may include non-formal education, intensification of training sessions, and organization of temporary places for training. The use of distance learning methods is important. The authors emphasize that it is the continuity of education that is crucial to support the political, socio-economic, cultural and scientific life of society, especially in conditions of war. For the Ukrainian educational system this challenge has become a kind of stimulus, which opened new opportunities and a catalyst for long-overdue modernization changes in education. The conducted research does not exhaust all the features and challenges that education is forced to face under conditions of war; the issue of the continuity of education at all levels in wartime conditions requires further research, in particular, the development and introduction of special training courses for managers, teachers, academic staff, scientists to ensure continuity of education in wartime conditions. Assistance to victims of armed conflicts (children in particular) and the development of psycho-pedagogical practices, psychosocial support and psychosocial methods aimed at supporting students remain equally important.*

Keywords: *Ukraine; armed conflict; academic mobility; education in conditions of war; continuity of education; non-formal education.*

Introduction. "The impact of war on education creates a number of humanitarian and social problems. schools and universities are exposed to bombing, shooting and arcing. Children, teachers and professors are killed, injured, kidnapped or detained without reason, educational institutions are used as bases, barracks or detention centers. Such actions harm pupils, students and teachers, deprive a huge number of pupils and students of their right to education, thus, destroying the foundation on which communities build their future. In many countries, armed conflicts continue to destroy not only the educational infrastructure, but also the hopes and aspirations of entire generations "Safe Schools Declaration, which is a political commitment to the protection of education in armed conflicts, which has been adopted by 114 countries (Safe Schools Declaration, 2015).

On February 24, 2022, as a result of an unprecedented attack by the Russian Federation on Ukraine, 7 million children and adolescents in Ukraine became children of war. They were deprived of the right to education, and the opportunity to teach in the conditions of safety and dignity was taken away. The year 2022 has entered the history of our state with many challenges, which faced higher education of Ukraine and the staff of the National University of Life and Environmental Sciences of Ukraine in particular. First, it is the martial law in Ukraine; second, the coronavirus epidemic, which, unfortunately, has not disappeared; third, a difficult admission campaign; fourth, a decrease in government spending on education; fifth, significant social and psychological tension. Our state is experiencing difficult times; the bloody war carries considerable destruction of cities, villages, housing, enterprises, roads and other infrastructure. As of the end of August 2022, 2,220 education institutions in Ukraine were damaged, 225 were completely destroyed,

and 1,170 were temporarily occupied. Currently, higher education in Ukraine faces the choice of how to preserve the integrity of students and academic staff and to provide high-quality knowledge to students under conditions of martial law and pandemic. Today, we have a great responsibility for our actions to all stakeholders of the educational process, including students, parents, employers, Ukraine and society. During wartime, qualified personnel are needed more than ever to prevent the food crisis in Ukraine and the world, as well as to restore our state. There is already a particular need for qualified personnel to restore all sectors of the economy, in particular, agro-industry, environmental protection, processing, and food. Therefore, the first task of all educators, including the staff of the National University of Life and Environmental Sciences of Ukraine, in no case to stop the educational process and training of qualified personnel, to ensure the quality of the educational process in the new academic year and to preserve the life and health of students and lecturers in the difficult conditions of martial law.

Despite the increased scholars' attention to international academic mobility, in modern scientific theory and practice issues of ensuring proper conditions for the educational process, as well as educational mobility of students and teachers in conditions of armed conflicts remains rather limited.

Purpose. is to fill this gap and make contributions to thorough analysis of educational process and conceptual principles of academic mobility of Ukrainian students and academic staff in conditions of military conflict (on the example of Ukraine in general and the National University of Life and Environmental Sciences of Ukraine in particular).

To achieve this goal theoretical analysis of national and foreign research-

ers' works has been used. Synthesis, comparison and generalization were implemented to compare different scientists' views on issues of education in conditions of armed conflicts and their impacts on providing educational process, academic mobility among students, practical recommendations and relevant ways of overcoming negative consequences in education.

Analysis of recent researches and publications. The military conflict and its consequences for society were studied in detail in various fields. The key topics are mostly related to "how" people live in places of armed conflict, in particular, the research conducted by Pedersen & Sommerfelt (2007), Glasgow & Baer (2011), Spitzer & Twikirize (2012). Other studies were conducted from the economic point of view (López & Wodon, 2005), from the point of view of physical, mental and social health (Kapor-Stanulovic, 1999; Rieder & Choonara, 2012; Massad et al., 2012). These studies were mainly focused on psycho-social assistance to improve the personal situation of those who suffered from armed conflict (Minou, 2006). The impact of insurgency and armed conflict on education in certain countries has been studied separately, particularly in India (Parlow, 2011; Singh & Shemyakina, 2016); in African countries (Akresh et al. 2016; Alfano & Görlach, 2019); in Nepal (Valente, 2014); Peru (Leon, 2012), Tajikistan (Shemyakina, 2011), Colombia (Namen et al., 2020), Bosnia (Swee, 2015), as well as during the Second World War in Germany and the rest of Europe (Kesternich et al., 2014).

Education in armed conflict, education in conditions of war and the resumption of the educational process after the end of hostilities is the subject of thorough study by some international organizations, in particular, UNESCO, UNICEF, OECD, German Society for International Cooperation (GIZ), the Global Coalition to Protect Education from Attack (GCPEA), The In-

ter-agency Network for Education in Emergencies (INEE), The United Nations High Commissioner for Refugees (UNHCR), Peace Research Institute Oslo (PRIO), Norway (PRIO), etc. Their recommendations are based on a wide range of military conflicts (both international military conflicts in which states are involved and domestic military conflicts). The international community has made a great deal of effort in developing mechanisms to protect education in emergencies and hostilities. At present, the findings on this issue is valuable for Ukraine, which analyzes effective international instruments and practices. Thus, the recommendations were taken into account, which can be adapted to the specifics of one country's attack on another, namely, the Russian Federation's attack on Ukraine.

As for the issue of "academic mobility", I would like to note that this is a very complicated phenomenon, which cannot be reduced only to a simple exchange of students or teachers. Especially, when it comes to forced measures to preserve their own lives and to continue their academic activities in educational institutions abroad.

The issue of mobility is now in the study of many sciences: philosophy, sociology, pedagogy, psychology, demography, geography, economics, public administration, law, political science, history; accordingly, academic mobility is the subject of attention of many scholars: philosophers, sociologists, psychologists, lecturers, managers, etc. It is worth paying attention to Tremblay's position concerning connections between academic mobility and international migration (Tremblay, 2004).

The aim of Hoffman's study was to conceptually articulate two sets of academic mobility patterns and to lay the groundwork for further empirical research on the relationships between academic mobility and international migration (Hoffman, 2009).

Byram M., Dervin F. in their work "Students, Staff and Academic Mobility in Higher Education" demonstrate that student and staff mobility may well begin with financial needs: mobile students gain advantages in employment, motivations include financial gain, and the value of mobility can be estimated (Byram et al., 2008).

In the article "Academic mobility development among university students during COVID-19 pandemic" researchers note that academic mobility is generally perceived and discussed as a positive phenomenon. This is a prerequisite for creating a competitive and successful economy and quality science during the COVID-19 pandemic (Slipchuk et al., 2021).

In modern educational discourse, some approaches take the form of virtual academic mobility and distance learning, which are widely used in educational institutions of a new type - Open University, virtual universities, etc.

Results. Russia's large-scale invasion, which was launched on February 24, 2022, led to human losses, movements, stresses, and economic shocks. All segments of the population are involved in an adaptive or maladaptive process. The military realities of today caused a complex of serious problems in Ukrainian education. This concerns primarily to forced displacement of a large number of Ukrainian population and damage to education institutions as a result of military operations.

More than 10 million people were forced by circumstances to change their place of residence: 6.5 million within the country, 3.9 million moved abroad. These are mostly women and children. UNICEF reports that more than half of Ukraine's children – 4.3 million children out of 7.5 million in total – were forced to leave their homes. By early May, it was confirmed that more than 23 thousand teachers and more than 600 thousand students have left abroad. But these figures are not accurate.

Headmasters and rectors say that the whereabouts of about 10 – 15 % of students and pupils have not been identified.

1,748 educational institutions suffered from bombing and shelling, 144 of them were completely destroyed. 34 institutions of higher education (higher educational institutions – institutes, universities and academies), 42 institutions of professional pre-higher education (colleges) and 65 separate structural subdivisions have been relocated. Weekly, the number of war-affected and displaced people is growing.

Due to the military aggression against Ukraine, the introduction of martial law throughout the state, the educational process at the National University of Life and Environmental Sciences of Ukraine was suspended till March 13, 2022. The Ministry of Education and Science of Ukraine, recommended higher education institutions to resume training in a distance or blended format after the holidays, if there are safe conditions for doing so. In addition, it was recommended to establish special training conditions (individual schedules, academic holidays) for students who are in the ranks of the Armed Forces of Ukraine or territorial defense.

The University resumed classes on March 14, 2022 in distance and blended formats. This format provided an opportunity to organize the educational process in the conditions of war. At the same time, some students and teaching staff are in dangerous areas - in the territories of fighting or temporarily occupied territories and the problem is that not everyone can join the educational process. Some people do not have access to the Internet or technical means. Every day in most regions of Ukraine air alarm is announced, during which it is necessary to stay in the shelters. This negatively affects the organization of the educational process.

On May 13, 2022, during the government session, the Cabinet of

Ministers of Ukraine approved the Resolution on amendments to some decisions of the Cabinet of Ministers on regulating the issue of academic mobility. The Act, in particular, defines the procedure for exercising the right to academic mobility, the order of passage, recognition and enrollment of the results of academic mobility for Ukrainian participants within the framework of international cooperation in the field of education, science, innovation.

The implementation of the above-mentioned procedure under martial law will guarantee the right to safe education of students who were forced to leave their place of permanent residence or Ukraine, in safer regions of Ukraine or abroad, facilitate their return to Ukraine after the end or termination of martial law, because it will officially allow the results of such training to be counted when they return to their institution of permanent place of training. Also, the implementation of the procedure guarantees the right to safe working conditions for academic staff, which will support the intellectual potential of Ukraine, as it will ensure the preservation of the position at the main place of work for up to two years.

Ukrainian universities located in safer regions (Lviv, Ivano-Frankivsk, Ternopil, Volyn, Rivne, Khmelnytskyi), are announcing on study admission of students and faculty with internally displaced person status. At present, such training is available only as part of academic mobility opportunities, that is, students can join courses in their specialties, and upon completion of the training, they will receive a document certifying that they have completed the course. However, students actually cannot fully transfer from their university to another one, if there is no training in it. There is a need for a longer integration strategy and a procedure for transferring students whose universities will not be able to resume their studies in the near future.

Students who have left their homes can return to study in places of temporary stay both in Ukraine and abroad. Teachers who are able to work can do so from anywhere within or outside the country. Those teachers who cannot work retain their jobs and salaries. The relevant guarantees were introduced in the March 20 amendments to educational legislation.

Among other support measures, the Governments of the countries hosting internally displaced persons from Ukraine have also offered the opportunity to continue their education at various levels. Foreign universities and institutions offer academic programs, scholarships and other opportunities for educational participants from Ukraine. Various states, such as the Baltic States, offered students who left Ukraine to study at universities in Lithuania, Latvia, and Estonia. Ukrainian students can also continue their studies in Poland. The consortium of partners also created the project of Ukrainian Global University, which aims to give Ukrainian students, academics, and professors the opportunity to join the programs of foreign universities and institutions. After the start of the full-scale invasion, foreign institutions and universities began to create various opportunities for Ukrainian students and academic staff from Ukraine. They are offered to continue their studies at Western universities or to participate in various educational programs. Some countries (e.g., Poland or Lithuania) also cancel or postpone tuition fees and dormitory fees for Ukrainian women. The governments of some countries (e.g. Czech Republic or USA) provide additional financial support for the needs of Ukrainian students and introduce scholarships for them. In some countries, there are separate programs aimed at students and graduate students from Ukraine, such as the program "Solidarity with Ukraine", which allows you to continue studying in Poland.

In addition to continuing education and financial aid, a number of universities

promote the employment of Ukrainian students, scientists and teachers providing housing and free meals, offering psychological and legal support.

Some universities are developing adaptive programs in Ukrainian for refugees from Ukraine. For example, the Warsaw University Collegium Civitas has developed adapted programs with Ukrainian language of instruction for first-year students. After the first year, they will continue their studies in Polish. Some countries offer courses in the national language.

To support the Ukrainian academic community, the EU Erasmus+ program has introduced further opportunities to support and protect Ukrainian university workers and students during Russia's war against Ukraine.

Students and employees of educational institutions, including the National University of Life and Environmental Sciences of Ukraine, have the right to study/work in their Alma Mater in parallel with Erasmus+ mobility. The European Commission has been supporting Ukrainian students since the first day of the war and has opened the possibility of a simplified application procedure for individuals to receive a mobility grant for those who are forced to leave Ukraine because of the war.

Among the networks of European universities, some try to support students, teachers and scientists not only in the academic field, but also organize humanitarian aid. For example, the French Université Paris Cité offers psychological assistance to students living in France. The government also collects food, hygiene items, clothing, and medicines to be sent to Ukraine. The Jagiellonian University, Radboud University and others are also engaged in collecting humanitarian aid.

However, there are a number of problems faced by Ukrainian students and teachers abroad. First of all, it is a language barrier, double load, lack of

technical means for learning, academic difference and others.

Taking into account the recommendations of the Ministry of Education and Science of Ukraine on the organization of educational process under martial law, the rectorate, the student organization, the primary trade union organizations of students and graduate students and employees of the National University of Life and Environmental Sciences of Ukraine concluded an agreement and decided to start the 2022/2023 academic year from August 15, 2022 in a mixed (full time and distance education) format. Why? Let's remember that in ancient China wise people said that learning is when the mind is afraid and the hands and feet do what they have been taught! That is, dry knowledge alone does nothing for the head. Knowledge, skills and competencies are needed (Vitchenko et al., 2022). It is impossible to achieve this, lying on a sofa with a gadget. Life, war, or economic realities do not require a graduate to dream, but to be truly trained for the degree of academic requirements.

Undoubtedly, the main and constant priority for any educational institution remains teachers' safety and the quality of the educational process, which, of course, requires special attention in difficult conditions of martial law. Although the National University of Life and Environmental Sciences of Ukraine is ready for such challenges. It should be noted that the NULES of Ukraine was the first in the state, which on March 14, 2022 resumed the educational process in a distance format for students of all faculties and research institutes. The university carried out active preparation for the safe conduct of the educational process. The rector, together with the vice-rectors, deans of faculties and directors of research institutes, organized a number of important events.

First of all, according to the rector's orders № 371 of June 8, 2022 and № 404 of June 21, 2022 a working group was

established to examine the bomb shelters at the university. According to the results of its survey in the shelters and bomb shelters accrued University buildings 3608 places and dormitories – 3824 places for people who can simultaneously be in them. In addition, a plan and scheme for the location of such objects on the territory of the university was formed and communicated to the participants of the educational process, with an indication of all available entrances and exits, as well as the scheme of movement to them in case of danger teachers and students who are in the premises of one or another educational building and the plans-schemes of each educational building have been developed.

Secondly, an instruction manual was developed and communicated on the observance of rules of conduct by students and faculty under martial law during their stay at the university.

Thirdly, the management of faculties and research institutes held online meetings with teachers and students on organized and safe beginning of the academic year, and conducted trainings on safety of life activity in conditions of martial law for academic staff and employees of the university.

Fourthly, on behalf of the Rector, the Deans, Directorates and Structural Units' management have developed a plan of emergency measures for serious challenges. In addition, the State Emergency Service of Ukraine checked the readiness of bomb shelters before the start of training sessions.

For the first time in recent years, the university has introduced double-shift instruction so that students in classrooms can be accommodated in the university's bomb shelters in case of air raids. There are 50 minutes of sanitary treatment between changes and 20-minute breaks between academic classes.

During the educational process, it is planned to use a blended method, when lectures are given remotely, and practical

and laboratory classes are held in-person. The war once again forced teachers to seriously rethink the content of curricula and programs, to relieve them from repetition and duplication of topics, as well as to thoroughly and qualitatively master new methods of distance learning, to master virtual methods of laboratory works, to improve blended learning.

The University is improving and expanding access to educational services for higher education applicants. An important task is to ensure the most favorable learning conditions (in particular, to establish individual curricula, to provide remote access to training sessions, etc.) for higher education applicants who have taken up arms in defense of Ukraine, are in the temporarily occupied or especially dangerous territories, or are displaced persons.

The National University of Life and Environmental Sciences of Ukraine used information technologies for training students (moodle.nubip.edu.ua, today – E-learning). The use of distance learning technologies in full-time and part-time education, of course, improves perception of information and provides a more objective assessment of students' work (Kachmarchyk et al., 2019).

4,626 E-learning courses have been developed for 2,603 Bachelor and Master degree courses, taking into account the need to teach academic disciplines to students of all specialties. It is worth noting that last semester the research library of the university sent more than 23,000 electronic versions of manuals, textbooks and instructional guidelines to 2,134 students' electronic mailboxes, which is planned for the new academic year.

Educational process in the conditions of martial law requires the new model of teacher, where it is important not only an impeccable knowledge of discipline and high level of professionalism, but also psychological stability, mobility, flexibility, possession of

modern information technology and innovative teaching methods.

In the conditions of the necessary preservation and restoration of traditional educational infrastructure, the development of online courses is an important direction for the education improvement. Ukraine already has certain achievements in this area. A very successful public project of massive open online courses is Prometheus with its own online platform. Founded in 2014, Prometheus now has an audience of hundreds of thousands of students, offers dozens of free online courses in various areas: civic education, the history of Ukraine, entrepreneurship, the basics of public policy, data analysis, IT technologies, the basics of information security and many others. The cooperation involves both experts-practitioners, representatives of well-known companies (IBM, Microsoft, Video Gorillas, EPAM, etc.), as well as teachers of leading higher education institutions of Ukraine, first of all, the National University of Life and Environmental Sciences of Ukraine.

In order to improve the quality of the educational process in the conditions of martial law teachers should use all available opportunities – to conduct both lectures and practical classes using WebEx, Zoom, Google meet, Microsoft Teams and to send and check various types of tasks and works for students who are not able to get in touch systematically using Viber, Telegram, WhatsApp, Signal.

In the difficult conditions of martial law and the global pandemic, forcing higher education institutions to switch to blended and distance learning, an effective way to ensure the quality of the educational process is to improve the qualifications of the teacher.

Today more than ever, the employers' opinion should be taken into account and it is necessary to focus not only on modern requirements of the labor market, but also to look into the future, to

predict what professions, areas of activity will be in demand in the near and distant future. The study of foreign experience shows that even today in some developed countries, such as Japan, Germany, Switzerland, employers voluntarily undertake obligations to improve personnel qualification. Therefore, close cooperation with business and employers is another important aspect of professional self-development of academic staff.

During this difficult time of war, both educational institutions and research institutions of Ukraine have made a significant contribution to the development of peace and well-being of students and employees. The National University of Life and Environmental Sciences of Ukraine, on the basis of which the Center for Social Support and Rehabilitation was formed during the war, is no exception. Providing students and employees with psychological aid on a voluntary basis, the Center's specialists solve a number of tasks:

1. to provide support for victims during armed confrontation;
2. to work with groups of internally displaced persons who move from the war zone (providing psychological assistance, food, clothing and medicine);
3. to conduct a complex of psychological and social measures aimed at preventing and rehabilitating those who have taken part in hostilities;
4. to provide psychological counselling, psycho-correctional, psycho-therapeutic work with students and employees who have lost their homes or relatives;
5. to carry out preventive work on traumatization and emotional burnout of children and adults who have received traumatic experience by war.

Besides, it should be mentioned the staff of the Department of English Philology, Romance and Germanic Languages and Translation, Foreign Philology and Translation, the Department of English for Technical and Agrobiological Specialties, which during the war in

Ukraine provide students, who were forced to leave their country and move abroad, with advice and practical classes to improve their English, French and German language skills.

Discussion. Undoubtedly, Russia's armed aggression of 2022 will lead to significant changes in Ukraine's higher education system as a whole. The war has intensified and expanded the challenges posed to education by the COVID-19 pandemic.

For the Ukrainian educational system, this challenge has become a kind of stimulus, which opened new opportunities, and a catalyst for long-overdue modernization changes in education.

The quality of education is a significant factor influencing the income and employment of the population, the economic development of society, therefore, the continuity and adaptation of the educational process in the context of military conflicts is critical. Based on the foregoing, it is the continuity of education that is decisive for stimulating further development and preventing any escalation of the crisis. There are many ways to continue the learning process in conditions of war, which can be adapted to each specific situation. Some may be prepared in advance as part of an emergency plan or a faculty safety plan. Continuity of educational process means providing education in a different way, whereby students will have access to learning despite the interruption of the regular education system. Alternative education methods should be provided, but not limited to changing places of instruction, non-formal curricula, acceleration of learning, temporary learning spaces or home learning. In some situations, it is possible to use distance and open learning methods.

There is an urgent need to develop digital competencies, to master the latest information and communication technologies (ICT) for students and

teachers, which will contribute to the development of critical thinking, ability to make independent reasoned judgments, the ability to learn throughout life. Based on the available forms of ICT and the new challenges have arisen before the education system due to the accelerated socio-political and socio-economic processes in the world, the COVID-19 pandemic and especially the aggression of the Russian Federation in Ukraine, it is expedient to form an educational policy facilitating the introduction of various ICTs in the public educational process at all levels.

For the triad - education, research, and innovation introduction - to start working, higher education institutions have to interact with high-tech production. Now, when the war against Ukraine continues, the cooperation of domestic scientists and defense enterprises is extremely important. In the conditions of external aggression, the military-political leadership of the state needs high-quality scientific-analytical and forecasting developments.

The challenges of the war, successfully overcome by our country and university families make it possible to rethink the role and capabilities of team members. There are still many challenges ahead, but our common belief in victory, professionalism and team spirit enable us to overcome them with dignity. In the difficult conditions of martial law, every employee of higher education institution makes his or her own contribution to the common cause – defense of Ukraine at the front and training in the rear of new generations of future specialists for the recovery, reconstruction and economic development.

The conducted research does not exhaust all the features and challenges that education is forced to face under conditions of war; the issue of the continuity of education at all levels in wartime conditions requires further research, in particular, the development

and introduction of special training courses for managers, teachers, academic staff, scientists to ensure continuity of education in wartime conditions. Assistance to victims of armed conflicts (children in particular) and the development of psycho-pedagogical practices, psychosocial support and psychosocial methods aimed at supporting students remain equally important.

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НАДАННЯ ОСВІТНІХ ПОСЛУГ ТА ПІДВИЩЕННЯ АКАДЕМІЧНОЇ МОБІЛЬНОСТІ СТУДЕНТІВ НАЦІОНАЛЬНОГО УНІВЕРСИТЕТУ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ В УМОВАХ ВІЙНИ

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Анотація. Стаття присвячена проблемам надання освіти в умовах збройних конфліктів, а саме організації навчання та розвитку механізмів захисту освіти в умовах надзвичайних ситуацій та бойових дій. У статті також приділено особливу увагу підвищенню академічної мобільності студентів закладів вищої освіти України в цілому та Національного університету біоресурсів і природокористування України зокрема, які були змушені залишити місце постійного проживання в державі. Зроблено висновок, що для продовження навчання в умовах війни існує декілька форматів, які освітяни можуть розглядати відповідно до ситуації в тому чи іншому регіоні. Безперервність освіти означає її забезпечення в інший спосіб; це означає, що студенти матимуть доступ до процесу навчання, незважаючи на переривання традиційного процесу навчання. Альтернативними методами навчання можуть бути неформальна освіта, інтенсифікація навчальних занять, організація тимчасових місць для навчання. Важливим є використання методів дистанційного навчання. Автори наголошують, що саме безперервність освіти має вирішальне значення для підтримки політичного, соціально-економічного, культурного та наукового життя суспільства, особливо в умовах війни. Для української освітньої системи цей виклик став своєрідним стимулом, який відкрив нові можливості, каталізатором давно назрілих модернізаційних змін в освіті. Проведене дослідження не вичерпує всіх викликів, з якими доводиться стикатися освіті в умовах війни. Питання безперервності

освіти на всіх рівнях в умовах воєнного часу потребує подальших досліджень, зокрема розробки та впровадження спеціальних курсів підготовки керівників, викладачів, науково-педагогічних працівників, науковців для забезпечення неперервності освіти в умовах воєнного часу. Не менш важливими залишаються допомога жертвам збройних конфліктів (зокрема дітям), розвиток психолого-педагогічних практик, психосоціальної підтримки та психосоціальних методів, спрямованих на підтримку учнів.

Ключові слова: Україна, збройний конфлікт, академічна мобільність, навчання в умовах війни, безперервність навчання, неформальна освіта.