



ISSN 2959-1953
ISSN 2959-1961
<https://osvita.eeipsy.org>
<https://doi.org/10.38014/osvita.2024.94.03>

NECHITAILO I.

Doctor of Sociological Sciences,
Professor of the Department of
Sociology and Psychology, Kharkiv
National University of Internal Affairs,
Dnipro, Ukraine

KOLISNYK L.

PhD in Sociology, Associate Professor
of the Department of History and
Political Theory, Dnipro University of
Technology,
Dnipro, Ukraine

UKRAINIAN HIGHER EDUCATION IN THE CONTEXT OF A FULL-SCALE RUSSIAN MILITARY INVASION: UNUSUAL CONDITIONS, USUAL PROBLEMS

NECHITAILO I., KOLISNYK L. Ukrainian higher education in the context of a full-scale russian military invasion: unusual conditions, usual problems. *The article is dedicated to the issues of adapting the Ukrainian higher education system, educational institutions, and educators to the conditions of war caused by the full-scale military invasion of Russia into Ukraine. It highlights the significant negative consequences and losses suffered by the Ukrainian education system. Referring to the results of the authors' research, as well as studies conducted by Ukrainian scholars during the wartime period, the authors conclude that the Ukrainian education system has relatively quickly adapted to the challenging and extreme conditions. To support this conclusion, data from external evaluations of the quality of university educational programs are presented, confirming that despite the war, universities continue to conduct their educational activities at a sufficient and fairly high level of quality. The foundation of the article consists of the results of a study conducted by the authors using the method of focused group interviews. The findings of this research indicate that the issues articulated within the educational community have, by the third year of the war, become more aligned with those that were raised prior to the full-scale invasion. Importantly, the research results have applied significance; they will be compiled and communicated to central govern-*

mental authorities with the aim of initiating a dialogue, achieving a certain consensus, and making positive governmental decisions, as well as implementing the necessary legislative and other changes.

Keywords: *higher education, higher education quality, higher education institutions (universities), educators, students, full-scale military invasion of Russia into Ukraine, war, wartime conditions.*

НЕЧИТАЙЛО І., КОЛІСНИК Л. **Українська вища освіта в контексті повномасштабного військового вторгнення Росії: незвичайні умови, звичайні проблеми.** Статтю присвячено проблематиці адаптації української системи вищої освіти, закладів вищої освіти та освітян до умов війни, спричинених повномасштабним військовим вторгненням росії в Україну. Зауважується на значних негативних наслідках та втратах, яких зазнала українська система освіти. Посилаючись на результати власних досліджень, а також досліджень українських вчених, які були проведені за період воєнного стану в Україні, авторки роблять висновок про те, що українська система освіти відносно швидко адаптувалася до складних екстремальних умов. На підтвердження цього висновку наводяться дані зовнішнього оцінювання якості університетських освітніх програм, які підтверджують, що попри війну, університети здійснюють свою освітню діяльність на достатньому і достатньо високому рівні якості. Основу статті складають результати дослідження, проведеного авторами з використанням методу фокусованих групових інтерв'ю. За результатами цього дослідження робиться висновок про те, що в проблеми, які артикулюються в освітянській спільноті, на третьому році війни стали більш наближеними до тих, які порушувалися до початку повномасштабного вторгнення. Важливо, що результати дослідження мають прикладний характер, вони будуть акумульовані і доведені до відома центральних органів влади з метою виходу на діалог, досягнення певного консенсусу і прийняття позитивних владних рішень та здійснення відповідних законодавчих та інших змін.

Ключові слова: вища освіта, якість вищої освіти, заклади вищої освіти (університети), викладачі, здобувачі вищої освіти, повномасштабне військове вторгнення Росії в Україну, війна, умови війни.

1. Introduction

From the first day of the full-scale invasion, the Russian Federation has been waging war against Ukrainian education. In just the first two years of the full-scale military invasion, the occupiers destroyed or damaged more than one in ten schools in Ukraine. As of October 30, 2023, 3,793 educational institutions have been subjected to bombings and shelling, with 3,428 institutions damaged and 365 completely destroyed, as reported by the Ministry of Education and Science of Ukraine. The highest number of damaged and destroyed educational institutions has been recorded in the Donetsk region. Significant losses were also sustained in the Kharkiv, Kherson, Dnipropetrovsk, Mykolaiv, and Zaporizhzhia regions. According to the Institute of Analytics and Advocacy, as of August 2023, direct losses in the education sector are estimated at 9.7 billion. The greatest damages from the destruction and damage of educational institutions are in the Kharkiv, Donetsk, Chernihiv, Zaporizhzhia, and Kyiv regions [7].

The full-scale invasion of Russia into Ukraine has significantly impacted higher education, affecting both its quantitative and qualitative indicators. Since the beginning of the invasion, external evaluation procedures have taken place in a greatly simplified format, considering the severe consequences of the war. Despite the conditions of martial law and significant educational losses (infrastructure, material, human potential, and human resources, etc.), the higher education system has quite rapidly recovered and adapted to the new harsh conditions of warfare. It cannot be said that this adaptation has happened without problems, but it is evident that the process of adaptation has taken place.

Given the above, the existing current issues in higher education require constant monitoring and special scientific research. Identifying these problems, further analysing them, tracking universal and unique pathways and examples of overcoming them by higher education institutions and educators is a significant contribution to developing a comprehensive crisis strategy. This strategy could be useful not only for Ukraine in its future post-war development but also for other countries facing similar global crises, disasters, and upheavals.

2. Analysis of current publications on the research topic

Ukrainian education in the context of war has been studied even before the full-scale invasion of Russia. In particular, S. Terepyshyi, H. Khomenko, D. Svyrydenko, V. Dunez, D. Drnov, V. Verovkin, and V. Zayichko present the results of the project undertaken by young scholars titled “Development of a Conceptual Model for the Reintegration of Displaced Ukrainian Universities” within their monographic research [11].

Ukrainian researchers N. Nychkalo, O. Ovcharuk, V. Hordiienko, and I. Ivaniuk analyze the state of Ukrainian education based on materials from the Ministry of

Education and Science of Ukraine, the National Academy of Pedagogical Sciences of Ukraine, and non-governmental organizations, as well as results from international studies and publications in domestic and foreign media, online sources, and legislative and regulatory documents. They provide official information regarding the education of internally displaced persons and Ukrainian refugees during wartime, concluding that valuable innovative experience has been accumulated in the organization of the educational process for various categories of school and university students during the 7 months of Russian aggression [6, p. 35].

S. Londar, S. Melnyk, and H. Tereschenko focus on the necessity of restructuring the information support for the educational process in higher education during the wartime period in Ukraine [3, p. 6].

V. Prodan analyzes the peculiarities of education functioning in warring countries (Syria, Afghanistan, Sudan, Yemen, the Democratic Republic of the Congo, etc.) and formulates recommendations for ensuring access to education in wartime based on the experiences of these countries [9, p. 6].

Shevchuk I., Shevchuk A., and Marusyak T. outline the main challenges faced by higher education in Ukraine during the full-scale invasion by Russia. The authors note that these challenges are primarily related to the destruction of the infrastructure of higher education institutions, the loss of human resources, reductions in funding for higher education, the outflow of Ukrainian and foreign students abroad, and ensuring academic integrity in higher education institutions. Additionally, the mentioned scholars focus on potential directions (scenarios) for the development of contemporary Ukrainian education, taking into account both opportunities and threats [4, p. 138; 12, p. 5].

Vorobey V., Hbur Z., and Palahusynec R. analyze the state of not only higher education but also science under conditions of martial law [1]. Zhyla H. also pays attention to domestic science in wartime; she investigates the development of higher education in the short term, during the post-war period, and theoretically substantiates the problems and prospects [2, p. 142].

We, in turn, also studied the education system under wartime conditions by analyzing existing processes and phenomena through the lens of the concept of social resilience. Based on the experience of Ukrainian education in the context of the full-scale military invasion by Russia, we formulated principles of educational resilience, which we collectively considered as a universal “guideline for action” in times of crisis or global social upheaval [5; 13; 14].

Overall, the analysis of research dedicated to the state of Ukrainian higher education during the full-scale military invasion by Russia allows us to draw the following conclusions: 1) the Ukrainian education system adapted relatively quickly to wartime conditions; 2) in the process of adaptation, it acquired its own

unique “crisis management” experience that could be useful for other countries worldwide.

It should be noted that the dynamics of events unfolding during wartime are so rapid that the data obtained from research quickly lose their relevance, as the situation in education overall, as well as in specific educational institutions, can change significantly, and at times drastically, literally within a few months.

Taking the above into account, we conducted our own research aimed at clarifying the current issues in higher education that manifest at the level of educational practice. Therefore, this article aims to present generalized results from this research.

3. Main material presentation

The overwhelming majority of researchers, based on their research findings, assert that despite the dire conditions of war, Ukrainian educational institutions have exhibited considerable resilience, quickly adapting to wartime conditions and new challenges, and swiftly finding solutions to most of the problems caused by the war (such as threats to the life and health of participants in the educational process, significant personnel and property losses, and the inability to ensure full practical training for students in the context of distance learning, among others). This is supported by the fact that, already in the second year of the full-scale invasion, the vast majority of universities decided to undergo a complete external evaluation procedure for the quality of educational programs, and most educational programs were successfully accredited by the National Agency for Quality Assurance in Higher Education. For instance, according to the National Agency's report for 2023, “In the reporting year, the total number of accepted cases amounted to 2,738 (which is an 80% increase compared to 2022); of these, 1,212 were cases of educational programs that received a decision on conditional (deferred) accreditation” [10, p. 76]. Within the field of 05 “Social and Behavioral Sciences,” a total of 117 educational programs were accredited, of which 106 (91%) received accreditation decisions, 11 (9%) received conditional accreditation, and none were denied accreditation [10, p. 34].

When looking at the current discourse in higher education, particularly the themes, problems, and issues being discussed in professional groups of educators operating on social media (such as “Higher Education of Ukraine,” “Union of Educational Workers of Ukraine,” etc.), one can notice a shift in priorities and a return from specific war-related issues (staffing concerns, salary delays, difficulties in conducting empirical research due to the war, etc.) to typical issues faced by educational institutions and the scientific community—concerns that educators and researchers were preoccupied with before the invasion began (issues regarding the workload and salaries of academic or research personnel, the

election of rectors at various higher education institutions, problems of corruption, inadequacy of requirements regarding indicators of teaching faculty's research activities, etc.).

The above is confirmed by the results of our research conducted within the framework of the NGO "SMART MEDIA" project titled "Education Reform: What is Needed?", which has been implemented since September 2023 to the present day. The project includes a series of focused group interviews with participants of the educational process and representatives of local self-government responsible for education. In 2023, such interviews were conducted with principals, teachers, and parents from schools in Kharkiv, Dnipro, Chernivtsi, and Ternopil (a total of 12 focus groups). Based on this, a document was formed containing citizens' proposals to the authorities regarding changes to certain regulatory documents governing processes at the level of general secondary education.

Starting from August 2024, a new phase of the project began, focusing on issues and problems in domestic higher education. Six focused group interviews were conducted with representatives of top management, educators, students, and postgraduates from higher education institutions in Dnipro, Chernivtsi, and Ternopil. All focus groups were held exclusively in an offline format; specifically, 2 focus groups were solely with educators and top management representatives of universities; 2 focus groups were with students and postgraduates; and 2 focus groups were mixed, with both educators and students participating. It's important to emphasize that a representative from the local education department was present at each focus group, which is a mandatory requirement of the project. Each focus group consisted of 12–15 participants.

The key questions around which the focus group discussions revolved included the following:

1. The strengths and weaknesses of modern higher education;
2. Problematic issues and obstacles in the reform of higher education, as well as successful and unsuccessful reform measures;
3. Proposals and participants' visions for addressing the mentioned issues;
4. Images and visions of a powerful, high-quality higher education system in Ukraine.

The same (above-mentioned) questions were discussed in each focus group. Given the constraints on the length of the report, we unfortunately cannot delve into a detailed review of the responses to each of the listed questions and will limit ourselves to the main conclusions.

Regarding the strengths and weaknesses, all participants agreed that domestic higher education is generally of high quality, but this quality relies solely on the high enthusiasm of scientific and pedagogical staff and their dedication to teaching and research. A major drawback of domestic higher education is its

significant underfunding, lack of resources for decent salaries for educators, funding for their research projects, purchasing modern equipment, covering expenses for academic mobility, business trips, internships, and so on.

Interestingly, educators consider the initiative to reorganize (merge) higher education institutions to be a successful reformative solution. However, it was expressed that reorganization will only be successful if personnel reductions, staffing decisions, and appointments are fair and based on “competencies rather than connections, bribes, and other corrupt schemes.”

Next, we will outline some other issues raised and suggestions for their resolution proposed by the focus group participants:

1. The lack of effective tools for electronic document management. Educational institutions, along with the Ministry of Education and Science of Ukraine, need to work on developing such tools (electronic signature of documentation by a person with a specific affiliation and status, etc.). As one participant stated, “If we managed to create a ‘state in a smartphone’ (referring to the ‘Diia’ app¹), why not create something like ‘University in a smartphone’?”
2. The monopoly of Strike Plagiarism.com is a real obstacle to ensuring that educational institutions adhere to the principles and requirements of academic integrity. Currently, Strike Plagiarism.com is the only licensed service for checking texts for plagiarism. It is necessary to develop several or at least one domestic alternative to this service with more favorable conditions for Ukrainian educational institutions regarding its acquisition and use.
3. The attachment of a lecturer’s position to the number of students creates a situation, particularly under conditions of small student group sizes, where one lecturer is responsible for eight or more educational components. According to one focus group participant, this attachment leads to “two potential scenarios, both negative: 1) either limit the number of components, in which case the lecturer will never hold a position, and their already low salary will become utterly meager; 2) maintain eight or more disciplines per position, but then it becomes almost impossible to ensure that the lecturer’s academic and professional qualifications align

1 Diia - an abbreviation of “State and Me” (in Ukrainian) - is a state mobile application, web portal and brand of the digital state in Ukraine, developed by the Ministry of Digital Transformation of Ukraine by order of President Volodymyr Zelensky. In 2024, the number of users was over 21 million Ukrainians. The application allows you to store your driver’s license, internal and international passports and other documents on your smartphone, as well as transfer their copies when receiving banking or postal services, checking into a hotel and in other life situations. Also through Diia (application and/or portal) you can receive some state services.

- with the content of all the components they are responsible for.” Increasing the tuition fees for students studying at the expense of private individuals or legal entities to match the tuition fees of students studying on a budget (48,000 - 50,000 UAH per year) would help resolve this issue.
4. The procedure for registering and submitting scientific projects and developments for grant funding is overly complex and bureaucratic. As one focus group participant noted, “Even if it’s an international project like ‘Horizon 2020,’ grant applications and all accompanying documents have to go through an intermediary internal level of verification in Ukraine, where outdated requirements apply... For example, the requirement to send documents not only by mail but also on a CD (modern computers often no longer even have disk drives...). Another example: the application form submitted to the National Research Fund of Ukraine is not transparent or comprehensible. In my opinion, transparency and clarity mean that there should be no elements that can be ambiguously interpreted by applicants; if any such interpretation does not align with the vision of the form developers, the application may not even pass the preliminary selection... To avoid future problems and misunderstandings with applications, a pilot testing of the form should be conducted with a small sample of randomly selected researchers. In other words, grant providers should implement a sort of ‘beta-testing’ for application forms...”.
 5. At the state level, there is a lack of an adequate regulatory framework for innovative activities in the field of education and science. There should be a transparent scheme for the commercialization of scientific developments. In our country, there are no accredited organizations to confirm the ethics of so-called “experiments on humans.” Their implementation is necessary for the development and image of domestic science, scientists, and their innovative research, as such confirmation is required by the publishers of ranked foreign journals.
 6. According to the new procedure for awarding academic degrees, insufficient time is allocated for conducting dissertation research and preparing dissertations for candidates at the third (educational-scientific) level of higher education. According to one of the focus group participants, who reflects the consensus of all participating PhD candidates, “... after completing a four-year period of study in the educational-scientific program, given objective reasons supported by a statement, the candidate should be given an additional two years to write and defend the dissertation. This is also due to the fact that some research (for example, financial or economic, etc.) requires a longitudinal approach, meaning examining the phenomenon under study over a period of three or more years...”.

7. The requirement for mandatory keyword matching between the scientific works of the PhD candidate and those of potential reviewers and opponents of their dissertation research significantly narrows the circle of the latter, leading to academic dishonesty. One of the focus group participants noted, "... a PhD candidate who wants to defend their dissertation on time has no choice but to write articles for their opponents and reviewers themselves, as only the PhD candidate is truly interested in this. Neither the opponents nor the reviewers receive any financial compensation from the higher education institution or the Ministry of Education and Science of Ukraine for their work, so they are generally uninterested in it." Overall, all focus group participants agreed that it is necessary to expand the requirement of "keyword matching" to "matching in the direction of the research work."

Regarding the images and vision of a powerful, high-quality higher education system in Ukraine, we discovered them in a somewhat unconventional way for sociological research – through the method of creating a creative product (creative drawing). Analyzing the creative products of the focus group participants allows us to conclude that a powerful and high-quality higher education, in the opinion of the focus group participants, is based on substantial state funding, the development of scientific innovations, and motivated educators and students.

4. Conclusions

Overall, the results of our study confirm the conclusion that, despite the extreme and extremely difficult conditions of the war, which have not objectively become any milder throughout the period of full-scale invasion, participants in the educational process are concerned with quite ordinary, traditional issues: financial, procedural, and their personal development and growth in education and through education, among others. Despite the war, the higher education system is evolving, and the processes of its reform (particularly towards aligning with European quality standards) continue. Undoubtedly, these processes cannot occur smoothly and without problems, as institutional systems always resist change, striving for stability and the preservation of established norms and rules that ensure this stability. The positive aspect is that participants in the educational process not only identify and articulate these issues but also have specific proposals for addressing them. Based on the findings of the study, the participants' proposals will be consolidated and, with the efforts of the NGO "SMART MEDIA," conveyed to central government authorities to initiate a dialogue, achieve a certain consensus, and adopt positive governmental decisions, as well as implement relevant legislative and other changes.

Список використаних джерел:

1. Воробей В.О., Гбур З.В., Палагусинець Р.В. Стан освіти і науки в умовах воєнного стану. Державне управління: удосконалення та розвиток. 2023. № 4. С. 1–10. URL: http://nbuv.gov.ua/UJRN/Duur_2023_4_8
2. Жила Г. Вища освіта в умовах війни: виклики, проблеми, перспективи для студентів та науковців. Молодь і ринок. 2023. №2/2010. С. 141–145. <https://doi.org/10.24919/2308-4634.2023.274694>
3. Лондар С., Мельник С., Терещенко Г. Виклики в освітній галузі в період воєнного стану в Україні: необхідність перебудови інформаційного забезпечення. Освітня аналітика України. 2022. № 2 (18). С. 5–22.
4. Марусяк Т.С. Освіта в Україні в умовах війни: стан та перспективи. Перспективи. 2022. № 3. С. 134–140. URL: http://nbuv.gov.ua/UJRN/Perspekt_2022_3_20
5. Нечитайло І., Алієва А., Борюшкіна О. Принципи резильєнтності системи освіти в умовах соціальних соціального потрясіння (на прикладі українських шкіл в умовах російсько-української війни). Науково-теоретичний альманах „Грані”. Том 27 № 1 (2024). С. 139–150. <https://doi.org/10.15421/172420>
6. Ничкало Н., Овчарук О., Гордієнко В., Іванюк І. Українська освіта в умовах російської війни: випробування, новий досвід, перспективи. UNESCO Chair Journal Lifelong Professional Education in the XXI Century. 2022. 1(5). Рр. 7-39. DOI: 10.35387/ucj.1(5).2022.7-3
7. Освіта в умовах війни: виклики та перспективи для України. URL: <https://surl.li/xxgdxl> .
8. Освіта під загрозою. URL: <https://surl.li/lmdzxz> .
9. Продан В. Освіта в умовах війни та надзвичайних ситуацій: досвід країн та перспективи для України. Науковий вісник Ужгородського Національного Університету. Серія «Право». 2023. Вип. 78. Ч. 1. С. 126–132. <https://doi.org/10.24144/2307-3322.2023.78.1.20>
10. Річний звіт Національного агентства із забезпечення якості вищої освіти за 2023 рік. URL: [Звіт-2023.pdf](#)
11. Українська освіта в умовах війни : монографія / за наук. ред. С. О. Терепищого. Київ : Вид-во НПУ імені М. П. Драгоманова, 2020. 234 с.
12. Шевчук І., Шевчук А. Освітня аналітика крізь призму війни: виклики та можливості для вищої школи України. Економіка та суспільство. 2022. Вип. 39. С. 1–11. DOI: <https://doi.org/10.32782/2524-0072/2022-39-8>
13. Nechitailo, I., & Alieva, A. (2025). Resilience of the educational system in conditions of global social upheavals: the ratio of centralization and autonomy (Ukrainian experience for Europe). Innovation: The European Journal of Social Science Research. 1–22. <https://doi.org/10.1080/13511610.2025.2462959>

14. Alieva, A., and Nechitailo, I. (2023). 'Resilience of education system: what lessons can be learnt from Ukraine?', NESET ad hoc report, Luxembourg: Publications Office of the European Union. 34 p. URL: Resilience of education systems: what lessons can be learned from Ukraine? - NESET (nesetweb.eu)

Transliteration of References:

1. Vorobei, V.O., Hbur, Z.V., & Palahusynets, R.V. (2023). Stan osvity i nauky v umovakh voiennoho stanu [The state of education and science under martial law]. Derzhavne upravlinnia: udoskonalennia ta rozvytok - Public administration: improvement and development. 4, 1–10. URL: http://nbuv.gov.ua/UJRN/Duur_2023_4_8. In Ukrainian.
2. Zhila, H. (2023). Vyshcha osvita v umovakh viiny: vyzvy, problemy, perspektyvy dlia studentiv ta naukovtsiv [Higher education in times of war: challenges, problems, prospects for students and scholars]. Molod' i rynok - Youth and the market. 2/2010, 141–145. <https://doi.org/10.24919/2308-4634.2023.274694>. In Ukrainian.
3. Londar, S., Mel'nyk, S., & Tereshchenko, H. (2022). Vyzvy v osvittii haluzi v period voiennoho stanu v Ukraini: neobkhdnist perebudovy informatsiinoho zabezpechennia [Challenges in the educational sector during martial law in Ukraine: the need to restructure information support]. Osvitnia analityka Ukrainy - Educational Analytics of Ukraine, 2 (18), 5–22. In Ukrainian.
4. Marusyak, T.S. (2022). Osvita v Ukraini v umovakh viiny: stan ta perspektyvy [Education in Ukraine in times of war: status and prospects]. Perspektyvy - Prospects, 3, 134–140. URL: http://nbuv.gov.ua/UJRN/Perspekt_2022_3_20. In Ukrainian.
5. Nechitailo, I., Alieva, A., & Boryushkina, O. (2024). Pryntsypy rezylientnosti systemy osvity v umovakh sotsial'nykh potriasin' (na prykladi ukrains'kykh shkil v umovakh rosiyes'ko-ukrayins'koyi viiny) [Principles of resilience of the education system in conditions of social upheaval (on the example of Ukrainian schools in conditions of the Russian-Ukrainian war)]. Naukovo-teoretychnyi al'manakh „Hrani” - Scientific and theoretical almanac «Grani», 27 (1), 139–150. <https://doi.org/10.15421/172420>. In Ukrainian.
6. Nychkalo, N., Ovcharuk, O., Hordiienko, V. & Ivaniuk, I. (2022). Ukrains'ka osvita v umovakh rosiis'koi viiny: vyprobuvannia, novyi dosvid, perspektyvy [Ukrainian education in the conditions of the Russian war: challenges, new experience, and prospects]. UNESCO Chair Journal Lifelong Professional Education in the XXI Century, 1(5), 7–39. [https://doi.org/10.35387/ucj.1\(5\).2022.7-3](https://doi.org/10.35387/ucj.1(5).2022.7-3). In Ukrainian.
7. Osvita v umovakh viiny: vyklyky ta perspektyvy dlia Ukrainy [Education in times of war: challenges and prospects for Ukraine]. URL: <https://surl.li/xxgdxl>. In Ukrainian.

8. Osvita pid zahrozoiu [Education under threat]. URL: <https://surl.li/Imdzxz>. In Ukrainian.
9. Prodan, V. (2023). Osvita v umovakh viyny ta nadzvychainykh sytuatsii: dosvid krain ta perspektyvy dlia Ukrainy [Education in the conditions of war and emergencies: experiences of countries and prospects for Ukraine]. Naukovi Vistnyk Uzhhorods'koho Natsional'noho Universytetu. Seriya «Pravo» - Scientific Bulletin of Uzhhorod National University. Series «Law», 78(1), 126-132. <https://doi.org/10.24144/2307-3322.2023.78.1.20> . In Ukrainian.
10. Richniy zvit Natsional'noho ahentstva iz zabezpechennia yakosti vyshchoi osvity za 2023 rik [Annual report of the National Agency for Quality Assurance in Higher Education for 2023]. URL: [3bit-2023.pdf](https://bit-2023.pdf). In Ukrainian.
11. Ukrains'ka osvita v umovakh viyny: monohrafiia - Ukrainian education in wartime conditions: monograph / za nauk. red. S. O. Terepyschchoho. Kyiv: Vyd-vo NPU imeni M. P. Drahomanova, 2020. 234 s. In Ukrainian.
12. Shevchuk, I. & Shevchuk, A. (2022). Osvitnia analityka kriz' pryzmu viyny: vyklyky ta mozhlyvosti dlia vyshchoi shkoly Ukrainy [Educational analytics through the prism of war: challenges and opportunities for higher education in Ukraine]. Ekonomika ta Suspil'stvo - Economy and society, 39. 1–11. DOI: <https://doi.org/10.32782/2524-0072/2022-39-8> . In Ukrainian.
13. Nechitailo, I., & Alieva, A. (2025). Resilience of the educational system in conditions of global social upheavals: the ratio of centralization and autonomy (Ukrainian experience for Europe). Innovation: The European Journal of Social Science Research. 1–22. <https://doi.org/10.1080/13511610.2025.2462959>
14. Alieva, A., and Nechitailo, I. (2023). 'Resilience of education system: what lessons can be learnt from Ukraine?', NESET ad hoc report, Luxembourg: Publications Office of the European Union. 34 p. URL: [Resilience of education systems: what lessons can be learned from Ukraine? - NESET \(nesetweb.eu\)](https://www.nesetweb.eu)



NECHITAIO Iryna

Doctor of Sociological Sciences, Professor, Professor, Kharkiv National University of Internal Affairs, Department of Sociology and Psychology, Kharkiv, Ukraine

ORCID: <https://orcid.org/0000-0002-0656-0370>

E-mail: nechit@ukr.net

KOLISNYK Larysa

PhD in Sociology, Associate Professor, Associate Professor,
Head of the Department of Graduate School and Doctoral Student,
Dnipro University of Technology, Department of History and Political Theory,
Dnipro, Ukraine

ORCID: <https://orcid.org/0000-0002-0933-933X>

E-mail: kolisnyk.l.o@nmu.one

**UKRAINIAN HIGHER EDUCATION IN THE CONTEXT OF A FULL-SCALE RUSSIAN
MILITARY INVASION: UNUSUAL CONDITIONS, USUAL PROBLEMS**