

The Educational Process during the Full-Scale Russia-Ukraine War: Preconditions, Features, and Efficiency

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Abstract

Relevance. Since the beginning of the full-scale invasion, Ukraine has faced unprecedented challenges in the education sector. The war has led to dramatic changes in the organization of the educational process, jeopardizing not only the quality of education but also the safety of its participants.

The purpose is to explore the specific challenges of organizing the educational process during a full-scale war in Ukraine and to identify efficient practices in education under crisis conditions.

Results. The article describes the peculiarities of organizing the educational process under martial law in the example of Ukraine. The key challenges faced by educational institutions, students, and teachers are analyzed, in particular: the problem of security, access to education, and the psychological health of participants in the educational process. Effective strategies for adapting educational activities, including the introduction of distance learning, creating conditions for safe offline learning, and providing technical means and psychological support, are also presented.

Conclusions. Ukraine's experience in organizing the educational process during the war has shown that the educational system proved to be very flexible and adaptive in difficult times, which allowed to creation of conditions for the education of the younger generation. The use of modern technologies, the introduction of innovative educational methods, and the provision of support to all participants in the educational process significantly reduced the negative impact of the war on education and also preserved jobs for teachers and the industry as such in a working condition. The studied examples of effective activities can serve as a basis for further improvement of education systems in the context of war in the twenty-first century, as Ukraine's experience in this regard is unique.

Keywords: studying in Ukraine, education, the war in Ukraine, full-scale invasion, distance learning, martial law, psychological aspect of learning, educational process, educational institutions, challenges in education, advanced education for sustainable development

Освітній процес під час повномасштабної російсько-української війни: передумови, особливості, ефективність

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Анотація

Актуальність. З початком повномасштабного вторгнення Україна опинилася перед безпрецедентними викликами в освітній галузі. Війна спричинила кардинальні зміни в організації освітнього процесу, поставивши під загрозу не лише якість освіти, але й безпеку її учасників.

Мета полягає в тому, щоб з'ясувати особливості організації освітнього процесу під час повномасштабної війни в Україні для визначення ефективних практик у навчальному процесі в кризових умовах.

Результати. В рамках статті було охарактеризовано особливості організації освітнього процесу в умовах воєнного стану на прикладі України. Проаналізовано ключові виклики, з якими стикнулися освітні установи, учні та вчителі, зокрема: проблема безпеки, доступу до навчання та психологічного здоров'я учасників освітнього процесу. Також наведено ефективні стратегії адаптації освітньої діяльності, включаючи впровадження дистанційного навчання, створення умов для безпечного офлайн-навчання, забезпечення технічних засобів та психологічної підтримки.

Висновки. Досвід України в організації навчального процесу під час війни показав, що освітня система виявилася дуже гнучкою та адаптивною у важкі часи, що дозволило створити умови для навчання підростаючого покоління. Використання сучасних технологій, впровадження інноваційних освітніх методик та надання підтримки всім учасникам освітнього процесу суттєво дозволило знизити негативний вплив війни на освіту, а також зберегло робочі місця для вчителів і галузь як таку в працездатному стані. Досліджені приклади ефективної діяльності можуть слугувати основою для подальшого вдосконалення систем освіти в умовах війни XXI сторіччя, тому що досвід України в цьому є унікальним.

Ключові слова: навчання в Україні, освіта, війна в Україні, повномасштабне вторгнення, дистанційне навчання, воєнний стан, психологічний аспект навчання, освітній процес, заклади освіти, виклики в освіті, випереджаюча освіта для сталого розвитку

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Introduction.

Since the beginning of the full-scale invasion, Ukraine has faced unprecedented challenges in the education sector. The war has led to dramatic changes in the organization of the educational process, jeopardizing not only the quality of education but also the safety of its participants. In particular, one of the key problems was the need to adapt the educational process to the conditions of constant military threats. Educational institutions were forced to switch to an online format or work in conditions requiring rapid shelter evacuation. At the same time, increased psychological stress, limited access to resources, and unequal opportunities for learning in different regions have created additional obstacles to ensuring quality education. In addition, the need to study the educational process is driven by the need to analyze effective solutions implemented by educational institutions in Ukraine to ensure the continuity of education under martial law. All of this has made it important to study the educational process in Ukraine during the full-scale Russian-Ukrainian war.

Based on the above, **the purpose** of the article is to find out the peculiarities of the organization of the educational process during a full-scale war in Ukraine to determine effective practices in the educational process in crisis conditions.

Analysis of previous research and publications.

Researchers began to actively study the peculiarities of the educational process in Ukraine during the coronavirus pandemic, as this was the first time this area felt a painful blow. In particular, O.Horbatyuk and S.Polishchuk (Horbatyuk, & Polishchuk, 2022) studied the key advantages and disadvantages of full-time and distance education during the war, and Doctors of Economics Iryna and Andrii Shevchuk (Shevchuk, & Shevchuk, 2022) outlined the challenges and opportunities for Ukrainian higher education during the military conflict with Russia. S.Zakharin identified the main challenges faced by education in Ukraine during the large-scale invasion, linking them to the destruction of the infrastructure of educational institutions, loss of human resources, reduction in education funding, and the outflow of Ukrainian students under martial law (Zakharyn, 2023).

V.Babadzhanyan, N.Semal, N.Beseda, V.Farionov, and O.Kuriy in their research revealed the peculiarities of the organization of physical education of students in higher education institutions (Babadzhanyan et al, 2023). G.Ostroverkh analyzed the group of risks for society and educational institutions provoked by the large-scale war (Ostroverkh, 2022). V.Mizyuk, A.Khyzhnyak, V.Khrenova studied the main directions of development and implementation of digital technologies in the education sector on the example of using platforms for adaptive learning (Mizyuk, Khyzhniak, & Khrenova, 2025). J.Mansilla Sepúlveda, and O.Y.Vysotskyi in their study revealed the impact of full-scale Russian aggression

on higher education in Ukraine on the example of Oles Honchar Dnipro National University, highlighted the university's resilience, its adaptation strategies and contribution to supporting education in times of war (Mansilla Sepúlveda, & Vysotskyi, 2025).

Results of the study.

Since February 2022, Ukraine has been experiencing the horrors and devastation that the Russian invaders brought with them with a full-scale invasion. The Great War has had a significant impact on all spheres of society for almost three years, including education. Due to the daily attacks of the invaders, it is impossible to organize the educational process in the usual format, as it is life-threatening.

Since the beginning of the full-scale invasion, all educational institutions in Ukraine have been closed or switched to an online format to protect students and teachers. The country then faced a challenge in the education sector, as the prolonged military conflict led to the degradation of the educational process, which is increasingly affecting the education of the younger generation every year. Unfortunately, Ukraine has already graduated students who do not know full-time education at all. This is because of the great war and the coronavirus pandemic that preceded it.

However, despite the constant military threats, the Ukrainian education system has managed to adapt to the new realities, providing education to millions of schoolchildren and students. We managed to create an algorithm of actions in educational institutions in the event of an air alert, built shelters in municipal educational institutions from scratch and continued to implement various programs for the psychological, social, and educational adaptation of schoolchildren and students.

It should be understood that Ukraine has always had a rather acute problem with the educational process, the main aspects of which have been constantly subject to reform. From the transition to the Bologna system and the abolition of the PhD program. On July 1, 2014, the Verkhovna Rada of Ukraine adopted the Law of Ukraine "On Higher Education", which introduced changes to academic degrees in Ukraine. Candidates of Sciences were still being issued until December 31, 2020, and then they began to be equated with the degree of Doctor of Philosophy (Law of Ukraine "On Higher Education", 2014). It was then that discussions about the need to introduce new approaches in the education sector first began. These approaches include advanced education for sustainable development. This is the concept of the transition of modern education to the principles of sustainable development, taking into account the main trends of social change.

The formation of an education system for sustainable development involves the transition to an education model based on a holistic approach to humans, society, and nature, the unity of modern scientific knowledge and social practice, humanistic values and worldviews

(Vysotska et al., 2021, p. 258). We believe that the implementation of this approach in schools across Ukraine, particularly in the Dnipro region, enabled the educational system to adapt more effectively during the full-scale Russia-Ukraine war.

In particular, according to researcher Oksana Yasenova, online education is characterized by a decrease in the authoritarianism of teachers, an increase in student autonomy, as well as student responsibility for their learning, expanding the boundaries of learning and saving time (Yasenova, 2020, p.227). In turn, researchers Horbatiuk and Polishchuk note that the main advantage of face-to-face learning over distance learning is the possibility of real interaction between participants in the educational process. After all, it promotes maximum socialization of students, teaches them to communicate effectively in real-time, and takes into account various factors that affect the success of interaction between “teacher/student”, “student/student” and “teacher/teacher”. But the most important aspect they identify is that it is the full-time form of education that allows students to practice in specialties that require extensive practical training, work in equipped laboratories, and mastery of specific tools, and also provides an opportunity to gain experience as close as possible to the real conditions of future professional activity (Horbatiuk, Polishchuk, 2022, p.10).

However, modern conditions dictate their rules and force us to adapt to them. Unfortunately, under the current conditions of armed Russian aggression, it is impossible to introduce full-time education in educational institutions, as it is life-threatening. That is why the issue of finding optimal solutions to overcome the crisis of the educational process during the war has arisen.

Today, in the face of constant missile threats, many schools have switched to holding classes in shelters. This is especially true for regions that are regularly shelled. This form of education is uncomfortable for teachers and students, but it allows for a personalized approach that has a positive impact on the educational process.

Currently, there are more than a hundred sports and general education schools in Dnipro alone, which is an outpost as well as a social, economic, and humanitarian hub during the Russian-Ukrainian war, where children continue to study despite the daily shelling.

According to the local authorities of Dnipro, most schools in the region - 618 institutions (76.6%) - have been operating in an offline or mixed format during the war. This means that students can attend classes in their classrooms, but in the event of an air raid, they move to shelters. In turn, in those educational institutions where shelters cannot accommodate all students at once, the educational process is organized in two shifts (Leonova, 2024). Olena Yakovenko, Deputy Head of the Education Department of the Department of Humanitarian Policy of the Dnipro City Council, emphasizes that the city has a full distance learning format and a mixed format,

in which students attend classroom classes and some subjects are taught remotely. In the mixed format, everything is determined by the schedule and the decision of the pedagogical council on the choice of disciplines for distance learning and the number of students. And for those who study in the first shift, distance learning classes begin after they return home with a break. Instead, second-shift students have distance learning in the morning (In Dnipro..., 2023).

Despite the hardships, the city's educational institutions are provided with simple shelters where students go in case of air raid alerts. They are equipped with everything necessary for learning, including electricity and sewage, tables, chairs, a medical corner, and drinking water. Some shelters are also equipped with multimedia boards, projectors, and additional power and lighting sources.

At the same time, the educational process, although sometimes losing momentum, gains in efficiency due to the personal involvement of teachers, their progressive and adaptive teaching methods, and the socialization of children in schools. Both teachers and officials in big offices understand the importance of socializing and educating children, who are the future of our country. That is why a large amount of the warring state's resources are spent on supporting educational programs and building even more shelters for children.

Currently, the psychological aspect of children's education during the war remains very painful and open. In particular, the psychological adaptation of children is the subject of research by many scholars, such as Zinchenko (2022), Havrylova, Katasonova (2017), Stolyarchuk (2022), and many others. However, aspects of students' psychological adaptation in wartime have not yet been sufficiently studied. That is why it would be appropriate to consider this issue in more detail to determine the peculiarities of children's behavior and moods, as well as how war affects the desire to learn.

According to U. Kohut, O. Sikora, and T. Vdovychyn, during the war, distance learning is important as an alternative to the continuity of the educational process and an opportunity to focus students' attention on learning tasks (Kohut, Sikora, & Vdovychyn, 2022). However, it is important to pay attention to the social and psychological aspects of learning, creating a comfortable and trusting atmosphere. The authors emphasize that, if possible, during distance learning, time should be devoted to communicating with students not to mention military operations, but to focus on issues of safety, protection, support for each other, etc. Moreover, when organizing the educational process during war, teachers should clearly define priorities and an action plan, help others, understand expectations, create opportunities, and inspire by providing resources, information, trust, and accessibility. It is also imperative to build a clear line of communication with students and respond quickly to their requests.

Motivating students to learn is equally important. Unfortunately, in the context of a major war, children are forced to study in difficult conditions and constantly seek shelter in case of air raid alerts. For example, in border cities such as Kharkiv, Sumy, Zaporizhzhia, Dnipro, and others, sirens can sound up to 15-20 times a day, and each signal will alert you to a real threat to your life. Therefore, in no case should we neglect the generally accepted safety rules.

In such conditions, it is very difficult for children to concentrate and gain knowledge with full dedication. According to O. Antonuk, one of the elements of encouraging children to study is a comprehensive approach that includes not only academic training but also the development of communication skills, psychological support, creating a safe online environment, and stimulating students' creativity (Antonuk, 2022). This is very important for both the socialization of children and their perception of the curriculum.

Educational coaching can help in this difficult task, as it is an effective tool for reducing stress and increasing the motivation and confidence of children in war. It is important to create a favorable atmosphere for learning and to make children interested in learning.

It should be emphasized that in the age of modern technology, it is necessary to keep up with the times and not shy away from using new methods in teaching. Modern electronic whiteboards, tablets, and even smartphones allow you to visually demonstrate interesting and useful information virtually online, provided you have an Internet connection.

In view of the above, it is worth emphasizing that during the war, the role of teachers in teaching children has increased significantly. It is teachers who bear the greatest burden for the education and socialization of children, who require a lot of attention, energy, and emotion. Therefore, the contribution of teachers who help build our future is invaluable!

The main achievements of the educational process in Ukraine deserve special attention. These include, for example, the creation of high-quality learning platforms, such as the All-Ukrainian Online School from the Ministry of Education and Science of Ukraine (<https://lms.e-school.net.ua>). This portal provides access to educational materials for students in grades 5-11, which greatly simplifies and optimizes their learning in times of war.

Online learning platforms have also become very popular: Zoom, Google Classroom, Moodle, and Microsoft Teams. They have a wide range of functionality that allows you to effectively interact with students and conduct classes in real-time.

Another key achievement in the educational system was the organization and conduct of pieces of training for teachers to help them quickly master digital learning tools. In Dnipro, this was made possible by the initiative of municipal institutions of the city council. For

example, since the beginning of the full-scale invasion, the municipal institution "Educational Trajectory" has been implementing several initiatives to provide comprehensive support to students and teachers. Also, the educational process during the war is impossible without taking into account the psychological state of children. Thus, psychologists work in Dnipro schools to help children cope with stress and anxiety. All-Ukrainian programs to develop resilience and emotional intelligence are also being implemented.

The situation is somewhat different in Ukraine's higher education institutions. For the most part, universities have been offering full-time education for more than two years, but in a blended or online format due to the risk of hostile attacks. It is worth noting that the vast majority of students are positive about the online format. After all, it allows for more flexibility in combining study and work and being as efficient as possible. Thus, one of the main advantages of online education is the ability to ensure continuity of education even during the war. Thanks to this form of education, students can continue their studies despite the fighting. The importance of this aspect cannot be overestimated, as it makes it possible to keep in touch with education even in the most difficult situations. Online education also allows students who were forced to leave their homes because of the fighting to continue their studies from anywhere in the world. This format allows students who might otherwise have lost the opportunity to get an education to continue their education.

Another of the most progressive aspects is that online education allows the use of a wide range of digital learning materials, such as video lectures, interactive courses, e-textbooks, and online libraries. These resources are not only available to students at any stage of their studies but also provide access to the best international practices, allowing Ukrainian students to gain up-to-date knowledge regardless of their circumstances. This is a great advantage even over face-to-face learning, and it is these practices that teachers will undoubtedly need to adopt after the great war ends and they return to the classroom.

Thus, according to a study by T. Zhukova, Y. Chernovol, and H. Rizak, online learning and adaptive teaching methods are key components of modern educational practice in Ukraine. Moreover, they emphasize that the introduction of digital technologies is an important aspect of the educational process both during the full-scale invasion and in the period of post-war reconstruction (Zhukova, Chernovol, & Rizak, 2024).

Higher education institutions during the war also saw an increase in the number of unmotivated students. This trend is caused by the prolonged absence of full-time education due to constant enemy threats, as well as the availability of electronic tools that greatly simplify the learning process. To achieve high learning outcomes, it is important to have active interaction between students and teachers, who act as motivators of the learning

process. Traditionally, university professors eventually become mentors who help students achieve their learning goals, such as writing publications, and research papers, advising on participation in grant projects, and much more. However, during the war and prolonged online learning, the system that worked before was destroyed. Moreover, due to the devastating economic situation, students are eager to start working as soon as possible, sometimes not in their specialty, to be able to cover their basic needs.

Therefore, we should not exclude the social aspect. In the context of the war, inflation remains high, which, together with increased taxes and fees, affects all actors in these relations, including students. That is why large-scale programs are needed to support talented young people, as well as teachers who are also interested in educating professionals who will work well in their field of study.

In the context of social and professional aspects, it is also important to say that teachers, especially during the war, need comprehensive psychological support. According to O. Tashkinova and L. Ponomaryova, teachers bear a heavy burden in the current situation, which is why attention should also be paid to the development of emotional competence and skills to manage stress and negative psycho-emotional states of these people. In addition, it is important to provide a social support system that includes both professional help and support from colleagues and professional communities (Tashkinova, & Ponomaryova, 2024).

Another significant problem of the modern educational process in Ukraine is the adoption of several laws that, as it is no secret, discourage school graduates from pursuing higher education. In particular, according to the Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding Certain Issues of Military Service, Mobilization, and Military Registration" of April 11, No. 3633-IX, only those who are studying full-time or dual enrollment are granted a deferment for mobilization, and the level of education must be higher than the one they received before (Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding Certain Issues of Military Service, Mobilization, and Military Registration", 2024).

This norm forces men liable for military service in Ukraine to look for ways to avoid conscription, in particular, parents often take their children out of the country before they turn 18. As a result, the number of applicants and part-time students at universities has dropped significantly in recent years, as evidenced by the data of the Ministry of Education and Science released following the results of the 2024 admission campaign. In particular, more than 217,000 applicants applied for admission to higher education institutions, which, according to the State Enterprise Inforesurs, is 80,000 fewer than in 2013 (State Enterprise Inforesurs, 2024). In turn, it should be noted that Ukrainian schoolchildren

who have gone abroad have the opportunity to study remotely under the program of Ukrainian schools while integrating into the local education system.

At the same time, the state continues to receive assistance and grants from international partners, which is extremely important and necessary in the current environment. In particular, UNICEF continues to provide comprehensive support and material support with computers and textbooks for students, the EU, and the UN budget for the restoration of damaged schools and universities, as well as providing them with the necessary resources. International foundations and organizations are also helping to create comfortable conditions for distance learning, and targeted assistance is especially important, as most educational institutions have different situations and needs.

Conclusions.

To summarize, the study of the organization of the educational process during the war in Ukraine has outlined practices in the educational process and determined their effectiveness in the current environment. The educational process during the full-scale invasion of Ukraine by the Russian occupiers has become a model of innovation and effective adaptation to emergencies. Analysis of the situation has shown that, despite all the challenges, the education system can provide access to education for millions of primary and secondary school students. Thanks to this effort, Ukraine's future is brighter, as children continue to receive education despite the challenges posed by the coronavirus pandemic and the war. They are obtaining knowledge, earning diplomas, and even participating in prestigious international programs that adhere to European education quality standards.

Our study emphasizes that during the war, Ukraine developed models for responding to severe challenges, including systems of student-teacher interaction, catch-up programs, and grant initiatives, which are unique examples of an innovative approach to maintaining access to quality education in crises. Using the example of the frontline city of Dnipro, the author emphasizes the effectiveness of implementing modern teaching methods and concludes creating a safe environment for all participants in the educational process.

Prospects for further research are to analyze the possibilities of implementing the Ukrainian education strategy in countries experiencing protracted conflicts, as well as suffering from terrorism or extremism. At the same time, this work will be relevant for studying the impact of psychological support programs for participants in the educational process in wartime and developing new methods of supporting the mental health of students and teachers.

Further analysis of programs to make up for educational losses to determine their impact on student's long-term academic performance deserves special attention. This initiative is supported at the state level and has proven to be successful during the war.

The best indicator of this is that children continue to receive knowledge despite daily enemy attacks, enter higher education institutions, and with their diplomas successfully find employment and work for the benefit

of their hometown and country. All in all, these perspectives contribute to deepening knowledge about managing education in crises and increasing global preparedness for such challenges.

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