

The consequences of the Russian-Ukrainian War on the Ukrainian Education System

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Lagvilava, Lika (2023) The consequences of the Russian-Ukrainian war on the Ukrainian education system. *Future Human Image*, Volume 20, 84-96. <https://doi.org/10.29202/fhi/20/8>

The Russia-Ukraine war that started in 2022 has affected the education system of Ukraine. It was preceded by a period of pandemic. The impact of war on education goes beyond a humanitarian crisis; It also threatens the future of the entire generation of Ukrainians in terms of education, because education is a priority direction that has no alternative. An educated generation creates a strong future for the country. In this sense, war has no winners. The hostilities disrupt the normal rhythm of life, which affects all spheres. The emotional state of war children is very significant and attention-grabbing. It is a pity when in the 21st century war is no stranger to children. Children have to overcome difficulties in front of this harsh reality.

Keywords: War, education system, pandemic, conflict, next generation.

Received: 19 September 2023 / Accepted: 27 October 2023 / Published: 30 December 2023

Introduction

Education occupies an important place in human life. In different societies, cultural goals and values differ from each other, and the importance of education is also different.

Education is a priority direction that has no alternative. It serves the development of the physical, intellectual, and moral skills of a person. Also, it plays an important role in the process of human socialization. Along with knowledge and mental development, upbringing and the formation of a full-fledged personality have always been considered a necessary component of education.

The effects of lack of education are visible from an early age. A child who does not/cannot learn seems to be ostracized from his classmates. It is perceived as inferior. Especially in the early grades of school, when academic performance and learning play a big role.

A child who remains without education will not have the opportunity for self-development, self-realization, and self-presentation. Carl Rogers believes that only a person educated who has “learned how to learn”, who has acquired the ability to adapt and change himself, who has realized that no knowledge is stable and unchanging, and only the process of seeking knowledge gives us the basis of solidity. Accordingly, the lack of knowledge/education hurts a person’s ability to adapt to the social environment, to know himself, to identify personal shortcomings, and to change them.

The main way of getting an education is by studying in educational institutions, which is closely related to upbringing. In the process of education, self-education, cultural-educational institutions, and participation in public-labor activities are of great importance. The general and special (professional) level of education is determined by the requirements of public relations, science, technology, and culture, production.

Obtaining a complete general education means overcoming the level of achievement set by the national curriculum of all three levels of general education, successfully passing the school graduation exams, and having this confirmed by the state with a relevant document. General education can be obtained in general educational institutions of public and private legal entities – schools.

Professional education is vocational education, which prepares a person to perform trade, craft, or technical type, as well as support work in various fields. Vocational education is an important part of the education system and can be obtained in secondary, post-secondary, and tertiary institutions.

Education is the next level of general or professional education. It includes systematized knowledge and practical skills that allow solving theoretical and practical problems in a professional profile.

Providing the population with education should be in the interests of the state. We can consider why and for what purposes the state intervenes in the education process, or if it does not interfere, what is the excuse?

Arguments for the necessity of state intervention in education are:

- a) Existence of external effects;
- b) protection of minority rights by the state;
- c) Increasing the role of education in the development of democracy;
- d) Ensuring equality of starting opportunities;
- e) The need to establish “common values”;
- f) Determining the effect of education on economic growth.

As a rule, the state also has educational functions. these are:

- a) Implementation of challenges and goals of education;
- b) Conducting educational activities at different levels;
- c) Provision of compulsory education up to a certain age;
- d) Creation of study plans and programs;
- e) Creation of manuals and training materials;
- f) Financing of educational institutions.

Why does the state interfere in the education system?

The benefit of public education is personal: an educated person works productively and receives a higher salary. However, in addition to personal benefits, education also has positive external effects:

1. A knowledgeable population means an informed voter, and this means choosing a better government;
2. A knowledgeable population improves the criminogenic situation;
3. An educated society promotes the spread of technological achievements, and the latter will raise the productivity and salary level of everyone.

Thus, education is not just about learning and passing a school lesson, education is much more. "I never let my schoolwork get in the way of my education" [M. Twain]. Education is a tool with which people build new ways. Education is a lamp that helps a person choose the right path in the darkness.

The impact of the pandemic on the Education system of Ukraine

In 2020, the whole world faced the biggest problem in the form of the coronavirus pandemic. The usual rhythm of life in the countries stopped, and many work processes were stopped. Entertainment and many other events have been canceled or postponed.

The pandemic has put the whole world in front of a big problem, which, in addition to human health, is also an economic one. The world economy suffered huge losses, millions of people were temporarily or permanently unemployed, and more than 100 million people were on the verge of extreme hunger. Of course, the pandemic also affected education. Most countries have switched to distance learning, including Ukraine.

COVID-19 significantly impacted the Ukrainian educational system, prompting a series of changes and challenges. Like many countries, Ukraine had to adapt swiftly to ensure continuity in education while prioritizing the safety of students and staff (IMF Annual Report, 2022).

The shift to remote learning in Ukraine, as in many parts of the world, was an abrupt and challenging transformation. With the emergence of COVID-19, educational institutions, from schools to universities, were compelled to swiftly adapt their teaching methods to the new reality of the pandemic. To facilitate remote learning, educational institutions had to quickly adopt digital tools and platforms. This meant implementing Learning Management Systems (LMS), video conferencing software, and online educational resources. Teachers and students had to learn how to navigate these tools effectively. The curriculum itself had to be adjusted to fit the remote learning environment. Some subjects and teaching methods that were traditionally classroom-based had to be restructured to suit online delivery. Educators had to find innovative ways to engage students through screens. Educators faced significant challenges in adapting to remote teaching. They had to become proficient in online teaching methodologies, create digital content, and find new ways to assess and monitor student progress. Maintaining student engagement and motivation in a virtual setting was a recurring challenge (Limone, 2022).

A critical issue was ensuring that all students had equal access to remote learning. Disparities in access to devices and the internet became apparent. Educational authorities and organizations worked to bridge these gaps by providing devices and internet connectivity to underserved students. The sudden shift to remote learning also had implications for the mental health and well-being of students. Isolation, screen fatigue, and the absence of in-person social interaction created new challenges. Educational institutions had to address these concerns and provide support services. Despite the challenges, the shift to remote learning also prompted adaptability

and innovation in the education sector. It pushed educators and institutions to explore new pedagogical approaches and harness technology for educational benefits. The experience of transitioning to remote learning during the pandemic provided valuable lessons. It underscored the need for flexible educational systems that can adapt to crises, as well as the importance of digital literacy and infrastructure in education (IMF Annual Report, 2022).

The shift to remote learning in Ukraine was a transformative experience that accelerated the integration of technology into education. It highlighted the resilience and adaptability of both educators and students in the face of unprecedented challenges.

While urban areas in Ukraine were relatively equipped with the necessary technological infrastructure, rural regions faced significant disparities. Access to devices and stable internet connectivity posed a major hurdle, highlighting socioeconomic divides and the need for more comprehensive digital access.

One of the most pronounced challenges was the urban-rural divide in technological infrastructure. While urban areas generally had better access to devices and stable internet, rural regions faced substantial disparities. This highlighted the digital divide, affecting students' access to online education. Not all students had personal devices like laptops or tablets for online learning (Rance, 2023). This lack of access hindered their ability to engage in remote education. Efforts were made by educational institutions and government bodies to provide devices to students in need, but the scale of this challenge was substantial. In many rural areas, reliable internet connectivity was a major issue. The lack of high-speed internet or consistent connectivity made accessing online classes and resources a significant challenge. Students often had to travel to areas with better connectivity or rely on intermittent or slow connections. Some students and even educators faced challenges in navigating the digital tools and platforms used for remote learning. Training programs were initiated to enhance digital literacy among both teachers and students, enabling them to effectively utilize the various online educational resources. For some families, the cost of acquiring devices or securing internet access posed financial challenges. This was particularly prevalent in regions where economic conditions were already strained. Financial support initiatives were implemented to alleviate this issue. The pandemic highlighted the pressing need for improved technological infrastructure across the country. Efforts were made to expand internet coverage and accessibility, but such infrastructural changes require time and significant investment.

The technological challenges faced during the shift to remote learning in Ukraine underlined the urgency for broader access to technology and internet connectivity. It exposed the existing urban-rural disparities and emphasized the necessity for a comprehensive, inclusive technological infrastructure to ensure equitable access to education for all students.

The pandemic disrupted the traditional academic calendar. Universities and schools had to rework schedules, postpone exams, and in some cases, alter the curriculum to accommodate the shift to remote learning. Adjusting academic timelines was crucial for maintaining educational standards while ensuring the safety of students and faculty (IMF Annual Report., 2022).

The onset of the pandemic forced educational institutions to restructure their academic calendars. Schools and universities had to delay the start of academic years, alter semester schedules, and revise examination timetables. The fluid situation often led to frequent changes in these calendars. Traditional examination formats were altered. Many institutions shifted to online examinations or adapted assessment methods to suit the remote learning environment. This change required modifications in evaluating student performance and ensuring academic integrity. To accommodate the delays and changes in schedules, academic curriculums were

often compressed. This led to increased pressure on both educators and students to cover the required material within a shortened timeframe, potentially leaving learning gaps that needed to be addressed.

For graduating students or those transitioning between educational levels, such as moving from high school to university, the altered calendar posed unique challenges. Uncertainty around graduation ceremonies and difficulties in transitioning to higher education were prevalent. For programs involving international collaboration or exchanges, the disrupted calendar caused complications. Student exchange programs, collaborative research, and joint academic ventures were affected due to the discrepancies in academic timelines and travel restrictions. Educational institutions made concerted efforts to maintain educational standards despite the altered calendar. This included revising syllabi, offering additional support to cover missed material, and ensuring that students had the necessary resources to catch up on any missed education. Flexibility became a key factor in navigating the disrupted academic calendar. Educators, students, and administrative bodies had to adapt to changing timelines and be prepared for potential adjustments as the situation evolved.

The disruption of the academic calendar in Ukraine due to the pandemic necessitated flexible approaches to education. While it presented challenges in maintaining educational consistency, it also highlighted the adaptability and resilience of the education sector in navigating unforeseen circumstances.

Recognizing the diverse needs of students, efforts were made to provide support. Financial aid initiatives, the provision of devices, and efforts to address mental health concerns were among the strategies implemented to assist vulnerable or struggling students during this challenging period.

Financial support initiatives were vital for students, particularly those from vulnerable backgrounds. Scholarships, grants, and emergency funds were established to assist with tuition fees, living expenses, and access to necessary educational resources. Recognizing the technological disparities, efforts were made to provide students with the essential tools for remote learning. Institutions and organizations distributed laptops, tablets, and internet connectivity solutions to ensure students could engage effectively in online education. The sudden shift to remote learning and the overall uncertainty brought forth by the pandemic took a toll on students' mental health. Support services, such as counseling, online mental health resources, and helplines, were provided to address these concerns. Students requiring academic support, especially in adapting to remote learning, received guidance and additional educational resources. Tutoring services, study materials, and online support forums were established to assist with learning challenges (Limone, 2022).

Educational institutions offer flexible learning options to accommodate the diverse needs of students. This included the provision of recorded lectures, asynchronous learning materials, and varied assessment methods to cater to different learning styles and situations. Creating a sense of community and connection was crucial. Virtual clubs, discussion forums, and peer support groups were organized to foster a sense of belonging and help students stay connected with their peers and educators. Regular communication and outreach efforts were maintained to keep students informed about updates, resources, and changes in educational practices. Transparent and clear communication was essential in alleviating uncertainties. Specific attention was given to students from vulnerable groups, including those with disabilities, international students, and those from economically disadvantaged backgrounds. Tailored support programs were designed to address their unique needs.

The comprehensive support provided to students during the pandemic in Ukraine aimed not only to address immediate challenges but also to ensure that students had the necessary resources and assistance to continue their education effectively in an uncertain and evolving environment.

As the situation improved, a phased return to physical classrooms began. Safety protocols, including social distancing measures, hygiene practices, and in some cases, hybrid learning models, were implemented to ensure the safety of all involved.

Educational institutions implemented strict safety measures to ensure a safe return to in-person learning. This included protocols for social distancing, hygiene practices, sanitization of facilities, and mandatory mask-wearing to mitigate the risk of viral spread. Some institutions adopted hybrid learning models, combining in-person classes with continued online education. This approach allowed for reduced class sizes, ensuring adequate distancing while accommodating those unable to return or uncomfortable with in-person attendance. Classrooms were reorganized to comply with social distancing guidelines. Desks were spaced apart, and facilities were rearranged to ensure a safer learning environment. Ventilation and air quality measures were also improved where possible. The return to in-person learning was introduced gradually. Younger or more vulnerable students might have been prioritized for a return to physical classrooms, while higher education institutions might have taken a staggered approach, gradually reintroducing various year levels. Educational authorities closely monitored the situation. Contingency plans were in place to address any resurgence of cases, allowing for quick pivots back to remote learning if necessary. Efforts were made to promote and facilitate vaccination among students and staff. Educational institutions might have partnered with health authorities to conduct vaccination drives and provide accurate information about the importance of immunization. Returning to in-person learning also meant addressing the learning gaps that emerged during the period of remote education. Support programs, additional classes, or tailored assistance were offered to bridge these gaps. The return to physical classrooms also meant addressing the emotional and mental well-being of students and staff. Support services and counseling were available to assist those struggling with the transition or the challenges brought on by the pandemic (Limone, 2022).

The gradual return to in-person learning was a strategic process that prioritized the safety of students and staff while addressing the diverse needs and challenges associated with the transition back to physical classrooms.

The impact of COVID-19 on the Ukrainian educational system was multifaceted, prompting adaptations and highlighting the need for more inclusive, technology-integrated, and resilient educational strategies.

War and Education

The Russian-Ukrainian War, which began in 2014, has had a significant impact on the Ukrainian educational system. This protracted conflict has created numerous challenges and disruptions, particularly in regions directly affected by the war (Burt, 2022). Here are some of the key ways in which the war has affected the educational system in Ukraine:

One of the most immediate and direct consequences of the war has been the displacement of students and educators from conflict-affected areas. Many schools and universities in eastern Ukraine had to be relocated, and the disruption of education led to learning gaps (Kirichenko, 2023).

Families, including students and educators, have been forced to flee conflict zones, seeking safety in other regions within Ukraine or in neighboring countries. This displacement has disrupted their lives, including their educational and professional pursuits. The sudden displacement has led to a significant interruption in students' academic paths. Many have been unable to continue their education in their original institutions, leading to gaps in learning and potential difficulties in resuming their studies in new locations. Students and educators forced to relocate often face challenges in adapting to new educational systems, curricula, and teaching methodologies. Differences in academic standards and languages can create additional barriers to continuing education seamlessly. The emotional toll of displacement on students and educators is substantial. The trauma of leaving their homes, losing stability, and being uprooted from familiar environments significantly affects their mental well-being and can impede their ability to focus on education. For many, the disruption in their educational journey is significant. Schools and universities in conflict zones might be closed or non-operational, leaving students and educators without access to formal education or employment opportunities. Educators often face difficulties in finding new employment or integrating into different educational systems. Their qualifications might not be immediately recognized, and language barriers or curricular disparities can pose challenges (Kirichenko, 2023). Efforts by NGOs, international organizations, and local authorities have been crucial in establishing support networks for displaced students and educators. These initiatives aim to provide resources, counseling, and educational support in their new locations. The displacement and interruption in education have the potential for long-term consequences on the academic and professional futures of both students and educators, which may require specialized programs and interventions to mitigate (Burt, 2022).

The displacement of students and educators due to the Russian-Ukrainian War has been a significant humanitarian and educational challenge, requiring comprehensive support and resources to help these individuals rebuild their lives and educational pathways.

The war has resulted in damage to educational infrastructure, including schools and universities. Many educational facilities have been shelled or destroyed, making it difficult for students to access safe and functional learning environments.

Schools, universities, and educational buildings in conflict zones have been directly targeted or inadvertently affected by the war, leading to structural damage or destruction. This damage makes these facilities unsafe or unusable for educational purposes. The destruction or damage to educational infrastructure disrupts the learning environment for students. It not only impacts their access to education but also creates an unsafe or unstable environment, further impacting their mental well-being. The destruction of infrastructure limits students' and educators' access to safe and conducive learning environments. This lack of suitable spaces for education hampers the resumption of regular classes, hindering the continuity of learning (Konovalenko, 2023).

The damaged infrastructure contributes to shortages of resources and educational tools. The loss of textbooks, teaching materials, and technology due to the destruction of facilities impedes effective teaching and learning. In regions where some educational buildings remain intact, the influx of displaced students and educators from affected areas leads to overcrowding. This strains the undamaged facilities and affects the quality of education provided. Rebuilding or repairing the damaged infrastructure is a lengthy and resource-intensive process. Restoring educational buildings and facilities requires significant time, funding, and manpower, delaying the resumption of education. The visible destruction and loss of familiar educational spaces can have a profound psychological impact on students and educators. It creates a sense of insecurity, trauma, and uncertainty, affecting their mental health and well-being. International aid and

reconstruction efforts play a crucial role in restoring educational infrastructure. Collaborative endeavors aim to rebuild educational facilities, provide necessary resources, and create safe and conducive learning spaces for students and educators (Kushnir et al., 2023).

The damage to educational infrastructure due to the war in Ukraine has not only disrupted the physical spaces for learning but also contributed to shortages of resources, overcrowding in undamaged facilities, and a significant impact on the mental well-being of students and educators. Reconstruction efforts are crucial in restoring these educational spaces and fostering a conducive environment for learning.

In conflict-affected areas, shortages of educational resources, including textbooks, teaching materials, and technology, have been a significant challenge. This has hampered the quality of education in these regions.

The destruction of educational facilities, including libraries and bookstores, has resulted in severe shortages of textbooks. This lack of essential educational materials hinders students' access to fundamental learning resources. The scarcity of teaching materials, such as notebooks, stationery, and other learning aids, poses a challenge to educators (Konovalenko, 2023). This shortage affects their ability to effectively deliver lessons and engage students in the learning process. The destruction of infrastructure has led to a lack of access to technology. Computers, tablets, and other digital tools necessary for modern education are in short supply, limiting opportunities for digital learning and proficiency. Educational tools, including laboratory equipment, art supplies, and specialized educational resources, are in short supply. This deficiency hampers practical learning experiences and restricts students' exposure to various educational domains. The scarcity of educational resources significantly impacts the quality of teaching. Educators face challenges in creating engaging and comprehensive lessons, ultimately affecting the depth and effectiveness of education delivered to students. The shortage of resources exacerbates educational disparities, especially for students in conflict-affected regions. The lack of access to adequate learning materials widens the gap between their education and that of students in more stable areas. NGOs, aid organizations, and educational bodies are attempting to bridge these resource gaps. They provide donations, and aid packages, and organize resource drives to supply educational materials to affected regions. The prolonged shortage of educational resources can have enduring consequences on the academic and professional futures of the affected students and educators. It may create learning gaps and hinder their ability to compete on an equal footing in the future (Kirichenko, 2023).

The shortage of educational resources resulting from the war has created challenges in maintaining quality education for students in conflict-affected areas. Efforts to address these shortages are crucial to ensuring that students receive a comprehensive and equitable education despite the adversities they face.

The war has had a profound psychological impact on students who have experienced violence and displacement. Many students have experienced trauma, which has affected their ability to learn and their overall well-being.

Witnessing violence, experiencing displacement, or living in an environment of conflict can cause profound emotional distress and trauma among students. These experiences can lead to anxiety, fear, and a sense of helplessness. The war has disrupted the sense of stability and safety for students. Displacement, loss of homes, and constant exposure to conflict-related stressors have shattered their sense of security, affecting their mental well-being (Kushnir et al., 2023).

The constant state of tension, fear, and uncertainty can lead to mental health challenges such as depression, post-traumatic stress disorder (PTSD), and other anxiety-related disorders,

significantly impacting students' ability to focus and learn. The psychological impact hampers students' ability to concentrate and learn effectively. Their academic performance may decline as a result of the emotional burden, making it challenging to focus on their studies. The upheaval caused by the war disrupts the normal social and emotional development of students. The stress and trauma they experience can hinder their ability to form relationships and cope with their emotions effectively. Addressing the psychological impact is crucial. Access to counseling, mental health support, and psychological services is vital to help students cope with trauma, process their experiences, and build resilience.

The enduring psychological impact of war on students can have long-term consequences, influencing their mental health, relationships, and overall well-being in their adult lives. Efforts by local authorities, NGOs, and international organizations focus on providing psychological support and resources to help students cope with trauma, offering counseling, support groups, and initiatives to foster resilience.

The war has profoundly affected the psychological well-being of students, necessitating a comprehensive approach to address trauma and support their mental health. Creating safe environments, offering psychological resources, and fostering resilience are critical to helping students recover from the psychological impact of conflict (College, 2023).

Despite the challenges, educators and students in Ukraine have shown resilience. Many have continued their education through online platforms or temporary learning centers. NGOs and international organizations have also provided support to maintain educational services in conflict-affected areas.

Establishing temporary learning centers in safer areas has been crucial in providing students with a place to continue their education. These centers offer a semblance of normalcy amidst conflict. Online platforms and remote learning initiatives have played a significant role in delivering education to students in conflict zones. Utilizing digital tools and resources, educators have connected with students, offering lessons and support remotely. Educators have employed alternative teaching methods, adapting their approaches to suit the challenging circumstances. Creative and adaptable teaching methods help engage students despite the limitations of the conflict-affected environment. Efforts have been made to support displaced educators, offering them opportunities to continue teaching in new locations. Recognition of their qualifications, language training, and integration into new educational systems have been vital. In areas with high numbers of displaced individuals, educational programs in refugee camps have been established. These programs ensure that children and young adults have access to learning opportunities even in temporary settlements.

International aid organizations, along with local and international NGOs, have played a critical role in providing resources, funding, and expertise to maintain education in conflict-affected areas. Partnerships between these organizations have been instrumental in delivering educational aid. Efforts to provide psychological support and counseling services within educational settings have been crucial. These initiatives aim to address the emotional and mental health needs of both students and educators affected by the conflict. Efforts are directed toward bridging the learning gaps caused by disruptions in education. Special programs, catch-up classes, and remedial teaching aim to mitigate the impact of interrupted education. Education is seen as a means of empowerment, especially during times of conflict. It not only provides knowledge but also resilience, hope, and a sense of normalcy for students in distressing circumstances.

The collective efforts to maintain education in conflict-affected areas are essential in providing a sense of stability, continuity, and hope for students and educators affected by the

Russian-Ukrainian War. Despite the challenges, these initiatives aim to ensure that education remains a fundamental right for all, even in the most challenging environments.

The international community has been engaged in providing support for the educational system in Ukraine, particularly in conflict-affected areas. This support has included funding for rebuilding infrastructure, providing educational resources, and addressing the psychological needs of students.

International organizations, along with various governments, have provided substantial humanitarian aid and funding to support educational initiatives in conflict-affected regions. This aid includes financial assistance for rebuilding infrastructure, supplying educational materials, and supporting programs for students and educators (Kushnir et al., 2023). Partnerships between international organizations, NGOs, and local authorities have been instrumental in addressing the multifaceted challenges of maintaining education. Collaborative efforts leverage expertise, resources, and reach to create more effective and sustainable solutions. International support has facilitated the supply of educational resources such as textbooks, teaching materials, and technological tools. Donations and aid packages have helped bridge the resource gaps, ensuring students and educators have access to essential learning materials. International support has often included programs for teacher training and professional development. Workshops, seminars, and training sessions are conducted to enhance educators' skills in adapting to new teaching methodologies and addressing the specific challenges in conflict zones (College, 2023).

Mental health and psychological support programs, often funded and facilitated by international organizations, offer counseling and emotional support to both students and educators affected by the conflict. These programs help address trauma and provide coping mechanisms. International support often involves advocating for the right to education for children and adults affected by conflict. This advocacy aims to ensure that education remains a priority, even in challenging environments. International support also focuses on raising awareness about the importance of education in conflict zones. Outreach programs aim to shed light on the challenges faced by students and educators, garnering support and resources from a global audience. Efforts aren't solely focused on immediate relief but also long-term development and sustainability. Initiatives aim to create resilient and sustainable educational systems in conflict-affected regions to ensure continuity even after immediate support diminishes.

International support in the wake of the Russian-Ukrainian War has been critical in addressing the educational challenges, ensuring that education remains a fundamental right and a pathway to stability and hope for those affected by conflict.

Projects implemented by the Georgian government to support Ukrainian students

In 2022, by the decision of the Prime Minister of Georgia, Mr. Irakli Gharibashvili, a Ukrainian-language sector was established in the 41st public school named after Mikheil Grushevsky in Tbilisi and the 20th public school in Batumi. The Ukrainian-speaking sector was opened and the Ukrainian-speaking sector of the 20th public school in Batumi was also expanded. As a result, Ukrainian students in Georgia had the opportunity to receive general education in their native language. Within the curriculum, students of the Ukrainian-speaking sector studied both compulsory and optional subjects. Along with the subjects determined by the Ukrainian curriculum, students will study the Georgian language and literature, the subject "Our Georgia"

and the history of Georgia. In addition, non-formal education circles were provided for school students – in sports, music, and technology.

On the part of Georgia, special attention was paid to offering Ukrainian students a study program corresponding to the requirements of the educational system of Georgia and Ukraine, thus allowing them to continue their studies after returning to their homeland.

“The educational program offered to Ukrainian students corresponds to the requirements of the educational system of Georgia and Ukraine so that after returning to their homeland, each of them can continue their education at the appropriate level. In addition, all students of the Ukrainian-speaking sector are provided with school resources and books, and free transportation is also provided for students,” said Mikheil Chkhenkel.

It should be noted that according to the decision of the Government of Georgia, students who could not continue their general education in Ukrainian schools as a result of hostilities in Ukraine and expressed their desire to continue their studies in Georgia, were enrolled in schools in a simplified manner.

Teachers from Ukraine and Ukrainian-speaking citizens of Georgia were employed in the Ukrainian sectors. In addition, the service of the educational institution’s mandator provided psycho-social support for Ukrainian students. Specialists from Ukraine were also appointed as heads of the Ukrainian-speaking sector.

To support Ukrainian students and integrate them with their Georgian peers, with the support of the Ministry of Education and Science of Georgia, the Tbilisi City Hall, and the Adjara government, sports festivals, and cognitive-entertainment events were held in Tbilisi, Kachreti, and Batumi, which became an excellent opportunity for Georgian and Ukrainian students to get to know each other better and make friends.

It should be noted that the representatives of international organizations – UNICEF and the United Nations High Commissioner for Refugees (UNHCR) in Georgia gave the highest assessment to the opening of the Ukrainian-speaking sector in Georgia and the projects implemented for Ukrainian children and thanked the Georgian government for supporting Ukrainian students. The Minister of Education of Ukraine Serhiy Shkarlet also thanked Georgia for standing by Ukrainian children.

It should also be noted that several videos of how Ukrainian children were met in kindergartens and schools were spread on social networks. With the national anthem of Ukraine and the color of the flag with balloons, flowers, a sea of emotions, and warm relations.

Conclusion

War is a battle that has no winner. As a result of war, we lose people, state borders, and means of peaceful life. Many mothers wait for their children because they do not know their graves or whether they are alive or not. War is a horror that we must all face and we do everything we can to prevent it from happening again in our era. However, unfortunately, today we have too many examples of war, hostilities, and tensions between countries.

For children of war, war never ends. They will never come out of war. You do not ask children anything in war – what hurts you, how it hurts, where this pain comes from, you do not know.

During the war in Ukraine, the fire has its smell. It is a story made with smell, taste, and sound.

War should not interfere with education. Education is one of the most powerful tools for human development. Education is the driving force that helps people live better lives, use

available resources more efficiently, and make wiser decisions. This is an incentive to create something innovative and creative, to simplify life, and bring benefits. Humanity is developing day by day and education is the main mechanism of this development. Nowadays, while staying at home, we can connect with people thousands of kilometers from us, pay utility bills without leaving home, run a network of channels, create quality providers, use complex algorithms, etc. Education. At every stage of development, people try to make life easier and at the same time more diverse. Sometimes people want more and education is the way to get it. It ensures the development of creativity in a person, which leads to better imagination.

The Russian-Ukrainian war created significant challenges for the Ukrainian educational system. However, he also highlighted the resilience of teachers and students, as well as the importance of international support in maintaining and rebuilding education infrastructure in conflict-affected regions.

“Every child should have a quality and safe education, even in war. Education is critical to children’s well-being and social development. It cannot be stopped without risking the future of an entire generation. The lives of millions of people will become infinitely more difficult if we cannot help them to continue their education,” emphasized Murat Shahin, the representative of UNICEF Ukraine.

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