

PECULIARITIES OF ORGANIZATION AND EFFICIENCY OF THE EDUCATIONAL PROCESS UNDER MARTIAL LAW

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ABSTRACT

Objective: The object of the research is the objective reality of analysis and assessment of the sphere of the educational process in conditions of uncertainty and loss of control over this process. The subject of the research is the specificity of the organization and the level of effectiveness of the educational process in the conditions of the martial law of Ukraine.

Theoretical framework: Many scientific works have been devoted to the problem of organizing the educational process in conditions of force majeure and armed conflict in particular, as well as to the derivative issues (Caplan, 2018), (Jennings, 2001), (Pet'ko, 2012, 2014, 2017, 2020), (Kotiak, 2011), (Lysenko, 2009), (Mazur, 2010), (Miniailova, 2022), (Morze, 2010), (Olshanska, 2016), (Prybylova, 2013), (Riabchun, 2021), (Sviezhentsev, 2015), (Skrypnyk, 2005), (Shevchuk, 2022), (Semenets-Orlova, 2022), (Akimova et. al., 2022). A study was conducted based on Ukrainian universities about distance education during the conditions of the COVID-19 pandemic (Bakhov, I., Opolska, N., Bogus, M., Anishchenko, V. & Biryukova, Y., 2021), based on which it was proposed application of open and specialized geoinformation systems of education for students and postgraduates (Iatsyshyn, A., Iatsyshyn, A., Kovach, V., Zinovieva, I., Artemchuk, V., Popov, O., ... Turevych, A., 2020).

Method: Researching the problems of the educational process under martial law is a rather specific activity and requires a specialized, non-traditional approach. This is due to numerous factors that are peculiar and relatively "new". Therefore, the methodological basis is the descriptive approach, which has the character of a description in revealing the regularities of the phenomenon, and the condition of the research is the laboratory approach. In general, the research is public and nationwide. And the main method is the method of non-formalized (traditional) analysis of documents directly related to education, and this is a qualitative method.

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Results and conclusion: In terms of the efficiency of school youth's acquisition of knowledge, the state of war undoubtedly significantly lowered the level. However, solely at the expense of valid teachers who remained in Ukraine and conducted classes in the region of unfavorable conditions and self-awareness of students in general, the effectiveness of teaching and the Ministry of Education and Culture only ensured the maintenance of such effectiveness.

Implications of the research: The study's findings have several implications for the field of analysed issue. It emphasizes the importance of school youth's acquisition of knowledge, the state of war undoubtedly significantly lowered the level. This can help them develop the necessary skills and knowledge to handle various crisis situations effectively.

Originality/value: This study contributes to the existing body of knowledge by specifically focusing on organization and efficiency of the educational process under martial law. It offers insights into the practical aspects of the issue and provides valuable perspectives from both future specialists and their educators.

Keywords: martial law, distance learning, adult education, right to education, practical training.

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PECULIARIDADES DE ORGANIZAÇÃO E EFICIÊNCIA DO PROCESSO EDUCACIONAL SOB A LEI MARCIAL

RESUMO

Objetivo: O objeto da pesquisa é a realidade objetiva da análise e avaliação da esfera do processo educacional em condições de incerteza e perda de controle sobre este processo. O tema da pesquisa é a especificidade da organização e o nível de eficácia do processo educacional nas condições da lei marcial da Ucrânia.

Quadro teórico: Muitos trabalhos científicos têm sido dedicados ao problema da organização do processo educacional em condições de força maior e conflito armado em particular, bem como às questões derivadas (Caplan, 2018), (Jennings, 2001), (Pet'ko, 2012, 2014, 2017, 2020), (Kotiak, 2011), (Lysenko, 2009), (Mazur, 2010), (Miniailova, 2022), (Morze, 2010), (Olshanska, 2016), (Prybylova, 2013), (Riabchun, 2021), (Sviezhentsev, 2015), (Skrypyk, 2005), (Shevchuk, 2022), (Semenets-Orlova, 2022), (Akimova et al., 2022). Foi realizado um estudo com base em universidades ucranianas sobre educação a distância durante as condições da pandemia da Covid-19 (Bakhov, I., Opolska, N., Bogus, M., Anishchenko, V. & Biryukova, Y., 2021), com base no qual foi proposta a aplicação de sistemas de geoinformação abertos e especializados de educação para estudantes e pós-graduados (Iatsyshyn, A., Iatsyshyn, A., Kovach, V., Zinovieva, I., Artemchuk, V., Popov, O... Turevych, A., 2020).

Método: Pesquisar os problemas do processo educacional sob a lei marcial é uma atividade bastante específica e requer uma abordagem especializada, não tradicional. Isso se deve a inúmeros fatores peculiares e relativamente "novos". Portanto, a base metodológica é a abordagem descritiva, que tem o caráter de descrição em revelar as regularidades do fenômeno, e a condição da pesquisa é a abordagem laboratorial. Em geral, a pesquisa é pública e nacional. E o principal método é o método de análise não formalizada (tradicional) de documentos diretamente relacionados à educação, e esse é um método qualitativo.

Resultados e conclusão: Em termos de eficiência na aquisição de conhecimento pela juventude escolar, o estado de guerra, sem dúvida, reduziu significativamente o nível. No entanto, apenas à custa de professores válidos que permaneceram na Ucrânia e conduziram aulas na região de condições desfavoráveis e autoconsciência dos alunos em geral, a eficácia do ensino e do Ministério da Educação e Cultura só garantiu a manutenção de tal eficácia.



Implicações da pesquisa: Os achados do estudo têm várias implicações para o campo da questão analisada. Ressalta a importância da aquisição de conhecimento por jovens da escola, o estado de guerra, sem dúvida, reduziu significativamente o nível. Tal pode ajudá-los a desenvolver as competências e os conhecimentos necessários para lidar eficazmente com várias situações de crise.

Originalidade/valor: Este estudo contribui para o corpo de conhecimento existente, concentrando-se especificamente na organização e eficiência do processo educacional sob a lei marcial. Ele oferece insights sobre os aspectos práticos da questão e fornece perspectivas valiosas de especialistas futuros e seus educadores.

Palavras-chave: lei marcial, educação a distância, educação de adultos, direito à educação, formação prática.

1 INTRODUCTION

The research goal is realized by solving certain objectives. Education of children and adults under martial law is a set of organized processes and practical training. Through these processes, persons who are considered by society as minors and adults develop their abilities, enrich their knowledge, acquire improved qualifications or new ones, and change their views or behavior with a double perspective of comprehensive personal development and participation in the development of society. Teaching under martial law is a rather complex process that requires knowledge of the subject matter and age psychology. This is especially important when educating those who, due to circumstances, live or have lived in a conflict zone. When designing and implementing educational programs, it is necessary to proceed from the fact that a minor or an adult student is in one way or another a representative of society. In their new role, each student or pupil carries the experience of their society, its specific characteristics, goals, and problems. In this regard, teachers need to know the specifics of this system. This is where the issues of social partnership become relevant when the most successful interaction takes place. The training component should take into account the specifics and learning needs of the target group. Prolonged armed conflict causes profound changes in the psyche of people. Therefore, different approaches than usual are needed, based on understanding the state of these people and realizing how much the experience has affected them. Often, these participants carry with them not only the burden of what they have been through but also new experiences that make them vulnerable.

Full understanding between the teacher and students allows them to build subjective relationships (Akimov et. al, 2021). With this approach, the content of educational activities is subjectively significant for students. The situation of cooperation



allows us to determine the area of the nearest and most relevant development both for the group as a whole and for each student individually. With this approach, the teacher, creating a learning environment, acts both as an author and an expert in his or her program. In addition, mutual understanding between the teacher and the adult student allows this process to be performed with the highest quality.

It should be noted that the organizers provide constant feedback to the students, incorporating this information into the ongoing process of planning and organizing educational activities. This solves another task - control over the quality of the content and content of education in terms of its modernity, complexity, logical consistency, fundamentality, and consideration of the needs and requests of the students.

As in the usual process of education of minors and adults, the features that distinguish an adult from a pupil or student should be considered:

- an adult is aware of himself or herself as an independent, self-governing personality and is critical of any attempts to control him or her;
- an adult accumulates a large stock of life, social and professional experience that shapes his or her worldview and from which he or she evaluates any information. The experience of people from conflict zones is unique and undoubtedly different from the experience of peaceful life;
- the motivation to learn for adults is based on a completely pragmatic approach – learning new things can help solve new life problems
- adults want to understand how to apply the knowledge they have acquired; therefore, they often prefer practice to theory;
- the perception of new knowledge is accompanied by an emotional assessment of information. Meanwhile, the brain tends to block any information that is accompanied by negative emotions in the mind.

There are many different models of training. However, the best approach is one in which participants feel comfortable and protected from possible criticism or comments from the teacher. The logic of this approach is that participants are offered a motivational exercise or task, for which a sample or model of activity is provided (participants can also propose other models themselves). Its implementation involves interaction with others (this relieves tension and fear of making mistakes) - in pairs or small groups. Presentations of the group's results are made by those who are ready to do so of their own free will, not by those chosen by the teacher. Voluntariness is important during reflection. Those who



are not ready to speak can take notes and give them to the teachers (Hubanova et. al., 2021).

1.1 OBJECTIVE

The object of the research is the objective reality of analysis and assessment of the sphere of the educational process in conditions of uncertainty and loss of control over this process. The subject of the research is the specificity of the organization and the level of effectiveness of the educational process in the conditions of the martial law of Ukraine. In accordance with the objectives of the study, the following hypotheses were put forward:

1. Despite various social phenomena, including military actions, the education of children should be carried out in accordance with the norms of natural human rights enshrined in the Constitution of Ukraine. This hypothesis characterizes the discovery of the connection between social and social phenomena that are forming in Ukraine and have become uncontrollable. In essence, this is a hypothesis of the probability of a connection between schooling and the current situation of Ukrainian society. In addition, this hypothesis carries regulatory norms of law - the realization of the right to human development, in this case the education of school-age children. At the same time, the disposition indicates the need for training, which is also defined by the constitution as the obligation to obtain secondary education.
2. It is impossible to form and implement a full-fledged mechanism for ensuring an effective educational process in the conditions of martial law. This is a relative hypothesis, because the variables (the organization of the educational process and the measurement of its result) depend on a social factor - war, which is disguised as martial law.

2 THEORETICAL FRAMEWORK

Many scientific works have been devoted to the problem of organizing the educational process in conditions of force majeure and armed conflict in particular, as well as to the derivative issues (Caplan, 2018), (Jennings, 2001), (Pet'ko, 2012, 2014, 2017, 2020), (Kotiak, 2011), (Lysenko, 2009), (Mazur, 2010), (Minailova, 2022), (Morze, 2010), (Olshanska, 2016), (Prybylova, 2013), (Riabchun, 2021), (Sviezhentsev,



2015), (Skrypnyk, 2005), (Shevchuk, 2022), (Semenets-Orlova, 2022), (Akimova et. al., 2022). A study was conducted based on Ukrainian universities about distance education during the conditions of the COVID-19 pandemic (Bakhov, I., Opolska, N., Bogus, M., Anishchenko, V. & Biryukova, Y., 2021), based on which it was proposed application of open and specialized geoinformation systems of education for students and postgraduates (Iatsyshyn, A., Iatsyshyn, A., Kovach, V., Zinovieva, I., Artemchuk, V., Popov, O., ... Turevych, A., 2020). Paying special attention to the creative burnout of education workers in public administration (Kryshtanovych, M., Akimova, L., Akimov, O., Parkhomenko-Kutsevil, O., & Omarov, A., 2022), using innovative approaches of human potential in management (Semenets-Orlova, I., Shevchuk, R., Plish, B., Grydiushko, I., & Maistrenko, K., 2022). To develop human resource skills in the service sector by predicting the post-COVID-19 work environment (Zayed, N. M., Edeh, F. O., Darwish, S., Islam, K. M. A., Kryshthal, H., Nitsenko, V., & Stanislavyk, O., 2022), and application of specialized software for simulation of spills of radioactive materials in the education of students and postgraduates (Popov, O. O., Kyrylenko, Y. O., Kameneva, I. P., Iatsyshyn, A. V., Iatsyshyn, A. V., Kovach, V. O., ... Kiv, A. E., 2022). Also, a quantitative cross-sectional study identified factors of depression and mental health anxiety in nurses (Tsaras, K., Papathanasiou, I. V., Vus, V., Panagiotopoulou, A., Katsou, M. A., Kelesi, M. & Fradelos, E. C., 2018), (Atstaja et. al., 2022), Lytvyn et. al., 2022), (Liudmyla Zahorodnia , Iryna Melnyk, Mariya Chepil, Oresta Karpenko, Tetiana Marieieva, Antonina Karnaukhova, 2023), (Tetiana Gorokhova, Oksana Shpatakova, Oleksii Toponar , Oksana Zolotarova, Svitlana Pavliuk, 2023).

The state policy on the organization of the educational process in Ukraine under martial law provides for the following reforms:

- to continue the reform of the New Ukrainian School and develop the necessary documents, recommendations, and courses for teachers to implement the NUS in grades 5 of general secondary education. This process has already begun, but so far there is only the course "NUS: Basic Secondary Education" developed by Osvitoria. (1705 people (21.1%) of the surveyed teachers and heads of educational institutions noted the need to continue the reform and the lack of necessary materials);
- it is essential to develop a strategy to compensate for the educational losses of students at different levels: state, public, educational institution, and classroom.



Parents, teachers, and students sent more than 100 appeals to the Education Ombudsman about the poor quality of distance learning. They also mentioned interruptions in education during military operations, the inability to study during air raids, and staying in the shelter. According to the survey, 2,306 (9.1%) parents, 30 (0.4%) teachers, and 569 (10.1%) students reported the inability to study during air raids and while staying in a shelter. According to 851 (2.6%) parents, 19 (0.2%) teachers, and 78 (1.4%) students, it is impossible to study because of travel. Moreover, 9177 (27.7%) parents, 1927 (23.6%) teachers, and 2619 (46.5%) students reported the inability to connect to online lessons or platforms due to poor internet connection. 1288 (15.9%) teachers, 3823 (11.5%) parents, and 492 (8.7%) students identified problems with the inability to study and teach due to the lack of gadgets. 5713 (22.6%) parents and 701 (12.4%) students believe that distance learning provides poor quality education;

- to develop indicative mechanisms for the simultaneous functioning of different forms of education in one class, class parallel, educational institution, or community. Currently, the procedure for organizing the educational process, remuneration, and other issues related to the organization of education in different forms (offline and online) are unclear. This was reported by managers, employees of educational institutions, and parents);
- to permit the use of electronic journals in grades 5-11 - currently, this is only available in grades 1-4. To do this, it is necessary to amend the legislation accordingly. This problem was already present in March of this year when teachers were forced to return to the combat zones and occupied territories to fill out class journals. In some educational institutions, teachers burned class journals and other documentation with the personal data of students and parents to prevent it from reaching the enemy. Some of the displaced students do not have data on the subjects studied and their grades. The Education Ombudsman sent a letter on 26.06.2022 to the Ministry of Education and Science with the initiative to introduce electronic class journals, which has not yet been answered. 1643 (20.3%) teachers and heads of educational institutions who took part in the survey stated the need to introduce electronic journals and diaries;



- to develop an algorithm for evacuating an educational institution. This need was strongly expressed by directors of educational institutions located in the occupied territories;
- to develop recommendations for digitizing documents of educational institutions and creating an electronic archive. This need was strongly expressed by directors of educational institutions located in the occupied territories;
- to develop recommendations for access and protection of information in educational institutions, and organizational measures to prevent unwanted access to educational registers and databases. This need was stated by directors of educational institutions that are or were located in the occupied territories;
- to develop algorithms for the actions of heads of educational institutions and pedagogical staff in the event of destruction or damage to an educational institution. This need was stated by the directors of educational institutions that were destroyed);
- to develop a clear and transparent mechanism for the distribution and use of the remaining educational subvention under martial law at the level of the region, city, and community with the possibility of public control over processes and actions.

3 METHODOLOGY

Researching the problems of the educational process under martial law is a rather specific activity and requires a specialized, non-traditional approach. This is due to numerous factors that are peculiar and relatively "new". Let's explain in more detail. First of all, it is not possible to apply the traditional proven methods of researching such a modern problem in Ukraine in their pure form. This applies directly to classical methods, so to speak, such as questionnaires and interviews. It is physically impossible to apply these methods directly in the combat zone and near-front territories for both respondents and correspondents. After all, getting into these zones is very problematic due to the registration of the relevant permits issued by military officials. And they will not take responsibility for the safety of researchers. It is also not possible to enter the populated areas illegally, but with a very high probability the researcher may fall into the hands of armed groups and will be perceived as a scout or saboteur.



Second, a large majority of residents and, accordingly, students have left these settlements, and obtaining complete, valid and reliable data on their current stay is associated with difficulties of an organizational and economic nature. And it leads to the complication of the research itself and stretches its implementation over time, which automatically leads to the loss of originality and timeliness of the problem itself.

Therefore, the research has to use other methods and approaches. Therefore, the methodological basis is the descriptive approach, which has the character of a description in revealing the regularities of the phenomenon, and the condition of the research is the laboratory approach. In general, the research is public and nationwide. And the main method is the method of non-formalized (traditional) analysis of documents directly related to education, and this is a qualitative method. The documents of the analysis are the relevant Laws of Ukraine adopted from, Resolutions, orders of the Cabinet of Ministers of Ukraine, Orders and letters of the Ministry of Education and Culture. All these documents accepted after February 24, 2022 are subject to analysis. The analysis is carried out in the context of a chronological analysis of their adoption and a general assessment of the educational situation that caused their adoption. Undoubtedly, such a method carries a high level of subjective evaluation, and in order to reduce it, a systematic approach was applied. Therefore, the socio-social phenomenon in which Ukrainian education found itself is considered as a system consisting of separate, relatively independent elements. Namely, the ministry as a leading element, local administration (heads of educational institutions), teachers and young people receiving education. It is the analysis of such subsystems that significantly lowers the level of subjective assessment in the conducted analysis and combined with the method of analysis and synthesis will allow us to identify certain regularities and peculiarities in the organization of the educational process of Ukraine under martial law.

4 RESULTS AND DISCUSSION

With the capture of the Ukrainian territories by the Russian army, the Cabinet of Ministers and the Ministry of Education and Science of Ukraine began to amend the legislative norms. Thus, the Cabinet of Ministers, by Resolution No. 1411 dated December 20, 2022, cancels the increase in the salary of pedagogical, scientific-pedagogical and scientific workers of institutions and institutions of education and science.



With the start of hostilities (beginning of spring 2022), a two-week vacation was announced in Ukraine and the educational process was suspended. As of March 28, as a result of hostilities, 144 children were killed and more than 220 were injured. 659 educational institutions suffered from bombings and shelling, 74 were completely destroyed (Cedos, 2022).

From March 14, the educational process began to resume in most regions, and the format of classes was determined by regional administrations and educational institutions. As of March 31, 76 Ukrainian educational institutions were destroyed and 722 were damaged. In total, the losses of educational institutions in August 2022 in the regional section amounted to 790 objects. Ministry of Education and Science of Ukraine (2022).

Distance education was resumed on March 14. The "Learning Without Borders" project was launched for grades 5-11, created where video lessons were broadcast (a separate subject for each day) (Letter of the Ministry of Education and Science of Ukraine, 2022).

As of March 21, 2022, the educational process was conducted remotely in 11 regions (more than 10,000 schools resumed their work in this format). Almost 3 million students have returned to school. At the end of March, in 3 oblasts of Ukraine (in particular in Kyiv), the educational process in general secondary education institutions continued remotely, in 4 oblasts education was partially organized, and in 5 regions education was partially resumed remotely and vacations continue or education is suspended depending on the community, and in in the rest of the regions, due to security reasons, schooling has been suspended. A total of 5,000 children were enrolled in education from a place of temporary residence after being forced to leave their homes (Skarlet, S., 2022).

In the temporarily occupied settlements, the occupiers changed the educational process in educational institutions, adapted it to Russian educational standards and conducted it in the Russian language.

On March, 20 the Law of Ukraine "On Amendments to Certain Laws of Ukraine Regarding State Guarantees in the Conditions of Martial Law, State of Emergency or State of Emergency" (2022) entered into force, this law outlined state guarantees for students of education, employees of institutions of education, educational institutions, scientific institutions. An expedient form of organization of training has been determined - distance learning and others that are the safest. The preservation of the place of work,



the average salary, the payment of scholarships and other payments for its participants, as well as the place of residence (boarding house, dormitory, etc.) and the provision of food (if necessary) are guaranteed.

On March 24, the Verkhovna Rada adopted a law by which in 2022, the state final certification was abolished for those who completed general secondary education. The Ministry of Education and Science of Ukraine announced the development of methodological recommendations for the end of the academic year under martial law conditions. In April the Ministry of Education and Science issued an order "On the approval of methodological recommendations regarding certain issues of the end of the 2021/2022 academic year" (2022), according to which the Ministry of Education of Ukraine and Science is recommended to independently determine the day of the end of the academic year, consolidate the academic year material for ensuring the implementation of educational and training programs. Final assessment is recommended to be carried out through distance learning technologies.

On March 24, the Verkhovna Rada adopted the law "On Amendments to Certain Legislative Acts of Ukraine in the Field of Education" (2022), which provides for the abolition of the independent external evaluation for education seekers in 2022 and to develop a special admission procedure (the order of the Ministry of Education and Science "On some issues of enrollment in institutions of general of secondary education under martial law in Ukraine" (2022).

During this period, the evacuation of students and teaching staff took place, as well as the relocation of higher educational institutions in accordance with the created legal conditions (more than 50 orders of the Ministry of Education and Science) for the evacuation and relocation of educational institutions from occupied territories and those where active hostilities were taking place:

1. The organization of the external independent evaluation and admissions campaign in 2022 is outlined (order of the Ministry of Education and Science "On making changes to the Organization's Calendar Plan and conducting in 2022 the external independent evaluation of learning results obtained on the basis of full general secondary education" (2022).
2. Order of the Ministry of Education and Science "On approval of the Procedure for conducting the national multi-subject test in 2022" (2022).



3. Order of the Ministry of Education and Science "On the organization and conduct of the national multi-subject test in 2022"(2022).
4. Order of the Ministry of Education and Science "On approval of the List of settlements of Ukraine, on the territory of which the preliminary a network of temporary examination centers for conducting the main sessions of the national multi-subject test" (2022).
5. Order of the Ministry of Education and Science "On approval of the List of foreign settlements, on the territory of which temporary examination centers will be established for conducting the main sessions of the national multi-subject test" (2022).
6. Order of the Ministry of Education and Science "On the organization of the consultation telephones of the Ministry of Education and Science "Admission campaign of 2022" (2022).

In May, the Ministry of Education and Science issues an order "On some issues of issuing documents on general secondary education in the conditions of martial law in Ukraine" (2022), which regulates simplified conditions for issuing certificates of general completion of higher education.

Therefore, the Ministry of Education and Science of Ukraine promptly carried out institutional and legal regulation of the educational sphere in these first months of occupation. Thus, the period of February - May 2022 was characterized as a period of urgent operational management of the educational process depending on the change in the combat situation.

The following period (summer-autumn 2022), when the military situation in Central Ukraine stabilized, systematic management of the educational process began. During this period, the Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding the Prevention and Counteraction of Mobbing (bullying)" (2022) was adopted, which defines a non-exhaustive list of forms of mobbing and introduces administrative liability in the form of a fine. The legal conditions for providing financial support to supporting schools in preparation for the 2022/23 academic year for carrying out repairs, purchasing equipment for school canteens, preparing for the heating season, and purchasing computer equipment, in the total amount of up to 5 thousand dollars, have been outlined. Changes were made to the list of fields of knowledge and specialties for which vocational pre-higher and higher education candidates are trained, the Strategy for



the Implementation of Gender Equality in Education until 2030 was approved, and the operational plan of measures for 2022-2024 (2022) for the implementation of this strategy was approved. Standard training programs for pedagogical workers regarding the implementation, respectively, of the professional standard "Educator of a preschool education institution" and the professional standard "Head (director) of a preschool education institution" have been approved.

In December 2022 and February 2023, a number of resolutions and orders of the Cabinet of Ministers of Ukraine are adopted, which regulate a wide range of education issues (Education Analyst, 2023):

- appointment and payment of social scholarships;
- procedure for development, implementation and review of professional standards;
- the Concept of transformation of the military education system was approved in a new version;
- amendments were made to the Regulation on the system of professional training of civil servants, heads of local state administrations, their first deputies and deputies, officials of local self-government and deputies of local councils, which relate to the specifics of improving the qualifications of these persons under martial law;
- the range of urgent actions to ensure the organization and conduct of safe training in the de-occupied territories of territorial communities has been determined (from the arrangement of shelters to the de-occupied territories of territorial communities);
- provision of state support to persons with special educational needs;
- provision of state support to persons with special educational needs.

The Ministry of Education and Science of Ukraine issued a number of orders regulating the process of ossified relations (Education Analyst, 2023):

- new rules for certification of teaching staff from September 2023;
- it is determined that the total amount of educational components of the educational program credited to the student based on the recognition of the results of informal and/or non-formal education cannot exceed 25 percent of the relevant educational program (for specializations in fields of knowledge: 12 "Information



technologies" cannot exceed 35 percent 25 "Military sciences, national security, security of the state border" – 50 percent of the relevant educational program);

- the procedure for transferring, withdrawing and renewing students of higher education institutions has been improved;
- students who complete the 4th and 9th grades in the 2022/2023 academic year are exempted from passing the state final certification;
- certification of primary school teachers, mathematics, Ukrainian language and literature.

Other implementations made it possible to conduct training in difficult military conditions and control the educational process.

In the spring of 2023, the standards will be introduced into the educational process with the aspect of increasing the attention of the organization and the study of "Safety of life" and "Civil protection", as well as verification of information about the education, qualifications and professional experience of medical, pharmaceutical and other health care workers. From March 2023, the law "On the organization of labor relations under martial law" (2023), which introduces restrictions on the right to work, will be adopted.

Measures are approved for 8 strategic goals (health-preserving component of education, comprehensive development of physical culture and increased physical activity, development of a healthy food system, formation of a culture of nutrition and correct eating habits, improvement of medical care for students and employees of educational institutions, effective psychological support of the educational process, training of employees of the educational institution and their health, safety, accessibility and inclusiveness of the educational environment, intersectoral interaction and involvement of social institutions) and those responsible for their implementation are determined. Measures for the implementation of the National Strategy for the Promotion of Civil Society Development in Ukraine for 2021-2026" and measures for the implementation of the National Strategy for Promotion of Civil Society Development in Ukraine for 2021-2026" (2021) are also approved.

The calendar plan for the organization of independent testing of professional competences of participants in the certification of teaching staff in 2023 was approved, as well as the passport of the budget program "Ensuring the acquisition of professional (vocational and technical) education in educational institutions of social rehabilitation and adaptation of the state form of ownership, methodical support of institutions of



professional (professional and technical) education". The terms of financing the downtime of general secondary education institutions are clarified.

In April 2023, draft laws were adopted on amendments to the second part of Article 51 of the Law of Ukraine "On Comprehensive General Secondary Education" on improving the qualifications of teaching staff in the matter of providing psychological support to participants in the educational process (2023), and on amendments to Article 19 of the Law of Ukraine "On Vocational (Vocational and Technical) Education" regarding certain aspects of the licensing procedure (2023).

The Concept of the security of educational institutions (2023) regarding the creation of equal, proper and safe conditions for obtaining an education, the organization of a safe educational environment, in particular in the conditions of military aggression of the Russian Federation against Ukraine for the period 2023-2025, was approved. As well as the Strategy of the state policy on internal displacement for the period until 2025 and the approval of the operational plan of measures for its implementation in 2023-2025 (2023).

Urgent current problems of the organization of educational space in the conditions of martial law have been solved in a certain way. Thus, this period is characterized in the legal circle by paying more attention to the problems of a strategic nature of the development of Ukrainian education with the priority of guaranteeing the safety of education.

In fact, the year 2022 for the Ministry of Education and Science of Ukraine became the year of prompt response to the growing problems of the educational process and the problem of the loss of its material and technical base. This is the year of solving problems with the end of the annual educational process and creating conditions for ensuring the beginning of the new academic year. The year 2023 became the year of awareness of already tactical and partly strategic challenges of education.

We will evaluate the perception of changes in the education system directly by the participants of the educational process. In this analysis, we will use the results of surveys conducted by various structures and organizations.

Research by the State Education Quality Service of Ukraine conducted in December 2022 - January 2023 (2023) noted that in 2022, 772,909 schoolchildren switched to distance education, and 64,409 to family education. At the same time, almost 40% of students are from the east of Ukraine and 30% from the south. They were forced



to go abroad or to other regions of the country. In the first half of the 2022/23 academic year. 15% of educational institutions worked face-to-face, 33% - remotely, and 51% - mixed. Distance learning prevailed in the East and South of Ukraine, mixed in the Center and North, and mixed in the West. <https://osvita.ua/school/88943/>. Problems in conducting remote classes arose due to the fact that 25% of teachers do not have a working computer and 20% of teachers do not have access to the Internet. Provision of computer equipment for the workplaces of teachers in Ukraine is not uniform, which is reflected in the reduced quality of the educational process. Thus, in the North of Ukraine, such provision was 88%, in the East and South - 77% each, in the Center - 68%, and in the West only 65%.

Thus, in the conditions of martial law, the synchronous form of training became dominant (74.9%). For the territories of Luhansk, Chernihiv, Kherson, Sumy, Kharkiv, and Donetsk regions, training took place mainly asynchronously. During the year, there was an increase in distance education by almost 18% due to the reduction of full-time attendance (State Education Quality Service of Ukraine, 2023). In choosing the form of education during martial law, objective factors became the main factor - the availability of shelter for students, the situation in the area from the point of view of security and livelihood, and the position of parents.

The low availability of computer equipment among students also worsens the quality of the educational process among schoolchildren in the conditions of martial law. Half of elementary and high school students have their own computer / laptop / tablet for studying, 74% use a smartphone for this. Such a problem is quite acute for primary school students. 48% of parents noted the presence of a smartphone among students of lower grades, 39% of parents noted a computer / laptop / tablet. 40% of parents of elementary school students and 23% of parents of elementary and high school students noted the problem - the child has one gadget (computer, laptop, tablet, smartphone) that he shares with other family members. Therefore, the effectiveness of distance learning in synchronous mode is problematic for almost half of students who do not have their own computer or are forced to share it with other family members. But the main reason for the decrease in the level of effectiveness of the educational process of students and teachers was the lack of electricity and access to the Internet in the first semester of 2022-2023, which was noted by 75% of respondents. In addition to this factor, other important factors were noted for the loss of education: lack of free time for teachers (due to the adaptation



of educational materials to the electronic mode); different time zones of students and teachers and reluctance of students and parents to allocate additional time for the learning process and frequent air alarms. Almost a third of students do not have permanent access to the educational process in the conditions of war, and this is a very painful problem for the southern regions and rural areas. 34% to 44% of parents noted an interruption in schoolchildren's education for up to 10 days, an interruption of 10–20 days was indicated by 8% to 18% of the interviewed parents and an interruption of more than 20 days (a month), 6% of parents in the West indicated up to 10% on South.

As other reasons for children not attending school (besides those mentioned above), parents (67%) noted children's illness, inability to independently connect to online lessons was indicated by 9% of parents, did not study due to overload (7%), unstable emotional state (6%), lack of motivation (5%). The results of the research of the Institute of Pedagogy of the National Academy of Sciences of Ukraine, conducted by employees of the Department of Mathematics and Informatics Education, noted that 89% of students in grades 5–6, 62% of students in grades 7–9, and only 40% of students in grades 10–11 systematically complete the homework they are offered teachers in distance learning conditions. And about 20% of schoolchildren systematically skip classes for various reasons.

During the war, the level of success of students decreased in both urban and rural schools. Thus, 57% of rural teachers and 44% of urban teachers noted a drop in success in the Ukrainian language, 45% and 40% in mathematics, and 37% and 25% in computer science. This state of deterioration is partially explained by the deterioration of the psychological state of students. Compared to the beginning of February 2022, the number of students who feel anxious, stressed has doubled, and fatigue has increased by one and a half times. Feelings of security, peace, energy and happiness were lost by 20%

The conclusions of the conducted surveys note that teachers did not adapt and flex the educational process during the military operations. In particular, 33% of principals in cities and 50% in villages did not change the schedule of educational classes, and 40% of teachers in cities and 44% in villages did not make changes to the calendar and thematic planning. At the same time, only 37% changed the number of hours for studying a topic, 32% combined topics, 23% distributed topics taking into account the mode - synchronous or asynchronous.



The Ukrainian school suffered very large losses of school youth due to departure abroad from the northern, eastern, southern regions of Ukraine, from which more than half of the schoolchildren left. And if the war does not end, these losses will become irreversible. The maximum increase in schoolchildren took place in the central regions of Ukraine by 74% and in the western regions by 45%. The key challenges of the educational process in wartime conditions are unstable learning conditions, limited methods of organizing educational and cognitive activities, a decrease in motivation, and an unstable psycho-emotional state of students and teachers.

5 CONCLUSION

For many decades, the protection of participants in the educational process disrupted by international and non-international armed conflicts has been a matter of serious concern. Despite the progress in the legal system and economic and social development, armed conflicts and wars and terrorist takeovers of schools and students did not decrease, but on the contrary increased in number and scale. The Russian-Ukrainian confrontation confirms this.

A large number of legal instruments, both legally binding and non-binding, have been adopted to minimize the risks to which children and adults are exposed in both international and national law.

The gradual process of codification of the education protection regime undoubtedly improved their overall protection against the impact of the conflict, but did not solve the problem. And it is impossible to solve it, since the type and level of obligations of the parties involved in the conflict differ significantly depending on the legal systems applicable in each specific case, and the education system acts as a tool for political lobbying of the interests of individual parties and clans.

Regarding the assessment of the peculiarities of the organization and effectiveness of the educational process of Ukraine in the conditions of war (we will speak realistically about the state of events), the function of the ministry should be divided into administrative and pedagogical.

In terms of the efficiency of school youth's acquisition of knowledge, the state of war undoubtedly significantly lowered the level. However, solely at the expense of valid teachers who remained in Ukraine and conducted classes in the region of unfavorable conditions and self-awareness of students in general, the effectiveness of teaching and the



Ministry of Education and Culture only ensured the maintenance of such effectiveness. In terms of the efficiency of school youth's acquisition of knowledge, the state of war undoubtedly significantly lowered the level. However, solely at the expense of valid teachers who remained in Ukraine and conducted classes in the region of unfavorable conditions and self-awareness of students in general, the effectiveness of teaching and the Ministry of Education and Culture only ensured the maintenance of such effectiveness.



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