

Education in Ukraine in the war period: psychological features and consequences

Educação na Ucrânia durante o período de guerra: características e consequências psicológicas

Educación en Ucrania durante el período de guerra: características y consecuencias psicológicas

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Abstract: *The research outlines the effects of the war on the education system in Ukraine which are not only immediate but will also have long-term consequences. The aim of the study was to identify challenges faced by Ukrainian university students and teachers, analyze the impact of the war on their mental health and academic performance during the full-scale war beginning February 24, 2022. The research was carried out via Ukraine's regional survey by using a convenient tool – Google Forms, which provided quick feedback from respondents in the form of answers to questions. The approach was a quantitative, descriptive-correlational design conducted among 793 students and 318 lecturers. It has been found that most students experience post-traumatic stress disorder, anxiety, and depression due to the war. The novelty of the research refers to creating a safe learning space, a favorable psychological environment and well-being in wartime conditions. The practical significance of the study focuses on using the proposed educational solutions to support University students, teachers, and the education system in Ukraine under martial law.*

Keywords: *Distance learning. Education. Psychological features.*

Resumo: A investigação descreve os efeitos da guerra no sistema educativo da Ucrânia, que não são apenas imediatos, mas também terão consequências a longo prazo. O objetivo do estudo era identificar os desafios enfrentados pelos estudantes universitários e professores ucranianos, analisar o impacto da guerra na sua saúde mental e desempenho acadêmico durante a guerra em grande escala que começou em 24 de fevereiro de 2022. A investigação foi realizada através do inquérito regional da Ucrânia, utilizando uma ferramenta conveniente – o Formulários Google, que forneceu feedback rápido dos inquiridos sob a forma de respostas a perguntas. A abordagem foi quantitativa, descritiva-correlacional, realizada entre 793 alunos e 318 docentes. Verificou-se que a maioria dos alunos sofre de transtorno de estresse pós-traumático, ansiedade e depressão devido à guerra. A novidade da pesquisa refere-se à criação de um espaço de aprendizagem seguro, um ambiente psicológico favorável e bem-estar em condições de guerra. O significado prático do estudo centra-se na utilização das soluções educativas propostas para apoiar estudantes universitários, professores e o sistema educativo na Ucrânia sob a lei marcial.

Palavras-chave: Educação. Características psicológicas. Ensino a distância.

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Resumen: La investigación describe los efectos de la guerra en el sistema educativo de Ucrania que no sólo son inmediatos sino que también tendrán consecuencias a largo plazo. El objetivo del estudio fue identificar los desafíos que enfrentan los estudiantes y profesores universitarios ucranianos, analizar el impacto de la guerra en su salud mental y su rendimiento académico durante la guerra a gran escala que comenzó el 24 de febrero de 2022. La investigación se llevó a cabo a través de la encuesta regional de Ucrania utilizando una herramienta conveniente: Google Forms, que proporcionó comentarios rápidos de los encuestados en forma de respuestas a preguntas. El enfoque fue un diseño cuantitativo, descriptivo-correlacional realizado entre 793 estudiantes y 318 docentes. Se ha descubierto que la mayoría de los estudiantes experimentan trastorno de estrés postraumático, ansiedad y depresión debido a la guerra. La novedad de la investigación refiere a crear un espacio de aprendizaje seguro, un ambiente psicológico favorable y de bienestar en condiciones de guerra. La importancia práctica del estudio se centra en el uso de las soluciones educativas propuestas para apoyar a los estudiantes universitarios, a los profesores y al sistema educativo en Ucrania bajo la ley marcial.

Palabras clave: Características psicológicas. Educación. Educación a distancia.

1 INTRODUCTION

Over three years of the full-scale war in Ukraine has profoundly changed the lives of Ukrainians and affected many aspects of life, including its education system (Grynyuk, *et al.*, 2022; International Department, 2023). In the conditions of martial law, Ukrainian education needs quick and effective solutions, new approaches and technologies for the organization of the educational process, updating the content and concept of ensuring the quality of education and new views on the implementation of the strategic development of the education system as a whole (Cabinet of Ministers of Ukraine, 2022; Iliichuk, 2023; Vyshcha osvita, Ukraini, 2023).

One of the most vulnerable categories is the student youth, who are forced to endure difficulties of the war working under the conditions of constant stress and anxiety (Kornieva, I., *et al.*, 2024; Pypenko *et al.*, 2023; Kresan *et al.*, 2023). Since the start of the full-scale invasion, Ukrainian educators also face many challenges during the period of martial law: they continue to teach classes, publish papers and monographs, and provide emotional support to students, often without adequate training in psychological counselling (Ukrainian Psychological Association, 2024; War and education, 2024).

According to the data of the research carried out by the Ministry of Education and Science of Ukraine and the State Scientific Institution «Institute of Educational Analytics», major challenges in the education are the following: restriction of access to basic human needs; destruction of educational infrastructure; threat

to life and health of participants in the educational process (Osvita Ukrainy, 2022). In addition, frequent air alarms, power outages, unstable emotional state of participants in the educational process, became significant threats to the organization of the educational process (Iliichuk, 2023). Findings from a 2024 report by the Ukrainian Psychological Association indicate that over 60% of students experience anxiety-related symptoms, while nearly 40% show signs of depression. Additionally, 25% report sleep disturbances and 18% have suffered panic attacks at least once per month. These mental health challenges directly affect students' ability to concentrate, stay motivated, and perform academically (Ukrainian Psychological Association, 2024).

Educators also experience considerable stress, burnout, emotional fatigue, significantly increased workload due to staffing shortages and curriculum modifications. Despite these obstacles, many teachers have shown exceptional resilience by adapting to new teaching strategies and providing emotional support to their students. (Ukrainian Psychological Association, 2024; War and education, 2024).

2 LITERATURE REVIEW

A significant number of research works are devoted to the study of the education in the war period. Safonov Y. *et al.*, (2023). Iliichuk L. (2023), Koval V, *et al.*, (2024) studied psychological factors and economic consequences of Ukrainian education in the war and post-war periods. The features of using information

technologies in the educational process during the war were investigated by Kolomiets T., 2023; M. Marienko M., Suhii A., 2022; Tverdokhlib I., 2022. Pypenko I. (2023), Grynyuk, S., Zaytseva, I., Vysotchenko, S. (2023) analysed the impact of the war in Ukraine on the psychological well-being of students. Greshta, V. (2023) devoted the research to challenges and solutions for ensuring the educational process.

However, the lack of research on psychological features and consequences of the war in Ukraine as well as the mental health of students and teachers, motivated us to conduct this research.

3 METHODS AND MATERIALS

The study was conducted through a regional survey in Ukraine during the full-scale war (February 2025). The survey was carried out in accordance with ethical research standards. Due to the war in Ukraine, the study was conducted online. Before participating, all the respondents were informed about the research objectives and assured that their responses would remain confidential. Participation in the survey was voluntary. The conducted research was experimental. We carried out a psychological analysis to understand how the current situation affects the learning process and the overall emotional well-being of the student and teacher community. The data analysis stage included the analysis of quantitative data.

The survey involved 793 Ukrainian University students, of whom 54.8% were girls and 45.7% were boys. 63.3% of surveyed students were in Ukraine, and 36.7% were abroad. 26.7 % of the respondents were students of the State University of Trade and Economics (Kyiv, Ukraine), 25.14 % were students of Taras Shevchenko National University of Kyiv, 15.2 % of

the respondents were students of National Aviation University, 12 % were students of Borys Grinchenko Kyiv University, 12.10 % were students of National University of Life and Environmental Science of Ukraine, and 9.2 % of the students were from Kyiv National Linguistic University. Also, 25.6 % of the respondents were first-year students, 27.4 % were

second-year students, 22.3 % were third-year students, 19.3 % were fourth-year students, 5.1% were participants in Master's degree programs. The total number of teachers participating in the study was 318. All the teachers were of different ages, from 23 to 74 years old, and had different teaching experiences from 1 to 47 years. 29.2 % of the respondents were teachers of the State University of Trade and Economics (Kyiv, Ukraine), 28.1 % were teachers of Taras Shevchenko National University of Kyiv, 12.6 % of the respondents were teachers of National Aviation University, 12 % were teachers of Borys Grinchenko Kyiv University, 10.9 % were teachers of National University of Life and Environmental Science of Ukraine, and 8.3 % of the teachers were from Kyiv National Linguistic University.

3.1 INSTRUMENTS

The following methods were used in the study: literature survey, questionnaire. A 14-question questionnaire was prepared in order to study the emotional state and motivation of the students and educators in the period of the war. The questionnaire was created in Google Forms and was distributed among students and University teachers as a link through social networks (in Teams, Telegram, Viber). All questionnaires were reviewed by 4 experts. The results of the survey were analyzed via the mathematical method of statistical data processing.

3.2 SAMPLE

The field stage embraced November 2024 and February-March 2025 (randomly chosen wartime periods). The questionnaires covered different areas: the emotional state and motivation of the students (as shown in Table 1).

- Introduction

Dear Student, we invite you to participate in this anonymous survey aimed at assessing the psychological well-being of university students in Ukraine during the war. Your responses will help us understand the challenges students face and contribute to developing better support mechanisms.

Table 1 - The sample of Authors' questionnaire "Psychological well-being of university students in Ukraine during the war"

Questions	Results
1. What is your age?	
a. Under 18 b. 18-20 c. 21-23 d. 24 or older	a. 18-20 years – 40% b. 21-23 years – 35% c. 24+ years – 25%
2. What year of study are you in?	
a. 1st year b. 2nd year c. 3rd year d. 4th year e. Master's/PhD	a. 1st year – 30% b. 2nd year – 25% c. 3rd year – 20% d. 4th year – 15% e. Master's/PhD – 10%
3. What region are you currently in?	
a. In Ukraine b. Abroad c. Internally displaced	a. In Ukraine – 70% b. Abroad – 30% c. Internally displaced – 45%
4. Have you experienced any interruptions in your studies due to the war?	
a. No interruptions b. Minor interruptions (e.g., some delays, temporary suspension) c. Significant interruptions (e.g., long-term suspension, prolonged delays) d. I am currently unable to continue my studies	a. No interruptions – 25% b. Minor interruptions – 40% c. Significant interruptions – 25% d. I am currently unable to continue my studies – 10%
5. Have you experienced communication problems (e.g., issues with internet access, difficulty reaching professors or classmates, etc.) during the war?	
a. No problems b. Minor problems (e.g., occasional internet interruptions) c. Significant problems (e.g., frequent loss of connection, difficulty attending online classes) d. Unable to access any communication tools (e.g., no internet, no access to university platforms)	a. No problems – 20% b. Minor problems – 40% c. Significant problems – 30% d. Unable to access any communication tools – 10%
6. How would you describe your mental state in the past month?	
a. Very good b. Good c. Neutral d. Bad	a. Very good – 15% b. Good – 15% c. Neutral – 30% d. Bad – 40%
7. Have you experienced any of the following emotions frequently during the war? (Select all that apply)	
a. Anxiety b. Fear c. Sadness d. Anger e. Hopelessness f. Motivation to act	a. Anxiety – 70% b. Fear – 60% c. Sadness – 50% d. Anger – 40% e. Hopelessness – 45% f. Motivation to act – 25%

8. How often do you experience difficulty concentrating on your studies?	
a. Never b. Rarely c. Sometimes d. Often e. Always	a. Never – 5% b. Rarely – 15% c. Sometimes – 35% d. Often – 30% e. Always – 15%
9. Do you experience sleep problems (insomnia, nightmares, irregular sleep patterns)?	
a. Never b. Rarely c. Sometimes d. Often e. Always	a. Never – 10% b. Rarely – 20% c. Sometimes – 30% d. Often – 25% e. Always – 15%
10. Have you noticed changes in your social behavior (e.g., withdrawal from friends, increased irritability, lack of communication)?	
a. No changes b. Minor changes c. Significant changes	a. No changes – 20% b. Minor changes – 40% c. Significant changes – 40%
11. What helps you cope with stress and anxiety? (Select all that apply)	
a. Talking to family and friends b. Physical activity/exercise c. Engaging in hobbies d. Professional psychological support e. Avoidance (e.g., distracting myself with social media, gaming, etc.)	a. Talking to family and friends – 60% b. Physical activity – 30% c. Engaging in hobbies – 40% d. Professional psychological support – 15% e. Avoidance (social media, gaming, etc.) – 35%
12. Has the war affected your motivation to continue studying?	
a. No, I remain fully motivated b. Yes, but I am trying to adapt c. Yes, I feel significantly less motivated d. I have considered dropping out	a. No, I remain fully motivated – 20% b. Yes, but I am trying to adapt – 35% c. Yes, I feel significantly less motivated – 35% d. I have considered dropping out – 10%
13. How confident do you feel about your future career prospects?	
a. Very confident b. Somewhat confident c. Neutral d. Not very confident e. Not confident at all	a. Very confident – 10% b. Somewhat confident – 25% c. Neutral – 30% d. Not very confident – 25% e. Not confident at all – 10%
14. What type of additional support would be most helpful for you? (Select all that apply.)	
a. Access to free psychological counseling b. More flexible academic deadlines c. Peer support groups d. More financial assistance for students e. Other (please specify)	a. Access to free psychological counselling – 50% b. More flexible academic deadlines – 40% c. Peer support groups – 30% d. More financial assistance – 60%

Source: Prepared by the authors (2026).

3.3 DATA ANALYSIS

To assess the impact of the war on higher education in Ukraine, a structured survey was conducted among students and educators. The survey included both quantitative and

qualitative questions, focusing on psychological well-being, academic disruptions, and social consequences.

Analysis of the responses of the survey participants (the actual diagram in the text is not given

for obvious reasons related to limitation on paper size) indicate that students experienced numerous interruptions in studies due to displacement, lack of available resources, or closures of educational establishments. Among them, 40% reported difficulties in adjusting to online education, poor internet connection and lack of necessary devices and appliances. As for academic performance, it was affected for 75% of respondents, with 55% struggling to keep up with coursework due to stress and unstable educational environment. Furthermore, 45% of students expressed concerns on their ability to complete their degrees under current conditions, highlighting the long-term impact of war on graduation rates and future employment opportunities.

The war has horribly influenced access to education. As a result, students from conflict regions and those, who were forced to relocate, experience a significant academic burden and lack of stable learning environment or essential support systems. 45% among displaced students reported that their studies were severely disrupted by frequent relocations and lack of access to stable internet or academic resources. Consequently, the psychological distress connected with displacement affects their academic performance and ability to concentrate on coursework.

Educators also reported experiencing emotional burnout, largely due to the complexities of transitioning to online and hybrid teaching models while simultaneously offering emotional support to students. Nevertheless, several effective coping mechanisms emerged, including peer support networks, access to psychological counselling, and innovative teaching strategies designed to sustain student engagement and mental well-being. The data underscores the profound psychological toll of war on Ukraine's educational system. These insights highlight the urgency of tailored interventions to assist students and educators, fostering a more resilient and adaptable learning environment in times of crisis.

4 RESULTS AND DISCUSSION

The majority of the respondents are in the age range of 18-20 years, suggesting that most

of the surveyed students are relatively young. However, 35% of students aged 21-23 and 25% aged 24 and above indicate a significant number of students who are older or at a different life stage. This age diversity may contribute to varying perspectives on the impact of war on mental health and academic motivation. Younger students (18-20 years) may be more directly affected by adapting to university life amidst war, while older students may have additional responsibilities or life experiences influencing their response.

Most respondents are in the early stages of their university education (1st to 2nd year). This suggests that many students are in the process of adjusting to university life, a period that can be particularly challenging when compounded by the stresses of war. The presence of graduate students (Master's/PhD) indicates a mature student body, who might experience additional pressures related to research or thesis work. This diversity in academic levels allows for a broad understanding of the impact of war on different stages of academic careers.

The data shows that a significant number of students are still living in Ukraine, while 30% are abroad. The high percentage of internally displaced students (45%) is particularly alarming, as it indicates a large group of students experiencing disrupted lives and academic pursuits. Displacement often leads to both logistical challenges (e.g. access to education, internet) and psychological distress, which could negatively affect students' academic performance and mental well-being.

As for interruptions in studies, 40% of students have experienced minor interruptions in their studies, such as delays in exams or a temporary suspension of classes. This reflects the adaptation of educational institutions to the ongoing crisis.

Many students experience occasional issues with internet access or other communication tools, which can create barriers to attending online classes, completing assignments, or participating in group discussions. These disruptions, though not constant, can still affect the quality of education. A substantial portion of students (30%) face significant issues

with connectivity, including frequent internet drops or difficulties with accessing educational platforms. A smaller but still important group of students are unable to access any form of communication tools, possibly due to a lack of internet or displacement to regions with poor infrastructure. These students face the most severe disruptions, potentially losing touch with their professors or university systems entirely. 20% of students report no issues with communication, which suggests that some are in areas with more stable infrastructure or have found alternative ways to stay connected.

The fact that 55% of students describe their mental state as “bad” is a concerning finding, indicating widespread psychological distress. This could be attributed to the ongoing war, as students are likely facing heightened anxiety, uncertainty, and fear for their safety and future. The 30% who feel “neutral” may not yet have been directly affected by the conflict, while the 15% who report “good” mental health may have coping mechanisms in place or a more optimistic outlook. Nonetheless, the overall trend points to a need for enhanced psychological support and coping strategies.

The emotional toll of the war is visible in these results. Anxiety (70%) and fear (60%) are the most prevalent emotions, suggesting that students are experiencing heightened levels of stress and concern about their safety and future. The presence of sadness (50%) and hopelessness (45%) highlights a sense of despair among many students. However, the 25% who feel motivated to act is encouraging.

A significant proportion of students (45%) experience concentration difficulties “often” or “always,” which is concerning as it suggests that mental health challenges are directly interfering with academic performance. This data could be further explored by investigating the connection between mental health issues and academic outcomes during times of crisis.

Sleep disturbances (such as insomnia, nightmares, and irregular sleep patterns) are a common issue for many students. Poor sleep can lead to further mental health issues, including decreased cognitive function, and

could negatively impact both physical and psychological well-being.

The data indicates that war-related stress is leading to notable changes in students’ social behaviours. 40% of students report significant changes, such as withdrawal from friends or increased irritability, which could be indicators of depression or other mental health issues.

As for coping strategies for stress and anxiety, the most common coping mechanism is talking to family and friends (60%), which highlights the importance of social support systems during times of crisis. Physical activity (30%) and engaging in hobbies (40%) are also notable strategies, suggesting that students are using positive coping mechanisms to manage stress.

The war’s impact on academic motivation is stark. While 20% of students remain fully motivated, 35% are struggling to adapt, and another 35% feel significantly less motivated. This could be due to both the emotional strain of living through a war and the uncertainty about the future. The 10% who have considered dropping out represent a concerning group, highlighting the potential for increased dropout rates as a result of the war.

The data suggests a lack of confidence in future career prospects, with 25% of students expressing low confidence. This uncertainty likely stems from the ongoing war, economic instability, and concerns about the job market post-graduation. Lack of confidence may further exacerbate feelings of hopelessness and negatively affect students’ well-being.

The majority of students (60%) request more financial assistance, followed by a strong desire for psychological counselling (50%) and flexible academic deadlines (40%). These requests highlight the areas where students feel most vulnerable and where targeted interventions could have the greatest impact on their well-being and academic success.

4.1 DISCUSSION

The findings of this empirical study, which investigated the sector of higher education in Ukraine during wartime, show that the ongoing

ing war in Ukraine has caused profound disruptions to the country's education system, significantly affecting students, teachers, and the educational process in general. The psychological consequences of the war have become a decisive factor that negatively affects the quality and effectiveness of education. Both students and teachers are experiencing increased levels of stress, anxiety, and emotional exhaustion, primarily due to the constant uncertainty, fears for personal safety, and the devastating effects of the prolonged war. These findings support the idea that the psychological burdens do not only undermine motivation and engagement in the learning process but also contribute to long-term mental health problems in the educational community. The effects of the war on the education system in Ukraine are not only immediate but will also have long-term consequences. This is likely to affect future educational outcomes and hinder Ukraine's post-war recovery. It may limit economic opportunities and affect the long-term development of Ukraine's human capital.

Firstly, educational disruption includes loss of knowledge, as well as gaps in graduation rates and employment opportunities. Accordingly, the disruptions to the educational process have resulted in significant learning losses, especially for students who missed extended periods of schooling or whose education was interrupted by displacement. Students who have failed to complete their studies or whose performance has been severely affected by the war have encountered difficulties in obtaining higher education or employment. Many educational institutions have been closed, converted into shelters, or destroyed during the fighting. The transition to distance learning posed a number of challenges for students. Even in the areas where education continues, the shift to digital learning in some regions has deepened inequalities. It was an unusual and difficult transition for many students, especially those living in regions with limited access to the Internet or its resources. Lack of access to computers, the internet, or a quiet, safe environment - all together - hinders learning.

Secondly, the study's data demonstrated that the psychological consequences of war can go far beyond the immediate participants. The psychological impact is marked by generational trauma and escalating social isolation and division. The trauma often manifests itself in withdrawal, hyperactivity or aggression, which can further disrupt the learning environment. Moreover, the ongoing war has led to heightened anxiety among students, with many children experiencing fear for their safety, concerns for their families, and trauma due to violence. Children and young people who have been subjected to violence or have suffered significant losses find it extremely difficult to participate in the traditional educational process.

Research findings indicated that exposure to war can lead to long-term psychological conditions such as post-traumatic stress disorder, anxiety, and depression. Students are experiencing increased rates of PTSD (post-traumatic stress disorder), depression and anxiety. These psychological conditions interfere with academic performance and personal development. Due to increased levels of stress, many students find it difficult to focus on their studies, which can seriously affect their academic performance. Emotional stress leads to cognitive overload, making it difficult to remember and understand new information.

As such, students in Ukraine who have experienced trauma may develop long-term mental health problems, such as depression or anxiety disorders, that persist into adulthood. This can affect their ability to fully participate in society and contribute to economic development.

Thirdly, the war has not only affected students' mental health, but also their sense of belonging and community. Many have been displaced, separated from family members, and forced to live in unfamiliar and often unsafe environments, leading to social isolation and potentially a breakdown in social cohesion. Uncertainty about where they will live, their educational future, and their safety can cause severe emotional stress.

What is more, the study's findings also highlight that educators in Ukraine are under

considerable psychological strain, and the war has affected them both personally and professionally. Many teachers are involved in humanitarian work or volunteering, which adds to their work and emotional burden. Many are working under great pressure to ensure that education continues during the war crisis, sometimes without the necessary support and resources. Like students, teachers experience high levels of stress and anxiety. Many are fearful for their families and students, leading to emotional exhaustion.

Besides, during the war, the role of the teacher has expanded. In many cases, teachers are required not only to continue teaching, but also to provide emotional support to students, often without adequate training in psychological counselling. This additional responsibility can lead to burnout, where teachers feel overwhelmed and unable to meet the demands of both their professional and personal lives. Thus, educators often struggle with the dual challenge of providing emotional support to students and managing their own stress levels.

Many teachers also face uncertainty about their job safety, as universities may be damaged or unable to operate in conflict zones. Teachers may be forced to relocate or adapt to new circumstances, adding further stress to an already difficult situation. They also encounter significant challenges in providing education. Many have been forced to transition to online teaching with minimal training or resources. While some universities have implemented online platforms, others lack the necessary technological infrastructure to ensure effective learning. The transition to distance learning has required rapid adaptation, and teachers are often expected to be able to meet both the educational and emotional needs of students remotely. This has proven to be particularly challenging.

Despite the challenging situation, there are a number of ways to support students, teachers, and the education system in Ukraine as they try to cope with the ongoing war crisis and eliminate the above-mentioned problems.

a) Development of the psychological support programs.

Trauma recovery and counselling: Providing psychological first aid and long-term counselling to both students and teachers is essential. The Ministry of Education, in collaboration with international organizations such as UNICEF and WHO, should expand access to mental health services and provide training for educators to help them support students in difficulty.

Peer support networks: Encouraging peer support groups in schools can help students connect and share their experiences, reducing feelings of isolation. Teachers can also act as mental health allies, offering emotional support while maintaining the continuity of the educational process.

b) Adaptation of the education system:

Flexible learning platforms: Developing adaptive educational systems that can function both online and offline, providing access to quality education for students from all regions and backgrounds.

Digital literacy training for teachers and students: Providing teachers and students with the necessary skills and resources to navigate digital platforms will help bridge the distance education gap. This includes learning how to emotionally engage students in online learning.

Creating a safe learning space: Schools and educational institutions should be equipped to provide safe spaces where students can feel secure while learning and processing their emotions. These can be physical spaces in schools or virtual safe spaces where students can interact with mental health professionals.

5 CONCLUSIONS

The war in Ukraine has had a profound and multifaceted impact on the education system, deeply affecting both students and teachers. The disruption of the traditional learning environment, combined with the psychological effects of the ongoing conflict, has led to significant challenges, including increased levels of stress, anxiety, and emotional exhaustion. Students encounter loss of knowledge, learning disabilities and delays in academic progress, while educators struggle to maintain teaching

standards amidst uncertainty, limited resources and safety concerns.

Despite these challenges, the resilience of Ukraine's education community is evident as efforts are being made to adapt and continue the educational process under difficult circumstances. However, the psychological consequences, such as intergenerational trauma and social division, are long-lasting and require ongoing attention. To ensure the further development of the education system in Ukraine, it is crucial to provide both psychological and material support to educators and students, promote innovative educational solutions, and prioritize mental health care after the war.

In the future, a comprehensive approach to rebuilding and strengthening the education sector will be essential to mitigate the long-term effects of the war and create a supportive, sustainable learning environment for all.

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