

RELOCATION OF HIGHER EDUCATION INSTITUTIONS AS A MEANS OF PRESERVING EDUCATIONAL AND SCIENTIFIC POTENTIAL

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The unstable situation in all spheres of public life, including in the educational sector, at the beginning of 2019 was clearly marked by the coronavirus crisis. Due to the aggravation of the COVID-19 pandemic, all educational institutions switched to long-term distance learning and were forced to reform established approaches to the organization of the educational process. And with the beginning of the full-scale invasion of the Russian Federation on the territory of Ukraine and the associated catastrophic complication of the security situation in the state, the implementation of the human right to education has been significantly restricted.

Today, the educational process in our country takes place to the sound of sirens, often to the sounds of shelling. Some have lost the opportunity to study altogether. The full-scale military aggression of the Russian Federation against Ukraine, aimed at the genocide of the Ukrainian people, brought catastrophic destruction, forced internal displacement of participants in the educational process, their departure abroad, the destruction of Ukrainian educators in the temporarily occupied territories, the illegal removal of Ukrainian children to the territory of Russia, education in blackout conditions and colossal psychological pressure. As of the beginning of 2023, more than 3 thousand educational institutions were damaged because of bombing and shelling, of which about 300 institutions were completely destroyed. The enemy is doing everything to destroy Ukrainian education, because it understands its power perfectly¹.

According to President of Ukraine Volodymyr Zelenskyy, the occupiers have identified culture, education and humanity as their enemies. And neither missiles nor bombs are spared for them. Ukraine, which strives to be

¹ Osvita i nauka Ukrainy v umovakh voiennoho stanu. Informatsijno-analitychnyj zbirnyk. Kyiv. 2023. p. 5

competitive in the modern world, must define education and science as its strategic areas»².

Studies on determining the quality of life of the population indicate that quality education and affordable medicine remain a necessary condition for ensuring personal, social and economic development in the modern world. By supporting these two important spheres of life, the state ensures sustainable economic growth and poverty reduction³.

The National Doctrine of Education Development defines that education is the basis for the development of the individual, society, nation and state, the key to the future of Ukraine, the determining factor of the political, socio-economic, cultural and scientific life of society. Education reproduces and builds up the intellectual, spiritual and economic potential of society, is a strategic resource for improving the well-being of people, ensuring national interests, strengthening the authority and competitiveness of the state in the international arena⁴.

In response to the challenges of a full-scale war, the Verkhovna Rada of Ukraine initiated the adoption of several laws aimed at regulating the educational process under martial law. Promptly responding to the events that affected the activities of higher education institutions (hereinafter referred to as HEIs), the Ministry of Education and Science of Ukraine (hereinafter referred to as the MESU) developed and put into practice more than 50 orders and official explanations on the adaptation of the work of higher education institutions during the war period, which, among other things, regulated the process of their evacuation and movement from the occupied territories and those where active hostilities are taking place.

The armed aggression on the part of the Russian Federation forced higher education institutions from war zones, temporarily occupied territories, as well as frontline regions to look for opportunities to move the physical location of the institution from the place of permanent deployment to safer regions of the country to maintain the possibility of their full functioning and ensure the educational process under martial law.

² Obstril Lozovoi pryjshovsia po schojno rekonstrujovanomu budynku kul'tury. URL : <https://www.radiosvoboda.org/a/news-zelenskyi-obstril-lozova/31860348.html>

³ Yakist' zhyttia naselennia Ukrainy ta pershi naslidky vijny / Cheren'ko L. M., Poliakova S. V., Shyshkin V. S., Reut A. H., Krykun O. I., Kohat'ko Yu. L., Zaiats' V. S., Klymenko Yu. A.; Nats. akad. nauk. Ukr., In-t demohr.ta sots. doslidzh. im. M. V. Ptukhy. Elektronne vydannia. Kyiv, 2023. p. 165

⁴ Pro Natsional'nu doktrynu rozvytku osvity : Ukaz Prezidenta Ukrainy vid 17.04.2002 r. № 347/2002. URL : <https://zakon.rada.gov.ua/laws/show/347/2002#Text>

Relocation for HEIs, especially those that train police officers and have specific training conditions, was a forced, difficult but necessary step towards ensuring the sustainability and continuity of training for future law enforcement officers in conditions of social instability.

Right now, under martial law in Ukraine, systematically improving the quality of police education, strengthening its practical orientation is the key to effective resistance to crime, ensuring national security, territorial integrity and inviolability of Ukraine, effective protection of the rights and legitimate interests of individuals and legal entities. In this regard, the issue of acquisition by future law enforcement officers of systematized stable knowledge necessary for the performance of tasks in a rapidly changing environment acquires exceptional importance.

Ensuring high-quality training of highly qualified specialists in HEIs with specific training conditions is a key stage in the formation and development of human resources of law enforcement agencies, as the basis for the effectiveness of the functioning of the law enforcement system, and its individual structural elements, in particular.

HEIs that were relocated have already defeated the enemy, because despite the difficulties of the relocation process itself, a significant outflow among all participants in the educational process, they were still able to adapt the educational process to new realities, preserve human resources, the trust of applicants and their own university traditions.

The proper functioning of the Ukrainian educational paradigm is a strategic priority in the organizational transformation of the educational sphere during martial law and in the post-war reconstruction of the country.