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THE ROLE OF HIGHER EDUCATION IN UKRAINE'S RECOVERY: PEACEBUILDING AND SUSTAINABLE DEVELOPMENT STRATEGIES

Abstract. *This article explores the potential of higher education to contribute to peacebuilding and sustainable development in Ukraine, particularly in the context of the ongoing war and its aftermath. The study highlights the multifaceted role of higher education institutions (HEIs) in fostering resilience, social cohesion, and long-term development. Despite immense challenges, including physical destruction, displacement of students and faculty, and limited funding, Ukrainian HEIs have demonstrated adaptability and resilience. Drawing on international examples from conflict-affected regions such as Colombia and Bosnia, this article underscores how universities can serve as catalysts for recovery by promoting a culture of peace, developing human capital, and addressing historical narratives. The research further identifies critical strategies for aligning higher education with national recovery efforts, including curriculum reforms, public-private partnerships, and international collaboration. These efforts are vital not only for rebuilding Ukraine's higher education system but also for creating sustainable conditions for peace and economic growth. The findings reveal that higher education can play a pivotal role in addressing the root causes of conflict, fostering innovation, and preparing skilled professionals to meet the demands of post-war reconstruction. By prioritizing investment in education, Ukraine can lay the groundwork for a more stable and prosperous future. This study contributes to the growing body of knowledge on the intersection of education, peacebuilding, and sustainable development, offering practical recommendations for policymakers and educators.*

Keywords: *higher education, peacebuilding, Ukraine, sustainable development, recovery, resilience.*

JEL classification: I20, I28.

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The full-scale invasion of Ukraine in 2022 marked a new phase of devastating aggression, sparking global debates and research on the multifaceted impacts of war on societies and economies. While the war in Ukraine is often associated with the full-scale invasion launched by Russia on February 24, 2022, it is important to acknowledge that the war had roots going back to 2014. That year, Russia's annexation of Crimea and the Donbas region set the stage

for a prolonged period of instability and violence. Over the following years, Ukraine experienced a hybrid war characterized by a mix of conventional military confrontation, cyberattacks, and information warfare before escalating into large-scale aggression in 2022.

This full-scale invasion brought about unprecedented challenges for Ukraine, resulting in a profound social and economic crisis. The war has not only caused immense loss of life and

displacement of millions of people but also severely disrupted the country's infrastructure, economy, and social fabric. According to recent estimates, the total amount of indirect losses for Ukraine since the start of the full-scale invasion – encompassing both current and projected losses in revenue and added value – amounts to an astounding \$1.164 trillion and \$385.7 billion, respectively [1].

As the war continues, it is crucial to study its long-term effects and to develop effective strategies for Ukraine's recovery. The need for comprehensive post-war policies, which not only address economic rebuilding but also promote peacebuilding, resilience, and social cohesion, is now more urgent than ever. The post-war recovery process will require innovative approaches to economic reconstruction, political stability, and reintegration, while also considering the geopolitical and security challenges that will shape the country's future. This research aims to explore and propose tools and frameworks to support Ukraine's recovery and long-term stability, with a particular focus on the role of education, leadership, and organizational strategies in rebuilding and fostering resilience.

Education, particularly higher education, has been identified as an important tool for promoting peacekeeping [2] and social cohesion in post-conflict societies. Peacebuilding and political stability as important passive benefits of higher education highlighted in the Bologna Declaration are reinforced through higher education [3]. Higher education plays a critical role in promoting resilience and sustainability by providing individuals with the skills, knowledge,

and networks they need to navigate difficult situations and build a better future for themselves and their country. While quality education is one of the Sustainable Development Goals (SDGs), higher education institutions (HEIs) are contributing directly or indirectly to 12 other SDGs and serve as a benchmark for other sectors of the economy [4]. Throughout the last few years, the Ukrainian higher education system has been developing and improving, but it has faced significant challenges caused by occupation, hybrid war, the Covid pandemic, and Russian aggression.

Higher Education in Conflict-Affected Regions. Military conflicts have been a part of human history for a long time and people have been examining their consequences for just as long. While the topic of the effects of military conflicts is not new, the context in which these conflicts occur differs greatly depending on the time, country and features of the conflict. Higher education in conflict-affected areas faces significant challenges due to the impact of conflict. These challenges fall into four main categories: physical destruction, population displacement, conditions related to the war, and a lack of resilience in the education sector [5]. Such challenges persist even after the conflict has ended and may continue to hinder the development and recovery of higher education after wartime. Understanding the impact of conflict on higher education is essential to developing effective strategies for the role of higher education in post-war recovery and development. By addressing the challenges, it is possible to enhance the contribution of higher education to the recovery of societies affected by conflict and peacebuilding efforts. Pacheco [6]

describes the cases of Colombia and Kenya on higher education conflict and post-conflict conditions. Despite the conflict's negative impact on higher education, Colombian HEIs and their communities contributed to peacebuilding and helped people affected by the armed conflict in the country. Various initiatives taken by universities included admitting demobilized combatants as regular students, providing non-formal education programs to train them in specific crafts and developing outreach programs to benefit displaced people and demobilized soldiers. The impact of the crisis after the 2007–2008 election violence on higher education in Kenya has been largely ignored by the media and scholarship, but universities in the country attempted to ameliorate the crisis and promote peacebuilding, including through the opening of a branch campus in a refugee camp. The Bosnian case highlights the importance of sustained and coherent peacebuilding efforts in post-conflict societies. It also emphasizes the need for a systemic and long-term approach to peacebuilding through education, rather than simply providing quality education [7]. Muthanna et al. survey [8] showed that the negative impacts of war on education in Yemen require a comprehensive approach to peacebuilding that considers local contexts and involves bold political leadership and financial commitment to education to prepare active citizens that can build a better society.

This study employs a qualitative research approach to explore the role of higher education in peacebuilding and sustainable development in Ukraine during the ongoing war. The analysis is based on a synthesis of existing

literature, reports and case studies on higher education in conflict-affected regions, as well as data from Ukrainian HEIs operating under wartime conditions.

The research incorporates comparative analysis (experiences of higher education in other conflict-affected regions (e.g., Colombia, Bosnia, and Kenya) to identify best practices and lessons applicable to Ukraine); secondary data analysis (statistical reports, government policies, and studies on the impact of war on Ukrainian HEIs to understand the scope of challenges and adaptive strategies). The study is organized around key themes, such as resilience, peacebuilding and human capital development, to highlight the multidimensional role of higher education in Ukraine's recovery.

This methodology allows for a comprehensive understanding of the systemic challenges facing Ukrainian HEIs and the potential pathways for leveraging education in post-war recovery and peacebuilding. The findings are used to propose actionable recommendations for policymakers and educators.

Impact of the War on Higher Education in Ukraine. Starting from 2014, Russian aggression has been consistently destroying Ukraine, the Ukrainian economy, and, in particular, Ukrainian higher education. It affected universities that were either occupied, damaged, or destroyed by military actions. Students, faculties, and staff had to flee to other Ukrainian cities or remain to study under occupation. All this disrupted the studies and research, caused losses in learning and scientific outcomes, affected the mental and physical health of Ukrainians, and negatively impacted

the Ukrainian economy. The Ukrainian government has made efforts to support students and school graduates to study in Ukrainian HEIs. To continue the study process 18 HEIs from the Donbas region [9] and 1 from Crimea were temporarily relocated to other Ukrainian cities in 2015. Such measures made it possible to partially preserve the institutional memory and capacity of those HEIs that were removed from Russian occupation. Starting in 2016 the "Donbas-Ukraine" and "Crimea-Ukraine" educational centers have been working in order to organize admissions for higher education in Ukraine for graduates from temporarily occupied regions.

In February 2022 the scale of the Russian war expanded to the entire territory of Ukraine. Therefore, the impact on higher education has increased dramatically. The ongoing war affects all the material base and the human component. The education sector is one of the most affected by the war in terms of the number of destroyed, damaged, and lost infrastructure objects. As a result of the hostilities, 3.8 thousand educational institutions were destroyed or damaged. Although active hostilities took place in 11 regions, educational institutions were damaged in 21 regions of Ukraine. The greatest damage from the destruction and damage of educational institutions occurred in Donetsk, Kharkiv, Kherson, Mykolaiv, and Luhansk regions [1]. Ten more HEIs got the "temporarily relocated" status [10]. A huge amount of people remain internally displaced or fled abroad resulting in a «brain drain». According to Bogov's [11] estimations, 35% of Ukraine's prewar population has become displaced either abroad or internally. Vast numbers have also lost

their lives or sustained injuries that prevent them from working. Among the adults who have found refuge abroad, 85% are female, nearly three-quarters of whom were employed prior to leaving the country. 8% out of 3 million Ukrainians abroad as a result of the war are students [12].

It is worth mentioning, that Russian aggression in 2022 started at a time when Ukrainian higher education did not get over Covid pandemic, and students continued to study mostly remotely due to high morbidity. One thing to note is that online education in Ukraine continues to be an emergency remote learning as it was not designed to be performed fully online. Emergency remote learning was a quick response to the Covid lockdown in 2020 and was considered as a temporary measure. However, most students who entered the HEIs in 2019 are now finishing their bachelor's with only one semester of traditional offline studies. Such circumstances affect the quality of education and have a negative impact on youth socialization, soft skills development, and learning outcomes. Returning to offline education was approved only for those HEIs that have enough space for students and staff in the well-constructed bomb shelters. However, this remains a challenge, so the majority of HEIs continue remote learning.

Furthermore, due to full-scale Russian aggression, Ukraine had to cut almost all budgetary support for HEIs, except for funding salaries and scholarships. In 2022, Ukraine signed a loan agreement with the World Bank for 200 million US dollars, which includes infrastructure projects, training of university leaders, and support for further reforms. However due to the

full-scale war and the reduction of revenues to the budget, this loan was used to pay teachers' salaries [13].

In fact, conditions related to the war differ from the region: those regions that are close to the frontline or to the border with Russia or Belarus suffer more than the western regions of Ukraine. However, Russia uses a completely terrorist approach and targets not only military infrastructure but also civil ones. From October 10, 2022, till March 2023 Russia highly used a tactic of massive missile attacks throughout the entire territory of Ukraine, shooting up to 100 different types of missiles at once. Destroying the critical infrastructure in winter caused electricity shutdowns throughout the country (blackouts) that sometimes lasted for several days in a row disrupting heating, water supply, and internet connection. Daily alarms and air attacks interrupt online education no less than on-site ones, as the teachers and students have to move to the bomb shelters and stay there often for several hours. Such conditions greatly affect the life of every Ukrainian citizen; higher education has to adapt to these circumstances. The survey conducted by the State Service of Education Quality of Ukraine showed that most often, the majority of the surveyed students (83%) face the problem of a lack of electricity supply and, as a result, do not have uninterrupted access to the Internet and a stable connection. Two-thirds of students (68%) point to emotional exhaustion due to constant air alarms, threats of missile attacks, changes in the usual pace of life, etc., and every fifth student (21%) complains about difficult conditions for studying (reduced time to master the material, inflexible deadlines for completing tasks, problems with

passing practice, etc.). The vast majority of teachers and university management (87%) also single out the lack of electricity and communication as threats to the quality organization of education [14].

In addition, the Russian war against Ukraine remains one of the greatest obstacles to achieving the 2030 SDGs, in particular SDG 4 "Quality education" which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The war hinders the achievement of SDG 4 by disrupting the education system, damaging educational infrastructure, displacing people, and exacerbating existing inequalities.

As was mentioned above, one of the four challenges faced by higher education in conflict-affected areas is a lack of resilience in the education sector. The Ukrainian higher education system demonstrates positive results on this issue. After the recovery from the first shock in March 2022, the educational process was resumed in different formats in 13 regions of Ukraine [15]. Later, all the universities proceed with their operation. The results of a joint survey of the State Service of Education Quality of Ukraine and the National Agency for Higher Education Quality Assurance "System of Quality Assurance of Vocational and Higher Education under Martial Law" show, in particular, that higher education institutions, having experience working both online (remotely) and under a mixed system (face-to-face & remote), were able to quickly respond to the challenges of wartime in the context of quality provision of the educational process, taking into account the security situation in the region and the needs

of the participants of the educational process [16]. It's worth saying that the higher education system did not collapse, it remains functioning even when facing such challenges.

Higher Education as a Tool for Promoting Peace. Peacebuilding is a term used to describe the efforts to prevent the outbreak or resurgence of violent conflict and promote sustainable peace. In terms of its interrelation with other concepts in the pursuit of sustainable peace, peacebuilding is closely related to conflict prevention, peacemaking, peacekeeping, and peace enforcement. However, these terms are not interchangeable and have distinct meanings [17]. Peacemaking leads to an agreement, which is preserved and implemented through peacekeeping. In situations where peacekeeping is not enough, peace enforcement may be necessary. Finally, peacebuilding aims to address the root causes of conflict and promote sustainable peace and development, which strengthens national capacities and enhances the capacity of the state to carry out its core functions. According to the UN Secretary-General's Policy Committee, "peacekeeping involves a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development. Peacebuilding is a complex, long-term process of creating the necessary conditions for sustainable peace. It works by addressing the deep-rooted, structural causes of violent conflict in a comprehensive manner. Peacebuilding measures address core issues that affect the functioning of society and the State, and seek to

enhance the capacity of the State to effectively and legitimately carry out its core functions" [18, p. 17]. Higher education can play an important role in peacebuilding by addressing the historical roots of war, strengthening national capacities and creating sustainable conditions for peace in the future as follows. Higher education is not a peripheral player but is a pivotal and central component of harmony and peace. In addition, higher education due to its intrinsic uniqueness can bolster the process of peacebuilding by taking away the social, cultural, economic, and political inequalities [19].

Looking into the future, higher education contributes to the social and economic development of the country through such major missions:

- promotion a culture of peace;
- the formation of human capital (primarily through teaching);
- the building of knowledge bases (primarily through research);
- the dissemination and use of knowledge (primarily through interactions with knowledge users);
- and the maintenance of knowledge (inter-generational storage and transmission of knowledge) [20].

This article is mainly concentrated on research on the first two missions.

SDG 4 effectively expresses how education contributes to the promotion of peace. The objective of Target 4.7 is to guarantee that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural

diversity and of culture's contribution to sustainable development [21]. The Russian government has been accused of distorting historical facts to promote its agenda and justify its military intervention [22]. It is important to recognize and challenge distorted historical narratives and propaganda, as they can fuel conflict and create divisions between nations and communities. It is important to seek out multiple sources of information and critically evaluate the claims made by governments and media outlets. By creating spaces for positive values and constructive dialogues, higher education can strengthen interconnectedness and peaceful coexistence while enhancing critical thinking skills to understand the root causes of violence and prevent history from repeating itself. The new stage of Russia's war against the Ukrainian state drew society's attention to the urgent need to elevate the role of the historical and cultural component at all levels of higher education. It became finally clear that the past, present and future are inseparable. The ideological basis of Russian aggression is the imposition of falsified pseudo-scientific historical postulates based on the imperial concept of "one nation". Therefore, the study of the historical past of the Ukrainian people, first of all, their centuries-old struggle for freedom and their own identity, the understanding of impressive cultural achievements becomes even more relevant today [23]. Education also empowers young people to become agents of change and contribute positively to their communities, using their knowledge and skills to transform conflicts in non-violent ways [24].

Addressing Human Capital Needs in Reconstruction. With the ongoing

scientific and technological revolution, the importance of physical labor is decreasing while that of intellectual labor is increasing. This shift highlights the significance of human resources as the key factor in gaining a competitive advantage and ensuring the rapid and sustainable development of a country. Education plays a crucial role in developing human capacity, facilitating social progress, and serving as a vital component of cultural revolution and ideology. It holds a pivotal position in promoting socio-economic growth by providing skilled labor for all sectors of the national economy [25]. In July 2022, at the conference in Lugano Ukraine presented its Recovery and Development Plan [26] which is aimed at providing economic, social, and environmental resilience in the marathon to victory (resilience); finding efficient solutions for the soonest recovery of the crucial economic and social processes, and natural ecosystems (recovery); developing a modernization plan to ensure expedited sustainable economic growth and wellbeing of the people (modernization and growth).

Furthermore, recovery and development are strongly related to higher education and its potential in attracting foreign investment. The Recovery and Development Plan suggests improving the education system with focus on key competences and innovation. Given the scale of reconstruction needed to rebuild the country, this has the potential to create millions of jobs. Well-designed investment programs need to focus on decent job creation while making sure that those most in need will be able to access such jobs. Reconstruction also brings with it the chance to modernize the country and ensure sustainability [27]. After the war

in Ukraine, the job market is expected to undergo significant changes. Experts predict that there will be a surge in demand for skilled professionals in diverse fields such as construction, medicine, education, science, security, and IT. Furthermore, employers will be actively seeking out experts in energy, logistics, and telecommunications [28]. Among the blockers of the "Boost business environment" National program the Recovery and Development Plan indicates a significant mismatch between labor supply and demand; professional education does not correspond to economic needs. Under such circumstances, higher education is expected to change in order to play a crucial role in meeting the demand for skilled professionals and facilitating the country's reconstruction and development as businesses require skilled labor to resume production and contribute to economic growth. Facilitating public-private partnerships for education and reskilling employers may be a solution to address the mismatch [26].

However, the process of reconstructing human capital faces significant challenges, such as how to reintegrate war veterans into civilian life and the labor market, how to train and integrate the vast number of people who have been injured or disabled, how to ensure that employment and training opportunities are accessible to everyone, and how to encourage Ukrainians abroad to return home and resettle. These challenges have to be addressed by the state to the possible extent during the war and in full in the post-war times [11].

Nataliia Kalmykova [29], Minister of Veterans Affairs of Ukraine, who held the position of Executive Director at the Ukrainian Veterans Fund (2022–

2023), stated that it is unrealistic for the state to fulfill all the needs of veterans through benefits alone. She suggests that it would be more beneficial to offer various opportunities for veterans to utilize their potential, such as effective programs that enhance qualifications and enable the exchange of experiences, which would be a win-win strategy that benefits both veterans and the state. As of February 2022, there were 770,000 people in the country who received the status of a participant in hostilities. And, according to some forecasts, after the Russian-Ukrainian war, the total number of veterans and their family members may reach 5 million people. Higher education is crucial in the reintegration of veterans into civilian life through obtaining the necessary for the labor market knowledge and skills. For example, according to the Ministry of Education and Science of Ukraine [30] "State Targeted Social Assistance for Participants in Hostilities" program provides financial support to veterans who want to pursue higher education. Under this program, participants in hostilities can receive full or partial payment of tuition fees, a social scholarship, educational materials, and free accommodation in dormitories. This program aims to ensure that participants in hostilities have access to the education they need to build a successful future. Furthermore, wars result in significant loss of life and physical harm to individuals. Therefore, it is crucial to prioritize inclusive and diverse higher education systems that foster the adaptation of facilities and promote values such as tolerance and empathy. Professional psychological support must be an inevitable part of the study process. Such measures build an environment that is conducive to learning and growth

for all students, regardless of their backgrounds or personal circumstances.

With the huge number of refugees creating state policies and living conditions for people in Ukraine is crucial to facilitate the return of refugees to the country. This not only helps to bring back valuable human capital and skills but also strengthens the social fabric of the nation. In terms of education, the return of Ukrainians who have experienced different education systems can bring a wealth of knowledge and expertise that can be used to reform and improve the national education system. The government should take advantage of this opportunity by developing a model of interaction that allows these individuals to share their experiences and ideas with policymakers and educators to create a stronger, more prosperous future for Ukraine.

Opportunities for International Collaboration. Military actions decreased the number of foreign students study-

ing in Ukraine (see Figure). Since the 2016/2017 academic year (64,066 people) it has increased with each subsequent year, except for the 2020/2021 academic year when Covid restrictions were in place worldwide, peaking at 84,136 in 2021/2022. As of November 1, 2024, 27,226 foreigners were studying in Ukraine, and in 2022, despite the full-scale war, an additional 7,194 foreigners entered Ukrainian HEIs [31].

On the other side, the war fostered international cooperation in Ukraine in various fields, including higher education. There is a significant variety in policy responses to integrate Ukrainians seeking protection in Europe into higher education institutions. The most common support measures are host language training or support, psychological counseling, academic guidance, introductory courses, financial support, and reserved study places. European Union and other countries' governments, as well as HEIs, have provided different

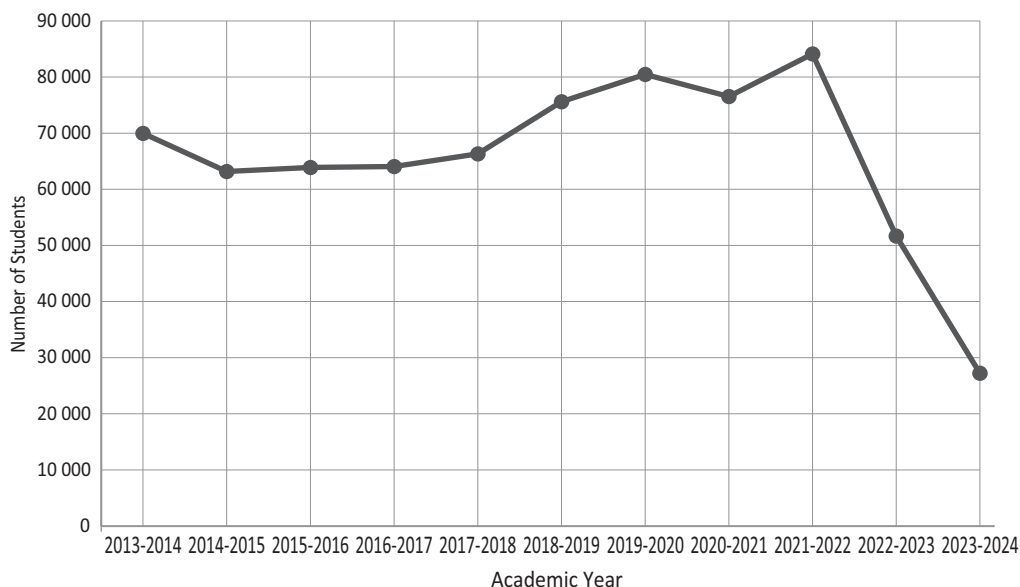


Figure. Number of foreign students in Ukraine (2014–2024)

Developed by the author according to the data [32].

opportunities such as non-repayable grants or scholarships for Ukrainians, and charge-free student and staff mobility [33]. Moreover, international cooperation in higher education is not limited to supporting Ukrainian students. HEIs in Ukraine have also benefited from international partnerships, which have allowed them to access funding, expertise, and resources that may not be available locally. Through partnerships with international universities and organizations, Ukrainian institutions have been able to strengthen their academic programs, expand research opportunities, and improve the quality of education they provide. International cooperation is very important during the war to cultivate, disseminate and maintain knowledge. Joint research that contributes to the development of new technologies, products, and services, common projects and other international initiatives foster the development of knowledge, building the knowledge bases. Ukrainian faculty, students and researchers disseminate not only information about their projects but also spread awareness about the reality of Ukraine and Russian war crimes worldwide.

Russian war against Ukraine has resulted in significant social and economic disruption. Due to the impact of the war higher education in Ukraine faces significant challenges that include the physical destruction of HEIs and other educational infrastructure; faculty and students' displacement that leads to a "brain drain"; disruption of studies and research; conditions related to the war as a constant threat for life, lack of electricity, internet connection, that affect the mental health and cognitive abilities. Understanding the impact of conflict on

higher education is essential to developing effective comprehensive strategies for the role of higher education in post-war recovery and development. HEIs are contributing directly or indirectly to the 13 UN SDGs and serve as a benchmark for other sectors of the economy. Higher education plays an important role in peacebuilding by addressing the historical roots of war, strengthening national capacities and creating sustainable conditions for peace in the future. Promotion of a culture of peace; formation of human capital; building of knowledge bases; dissemination, use, and maintenance of knowledge are major missions of higher education contributing to the social and economic development of the country. Changes in the labor market indicate the need to adapt higher education in order to meet the demand for skilled professionals and facilitate the country's reconstruction and development. Support from the international community helps Ukraine to overcome some challenges and to develop joint projects and initiatives which foster the development of knowledge, and build the knowledge bases. While this article has focused on promoting peace and human capital through higher education, it is important to acknowledge that there are other missions of higher education that may require further exploration. Conducting a survey to identify these missions and their priorities could provide valuable insights for the future. However, it is clear that higher education has a critical role to play in the reconstruction and development of Ukraine, and comprehensive state policy should prioritize its support in achieving peace, post-war recovery, and sustainable development.

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РОЛЬ ВИЩОЇ ОСВІТИ У ВІДНОВЛЕННІ УКРАЇНИ: СТРАТЕГІЇ РОЗБУДОВИ МИРУ ТА СТАЛОГО РОЗВИТКУ

Анотація. У статті досліджено потенціал вищої освіти в частині сприяння розбудові миру та сталому розвитку в Україні, особливо в контексті війни та її наслідків. Дослідження висвітлює багатогранну роль закладів вищої освіти (ЗВО) у зміцненні стійкості, соціальної згуртованості та сприянні довгостроковому розвитку. Незважаючи на величезні виклики, зокрема руйнування, переміщення студентів і викладачів та обмежене фінансування, українські ЗВО продемонстрували високу адаптивність і стійкість. Спираючись на міжнародний досвід регіонів, що постраждали від конфліктів, таких як Колумбія й Боснія, ця стаття підкреслює, як університети можуть слугувати каталізаторами відновлення, просуваючи культуру миру, розвиваючи людський капітал і переосмислюючи історичні наративи. У дослідженні також визначено важливі стратегії для узгодження вищої освіти з національними стратегіями відновлення, включаючи реформи освітніх програм, державно-приватне партнерство та міжнародне співробітництво. Ці заходи мають вирішальне значення не лише для відновлення системи вищої освіти в Україні, а й для створення стійких умов для миру та економічного зростання. Результати дослідження показують, що вища освіта може відігравати ключову роль в усуненні першопричин конфлікту, сприянні інноваціям та підготовці кваліфікованих фахівців, здатних задовольнити потреби післявоєнної відбудови. Пріоритизація інвестицій в освіту дасть змогу Україні закласти підґрунтя для більш стабільного й успішного майбутнього. Це дослідження є внеском у зростаючий обсяг знань про взаємозв'язок освіти, розбудови миру та сталого розвитку, пропонуючи практичні рекомендації для політиків і освітян.

Ключові слова: вища освіта, розбудова миру, Україна, сталий розвиток, відновлення, стійкість.

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