

РОЗДІЛ V. ТРАНСФОРМАЦІЇ У ВИЩІЙ ОСВІТІ: ВИКЛИКИ СЬОГОДЕННЯ

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THE IMPACT OF DISPLACED UNIVERSITIES ON SOCIETY: SOCIAL AND ECONOMIC TRANSFORMATIONS

The article examines displaced universities as a response to external threats, such as military conflicts and political repression. The study analyzes historical cases from World War II and modern examples in Europe, including the European Humanities University in Lithuania and Ukrainian universities relocated after 2014. The research employs historical-comparative analysis and socio-economic modeling. Findings highlight the role of displaced universities in local economic growth, entrepreneurship, and community development. Challenges include social tensions and ecological concerns. Practical recommendations focus on improving state policies, digitalization, and financial support. Future research should explore long-term socio-economic effects and integration strategies.

Key words: cities and territories, relocated universities, society, sustainable development, social tension, digitalization, adaptation, entrepreneurship.

Introduction. In the early 21st century, the concept of a 'displaced university (higher education institution)' became relevant in Europe, reflecting the adaptation of education institutions in response to external threats and challenges. While the modern use of this term is primarily focused on contemporary forms of adaptation to military threats, historical experience demonstrates similar processes, particularly the evacuation of universities during World War II. Due to significant threats to security and the continuity of the educational process, some London universities were evacuated to safer regions. The largest number of students and faculty were relocated to Cambridge (Watts, 2023). Among

the evacuated higher education institutions were the London School of Economics (LSE), Queen Mary College (QMC), the School of Oriental and African Studies (SOAS), Bedford College, St Bartholomew's Hospital Medical College (Barts), London Hospital Medical College, and the Bartlett School of Architecture. However, it is worth noting that these universities were not granted the status of 'displaced universities' at the time.

In modern times, the issue of displaced universities is not typical for contemporary European civilization. In 2004, the European Humanities University (Minsk) relocated to another country – Lithuania (Vilnius) – after being shut down by the authoritarian Belarusian regime. In Ukraine, in 2014-2015, following Russia's annexation of Crimea and the loss of Ukrainian control over parts of Donetsk and Luhansk regions, about 20 universities from these territories were forced to relocate to areas under the control of the Ukrainian government. Universities that remained in Russian-occupied territories turned into 'fake universities' (Nestorenko et al., 2017), whose diplomas are not recognized in most countries worldwide.

In 2016, universities that relocated from occupied territories were granted the status of 'temporarily displaced higher education institutions'. Some of them changed their location within their own region in 2014-2015. For example, Taras Shevchenko Luhansk National University relocated within the Luhansk region to Starobilsk. However, some universities moved to other regions after their host cities were occupied by Russia. For instance, in 2014, Vasyl Stus Donetsk National University relocated to Vinnytsia.

In 2019, amendments were made to the Law of Ukraine 'On Higher Education' to reflect this new reality, introducing the concept of a 'temporarily displaced higher education institution (scientific institution)'. This status was granted to educational institutions that, during the period of temporary occupation or anti-terrorist operations resulting from the armed aggression of the Russian Federation in Donetsk and Luhansk regions, relocated from temporarily occupied territories to areas controlled by the Ukrainian government at the initiative of their founders (Law 'On Higher Education,' 2014).

After Russia's full-scale invasion of Ukraine in February 2022 and the occupation of large parts of the Zaporizhzhia, Donetsk, Luhansk, and Kherson regions, the number of temporarily displaced universities increased. Some universities from the occupied territories relocated within their regions (for example, Berdyansk State Pedagogical University and Bohdan Khmelnytsky Melitopol State Pedagogical University moved

from Berdyansk and Melitopol to Zaporizhzhia, respectively). Most universities from the occupied territories decided to relocate to other regions. For instance, after the beginning of the full-scale war and the occupation of Kherson in 2022, Kherson National Technical University relocated from Kherson to Khmelnytskyi in the Khmelnytskyi region.

With the increasing number of displaced universities in Ukraine, the issue of their impact on society is becoming more relevant, particularly in terms of the socio-economic transformations of host cities and regions.

Analysis of relevant research. The study of the impact of displaced universities on society in the context of social and economic transformations lies at the intersection of several scientific disciplines, including social economy, sustainable development, digitalization, and entrepreneurship.

The ability of organizations to adapt to external challenges, particularly through innovation, contributes to sustainable development (Hurochkina, 2020). This approach can be applied to analyzing the impact of displaced universities on host cities and regions, which, given the specifics of their functioning, must actively utilize innovative and digital technologies and approaches to support the educational process under martial law conditions.

Dubovyk and Havrylenko (2013) emphasize the importance of stimulating small and medium-sized businesses as one of the main drivers of economic growth. In the context of displaced universities, which often face limited resources and the need for rapid adaptation to new conditions, the experience of fostering entrepreneurial activity is highly relevant. Creating an environment for developing entrepreneurial skills among students and faculty of displaced universities as a driver of economic transformation will not only contribute to economic growth but also to the development of social initiatives in host cities. By focusing on innovative management approaches (Havrylenko et al., 2018), displaced universities have the potential not only to maintain the continuity of the educational process but also to support the development of the entrepreneurial ecosystem in the regions where they operate.

In modern times, digital technologies have become an integral part of the educational process (Yuzyk et al., 2024), which is especially relevant for displaced higher education institutions forced to adapt to remote work and asynchronous learning conditions. The use of modern electronic platforms ensures knowledge accessibility and maintains a high level of integration among students, faculty, and administrative staff, regardless of their location (Aleksieieva et al., 2018). This is particularly crucial for

displaced universities, where digitalization is a key factor in adapting to new operating conditions.

In both Lithuania and Ukraine, the relocation of a displaced university – whether to another country (such as the case of the European Humanities University), to a government-controlled area within the same region (such as the case of Dmytro Motorny Tavria State Agrotechnological University), or to another region within the country (such as the case of Vasyl Stus Donetsk National University) – often leads to social tensions and biased attitudes from local authorities and residents toward the displaced university and students with internally displaced person (IDP) status. Furthermore, the relocation of universities imposes additional anthropogenic pressure on the urban ecosystem, significantly affecting the environmental security of cities.

No society is immune to the forced relocation of universities and the internal migration of students, faculty, and staff due to hostilities, occupation, technological disasters, or environmental catastrophes. As shown by the analysis of international practice and Ukraine's own experience, states are often unprepared for such challenges due to the lack of a legislative framework that establishes the rights and guarantees of internally displaced persons (Internal Displacement Map..., 2011; Law of Ukraine 'On Ensuring the Rights...', 2014) and ensures the effective functioning of displaced universities (Azhazha et al., 2024).

Ensuring environmental security for both forced migrants and internally displaced persons is one of the global challenges of our time. Forced migrants – displaced persons and refugees – face an extreme state of legal and social vulnerability (The UN Refugee Agency, 2004). Despite the existence of numerous conventions on the protection of forced migrants, such as the 1951 Convention and others, ensuring their rights has proven difficult for some states due to resource limitations (Human Rights Council, 2009). UN data indicate a widespread increase in the number of forced migrants and internally displaced persons due to the rise in conflict-related emergencies worldwide. Therefore, studying the impact of displaced universities, their students, faculty, and staff on the economic situation and environmental security of host cities remains highly relevant (Sychikova, Nestorenko, 2017).

Aim of the Study. The purpose of the article is to conduct a comprehensive analysis of the socio-economic transformations caused by the relocation of universities, particularly in the context of modern

military threats and crisis situations. The study focuses on identifying the role of displaced universities in promoting sustainable development in host cities, analyzing the mechanisms through which these universities support entrepreneurship and local economic development by leveraging the multiplier effect of expenditures by displaced universities, students, faculty, and internally displaced staff.

Research Methods. This study uses qualitative research methods to analyze the impact of relocated universities on society, with a particular focus on social and economic transformation, sustainable development, digitalization, and entrepreneurship.

Results. The economic impact of students and faculty members of displaced universities on the host city and region manifests in various ways. First and foremost, some students directly pay tuition fees to the university. Students from other cities and regions cover the costs of living in dormitories. They also pay for additional services provided by the university (such as extra courses). Furthermore, students purchase a variety of goods and services from local businesses. For example, students who either cannot or do not wish to live in dormitories rent housing from local residents. They buy food from local stores, visit local cafes and clubs, and use various services.

It is important to note that even during martial law in the country, students receive visits from friends and relatives from other cities and regions, whose expenditures also positively impact local businesses and contribute to the growth of overall demand for local goods and services. Displaced universities receive budgetary funding for their operations, and most of the funds allocated from the State Budget remain in the host city and are spent on services provided to universities by local firms (such as payment for utilities).

The various types of expenditures by faculty members and students of displaced universities generate different economic effects in host cities and regions: direct, indirect, and induced effects. Direct effect refers to revenue, added value, profit, employment, and other indicators directly linked to the expenditures of students and faculty members of displaced universities. Indirect effect is the revenue, added value, profit, employment, and other indicators associated with firms supplying goods and services to the students and faculty of displaced universities. Induced effect relates to expenditures by individuals whose income is directly or

indirectly dependent on the spending of displaced universities, their faculty members, students, and visitors.

This means that every unit of currency spent by a displaced university, its faculty, or students, through the multiplier effect, stimulates income growth for local businesses by more than one unit.

Thus, despite the challenging circumstances faced by displaced universities, their very existence in a new location creates a positive economic effect for the host city. Understanding and acknowledging the positive impact of a displaced university on the local population and quality of life can help reduce tensions between "locals" and "newcomers" and facilitate the adaptation and development of the displaced university in its new environment.

Displaced universities also have a significant impact on the socio-economic development of the host city. They contribute to entrepreneurship and address social issues, as they are well aware of the needs and challenges faced by the most vulnerable group – internally displaced persons (Kodan, Nestorenko, 2024).

With the rise of digitalization, displaced universities have been able to continue their educational activities primarily in an online format, despite leaving most of their physical assets behind in occupied territories. Today, students, faculty, and staff of such universities are scattered across different parts of the world, encouraging the use of modern digital technologies for learning and communication. It is noteworthy that in the spring of 2024, amid a severe energy crisis caused by the destruction of a significant portion of Ukraine's energy infrastructure, the need for digital solutions became even more pressing for displaced universities. To ensure uninterrupted education, these universities actively use platforms like Moodle, Microsoft Teams, and Zoom (Nestorenko, Nestorenko, 2024).

At the same time, power supply issues, frequent air raid alerts, and the need to take shelter have led to many classes being conducted asynchronously. Consequently, the organization of the learning process in many displaced universities is supported through platforms such as Moodle, Google Classroom, Telegram, and Viber messengers, as well as corporate email.

The main challenge for displaced persons in achieving sustainable development is adaptation – both biological and social integration into a new environment. For displaced individuals, the change in social status is primarily a socio-psychological issue. This involves interpersonal relationships, communication in a new environment, the right to full

education, employment, etc. In this process, mandatory support from the government and local communities plays a crucial role in ensuring a smooth adaptation and integration into the new social environment.

Internally displaced persons and universities place an additional anthropogenic burden on the urban ecosystem of host cities and regions. This is reflected in the excessive consumption of resources such as electricity, heating, water, and others. Power lines may experience overloading, leading to depletion and unstable operation.

Another environmental issue is the excessive amount of household waste, difficulties in its disposal, and the challenge of managing unauthorized waste dumps. The emergence of new technologies and materials, along with increased consumption, has led to the rapid growth of hazardous waste volumes that pose a threat to the environment. Waste management is a pressing issue not only in Ukraine but globally. Currently, the waste situation poses significant threats to environmental safety, making waste reduction and pollution control urgent priorities in Ukraine.

The accumulation of waste is accelerating, and illegal dumping sites are becoming more frequent. The widespread use of plastics and various polymer materials across industries and consumer goods production has led to an increase in carbon-containing compounds in waste, which contributes to the rise of various pollutants, including highly toxic substances like dioxins and furans. Carbon-based materials are the foundation of many types of waste, including hazardous waste.

The sustainability of the higher education system, in terms of ensuring an environmentally friendly and health-conscious urban environment for both internally displaced and local populations, is determined by:

- The availability of resources for the economy and social sector (water, forests, land, mineral and raw materials).

- The quality of the environment in comparison to sanitary and hygiene standards (air quality, water bodies, land resources, physical impact levels, and recreational areas).

- The quality of consumed resources, including drinking water, food grown in natural areas, and local material and natural resources used for production.

- The safety of life and health of displaced and local populations, as well as their property, from potential anthropogenic hazards, natural and technological disasters, and their consequences.

To achieve sustainable development in host cities and regions, strategic policies must be developed, taking into account:

- Global and national trends and expected socio-political, economic, and social changes.
- Living standards, professional, intellectual, and civic potential of both local and displaced populations.
- Natural and climatic conditions, technological and resource capabilities of the city or settlement.
- The safety of economic facilities and the environment.

This can be achieved through strategic planning for the sustainable development of education, in line with the regional sustainable development concept. A key priority in this process must be preserving and restoring the natural environment to ensure the well-being of future generations.

Conclusions. Social and economic transformations caused by the displacement of universities, students, and staff are inextricably linked to issues of sustainable development, digitalization, and entrepreneurship. The use of digital and innovative technologies allows displaced universities to effectively adapt to modern challenges, contributing to the social development and economic stability of host cities and regions.

Displaced universities positively impact the economies of host cities and regions by increasing direct and indirect revenues through additional consumption of goods and services. However, the environmental situation may deteriorate due to excessive anthropogenic pressure on the urban ecosystem. Additionally, social tensions may arise between displaced and local populations. Overcoming these challenges requires government regulation and the creation of favorable conditions for the sustainable development of the region. The accelerated digitalization driven by quarantine restrictions and full-scale war has become a key factor in the adaptation of displaced universities to new conditions. Through the implementation of digital technologies, displaced universities have not only continued their activities but also ensured the continuity of processes and the ability to respond quickly to challenges. This contributes to their increased efficiency and resilience in the context of martial law in the country.

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АНОТАЦІЯ

Сичикова Яна, Несторенко Тетяна, Чернякова Жанна, Каплуновська Алла, Койнаш Марина. Вплив переміщених університетів на суспільство: соціально-економічні трансформації.

Мета статті полягає у вивченні феномену переміщених університетів як реакції на зовнішні загрози та виклики, зокрема військові конфлікти та політичні репресії. Дослідження базується на аналізі історичного досвіду переміщення навчальних закладів під час Другої світової війни та сучасних випадків релокації університетів у Європі, включаючи Європейський гуманітарний університет у Литві та українські виші, переміщені в 2014-2022 рр. через російську агресію. Методи дослідження включають якісні методи з метою аналізу впливу переміщених університетів на суспільство, з акцентом на соціальних та економічних перетвореннях, сталому розвитку, цифровізації та підприємстві. Результати дослідження свідчать про значну роль переміщених університетів у стимулюванні підприємницької активності, розвитку місцевих громад та забезпеченні сталого розвитку приймаючих міст. Аналізується мультиплікативний ефект витрат студентів, викладачів та адміністративного персоналу на економіку приймаючих регіонів. Виявлено проблеми інтеграції переміщених вишів у нове середовище, включаючи соціальну напругу та екологічні виклики. Практичне значення дослідження полягає у розробці рекомендацій щодо підвищення ефективності державної політики з підтримки переміщених університетів, зокрема шляхом удосконалення законодавчої бази, сприяння цифровізації освітнього процесу та забезпечення фінансової підтримки цих закладів. У висновках наголошується на необхідності комплексного підходу до підтримки переміщених університетів,

що включає фінансову допомогу, сприяння соціальній адаптації та розвиток цифрових технологій для дистанційного навчання. Перспективи подальших наукових розвідок полягають у дослідженні довгострокових соціально-економічних наслідків переміщення університетів, а також розробці стратегій їхньої інтеграції в освітній простір приймаючих регіонів.

Ключові слова: міста та території, переміщені університети, суспільство, сталий розвиток, соціальна напруга, цифровізація, адаптація, підприємництво.

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КООПЕРАТИВНІ ТЕХНОЛОГІЇ НАВЧАННЯ АНГЛОМОВНОГО ЧИТАННЯ МАЙБУТНІХ УЧИТЕЛІВ

У статті розглядаються можливості використання кооперативних технологій навчання англomовного читання майбутніх учителів. Автор статті узагальнює сучасні тенденції використання кооперативних технологій, окреслює переваги використання кооперативних технологій навчання англomовного читання, визначає цілі навчання майбутніх вчителів англomовного читання на основі кооперативних технологій у навчанні читання для отримання інформації та аргументації, наводить приклади використання завдань з використанням кооперативних технологій навчання англomовного читання та їхню методичну характеристику. Під кооперативними технологіями навчання англomовного читання автор розуміє підходи до викладання та форми навчання іншomовного читання у невеликих групах. Потенціал кооперативних технологій навчання англomовного читання розглядається на двох рівнях – мовному та соціальному. Кооперативні технології навчання англomовного читання майбутніх вчителів базуються на п'яти різних типах кооперативної навчальної діяльності: взаємонавчанні; «пилці»; спільних проектах; кооперативно-індивідуалізованому навчанні; кооперативній взаємодії. Репертуар кооперативних технологій навчання читання представлений прийомами «Мозаїчного читання», «Взаємним читанням» / «Груповим читанням», прийомами та методами «Почережні запитання», «Взаємне навчання», «Читання в парах / узагальнення в парах», «Методом банкноти євро», «Методом чисел», «Читанням із застосуванням стратегії вичікування». Кооперативні технології навчання англomовного читання майбутніх учителів передбачають три фази роботи: самостійно / індивідуально, у парі, у групі / кооперативно та базуються на моделі «Подумай-пари-поділись». Заключним етапом всіх кооперативних технологій навчання англomовного читання виступає рефлексія, яка може бути представлена когнітивною, метакогнітивною та афективною рефлексією.

Ключові слова: кооперативні технології, навчання англomовного читання, майбутні вчителі.