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Serhii TEREPIYSHCHYI, DSc (Philos.), Prof.

ORCID ID: 0000-0001-5506-0914

e-mail: s.o.terepyshchyi@npu.edu.ua

Dragomanov Ukrainian State University, Kyiv, Ukraine

Michał FEDEROWICZ, Dr Hab., Prof.

ORCID ID: 0000-0002-2924-125X

e-mail: michal.federowicz@gmail.com

Institute of Philosophy and Sociology of The Polish Academy of Sciences, Warsaw, Poland

PHILOSOPHICAL ASPECTS OF EDUCATION IN THE CONDITIONS OF WAR: STRATEGIES OF SUPPORT AND ADAPTATION OF DISPLACED CHILDREN IN UKRAINE AND POLAND

Background. *The article is devoted to the study of the adaptation of migrant children in new educational environments in the conditions of social mobility caused by the war in Ukraine. Attention is focused on rethinking pedagogical strategies to support the psychological stability, cultural identity, and social integration of students forced to change their residence and study.*

Methods. *The study is a collaborative effort based on a qualitative analysis of interviews with parents, migrant children, and teachers who work directly with these children. Thematic analysis methods were used to identify critical aspects of the adaptation experience, including resilience, community support, cultural integration, and innovative educational approaches. This collective approach ensures a comprehensive understanding of the challenges and opportunities in the adaptation of migrant children, providing a thorough basis for the study's conclusions.*

Results. *The study showed that effective adaptation of migrant children requires essential educational resources, professional psychological support, and an individual approach. Respondents emphasized the importance of inclusive pedagogical strategies that consider their cultural and social experiences and support from the local community. The results highlight the importance of cooperation between educational institutions, local communities, and families for successful social integration.*

Conclusions. *The study's findings have practical implications for educational institutions, policymakers, and researchers. The challenges posed by war and internal migration necessitate the development of adapted programs aimed at social integration, psychological support, and cultural sensitivity. Rethinking educational approaches is essential to ensuring a harmonious educational environment for migrant children and facilitating their adaptation to new socio-cultural conditions. These insights equip stakeholders with the necessary information to make informed decisions and take practical actions, empowering them to make a difference in the lives of migrant children.*

Keywords: *adaptation, migrant children, pedagogical strategies, social mobility, psychological support, cultural identity, social integration.*

Background

Education in the crisis conditions of war and forced migration is not merely a tool for imparting knowledge but a crucial space for forming resilience, humanistic values, and cultural identity. This understanding, deeply rooted in the philosophy of education, reframes the adaptation of migrant children to new educational environments. It is not just an integration task but an existential transformation that profoundly influences the child's personality development and perception of their place in the world. In this context, the philosophy of education expands its role, emphasizing the maintenance of psychological well-being and ethical principles of interpersonal interaction, which are decisive for the successful adaptation and integration of children. This underscores the vital role of educators, policymakers, and researchers in shaping the future of these children.

The war in Ukraine has acted as a catalyst for internal migration, compelling people to change their place of residence within the country and adapt to new conditions. This process demands a systematic approach and careful consideration of political strategies. Various factors, including economic, social, and security factors, may influence the growth of internal migration in the long term, regardless of political debates. The solidarity shown among citizens in response to the displacement of people in 2022 remains a valuable experience that demonstrates the possibilities for collective action in times of crisis. However, such support cannot replace a well-thought-out social policy, which must include aspects related to migration, the labor market, housing, assistance to vulnerable groups, and changes in the educational sphere. This underscores the urgency and importance of

the work of educators, policymakers, and researchers in addressing these challenges.

However, a broad view of education problems and a clear definition of priorities are needed to achieve this. From this perspective, the question arises about Ukraine's educational system's ability to respond to new social challenges from internal migrations. More critical than immediate answers, such questions must be considered in decision-making at various levels, from ministries and local authorities to schools. Direct relationships between teachers and students play an essential role in this process. In today's conditions, the school must perform additional functions: preserve the displaced persons' national identity while helping them integrate into the new community. This dual role underscores the significance of educators, policymakers, and researchers' work in shaping these children's future.

Such steps are essential to both the transfer of knowledge and the formation of social connections that support this process. At the same time, research shows the realities in which displaced children function "side by side" with local students. There are few schools where managers and teaching staff have consciously implemented measures to combine learning with building relationships, such as group projects encouraging collaboration or extracurricular activities fostering social interaction. However, such schools are necessary for children who have experienced traumatic events because they help in overcoming the manifestations of PTSD and other stress reactions. Such educational institutions are also needed for the children of other migrants, particularly those who returned from abroad, who have different school practices and habits and need help adapting to new conditions.

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Methods

Phenomenology as a methodology makes it possible to reveal the essential structures of the experience of social creativity, rejecting previous theoretical assumptions and focusing on the description of phenomena as they appear in individuals' minds. The research was planned as qualitative, using phenomenological data analysis. During 2023–2024, 35 parents/guardians of migrant children from 7 regions were involved. Such sampling allows for a diversity of experiences and depth of analysis.

Data was collected through semi-structured interviews and observations. The interviews revealed personal experiences, reflections, and meanings that the Respondents attributed to their actions and experiences. Observations made it possible to record contextual features and non-verbal aspects of communication.

Data analysis was carried out using the phenomenological method described by M. van Manen, which involves four stages: epoche (postponement of previous judgments), phenomenological description, thematic analysis, and synthesis of meanings (Manen, & Manen, 2021). Initially, the researchers immersed themselves in the data by reading the transcripts of the interviews and observations several times to grasp the overall meaning. The significant statements were selected and coded. The thematic analysis identified key themes and essences that reflect the experience of social creativity. At the final stage, a synthesis of values was carried out, which made it possible to formulate generalized structures of experience.

The study complied with the ethical principles of confidentiality, informed consent, and respect for Respondents. All names and identifying information have been changed or removed to ensure anonymity. Ethical reflection was an integral part of the research process, as working with topics related to war and personal experiences requires increased sensitivity and responsibility.

In previous studies, we have already touched on the adaptation of Ukrainian children in new educational environments, especially with a focus on Polish schools, where migrant children from Ukraine needed support for integration. In particular, a theoretical analysis of democratic values in education was conducted in the context of Ukrainian children and youth in Polish schools after February 2022. This study demonstrated the importance of inclusive approaches and cultural sensitivity in educational processes that contribute to developing a sense of belonging and adaptation to a new social environment. The obtained results became a valuable basis for further research of pedagogical strategies in situations of social mobility caused by war and developing recommendations for improving educational approaches in crisis conditions (Federowicz, & Terepyschchy, 2023).

Results

Studying the relationship between internal migration and education, a pivotal study by P. Yao and colleagues, based on data from 57 countries, reveals that internal migration can significantly influence educational achievements. This underscores the imperative to factor in migration processes in educational policy formation (Yao, 2017). The study's key findings underscore that population mobility within a country can either facilitate or impede access to quality education, contingent on socio-economic conditions and infrastructure.

Within the context of education philosophy, it is crucial to acknowledge the impact of internal migration on the formation of educational practices and pedagogical approaches. The International Handbook of Philosophy of Education provides a comprehensive analysis of these

issues, including chapters on social change and migration (Peters, 2017). This underscores the urgent need to adjust educational systems to the new social realities brought about by migration processes and to reevaluate pedagogical strategies in light of these changes.

Modern trends in the philosophy of education also focus on issues of social justice and equality, especially in conditions of growing population mobility. The discussion of these aspects not only highlights the challenges faced by educational systems in the context of globalization and migration but also the potential of new approaches to ensure equal access to education for all population segments (Smeyers, & Depaepe, 2013).

Viewing internal migration as a life course process offers a deeper understanding of its impact on educational and social outcomes. This approach underscores the significance of taking into account individual migration trajectories when formulating educational programs and policies designed to support migrants in their adaptation and integration (Bernard, 2022, pp. 1–15). A comprehensive approach that considers social, economic, and cultural factors is necessary when analyzing the interaction between internal migration and education. The philosophy of education must adapt to the new challenges posed by migration processes and contribute to the development of pedagogical strategies that ensure equal access to quality education for all, irrespective of their place of residence or social status.

Education as a means of adaptation and integration of internally displaced persons.

The analysis of the collected data revealed the depth and multifaceted experience of social creativity among the study Respondents. One of the most prominent themes was resilience and adaptation, manifested in the Respondents' ability to adapt to new, often extreme conditions quickly. Teachers and students, faced with the destruction of infrastructure and interruptions in the educational process, found ways to continue their education. As one of the teachers from the Kharkiv region noted: "We were forced to move classes to basements and bomb shelters, but this did not stop us from studying" (Respondent 23). This experience shows that adaptation as integral to educational practice in crisis conditions.

Natalia, a student from the Kyiv region, also noted that "the transition to online education was difficult, but we quickly mastered new platforms and continued our studies" (Respondent 58). The use of the latest digital technologies becomes a tool to preserve and develop the educational process, even when access to traditional resources is limited. Their experience shows that the adaptation process can be seen not only as a means to overcome difficulties but also as an existential response to a crisis that allows Respondents to regain control over their lives (Bernard et al., 2018).

In addition, community solidarity emerged as another key theme, emphasizing the strengthening of ties between members of educational teams. Olya, a student from the Zhytomyr region, shared her experience of creating a group in the messenger for mutual support: "We supported each other and shared useful resources" (Respondent 10). This is reminiscent of the approach of Bernard (2022, pp. 1–15), who note that solidarity and support in the community contribute to overcoming difficulties in migration processes and allow the restoration of a sense of community and belonging.

Resilience and adaptation, as key themes, are reflected not only in the ability of displaced people to find new places to live but also in how they integrate into community and educational communities. For example, Olena, the mother of a child who attends Lviv, notes: "Teachers communicate

more with parents, try to understand how to help the child adapt" (Respondent 01). In the case of Dmytro and Oksana from Luhansk, they chose a school for their daughter in Kyiv based on the presence of support for migrants: "We wanted there to be support for migrant children because the daughter had to leave her friends and her old school" (Respondent 02). These examples demonstrate how solidarity from local communities and educational institutions becomes important in adapting newly arrived children.

Teachers' and classmates' support is also necessary to create a safe space where children can feel equal. Maria, whose daughter attends school in Odesa, notes: "Teachers are more supportive of self-expression, and this helped my daughter overcome the stress of moving" (Respondent 03). This is also confirmed by the experience of migrants who gradually find confidence and acceptance through adaptation to new schools.

Research Respondents also indicate the importance of support from volunteer and public organizations. Natalia, a resettled person from the Kherson region, received housing in a hostel thanks to the support of charitable funds: "The hostel was equipped with the help of charitable funds such as UNICEF and ACTED" (Respondent 05). This helped her and her family quickly adapt to new conditions and stabilize in crises.

Lyudmila, who moved with her grandchildren from the village, discusses interaction with residents: "Here, in Kirovohrad region, people are kind and helpful. Everyone understands what we went through" (Respondent 04). Community support becomes an essential source of resilience and helps strengthen bonds between people who are going through similar trials.

Research Respondents emphasize that their support significantly contributed to adapting to new conditions. For example, Andriy, a migrant from Kyiv, talks about his experience of opening a small business in a new city: "We managed to find like-minded people who helped with the first equipment and even advertising" (Respondent 14). Such help from the community made it possible for Andrii not only to survive but also to feel once again a part of an active social life.

Another example is Nina, who, after being evacuated from Kharkiv, found shelter in Poland with her children. She notes: "The children found friends again, although it was not easy, and their desire to return home became the main motive for our return" (Respondent 21). This experience shows how meaningful social connections are for maintaining mental stability, especially under challenging circumstances.

Such moments of solidarity and support are also noted among local communities. Hanna, who moved to Odesa with her son, notes: "I am very grateful to the people who helped us with housing and even offered to work in a local store" (Respondent 20). Such acts of assistance facilitate adaptation and contribute to forming bonds between the displaced and residents.

For many children forced to adapt to a new environment, external conditions and psychological support remain essential. Maria from Donetsk shares how her son faced difficulties during the transition to a new school: "It was very difficult for him, especially because of the accent, and we turned to the school psychologist" (Respondent 17). Such moments emphasize the importance of professional psychosocial assistance for migrant children, contributing to their adaptation and development of positive social skills.

Another example is Maksym, who felt significant social isolation after being evacuated from Kyiv to Poland. His mother, Iryna, says: "Thanks to the intervention of the school psychologist, the situation improved, and later Oleh was no

longer treated as a stranger" (Respondent 23). Psychological support for children is critical when they are forced to adapt to new school and social conditions.

Rethinking pedagogical strategies in conditions of social mobility. The situation of war and internal migration led to profound changes in approaches to education, calling for a rethinking of pedagogical strategies focused on social mobility and adaptation. The move of many families to new regions of Ukraine or abroad has put the issue of integrating children from different social, cultural, and educational environments into new educational groups on the agenda. As the many stories we researched show, migrants face multiple challenges in new schools, requiring educators to be sensitive and innovative.

The adaptation of migrant children requires greater flexibility and an individual approach from teachers. Student Ana, a migrant from Bakhmut, talks about the importance of adapting educational programs to the needs of children: "My daughter constantly felt like a stranger, and therefore, I believe that the program should be adapted for such children, taking into account their experience and psychological state" (Respondent 18). This approach helps reduce children's stress levels and facilitates their integration into a new social space.

Psychological support is one critical aspect of helping children overcome barriers in new educational groups. For example, Iryna, who moved from Kyiv to Poland with her son, notes: "Thanks to the intervention of the school psychologist, the situation improved, and later they stopped treating Oleh as a stranger" (Respondent 23). This experience demonstrates how important the support of professionals who can create a safe environment for children's social adaptation is.

In addition, an essential component of rethinking pedagogical strategies is the involvement of elements of cultural identity and connection with the native culture. As Andrii, a migrant from Kyiv, notes, "We try to keep in touch with traditions, teach children about our culture, so that they feel part of their country, even in a new environment" (Respondent 14). This approach to education contributes to forming a solid personality that confidently integrates into a new environment, preserving its own identity.

Changing approaches to education in conditions of social mobility also include developing methods that contribute to the integration of newly arrived children and create favorable conditions for their growth and development. This includes implementing interactive methods focused on cooperation and communication, which is especially important for children who have had to change their school and social environment (Peters, 2017). Such techniques are becoming integral to the new educational landscape in which social mobility is an everyday reality.

In summary, it can be argued that the war and internal migration led to the formation of new educational strategies aimed at supporting children's adaptation and social integration. In conditions where the change of social space becomes an integral part of the life of many families, the educational system must remain flexible and able to adapt to new challenges, providing students with the appropriate support to preserve their cultural identity and confidence in the future.

Discussion and conclusions

Based on the findings of this research, an improvement matrix for teaching strategies in contexts of social mobility and crisis adaptation can be summarized as follows. The matrix emphasizes three key dimensions: psychosocial support; recognition and trust-building; and inclusive, flexible pedagogy.

Firstly, psychosocial support focuses on fostering emotional resilience and building a supportive environment through regular engagement with students' emotional needs, enabling educators to address trauma-related challenges. This includes routine access to school counselors, training teachers in trauma-informed practices, and implementing peer-support systems that strengthen community bonds among students.

Secondly, recognition and trust-building emphasize the importance of acknowledging migrant students' difficult experiences and providing them with a trusting environment where they feel safe to share their stories. According to Bilewicz, Babińska and Gromova (2024), recognition of traumatic experiences by adults is essential for students to regain emotional balance and a sense of control. This aspect goes beyond specialized psychological care and can be offered by any adult within the school staff. Teachers can facilitate open communication, allowing students to express their fears and experiences, and can work with non-migrant students to promote understanding and support, thereby building a more tangible social support network for migrant students.

Thirdly, inclusive and flexible pedagogy dimension aims to adapt curricula to incorporate culturally responsive materials, diverse perspectives, and interactive, student-centered learning strategies. This approach involves customizing learning objectives to consider the unique backgrounds of displaced students, promoting collaborative projects that allow for mutual cultural exchange, and integrating digital tools to provide continuity of education despite logistical challenges. Such a matrix not only aids in academic progress but also enhances social integration and identity reinforcement for students adapting to new environments.

The research emphasizes the importance of adaptive pedagogical strategies and psychosocial support for successfully integrating children displaced by the war into new educational environments. The situation of war and mass internal and external migration raised fundamental questions about the role of education as a social institution that should not only impart knowledge but also form psychological stability and maintain social cohesion. The stories of the research Respondents indicate the need to rethink educational approaches in response to modern challenges.

In the process of children's adaptation to new conditions, only basic educational resources are often insufficient; an important element is psychological support and attention to the emotional needs of children. For example, several interviewees mentioned that their children felt alienated and lonely in their new schools, affecting their learning motivation. Oksana from Bakhmut, the mother of a displaced child, emphasized: "The program must be adapted for such children, taking into account their experience and psychological state". This emphasizes that successful adaptation requires flexibility in pedagogical methods to suit students' individual circumstances.

The study also found that support from the community and teachers is essential to building a sense of safety and belonging in new students. Respondents repeatedly indicated the positive impact of such relationships. Olena from Kharkiv talked about how the teachers tried to create comfortable conditions for her son despite the language barrier and cultural differences. This indicates the importance of inclusive approaches that consider migrants' cultural and social characteristics.

In addition, examples of innovative teaching methods focused on preserving cultural identity and intercultural dialogue indicate that education can be an essential means of preserving one's own cultural identity in conditions of social mobility. These approaches emphasize cultural enrichment through interactive learning methods. Such an educational approach not only ensures the transfer of knowledge but also contributes to the creation of social harmony and mutual understanding.

Education becomes a vital tool for integration and adaptation to the conditions of social mobility caused by the war. This study's findings indicate the importance of rethinking pedagogical strategies in the direction of inclusion and sensitivity to the psychological needs of migrant children. An education system that seeks to successfully integrate internally displaced children must consider their social, cultural, and emotional challenges, providing individualized support and adapting curricula.

Developing and implementing inclusive strategies focusing on psychological support, cultural identity, and mutual respect are critical to successful social integration. Cooperation between educational institutions, local communities, and families can significantly increase the effectiveness of adaptation processes. Thus, the experience gained during this crisis can become a valuable resource for further development of educational systems capable of responding to social mobility and cultural diversity challenges in a globalized world.

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Сергій ТЕРЕПИЩИЙ, д-р філос. наук, проф.
ORCID ID: 0000-0001-5506-0914
e-mail: s.o.terepyshchyj@npu.edu.ua
Український державний університет імені Михайла Драгоманова, Київ, Україна

Міхал ФЕДЕРОВІЧ, д-р габіл., проф.
ORCID ID: 0000-0002-2924-125X
e-mail: michal.federowicz@gmail.com
Інститут філософії та соціології Польської академії наук, Варшава, Польща

ФІЛОСОФСЬКІ АСПЕКТИ ОСВІТИ В УМОВАХ ВІЙНИ: СТРАТЕГІЇ ПІДТРИМКИ ТА АДАПТАЦІЇ ДІТЕЙ-ПЕРЕСЕЛЕНЦІВ В УКРАЇНІ ТА ПОЛЬЩІ

Вступ. Присвячено вивченню адаптації дітей-переселенців у нових освітніх середовищах в умовах соціальної мобільності, викликаній війною в Україні. Увагу зосереджено на переосмисленні педагогічних стратегій, спрямованих на підтримку психологічної стійкості, культурної ідентичності та соціальної інтеграції учнів, які змушені були змінити місце проживання та навчання.

Методи. Дослідження засновано на якісному аналізі інтерв'ю з батьками та дітьми-переселенцями, а також з учителями, які безпосередньо працюють із цими дітьми. Застосовано методи тематичного аналізу для виявлення ключових аспектів адаптаційного досвіду, зокрема стійкості, підтримки з боку громади, культурної інтеграції та інноваційних освітніх підходів.

Результати. Обґрунтовано, що ефективна адаптація дітей-переселенців потребує не тільки базових освітніх ресурсів, але й фахової психологічної підтримки та індивідуального підходу. Наголошено на важливості інклюзивних педагогічних стратегій, що враховують їхній культурний та соціальний досвід, а також підтримку з боку місцевої спільноти. Підкреслено значущість співпраці між освітніми установами, місцевими громадами та сім'ями для успішної соціальної інтеграції.

Висновки. Визначено, що війна та внутрішня міграція поставили нові виклики перед освітніми установами, вимагаючи від них розроблення адаптованих програм, спрямованих на соціальну інтеграцію, психологічну підтримку та культурну чутливість. Розкрито, що переосмислення освітніх підходів є важливим кроком до забезпечення гармонійного навчального середовища для дітей-переселенців і сприяння їх адаптації у нових соціокультурних умовах.

Ключові слова: адаптація, діти-переселенці, педагогічні стратегії, соціальна мобільність, психологічна підтримка, культурна ідентичність, соціальна інтеграція.

Автори заявляють про відсутність конфлікту інтересів. Спонсори не брали участі в розробленні дослідження; у зборі, аналізі чи інтерпретації даних; у написанні рукопису; в рішенні про публікацію результатів.

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