ICT-Based adaptation of educational programs: A methodological model for student mobility in crisis contexts

Adaptación de programas educativos basada en las TIC: un modelo metodológico para la movilidad estudiantil en contextos de crisis

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Abstract

The full-scale war in Ukraine has significantly altered students' educational trajectories, forcing many to continue their studies abroad while facing digital, organizational, and psychosocial barriers. This study addresses the challenge of maintaining accessibility and quality of higher education under conditions of high mobility, instability, and emotional stress. Its purpose is to identify key obstacles to studying abroad during wartime and to assess the effectiveness of adaptive mechanisms implemented by Ukrainian universities. The research applies content analysis of academic sources and statistical and comparative analysis using data from the United Nations Development Programme and Ukrainian educational analytics. The findings indicate that flexible educational pathways, supported by digital competencies, organizational agility, and psychosocial assistance, contribute to the stability of students' learning trajectories. Despite a decline in the number of universities, student enrollment remains relatively stable, indicating structural adjustment rather than system degradation. Although displaced students experience greater psychological and communicative challenges, flexible schedules, blended learning, and digital technologies are associated with reduced dropout rates and improved academic outcomes.

Keywords: adaptation of educational programs, digital accessibility, distance learning, psychosocial barriers, students abroad.

Resumen

La guerra a gran escala en Ucrania ha alterado significativamente las trayectorias educativas de los estudiantes, obligando a muchos a continuar sus estudios en el extranjero y a enfrentar barreras digitales, organizativas y psicosociales. Este estudio aborda el desafío de mantener la accesibilidad y la calidad de la educación superior en condiciones de alta movilidad, inestabilidad y estrés emocional. Su objetivo es identificar los principales obstáculos para estudiar en el extranjero durante el conflicto armado y evaluar la eficacia de los mecanismos de adaptación implementados por las universidades ucranianas. La investigación aplica análisis de contenido de fuentes académicas y análisis estadístico y comparativo utilizando datos del Programa de las Naciones Unidas para el Desarrollo y de la analítica educativa de Ucrania. Los resultados indican que las trayectorias educativas flexibles, respaldadas por competencias digitales, agilidad organizativa y apoyo psicosocial, contribuyen a la estabilidad de los itinerarios formativos. A pesar de la disminución del número de universidades, la matrícula estudiantil se mantiene relativamente estable, lo que evidencia un ajuste estructural y no una degradación del sistema. Aunque los estudiantes desplazados enfrentan mayores dificultades psicológicas y comunicativas, los horarios flexibles, el aprendizaje híbrido y las tecnologías digitales se asocian con menores tasas de abandono y mejores resultados académicos.

Palabras clave: adaptación de los programas educativos, accesibilidad digital, aprendizaje a distancia, barreras psicosociales, estudiantes en el extranjero.

Introduction

The full-scale invasion of Ukraine led Russia to require high students to continue higher education in foreign countries, which continue to enroll in Ukrainian universities and face novel digital, institutional, and psychosocial threats. Innovations in the forms of distance and hybrid learning have made the issue of access, continuity, and mental health especially challenging due to learning in new sociocultural settings (Alawadhi, 2024; Sych et al., 2025). According to the literature, the issues are broken educational pathways, challenges in adapting to new pedagogical principles, and experiencing an elevated level of psychological stress among foreign Ukrainian students (Chala et al., 2024; Pentón Herrera & Byndas, 2023; Oleksiyenko & Shchepetylnykova, 2024). Even though digital tools and competence-based learning environments are actively promoted as custom-made solutions (Batsurovska et al., 2021; Ihnatenko & Shorena, 2024), only a limited number of studies have empirical data on their ability and success as instruments to promote long-term academic resilience and psychosocial adjustment during forced mobility. The main goals of my study are to find out what problems and needs students have when they are studying abroad during times of armed conflict, how changes in education indicators and psychosocial characteristics are shown using statistical data from both national and international levels, how well Ukrainian higher education institutions are adapting to new problems, and to provide a complete model of how universities can respond so that students can continue their own education despite the cross-border situation.

Literature Review

The issue of ensuring the quality of higher education and supporting students during armed conflicts is actively researched in the literature. A significant part of the work is devoted to the transformation of education systems during periods of large-scale crises, in particular the impact of war on the functioning of universities, student mobility, and the adaptation of educational programs. For instance, a number of studies analyze the general consequences of war for higher education (on the decline in the quality of educational services) and problems with the organization of learning, changes in strategic approaches to managing institutions in conditions of instability (Alawadhi, 2024). At the level of organizational processes, issues of the effectiveness of displaced universities and the results of their adaptation to new regional and international conditions are highlighted (Sych et al., 2025; Orzhel et al., 2023).

Meanwhile the study in student mobility and of these concrete experiences when they move, becomes increasingly important because they have to move. (Chala et al., 2024; Pentón Herrera & Byndas, 2023; Oleksiyenko & Shchepetylnykova, 2024) on students' educational pathway at schools and difficulties they experience in school as well as consequences of disrupted education including application of special adaptation measures applied by host countries. During war times, the researchers found evidence of large swings in why people from Ukraine moved for school and in how much social and safety concerns influenced their decision on a school. Competency-based implications, technological instruments and a new teaching style of educational can be very beneficial to students when they are in need of help or assistance (Batsurovska et al., 2021; Bond et al., 2021; Crawford et al., 2020; Bozkurt & Sharma, 2020; Okeke-Uzodike & Ngo Henha, 2025).

Simultaneously, the studies on education in emergencies also highlight the fact that pedagogical innovation cannot be applied solely without the systemic coordination and enabling governance structures. Menashy & Zakharia (2023) show that cross-sector collaboration can be a key to sustainable educational continuity in crisis settings in line with SDG 4 and SDG 17, and Dupuy et al. (2022) show how regulation prohibitions in the host countries can severely limit the formal access of refugees to education. Shah et al. (2024) also suggest that to reimagine education during emergencies, it is necessary to bridge the policy discourse and practitioners experience so that the institutional response is both contextualized and equity-focused.

Even though institutional access to education is determined by structural governance frameworks and regulatory environments, the ultimate success of these processes is determined by the psychosocial adaptability of displaced students to learn under states of uncertainty and extended stress. Much has been written about these students and refugees, their mental and social status in Ukraine as well as Ukrainians who abroad because one of the prerequisites is their psycho-emotional state for more successful learning in schools. Their stress level and the feeling of being safe is directly related with study behavior. International research has identified a long list of issues that complicate and where you are they have to learn how to access the health, social services and school systems of new places to which Ukrainians move. These are language, culture, society and institutional organization (Benoni et al., 2025; Whitehead et al., 2025; Ellis et al. 2024). Research on mental health and well-being of Ukrainians who have fled their homes has shown: the importance of system support and availability of services as well as patterns for interaction between sectors (Buchcik et al., 2023; Gishlarkaev et al., 2025; Vereshchakina et al., 2023). It is not surprising that the amount of state support and the little more holistic social and environmental context proved to be so important in determining how well Ukrainians have settled into their transitional home (Berg, 2023; Bozorgmehr et al., 2024).

Literature focusing on methodological and ethical issues of research in cases of emergencies has stressed that context sensitive, interdisciplinary, and practice-based methodology should be applied to data collection and analysis in unstable situations (Shah et al., 2024). These approaches lay the groundwork for developing new forms of support for students who find themselves abroad due to war and for forming effective models for adapting educational programs to conditions of high mobility and stochasticity of academic trajectories.

Continuing the review of the literature, it is important to highlight the contribution of researchers who focus on systemic transformations and management decisions during wartime. For example, the issue of the strategic capacity of Ukraine's higher education system is covered in detail in analytical works that identify factors of resilience and institutional adaptation during a large-scale crisis (Zayachuk, 2024). Particularly, it is essential to learn about the ways various countries manage refugees, strengthen social systems and keep services running in course of mass movement (Bozorgmehr et al., 2024). These papers make clear that cross-cutting policies now play a greater role, and one needs to think about choices over education in light of larger themes of security and humanitarianism.

The studies of the health and wellbeing also give valuable indications of the factors that directly affect the ability of the displaced students to participate in the learning. Research on the stressors, the availability of access and service, and the psychosocial vulnerability of refugees in Ukraine proves that emotional stress and structural obstacles could impair academic engagement and educational

persistence (Whitehead et al., 2025). Social and health services research indicates that both the problems of access and level of cognitive load negatively affect student achievement in school and unengagement from the learning process (Whitehead et al., 2025). The study by Brunner et al. (2025) conducted in 2025 makes clear that university refugee and displaced student policies have two sides. This study demonstrates how official ways of "caring" for such students can be construed as a form of control that has implications in terms of the resource and access, academic trajectories, and possibilities to belong within host school contexts.

Ethical and epistemological aspects of investigating education in case of emergency situations also need to be reviewed critically, especially concerning the aspects of power relations, collaboration between practitioners and scholars, and situational production of knowledge (Shah et al., 2024). This is a particularly important domain for developing questionnaire tools and approaches to identifying the educational needs of learners studying overseas in unstable conditions. In relation to the displaced groups, those studies which focus on inter-disciplinary approach and development of inclusive models of analysis are unanimous regarding the need for culturally sensitive, flexible and robust research strategies (Benoni et al., 2025; Vereshchakina et al., 2023).

Taken as a whole, new scientific research indicates there has been plenty of progress in figuring out how war impacts on students' education, mobility, mental and emotional health. But it also reveals some remaining issues that aren't yet fully understood. First, the strategies for integration of Ukrainian educational programs in foreign systems of education should be developed. Also models of long-term support for students who chose to study or have to live abroad, need developing in relation to high mobility and forced life situation.

Methodology

The research was organized and implemented on the basis of an analysis and interpretation of official statistical data from open international (including United Nations Development Programme (further – UNDP) report "The impact of war on young people in Ukraine") and national sources, Ukrainian Education Analytics analytical reports as well as scientific publications (including those about College resilience during wartime). In order to obtain the results, the method of content analysis of scientific works, the comparative-analytical method for developing comparisons-traditional trends in education at foreign universities, quantitative analysis for processing statistical indicators over 2020–2024 and a combination-period generalized way to determine of key barriers and needs for students are studying abroad. The statistical informations was organized as tables and employed to build a graphic model of the dynamics of adoption of educational programs. The study was carried out by the general analysis of aggregated material available without conducting any Internet surveys among school heads, teachers or pupils as well as in organizing no experimental procedure, which warranted that the conclusions may be extrapolated to a greater level of aggregation macro (school) system and supported description about relations among organizational/digital/psychosocial factors during war.

Results

The recent methods of providing education to Ukrainian students in the diaspora are more and more focused on the interdependence of psychosocial, pedagogical,

digital, and organizational levels. Armed conflict not only inhibits academic performance but also transforms the motivations of students, making them more anxious, uncomfortable, and stressed, since mobility at the war is not a choice made on the premise of education, but on the premise of safety (Oleksiyenko and Shchepetylnikova, 2024). The literature always points out the psychological vulnerability as one of the most essential factors to prevent the effectiveness of learning and emphasizes the necessity of comprehensive mental health help, which would allow displaced students to be academically strong (Whitehead et al., 2025; Gishlarkaev et al., 2025; Benoni et al., 2025). In spite of the fact that distance and blended learning, digital platforms, and competence-based environments contribute to the flexibility, and continuity of education (Batsurovska et al., 2021; Ihnatenko & Shorena, 2024), the effectiveness of this aspect relies on the organization of communication, careful course design, and the ability of the institution to handle digital transformation (Bond et al., 2021). Transfer of credit, flexible schedules, and planned digital transformation can enhance resilience in the system at the organizational level, but institutionalized control measures can also inhibit student agency, especially in displaced students (Orzhel et al., 2023; Sych et al., 2025; Brunner et al., 2025). All in all, the current body of literature is united around three fundamental premises of successful education abroad in times of martial law, including psychosocial support, flexible pedagogies, and adapting governance structures (Zayachuk, 2024; Bozorgmehr et al., 2024).

Studies also indicate that psychosocial needs of children are a significant factor in their resilience at school. Heightened levels of anxiety, stress and unease and an increased workload demands may make it even more challenging for students to focus, participate and be motivated in school (Ellis et al., 2024). Counseling, emotional and academic assistance as well as psychological support are absolutely essential for many students they require it to learn in a friendly environment. So, in a case like this, it becomes more valuable to have really good support for program-level adaptivity that can accommodate student preferences. Summary of main requirements and challenges is given in Table 1.

Table 1.
Key barriers and needs of students who continue their studies abroad during the war

Area	Key barriers	Main needs
Digital tools	Unstable internet, different time zones, and platforms' technical flaws	The system lets students learn online with adaptable, asynchronous tools that work in a digital environment that has been changed to fit their needs.
Organizational procedures	There are three major problems with the process: schedule conflicts, problems with transfers, and bureaucratic red tape.	Users can choose their own way, and the system will guide them through each step. It is also designed to be easy to understand how to use.
Inclusive practices	Not enough changes to the materials and not enough help tools	Adaptive educational programs and educational tools that are open to everyone make the system's learning paths unique for each student.
Psychological support	Feelings of stress, loneliness, uncertainty, and mental exhaustion	Psychological help, therapy, and a safe place to trust and care about others
Integration into the learning process	Not much contact with teachers and other students, being alone	Students get better ways to talk to each other through the program, which lets them do school work while people in their community help them with their problems.

Source: created by the author based on (Batsurovska et al., 2021; Gishlarkaev et al., 2025; Whitehead et al., 2025; Orzhel et al., 2023; Sych et al., 2025)

Students who study abroad during the war encounter interconnected digital, institutional, and psychosocial obstacles that allowed increasing the level of educational disruption and uncertainty. There is evidence to indicate that quality education is sustaining via flexible online delivery, inclusive practices, counseling, and coordinated strategies of integrating. In the circumstances of forced mobility, the Ukrainian higher education institutions need a methodological model based on a combination of empirically justified methods, adaptive assessment, and systematic diagnostics of the needs of the students to combat digital and psychological challenges (Batsurovska et al., 2021; Ihnatenko & Shorena, 2024). The expanding transnational enrollment requires institutional change grounded on receptiveness, virtual adaptability, and inclusiveness in order to provide continuity and individualization of learning in martial law (Bozorgmehr et al., 2024). The suggested model incorporates related steps of information analysis, evaluation standards, needs analysis, and adaption indicators that imply a logical framework of evidence-based decision-making in favor of displaced students (Ellis et al., 2024; Gishlarkaev et al., 2025).

The suggested model of the methodology is well grounded and makes it possible to implement purposeful system all-around changing in curricula of higher education establishments of Ukraine counting on increase number of moving students. It includes quantitative and qualitative measures, lets you see students' needs in a variety of ways and builds out a set of standard metrics that help determine if programmatic changes are working well. more flexible education actions could be applied by model. It makes education more accessible, enhances inclusion and enables colleges to make sure educational trajectories can continue even when war breaks out.

Institutions adopted pro-flexible policies which were very essential for the survival of good quality education and also the higher education system during the war. Some science sources stress that universities were forced to strengthen the digital infrastructure, amend academic programs and introduce new student support, this allowed filling in part of learning loss and increased flexibility of educational process (Zayachuk, 2024). The latter adaptation has been discussed as a mechanism for sustaining access, reducing early disengagement, and broadening participation in emergency education contexts (Shah et al., 2024). At the same time, international reviews provide an overview of the distressing psychosocial circumstances as well as accounting for why adaptations have or have not been successful such as around young people's access to digital technology; health problems and general vulnerabilities in a population that has experienced stress and forced movement through war (UNDP, 2024b). And in the process we can use statistical indicators to paint a fuller picture of how adaptive solutions affect to what extent kids learn in times of war. In advance of showing integrated results, the Table 2 presents summary of primary quantitative tendencies at Ukrainian HEIs after measures for adaptation concerning all educational process's participants had been done.
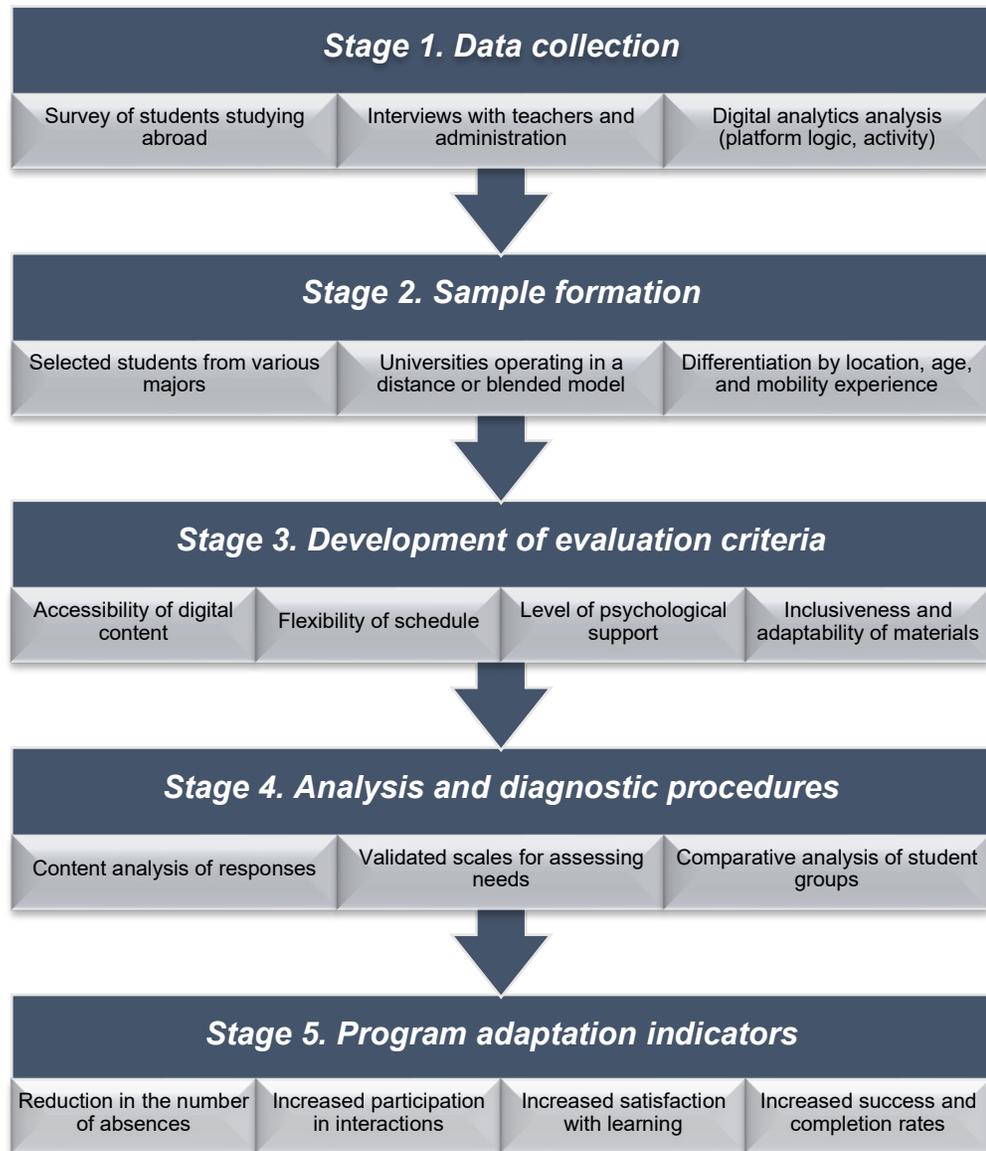
Figure 1. Methodological model for adapting educational programs to conditions of high student mobility.
Source: created by the author based on (Batsurovska et al., 2021; Ellis et al., 2024; Gishlarkaev et al., 2025; Ihnatenko & Shorena, 2024; Bozorgmehr et al., 2024)

Table 2.

Key statistical results of the implementation of adaptive solutions in the activities of Ukrainian higher education institutions during the war

Indicator	Data prior to the implementation of adaptive solutions	Data after the implementation of adaptive solutions	Dynamics/growth
Number of higher education institutions (HEIs) in Ukraine	386 (2020/2021 academic year)	314 (2023/2024 academic year)	–72 institutions (–18.6%)
Involvement of young people in the educational process (percentage of young people aged 14–35 who continue their education)	Uneven, insufficiently stable	Stabilization of youth participation despite the war	Positive stabilization of the trend
Level of psychosocial difficulties among young people	42% of young people in Ukraine experienced significant difficulties	61% of young people abroad – higher vulnerability	+19% among young people abroad
Effectiveness of organizational adaptive solutions (flexible schedules, blended learning)	Low adaptability, limited digitalization	12–15% decrease in dropouts; increase in course participation	+12–15% growth in key indicators
Accessibility of educational content (digital platforms, remote resources)	Significant barriers to access	Expansion of digital infrastructure and tools	Noticeable increase in accessibility
Success rate of displaced students in completing courses	18% lower than the results of "settled" students	Difference reduced to ~10%	+8% improvement in success rate

Source: created by the author based on (Zayachuk, 2024; United Nations Development Programme, 2024b)

It has also been empirically proved that such adapting measures of Ukrainian higher education have already brought the measurable results: the overall number of institutions has decreased as well, yet because of flexible learning patterns the overall number of students has not declined, and the academic performance has been improved. Panosocial measurements in the meantime indicate the susceptibility of the youth, and this is the reason why efforts should be made to improve digital infrastructure, inclusiveness and comprehensive care of students. Such changes are assessed using objective and evidence-based information on the international and national levels, and, it is essential to mention, higher education institutions must continuously revise their curriculum and governance to be able to maintain the required quality of education and sustainability of their institutions (Zayachuk, 2024; United Nations Development Programme, 2024a). The approach of methodology involves use of international statistics, national education indicators and composite measurement of learning continuity and psychosocial health that enable comparative analysis across time and student mobility status and tend to make the conclusive strong conclusion on effectiveness of adaptive educational practices.

Table 3.
Statistical indicators used to assess the adaptability of educational programs during the war

Indicator	Data source	Value	Comment
Number of higher education institutions in Ukraine in the 2020/2021 academic year	Educational Analytics of Ukraine	38	Before the beginning of the phase of the conflict that was actively being fought.
Number of higher education institutions in the 2023/2024 academic year	Educational analytics of Ukraine	314	Decrease of 18.6% (a structural modification for the situation).
Percentage of young people in Ukraine (aged 14–35) with psychosocial difficulties	United Nations Development Programme (2024b)	42	High degree of vulnerability within the nation.
Proportion of youth abroad with significant difficulties	United Nations Development Programme (2024b)	61	The potential for disruptions in educational settings has significantly increased.
Educational resilience indicator (university results)	Bond et al. (2021)	Stabilization of student participation; 12–15% reduction in dropouts	The end result of putting adaptive solutions into action.
Accessibility of digital infrastructure	Bond et al. (2021)	Increased; expansion of platforms	The essential precondition for adaptable education.

Source: created by the author based on (Zayachuk, 2024; United Nations Development Programme, 2024b)

The combination of national and international statistics data allows the study to see the full picture of structural changes in Ukrainian higher education in the war period, namely institutional shrinking, a rise in psychosocial susceptibility among learners, and the emergence of more and more barriers to digital access, which have an impact on academic continuity and career opportunities. Simultaneously, the institutions that use flexible learning models report consistent student engagement and better educational results even with the current stress of the war. The methodological framework is a blend of three levels of data, such as the national educational analytics of institutional change (Bond et al. (2021), the international indicators of youth psychosocial well-being and access to education and scholarly evidence of governance and program flexibility in crisis (Zayachuk, 2024). The main access, motivational, institutional stability and psychological indicators were identified and longitudinally compared and visualized and formed the foundation of the summary tables and trend analysis.

Table 4.
Indicators for constructing a graph of the dynamics of adaptation of educational programs during the war

Year	Number of HEIs	Proportion of young people with psychosocial difficulties in Ukraine (%)	Percentage of young people with psychosocial difficulties abroad (%)	Average decrease in dropouts after adaptive decisions (%)
2020	386	34.7	–	–
2021	379	38.5	–	–
2022	352	42.0	58.3	10.8
2023	327	41.2	61.0	13.5
2024	314	40.6	60.4	14.9

Source: created by the author based on (Zayachuk, 2024; Bond et al. (2021); United Nations Development Programme, 2024b)

The dynamics of the main indicators of adaptation of educational programs for the period 2020–2024 according to the information in Table 4 are presented in Figure 2. Via the graphics, we can even distinctively track how the number of higher education institutions, levels of psychosocial difficulties among young population and efficiency, applying a mythical solution varied in different years. The dynamics of these indicators, taken together with organizational transformations in the education system, the psycho-emotional state of students and capabilities of universities for delivering educational continuity under crisis circumstances, clearly show the interconnectedness here. For this reason, Figure 2 is an analytical digest to Table 3 enabling a coherent comprehension of what transformations are taking place in the higher education sector of Ukraine under conditions of military conflict.
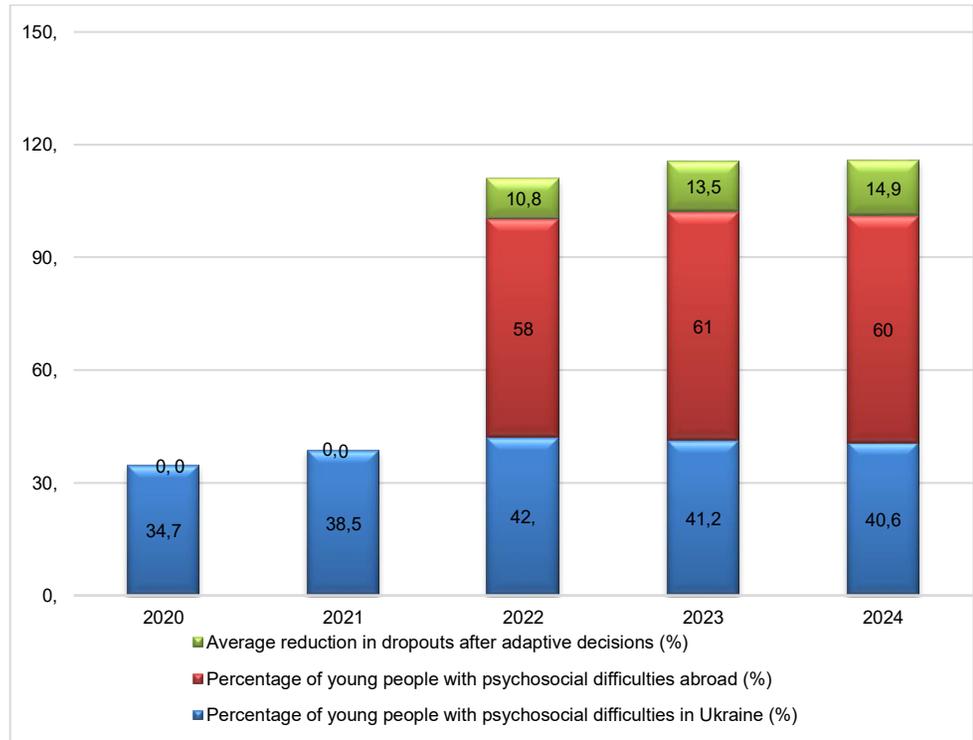

Figure 2. Dynamics of educational program adaptation indicators for the period 2020–2024, %
Source: created by the author based on (Zayachuk, 2024; Bond et al., 2021; United Nations Development Programme, 2024b)

The statistics show that the Ukrainian higher education system has been reconfigured as opposed to collapsing with 18.6% decrease in institutions compensated by a steady student enrollment. In 2022, the highest level of psychosocial vulnerability was reached due to the full-scale invasion, and the level is still high among students who study abroad, which shows the ongoing problems with integration. The effectiveness of flexible academic models in maintaining participation has shown adaptive learning pathways have decreased dropout rates by 10.8-14.9% between 2022 and 2024. Altogether, the adaptive strategies have alleviated the losses in education, yet the high levels of psychosocial stress require further development of digital infrastructure, flexible curriculum, open credits transfer, and available psychological support. Planned combination of pedagogical flexibility, digital innovation and mental health services is thus necessary in order to

provide continuity of educational services to displaced students in war-related situations.

Discussion

What the changes are in educational programs for those who have to study away, appears to depend on how effectively colleges confront institutional and organizational issues, as well as psychological and social factors. This mix corroborates prior findings of how difficult it is for displaced students to re-enter official higher education systems due to factors like extra work, uncertain domiciles and linguistic and cultural barriers (Whitehead et al., 2025; Benoni et al., 2025) These viewpoints are confirmed in the present article by our finding that psychosocial problems increase, academic stability decreases and the demand for psychological and organizational support increases.

However, unlike other research mostly focused on the medical and psychological sphere of life of Ukrainian students who adapt to education abroad (Gishlarkaev et al., 2025, Ellis et al., 2024), in this one we demonstrate how a crisis situation can affect the whole system: emotional status of students' just-in-time affects their ability to get digital resources, participate in classes, communicate with teachers. This observation is consistent with the observations of Batsurovska et al. (2021) and Ihnatenko & Shorena (2024), who emphasize the significant role played by digital flexibility and skill-centred settings in sustaining learning when things are not working out.

A cautious comparison of our discovery with the findings of other studies that study university decision making is necessary. Orzhel et al. (2023) and Sych et al. (2025) argue that the management models, universities´ capacity to take the decisions on reforming their own programmes and support for student mobility are among the most important conditions which determine how well an adaptation mechanism works. Our research partially supports this perspective: the stabilization of student participation and mitigation of dropout risks following adaptive digital strategies demonstrate that organizational flexibility is one of the most critical dimensions of institutional resilience (Bond et al., 2021). But contrary to these writers, the study results suggest that even sound management decisions don't work on their own if the psychological side isn't given its due. This area is one of the most contrasting points between Ukrainian and world students (United Nations Development Programme, 2024b).

Recent scholarship focuses on the fact that digital technologies and emergency remote teaching models are now important tools of reducing the effects of extended educational disruption, especially to learners who have had months of disrupted schooling. Massive analyses of emergency transitions to online education prove that the loss of learning in crisis situations can be partially addressed by flexible digital infrastructures and adaptive pedagogies (Bond et al., 2021; Crawford et al., 2020; Bozkurt & Sharma, 2020), and systematic reviews show that they can improve institutional resilience in the context of higher education (Okeke-Uzodike and Ngo Henha, 2025). They emphasize that interactive tools and asynchronous learning opens learning up to all, no matter what's going on. Partly, our findings dispute this thesis: digital platforms are essential, but their effectiveness depends on the mental and emotional health of the student as well as access to a stable internet connection that is not strained by other users in one's living situation and what time zone one finds oneself in. Accordingly, digital solutions cannot be conceived of as stand-alone things as they only function with psychological and organizational support.

The data failed to prove the allegations of the qualitative development of the Ukrainian higher education: on the one hand, the total amount of institutions decreased by 18.6 percent; on the other hand, the number of students does not decrease, which allowed confirming the success of the soft stabilization processes and the absence of the decrease in the risk of education. Regular psychosocial pressure and the lack of digital equality keep weakening educational standards even though the structure is stable. Even though the dilemmas of Ukrainian students in foreign countries are similar to those of other displaced groups, the speed of digitalization, responsiveness of the managerial side, and the freedom of the students are specific aspects of adaptation that determine different results. The research is constrained by the aggregated data and lack of methodological homogeneity, which does not allow the micro-level of analysis in terms of age, location, or field of study. However, the results indicate that sustainable adaptation can only be ensured with the integration of digital innovation, flexible organization framework, and psychological support, which makes the subsequent research of the topic of micro-level engagement, successful digital interventions, and long-term resilience patterns in the context of long-term crisis a necessity.

Conclusions

The results substantiate the idea that the process of adaptation of students to study abroad in cases of war is multidimensional and demands the combination of digital infrastructure, flexible government, and systematized psychological assistance; none of them alone is enough. In comparison to the initial assumptions, the digital tools would not be enough to compensate the disruption in education alone since their impact relies on the emotional state of students and their living conditions. The value of the study is its combined analytical perspective that incorporates statistical, psychosocial and organizational aspects of the study that present a practical advice that universities can apply to improve the re-enrollment, diversify learning pathways, and create inclusive online spaces to at-risk students. The shortcomings of the study arise because of the aggregated data and a lack of subgroup analysis, but the findings fulfill the necessity of the additional investigation into the educational resilience and micro-level adaptation mechanisms as well as the context-dependent models of digital and psychological support. Comprehensively, the idea of reforming academic programs to serve the needs of students in the foreign market can be viewed as a way out of the war-related need as well as a way of modernizing, sustaining, and globalizing Ukrainian higher education. The next-generation study must give special attention to discipline-specific mobility patterns and in particular to artistic and technical disciplines, where practical elements, access to laboratories, studio work, and performance based evaluation must have specific adaptive strategies. Comparative empirical research on the impact of mobility on the learning outcomes of engineering, IT, architecture, fine arts, and performing arts would give a more detailed view of the adaptation of the program in the circumstances of forced displacement.

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