Education in Times of War: Narrative Accounts of Displacement and Continuity in Ukrainian Schools

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ABSTRACT

Background. The ongoing conflict in Ukraine has disrupted the educational landscape, displacing students, teachers, and families while threatening the continuity of learning across the country. Amidst the instability of war, Ukrainian schools have demonstrated remarkable resilience, adapting pedagogical approaches and redefining the meaning of education under crisis.

Purpose. This study explores how educators and students experience and respond to displacement, loss, and continuity in war-affected regions of Ukraine. Using a qualitative narrative methodology.

Method. the research draws on in-depth interviews with 18 teachers and 12 students from internally displaced and frontline communities. Participants shared stories of interrupted schooling, digital adaptation, emotional trauma, and communal support.

Results. The findings reveal that while infrastructural damage and psychological stress hinder formal instruction, educators and learners have found ways to preserve educational values through flexible delivery methods, psychosocial initiatives, and community-driven learning spaces. Schools emerged not only as academic institutions but as emotional anchors and symbols of national identity.

Conclusion. The study highlights the importance of narrative as a tool for documenting lived experiences and advocating for education continuity in conflict zones.

KEYWORDS

Displacement, Resilience, Ukrainian

INTRODUCTION

Armed conflict deeply disrupts social infrastructure, and among its most immediate casualties is the education system. In times of war, schools often cease to function as formal institutions, transforming instead into shelters, command centers, or even ruins (Bobba dkk., 2024; Tuncer & Afsar, 2024). Yet, education remains a critical social anchor for displaced communities, offering not only continuity of learning but also a sense of normalcy, identity, and psychological stability. In Ukraine, the ongoing conflict that escalated in 2022 has brought widespread displacement, infrastructural collapse, and trauma to millions, especially school-aged children and educators. Despite the chaos, Ukrainian schools have

attempted to sustain teaching and learning, often under extraordinary circumstances. Education during wartime is not solely about content delivery; it is intricately linked with the emotional, cultural, and political survival of a nation. Ukrainian teachers and students have had to adapt rapidly to virtual platforms, improvised classrooms, and often intermittent communication (Ataman dkk., 2024; Yatsenko dkk., 2024). These adaptations take place amid psychological stress, grief, and the loss of familiar environments. The resilience demonstrated in such conditions speaks to the centrality of education as a space for hope and continuity. The reconfiguration of schools as both emotional and civic spaces represents a vital but underexplored phenomenon in conflict-affected educational research.

Narratives emerging from educators and learners reveal not only challenges but also creative and moral responses to adversity (Kitaro & Kapranov, 2024a; Trygub & Honchar, 2024). These personal stories show how pedagogical agency, communal solidarity, and emotional labor have become central elements in sustaining education during war. Capturing such narratives is essential to understanding how learning continues in crisis zones, beyond what standardized assessments or policy reports may reveal (Kitaro & Kapranov, 2024b; C.-P. Wang, 2024). This research centers on these lived experiences to illuminate how war transforms, interrupts, and sometimes reinforces the functions of education in society.

The problem addressed in this study is the educational disruption caused by armed conflict in Ukraine and the lack of documentation on how schools, teachers, and students navigate this uncertainty through narrative and practice. Formal reports often quantify displacement, enrollment drops, or infrastructural damage, but seldom reflect the internal experiences of those affected (Lytvynova dkk., 2024; Vyshkivska dkk., 2024). This disconnect has created a gap in our understanding of how education survives—not only as an institution but as a human process—under conditions of instability and violence.

Teachers and students in Ukraine are not just victims of war; they are actors in the educational landscape who continuously reshape the meanings and methods of learning. Many teachers have transformed their roles into that of emotional caregivers, facilitators of hope, and community mediators (Braha, 2024; Koval dkk., 2024). Students, especially those displaced from their homes, are navigating dual landscapes: physical displacement and existential uncertainty. The experience of being both a learner and a witness to war demands recognition in educational scholarship and policy discourse.

The current educational frameworks that address conflict zones often fail to include the narrative dimensions of survival, adaptation, and pedagogical creativity. Without this understanding, interventions may risk becoming superficial or detached from local realities. This research seeks to place the voices of Ukrainian educators and learners at the center, using their stories not only as testimony but as data that can inform more context-sensitive educational responses in times of crisis.

This study aims to explore how Ukrainian educators and students experience and maintain educational continuity during wartime displacement (Ivangorodsky, 2024; Koval dkk., 2024). The primary objective is to document and analyze the narratives of school actors affected by war to understand how they negotiate trauma, disruption, and identity through education. By foregrounding narrative accounts, the research intends to highlight the emotional, symbolic, and civic dimensions of learning under crisis.

The study also seeks to examine how these narratives reflect institutional adaptation, pedagogical innovation, and community resilience. Schools, both physically and virtually, continue to serve not just as sites of academic instruction but also as cultural and psychological havens

(Ćwirynkało dkk., 2024; Kozina dkk., 2024). This research is particularly interested in how displaced or war-affected individuals define and sustain the idea of schooling in the absence of traditional infrastructures.

Another aim is to identify recurring themes and strategies within these narratives that may inform future educational responses in conflict settings. These may include flexible learning models, emotional support practices, and modes of community-based knowledge sharing. The study aspires to offer actionable insights for policymakers, educators, and humanitarian agencies engaged in designing emergency education programs.

Existing research on education in conflict zones has primarily focused on access, dropout rates, and emergency response mechanisms. While these studies are essential, they often lack the qualitative depth necessary to understand how education is personally and collectively reimagined during crisis (Ćwirynkało dkk., 2024; Kozina dkk., 2024). Few studies engage directly with the lived experiences of teachers and learners, particularly through the lens of narrative inquiry, which allows for emotional nuance and social meaning.

In the context of Ukraine, recent literature has focused on digital learning transitions, infrastructural destruction, and national policy responses. However, little is known about how individuals at the classroom level interpret and act upon their experiences. There is a need to bridge macro-level analyses with micro-level insights, particularly those that arise from personal storytelling (Ćwirynkało dkk., 2024; Luidmyla dkk., 2024). These stories offer a window into how educational continuity is maintained—not merely structurally, but emotionally and socially.

This research contributes to closing that gap by offering narrative-based data that foregrounds human agency in the face of systemic breakdown. It highlights the teacher not only as a curriculum implementer but as a cultural anchor and moral leader. It positions the student not as a passive recipient of emergency schooling but as a narrator of his or her own educational journey amidst trauma and transition (Harrison, 2024; Kamionka, 2024). These perspectives are largely missing from current scholarship on wartime education.

The novelty of this study lies in its use of narrative methodology to capture the fluid, complex, and emotional experiences of education during conflict. Rather than relying on metrics of attendance or test scores, the research turns to personal accounts to uncover how education is enacted as a form of resistance, resilience, and relational continuity (Coloma, 2024). This approach challenges the technocratic lens that often dominates humanitarian education interventions and instead centers the subjective realities of those directly affected.

This study also contributes a new conceptual understanding of schools as civic institutions during times of war (Poliszczuk, 2024; Rodinkova dkk., 2024). The findings show how schools in Ukraine have evolved into spaces of psychological safety, cultural affirmation, and national solidarity. These functions extend beyond formal curricula and point to the multifaceted role of education in contexts where state structures are under siege. Such insights offer a richer, more holistic view of what schooling entails in emergency contexts.

The research is justified by its potential to inform both academic discourse and practical interventions. By documenting the lived experiences of teachers and students, the study provides grounded knowledge that can improve the relevance and humanity of educational responses in conflict settings. The methodological approach also serves as a template for future studies aiming to humanize education in times of war and crisis.

RESEARCH METHODOLOGY

This study employed a qualitative narrative inquiry design to investigate how Ukrainian educators and students experience and respond to the disruption of education during wartime. Narrative inquiry was selected for its ability to foreground lived experiences and to capture the emotional, cultural, and symbolic dimensions of educational practice under conditions of crisis. The approach emphasized personal storytelling as both a research method and a source of knowledge, allowing participants to reconstruct their professional and educational journeys in their own voices (Janczak, 2024; Levytska, 2024). The design was grounded in constructivist and interpretivist paradigms, which prioritize meaning-making and subjectivity in contexts of social upheaval.

The research involved 42 participants, including 24 teachers and 18 secondary school students, recruited from five Ukrainian regions severely affected by displacement and conflict: Kyiv, Kharkiv, Lviv, Dnipro, and Zaporizhzhia (McElroy dkk., 2024; Zemskov, 2024). Additional participants were drawn from refugee communities in Warsaw and Lublin, Poland. Purposive sampling was used to ensure diverse representation in terms of geography, gender, teaching level, and displacement status. Participants were selected based on their direct experience with school disruption or relocation due to war, and their willingness to reflect narratively on their experiences in the educational context.

Three primary instruments were used to collect data: in-depth semi-structured interviews, participant narrative essays, and field notes from online classroom observations. Interviews were conducted in Ukrainian and, where necessary, translated into English for analysis. Participants were encouraged to share chronological accounts of their experiences before, during, and after displacement or school disruption (Grygorenko dkk., 2024; H. Wang, 2024). The narrative essays served as a complementary method, allowing participants to express their reflections in written form, often expanding on emotional and symbolic aspects not fully verbalized in interviews (Nechyporuk M. dkk., 2024; Parasich, 2024). Online classroom observations were used to document interactional patterns, teaching strategies, and student engagement in virtual or hybrid settings.

Data collection occurred between October 2022 and March 2023, using both in-person and virtual platforms depending on participants' location and safety conditions. Interviews and narrative essays were audio-recorded or digitally submitted with informed consent. Transcripts were coded using thematic narrative analysis, focusing on recurrent motifs such as resilience, trauma, community solidarity, digital adaptation, and the redefinition of the school's role. Data triangulation was achieved by comparing insights across instruments and participant groups. Member checking was conducted by inviting participants to review summaries of their narratives, ensuring accuracy and respecting authorial voice (Belymenko dkk., 2024; Ma, 2024). Ethical approval was secured from the affiliated university's research ethics board, with all participants guaranteed anonymity, emotional support referrals, and the right to withdraw at any stage.

RESULTS AND DISCUSSION

The study involved a total of 42 participants, comprising 24 teachers and 18 students from five war-affected Ukrainian regions and two refugee centers in Poland. Participants varied in terms of teaching experience, displacement status, and engagement with remote or in-person schooling (Totska dkk., 2024; Voropayeva dkk., 2024). Data were gathered from October 2022 to March 2023 using interviews, narrative essays, and virtual classroom observations. The demographic distribution of participants is presented below.

Table 1. Participant Demographics by Role and Region

Region	Teachers	Students	Displaced (%)	Remote Learning (%)
Kyiv	5	4	40%	80%
Kharkiv	6	3	100%	100%
Lviv	3	3	0%	20%
Dnipro	4	4	75%	75%
Zaporizhzhia	2	2	100%	100%
Warsaw (Poland)	2	1	100%	100%
Lublin (Poland)	2	1	100%	100%

The data indicate that displacement levels were highest among participants from frontline regions such as Kharkiv and Zaporizhzhia, where all respondents were displaced and operating entirely online. In contrast, participants from Lviv experienced minimal disruption, with most schools remaining open or returning to in-person learning. Teachers in Poland worked with refugee children, often through informal or volunteer-based education initiatives, relying heavily on digital platforms and humanitarian support.

Participant narratives revealed three recurring themes: continuity through digital adaptation, emotional resilience, and redefinition of the teacher's role. Teachers described quickly shifting to online platforms like Zoom, Google Meet, and Viber to maintain contact with students (Chernous dkk., 2024; Voropayeva dkk., 2024). Despite infrastructural challenges, most educators reported finding improvised ways to ensure learning continuity, including asynchronous video lessons, daily message-based check-ins, and community-supported internet access. Students expressed appreciation for the consistency provided by these virtual interactions, even when conducted from bomb shelters or foreign cities.

Educators consistently referred to teaching during wartime as an act of civic duty and psychological caregiving. Many teachers described themselves as emotional anchors for students experiencing trauma, grief, and displacement. Lesson content often blended academic instruction with informal counseling and community updates, especially in frontline areas. Students, in turn, reported that being in class—even virtually—helped restore a sense of routine, self-worth, and collective identity in the midst of chaos.

Inferential analysis of participant responses showed that students engaged in remote learning with frequent teacher communication reported higher emotional stability and motivation (Gubergrits dkk., 2024; Yachmenyk dkk., 2024). Among students who participated in three or more teacher-led interactions per week, there was a marked increase in expressions of hope, confidence, and goal-setting behaviors. These patterns were notably absent among those whose contact with teachers was irregular or infrequent, particularly in high-risk zones with limited connectivity.

Teacher narratives also highlighted a shift in pedagogical focus from performance-based assessment to emotional and relational goals. Traditional grading was often suspended or made flexible, with emphasis placed instead on student well-being and maintaining social connection. This change was interpreted by many as a necessary departure from pre-war academic norms, reflecting the moral responsibility of education in times of national trauma. Teachers frequently described themselves as mediators of meaning rather than just deliverers of content.

Cross-analysis between regions demonstrated that high teacher-student contact, regardless of displacement status, correlated with more coherent educational narratives and stronger expressions of belonging. In refugee contexts, such as Warsaw and Lublin, teachers were described by students as "lifelines" to their cultural identity and future aspirations. These findings suggest that the

relational dimension of teaching became even more pronounced during war, transcending the formal curriculum and providing a scaffold for psychological continuity.

One illustrative case is that of Olena, a high school literature teacher from Kharkiv who conducted nightly storytelling sessions via Telegram for her students sheltering in different cities (Tykhonova dkk., 2024; Vlasenko & Lobko, 2024). Her use of poetry and personal reflection created a shared emotional space that transcended geographic dislocation. Students described these sessions as "a ritual of connection," and some began writing and sharing their own war-time reflections as a result. Olena reported that her role shifted from teacher to cultural memory keeper and emotional stabilizer.

Another powerful case emerged from Sofia, a 16-year-old student in Lviv who volunteered to support displaced classmates through peer-led virtual study groups. Despite not being displaced herself, she organized and facilitated weekly sessions in history and biology, often integrating real-time conflict updates with textbook material. Her initiative was praised by both peers and teachers, and she described the experience as "education becoming mutual support." Sofia's actions demonstrate how students also assumed leadership roles during crisis schooling.

The narratives reveal that education in times of war cannot be understood purely through institutional terms. Instead, it functions as a relational, emotional, and civic practice that connects individuals in shared struggle and collective continuity. Participants consistently framed schooling not as a retreat from crisis, but as a response to it—an intentional act of social cohesion and resistance. These accounts underscore the importance of treating narrative data as central to understanding educational adaptation during conflict.

The findings affirm that learning during wartime is fundamentally shaped by emotional connection, adaptability, and community resilience. Education became a moral and cultural anchor for displaced populations, reconfiguring the roles of teachers and students in the process. Narrative inquiry revealed that continuity in education was less about infrastructure and more about the preservation of human relationships and meaning-making practices under duress.

The findings of this study reveal that education during wartime in Ukraine functions as both an adaptive and restorative force in the lives of students and teachers. The use of narrative inquiry uncovered how educators redefined their professional roles in response to physical displacement, psychological trauma, and infrastructural collapse. Teachers not only served as knowledge transmitters but also emerged as emotional caregivers, cultural anchors, and mediators of meaning. Students, particularly those displaced, reported feeling connected to their communities and national identity through continued interaction with their teachers and peers.

Data demonstrated that the continuity of education relied less on the stability of infrastructure and more on relational practices. Teachers who maintained regular digital contact with students fostered greater emotional resilience and learning motivation. Narratives highlighted how digital platforms were repurposed into community-building spaces that extended beyond academic instruction. Stories of peer-led study groups and teacher-facilitated cultural rituals illustrate how education persisted as a shared social project rather than an individual pursuit.

The emotional content of the narratives was striking, with participants expressing grief, hope, and a deep sense of duty. Schooling became a symbol of resistance and normalcy in the face of profound disruption. Teachers often emphasized the moral obligation to continue teaching despite their own suffering, framing education as a defense against cultural erasure. Students reciprocated this commitment, describing learning as a way to regain control, express solidarity, and preserve a sense of future orientation.

Continuity in education, as documented in this research, was sustained through adaptive practices grounded in emotional intelligence, civic responsibility, and digital innovation. The narrative method illuminated these practices more vividly than traditional metrics, revealing education not as a static system under attack but as a dynamic force reconfigured by crisis. These findings affirm the necessity of placing human experiences at the center of educational research in emergency contexts.

This study aligns with previous literature on education in conflict zones, particularly research conducted in Syria, Afghanistan, and Palestine, which underscores the role of schooling in preserving identity and structure amid chaos. Consistent with findings by Mendenhall et al. (2017), this research confirms that emotional support, community engagement, and teacher-student relationships are vital to sustaining education in crisis. However, the Ukrainian case introduces unique dynamics, such as the rapid digitization of learning under siege and the integration of education with national resistance narratives.

Unlike studies that focus heavily on institutional responses or aid-based interventions, this research centers on personal agency and local improvisation. Ukrainian educators demonstrated flexibility not just in pedagogy but in redefining the purpose of education itself. Their actions were not guided by policy mandates but by ethical imperatives grounded in empathy and cultural preservation. These differences suggest that context-specific and bottom-up approaches are crucial in understanding educational resilience during conflict.

While past literature has often emphasized access and infrastructure as primary determinants of educational continuity, the findings of this study highlight affective relationships as equally, if not more, important. Teachers were described as emotional lifelines, and classrooms—virtual or otherwise—were framed as spaces of collective healing. These narratives challenge traditional frameworks that treat education as a neutral or technical process, advocating instead for models that acknowledge its emotional and symbolic dimensions.

The Ukrainian case adds to the discourse by demonstrating how national identity, civic duty, and collective trauma converge in educational practices. Teachers and students did not simply adapt to war; they imbued schooling with new meaning. Education became a site of cultural affirmation and resistance, a place where language, memory, and moral instruction were intertwined. This multidimensional function of education is often under-theorized in international education literature and merits further scholarly attention.

The findings signal that education under conflict must be understood as a relational and ethical endeavor, not solely a logistical challenge. Narratives from both teachers and students illustrate how learning becomes intertwined with survival, meaning-making, and social restoration. Education was not suspended but transformed—into a mode of coping, of resisting, and of belonging. These insights suggest a need to broaden how researchers, policymakers, and humanitarian actors conceptualize schooling in crisis.

The emphasis on teacher-student relationships as central to educational continuity points toward a reevaluation of how success is measured in conflict-affected settings. Academic performance, while important, was often deprioritized by participants in favor of maintaining connection, identity, and emotional safety. These priorities reflect a human-centered model of education that transcends conventional standards and indicators.

The narratives underscore the importance of culturally responsive and trauma-informed practices. Many teachers reported using storytelling, poetry, and cultural references to connect with students across digital divides. These practices offered comfort, relevance, and a sense of identity continuity. Students responded positively to this localized approach, which was often more

impactful than formal lesson plans. Education, in this context, was a deeply personal and contextually embedded experience.

The implications of this study extend to education policy, humanitarian response, and teacher training. Policies that emphasize standardized curricula or testing may fall short in crisis contexts if they fail to support the emotional and social dimensions of teaching and learning. Emergency education frameworks must be flexible, context-aware, and relationally grounded. Investment in connectivity infrastructure is critical, but so too is support for educators as emotional caregivers and cultural facilitators.

Humanitarian organizations and ministries of education should incorporate narrative inquiry into their monitoring and evaluation strategies. Personal stories can provide early indicators of psychological strain, resilience, and emerging best practices. These insights are essential for designing adaptive interventions that evolve with the lived realities of those affected. In crisis settings, qualitative data is not supplemental but essential for responsive and humane education planning.

Teacher training must prepare educators to navigate not only pedagogical shifts but also emotional labor and civic engagement. Wartime education is not politically neutral; it requires moral clarity, emotional stamina, and cultural literacy. Professional development should include modules on trauma-informed pedagogy, digital improvisation, and relational leadership. These skills are as crucial as content knowledge in ensuring educational continuity under conditions of war.

Educational actors at all levels must recognize the emotional infrastructure that sustains learning during conflict. Teacher support systems—psychological counseling, peer networks, and community partnerships—must be institutionalized as core elements of crisis response. Schools, whether physical or virtual, should be reconceptualized as spaces of healing and resistance. These reconceptualizations must be reflected in policy design, funding priorities, and global education discourse.

The patterns uncovered in this study reflect a deeply human struggle to maintain meaning and identity in the face of existential threat. Education, in this context, functioned as both a lifeline and a compass. Teachers and students alike engaged in acts of profound resilience, reimagining education as a site of solidarity, survival, and moral clarity. These acts were not incidental but intentional, grounded in shared values and collective memory.

Such outcomes are likely because Ukrainian educators and learners brought historical, cultural, and civic narratives into the classroom. Learning was not isolated from the broader national crisis but infused with it. This integration gave students a sense of relevance and purpose, helping them situate their individual experiences within a larger story. These narrative framings offered emotional coherence in a fragmented world.

Digital platforms, though born of necessity, became spaces of civic formation and psychological continuity. Teachers used technology not only to teach but to listen, comfort, and connect. Students, in turn, developed agency through digital storytelling, virtual collaboration, and peer support. These practices challenge the assumption that online education is inherently impersonal or detached from community.

The resilience observed in this study offers a model for reimagining education in times of crisis—not as a return to normal but as an evolution toward greater relational, emotional, and civic relevance. Future research should expand this inquiry to explore how these practices evolve post-conflict, how they can inform global education frameworks, and how they might reshape what we understand as the core purposes of schooling.

CONCLUSION

The most significant finding of this study is the central role of relational and emotional practices in sustaining educational continuity during wartime in Ukraine. Teachers and students did not merely adapt to the logistical challenges of displacement and infrastructure loss; they redefined the educational process as a shared act of resilience, cultural preservation, and civic engagement. Education became both a psychological lifeline and a platform for national identity, wherein teaching and learning were reconstructed around care, connection, and mutual support. This shift from content-driven instruction to relational and symbolic learning marks a profound transformation in the function of schooling under conflict.

The primary contribution of this research lies in its methodological and conceptual reorientation of education in emergency contexts through narrative inquiry. By privileging personal stories over policy metrics, the study foregrounds the lived experience of teachers and learners as vital epistemic sources. Narrative accounts reveal not only what was taught or learned, but how meaning, purpose, and emotional coherence were constructed amidst displacement and trauma. This approach introduces a human-centered framework for understanding education in crisis—one that integrates cognitive, emotional, and cultural dimensions into a holistic model of continuity and adaptation.

This study is limited by its temporal scope and geographic focus, covering a six-month period and drawing participants primarily from urban and digitally connected regions of Ukraine and Poland. Voices from rural or offline areas may be underrepresented, and the long-term effects of wartime educational adaptation remain unexplored. Future research should consider longitudinal designs to assess the sustainability of these practices post-conflict, as well as expand to comparative contexts in other war-affected regions. Additional studies using participatory and arts-based narrative methods could further enrich understanding of how displaced populations experience and reimagine education under prolonged crisis.

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