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## **POSTCOLONIAL EDUCATIONAL LANDSCAPE: THE PROBLEM OF DISPLACED UNIVERSITIES**

Educational landscape is a philosophical concept for denoting the totality of spatial, social and economic, political, cultural and anthropological characteristics of education that vary within a certain region in the process of preservation, transfer and production of knowledge.

Among other approaches, educational landscape can be understood as a type of education. According to this approach, educational landscape is not a specific model, but a characteristic cultural and historical type of education. For example, there is "eastern" and "western" educational landscape, "postcolonial educational landscape" and others. In this sense, it has no clear boundaries and is found on different continents and in different countries.

The theoretical framework "educational landscape" requires careful empirical verification. The phenomenon of displaced universities from Donbas and Crimea became this kind of verification for us.

The return of Crimea and certain regions of Luhansk and Donetsk regions under the control of the Ukrainian government is the main task of modern Ukraine. The return of control over the territories will require the need in reintegration of all sectors of the economy and public life. It is especially important to reintegrate the system of education, including higher education, by reuniting the universities separated through involuntary displacement. However, currently there are no science-based strategies or certain steps taken in this direction.

The phenomenon of displaced universities in Ukraine is not something fundamentally new in the world practice. Similar (but not identical) problems exist, for example, in the regions of Georgia – Abkhazia and South Ossetia. The research of the current state of the displaced Ukrainian universities and their comparison with similar problems in other countries will allow:

- Firstly, to analyze the traumatic experience of the displaced universities;
- Secondly, to see the prospect of the Ukrainian universities which were displaced from the zone of the ATO and Crimea;
- Thirdly, to develop a step by step plan for reintegration, reconciliation and consensus of the academic communities.

After the involuntary displacement of a number of higher educational institutions, the state and the public sector have been actively involved in the process of adaptation of these institutions to new conditions. At the legislative level, the draft Law "On Amendments to Certain Legislative Acts of Ukraine on the Activities of Higher Educational Institutions (Scientific Institutions) that were

displaced from the temporarily occupied territory and from the localities on the territory of which the state authorities temporarily fail to exercise their powers" should be noted. (r.n. 4718 dated May 24, 2016). It is worth mentioning the work of the Council of Rectors of the Higher Educational Institutions that were displaced from the area of the anti-terrorist operation. The Council of Rectors of Displaced Higher Educational Institutions was created by order No. 50 of the Ministry of Education and Science of Ukraine dated January 26, 2016. There are public initiatives in Ukraine aimed at drawing attention to the lives of the displaced Higher Educational Institutions. One of them is, in particular, the project "Displaced Universities", implemented by Public organization CISID and the Coordination Center for Displaced Higher Educational Institutions, supported by the United States Agency for International Development (USAID) within the framework of the program Ukrainian Confidence-Building Initiative (UCBI). There is one more interesting project "Displaced Universities Road Map", which is implemented by the Ukrainian Association of Educational Researchers.

However, today the analysis of the sources shows almost complete absence of a scientific discussion as to the impact of the war on the universities and the fate of the displaced universities in Ukraine. However, in foreign publications the problem of the role of higher education in overcoming conflicts and post-war reconstruction is considered by many authors. After the Second World War, the United States relied on higher education and this ensured an unprecedented development of all spheres. With issuing "G.I. Bill", which gave veterans preferences in higher education, the United States took a focused course for intensive university support, which led them to the world leadership (Mettler S., 2005).

In recent years, the relationship between education and conflicts has been widely studied both in academic and in practical literature. In this context, researchers discuss the following key issues related to education, social changes and conflicts: firstly, interaction between education and conflict, that is, education as a victim and offender; and secondly, education as liberation, resistance and revolution; and thirdly, education as a guarantee of building a stable peace and pedagogy for peace. (Pheral T., 2016).

One of the interesting works is the work by Z. Bekerman and M. Zembylas "Mediation of collective memories and official stories in conflict societies: pedagogical responses to "individual" narratives and competing collective memories" (2017). It provides research on approaches to reviewing "competitive stories" in the process of learning. In the center of the discussion there is an epistemological problem: what to do in the situation, if there is more than one story about one event? (Bekerman Z. & Zembylas M., 2017).

The researchers assign a special role to higher education in the societies that suffered from conflicts. In particular, S. Milton and S. Barakat define four main approaches: stabilization and securitization, reconstruction, state building and peace building. Through these four approaches, they found that there are several ways in which higher education can either contribute or undermine the basic

processes of post-war recovery. Their main conclusion is that higher education is not a peripheral institution, which should wait until the completion of post-war reconstruction. If no attention is paid to higher education, it can undermine the post-war reconstruction efforts and be the main lost opportunity. (Milton S. & Barakat S., 2016).

Unfortunately, there is a gap between the practical need and the lack of scientific works in this area. Therefore, with the support of the Ministry of Education and Science of Ukraine we have started the project "Development of a Conceptual Model for Reintegration of Ukrainian Displaced Universities". The purpose of the project is to develop a model for reintegration of Ukrainian internally displaced universities and to provide recommendations to the state authorities on practical steps to rebuild the system of higher education.

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