

EDUCATIONAL LOSSES OF CHILDREN FROM UKRAINE IN THE CONTEXT OF TRANSNATIONAL MOBILITY

Daria Voronina-Pryhodii

Institute of Pedagogy

of the National Academy of Educational Sciences of Ukraine

Kyiv, Ukraine

As a result of the full-scale war against Ukraine, an unprecedented situation of transnational educational mobility among school-aged children has emerged. Thousands of Ukrainian children have been forced to transfer from the national education system of Ukraine to the education systems of European Union countries or, conversely, to return to the Ukrainian educational space after a period of studying abroad. At the same time, the educational trajectories of many children are characterized by repeated changes in learning models – face-to-face, remote, and blended – and recurrent transitions between different educational systems (Voronina-Pryhodii, & Łokszyna, 2025). Such fragmentation of educational experience, caused by differences in curricula, languages of instruction, assessment approaches, and organization of the learning process, creates a high risk of disruption to learning continuity and leads to the accumulation of educational losses.

In contemporary European educational discourse, the concept of educational losses is used to denote a decline in or incomplete attainment of expected learning outcomes compared to normatively defined educational standards. In the normative and analytical documents of the European Union, including those of the European Commission and its associated bodies, educational losses are defined as the loss of knowledge, skills, and competencies, or a slowdown in students' learning progress, caused by prolonged interruptions in schooling, changes in the educational environment, crisis situations, or limited access to quality education (Blaskó et al., 2022). In the context of the transnational mobility of Ukrainian children, educational losses take on a complex character, encompassing academic, didactic, and psychosocial dimensions, which require systemic pedagogical and institutional responses.

Based on the analysis of analytical materials and research reports from international organizations, including the European Commission (*European Commission, 2024*), OECD

(OECD, 2023), UNESCO (UNESCO, 2025), and the CEDOS analytical center (CEDOS, 2022), it has been established that the transnational educational mobility of children from Ukraine, driven by the consequences of the war, is accompanied by a set of systemic challenges. Synthesizing the findings of these sources has made it possible to identify the key areas of educational losses, manifested in disruptions to learning continuity, difficulties in academic adaptation, and declines in students' learning outcomes. Considering the aggregated results of international research, four main categories of educational losses among Ukrainian children in the context of transnational mobility have been identified:

1. *Academic and Didactic Challenges.* A major obstacle to the continuity of education for Ukrainian children in the context of transnational mobility is the structural mismatch between curricula and approaches to organizing the educational process in the national education system of Ukraine and the education systems of European Union countries. Analytical materials from international organizations indicate that Ukrainian students often combine schooling in host-country schools with remote learning based on Ukrainian curricula, leading to a phenomenon of double academic burden and fragmentation of educational experience (OECD, 2023; UNESCO, 2025). Differences in curriculum content and assessment approaches complicate students' adaptation and contribute to gaps in foundational knowledge, which accumulate as educational losses.

2. *Language and Communicative Barriers.* Language barriers are among the key factors limiting the academic integration of Ukrainian children into the education systems of EU countries. Insufficient proficiency in the language of instruction complicates the acquisition of subject-specific terminology, active participation in classroom communication, and comprehensive assessment of learning outcomes (OECD, 2023). At the same time, prolonged exposure to a foreign-language educational environment may negatively affect the development of academic Ukrainian, creating risks of reduced bilingual learning competence among students. International organizations emphasize that, without adequate support, language difficulties are one of the factors contributing to long-term educational losses among migrant children (UNESCO, 2025).

3. *Psychosocial Challenges.* The psychosocial condition of children who have experienced forced displacement significantly affects their learning capacity and academic motivation. Research by international organizations indicates that experiences of war, disruption of social ties, and adaptation to a new cultural environment are accompanied by elevated levels of anxiety, emotional exhaustion, and difficulties in maintaining attention (UNESCO, 2025). In the absence of systematic psychological support, these factors can lead

to declines in academic performance even among students with high learning potential, thereby exacerbating educational losses (OECD, 2023).

4. *Institutional and Organizational Challenges*. Education systems in many EU countries have proven insufficiently prepared for the mass cross-border movement of students. The absence of standardized mechanisms for recognizing learning outcomes, credit transfer, and curriculum alignment leads to the repetition of material or omission of specific content components (European Commission, 2024). An additional factor is unequal access to digital resources and infrastructure, which complicates the combination of face-to-face and remote learning. Collectively, these challenges transform temporary educational gaps into persistent educational losses, which may have long-term consequences for children's educational and professional trajectories (CEDOS, 2022).

Thus, addressing the educational losses of Ukrainian children in the context of transnational mobility requires a comprehensive and coordinated approach that combines pedagogical, linguistic, psycho-pedagogical, and institutional response mechanisms. The implementation of adaptive learning programs, individualized educational trajectories, and compensatory courses should ensure continuity of learning and mitigate academic gaps, while the integration of language support into subject instruction can foster the development of students' bilingual academic competence. At the same time, systematic psycho-pedagogical support and the creation of a safe, inclusive educational environment are essential for stabilizing learning motivation and cognitive engagement among children with experiences of educational migration. At the institutional level, the alignment of mechanisms for recognizing learning outcomes, the development of hybrid and transnational education models, and the support of digital tools for continuous learning establish the prerequisites for reducing long-term educational losses and ensuring equal access for Ukrainian children to quality education, regardless of their country of residence.

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ADAPTATION OF ACADEMIC METHODS OF TEACHING PAINTING AND DRAWING TO THE CONTEMPORARY CHALLENGES

Olena Zhrebetska, Maria Killosova
Institute of Printing Art and Media Technologies
Lviv Polytechnic National University
Lviv, Ukraine

The academic school of fine arts in Ukraine has developed into a stable system of values, methods, and teaching practices that has ensured the continuity of tradition and high-quality training for artists for decades. Classic methods of teaching painting and drawing include working with models, long sessions under constant lighting conditions, and a gradual increase in the complexity of training tasks from elementary to complex. A constructive approach to form is essential for deciphering its underlying structure and functional organization.

For decades, these methods remained the basis of professional art education. However, we now find ourselves in a situation where traditional methods no longer correspond