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THE IMPACT OF MILITARY CONFLICTS ON THE EDUCATIONAL COMPONENT OF NATIONAL ECONOMIC SECURITY

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Abstract. *The relevance of the study is related to the fact that current military conflicts have devastating consequences for the educational systems of countries, and therefore negatively affect the state of the educational component of national security. This paper is aimed at determining the areas of negative impact of military conflicts on the countries' national educational systems and assessing the consequences of Russia's military aggression against Ukraine for the educational component of national security. The study has been conducted using historical and logical methods, methods of generalization and abstraction, analysis and synthesis, a systematic approach. The study is conducted using statistical and analytical data of international organizations and research institutions on attacks on educational institutions, destruction of educational infrastructure, migration of teachers, pupils and students. It is stated that in addition to the destruction of material and technical base, complementary factors of the negative impact of the military conflict on the domestic education system, in particular, higher education, are: deterioration of the psychological state of both educators and students; reducing the influx of foreign students to domestic universities; reduction of state expenditures on higher education; reduction of household income; significant increase in "educational migration". All this can lead to a significant reduction in demand for domestic higher education services and significantly worsens the state of the educational component of national security.*

Keywords: national economic security, social security, educational system, military conflicts, sustainable development.

JEL: I12, O15

Introduction

Security is the most important human value, the neglect of which puts humanity on the brink of extinction [3, p.18]. Security, freedom, order, solidarity are inseparable and indivisible, their ensuring is the main duty of the state. Protecting human interests will help to ensure the ability of any country to minimize social risks, dangers and threats.

An important indicator of national security of any country (in particular, its social component) is the development of the education system. The development of both the individual and society as a whole will depend on the quality of education, the level of its development, access to education, and education itself becomes an important component of ensuring the security of the national economy and an important element of sustainable society [6].

Modern military conflicts become a real threat to the education systems of countries involved in military events, and thus reduce the level of the social component of national security. At the same time, the consequences of this are felt by the security systems of countries that are not directly involved in military conflicts. Therefore, the protection of educational systems from these threats should be a task not only for national but also for the international system of economic security. In particular, as it's evidenced by the tragic events associated with Russia military aggression against independent Ukraine, the ability of one country to ensure the educational component of security is not enough.

Results

Education is not only a driver of social and economic development, but also an effective tool for reducing poverty and improving health, gender equality, peace and stability, ensuring long-term economic growth, strengthening institutions and social cohesion. Each additional year of study provides a 9% increase in hourly earnings, and effective investment in education is crucial for the development of human capital and the fight against poverty [1; 3; 4].

Modern education in the context of global transformations faces numerous challenges and threats, in particular: the formation of educational inequality, which is associated with unequal access to higher education in different countries; inconsistency and imbalance between the rate of growth and replacement of knowledge and their volume, on the one hand, and the pace of change of generations using this knowledge, on the other hand; complication of relations in the educational sphere on the background of increasing influence of information and communication technologies, etc. Among its many dramatic disruptions, the COVID-19 pandemic has led to the worst crisis in education of the last century. The disruption of societies and economies caused by the pandemic is aggravating the already existing global education crisis and impacting education in unprecedented ways [1]. Emergencies related to military conflicts are a dangerous threat to the education system. Under current conditions, as practice shows, military threats not only affect specific sectors (such as education, for example), but also do not allow the state to fulfill its main duty, namely to ensure the protection of citizens.

According to the Global Coalition to Protect Education from Attacks (GCPEA), which was formed in 2010 by organizations working in the field of emergency education, protection and international human rights and humanitarian law [2], for the period from 2015 to 2019 more than 7.3 thousand cases of direct attacks on schools were documented, including the deliberate use of force by the armed forces against school infrastructure, particularly arson, the use of improvised explosive devices, air strikes, ground strikes, looting, etc. More than 8,000 students, teachers and other staff of educational institutions were abused during 2015-2019 due to their status (educational youth and educational staff). Military use of schools and universities has been reported in 33 countries (Afghanistan, Burkina Faso, Burundi, Cameroon, Central African Republic, Colombia, Congo, Ethiopia, India, Iraq, Libya, Mali, Myanmar, Niger, Nigeria, Pakistan, Palestine Philippines, Somalia, South Sudan, Sri Lanka, Sudan, Syria, Turkey, Ukraine, Venezuela and Yemen, as well as in Indonesia, Lebanon, Mozambique, the Republic of the Congo, Saudi Arabia and Zimbabwe). Attacks on higher education institutions are not uncommon. More than 1.2 thousand cases were recorded at universities, their students and staff between 2015 and 2019 in Ethiopia, Colombia, India, Nicaragua, Palestine, Sudan, Turkey and Venezuela. In India, Sudan and Turkey, more than 1,000 university students and staff have been injured, killed or detained as a result of such attacks.

According to UNICEF, in just one month of the war in Ukraine, 4.3 million children were involved in the relocation as a result of military aggression, of which almost 2 million left the country [7]. This creates an additional burden on the social security systems of the host countries. In addition to the general means of support identified by the International Labor Organization [5], forced migrants and refugees must be provided with social protection that guarantees them a stable income and access to health services, access to education to minimize long-term human capital losses in the long run.

It is estimated that at the beginning of May, 2022 more than 23,000 teachers and more than 600,000 students went abroad. At the same time, these data are not accurate: the heads of educational institutions says, that the location of about 10-15% of pupils and students have not been identified [9].

As of mid-May 2022, more than 1,800 educational institutions were destroyed or damaged in Ukraine [8]. Since the beginning of the war in Ukraine, educational institutions at all levels have suffered from the use of heavy artillery, air strikes and other explosive weapons in settlements, while others have been used as information centers, shelters or aid centers. At least one in six schools in eastern Ukraine supported by UNICEF has been damaged or destroyed since the start of the war. In particular, this applies to the primary school № 36 – the only school in Mariupol, which was part of the project “Safe Schools”, implemented by UNICEF together with the Ministry of Education and Science of Ukraine primarily in response to attacks on kindergartens and schools in Donbass, where the armed conflict continues from 2014. This underscores the devastating impact of the conflict not only on education but also on the lives and future of children.

In addition to the destruction of material and technical base, complementary factors of the negative impact of the military conflict on the domestic education system, in particular, higher education, are: deterioration of the psychological state of both educators and students; reducing the influx of foreign students to domestic universities; reduction of state expenditures on higher education due to rising military spending and reduction of budget financing of higher education institutions; reduction of household income; significant increase in “educational migration”. All this can lead to a significant reduction in demand for domestic higher education (with corresponding consequences for teachers, administration and the network of universities) and significantly worsens the state of the educational component of national security.

Conclusion

Ukraine has faced the largest displacement of children and students, the consequences of which could be critical to the country's further sustainable development. Destruction, damage to infrastructure facilities that provide educational services, led to a significant deterioration in access to educational services and education affordability. The destruction and damage of higher education institutions, their laboratory and research infrastructure, and most importantly – the death of scientists – have led to the destruction of scientific schools, without the restoration of which the innovative component of country development is impossible. And the most important is that the safety of children, their well-being, psychological condition, the prospects of Ukrainian youth and students are under threat and therefore the future of the country is under threat as well. Alongside it, given that the links between the security systems of the countries are becoming closer over time, due to the Ukrainian-Russian war, the social and educational component of international security is in danger nowadays.

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