

УДК 339.5(477):355.01(477:470)“2022/2024”

DOI: 10.60022/2(9)-21S

Хлобистов Євген Володимирович

доктор економічних наук, професор

декан факультету природничих наук

Національний університет «Києво-Могилянська академія», Україна

Khlobystov Ievgen

Doctor of Economics, Professor

Dean of the Faculty of Natural Sciences

National University “Kyiv-Mohyla Academy”, Ukraine

ORCID: 0000-0002-9983-9062

Дєсва Юлія Валеріївна

доктор медичних наук, професор

завідувач кафедри оториноларингології

Національний медичний університет імені О. О. Богомольця, Україна

Deeva Yuliya

Doctor of Medical Sciences, Professor, Head of the Department of Otorhinolaryngology of the National Medical

University named after O.O. Bogomolets, Ukraine

ORCID: 0000-0003-0552-1254

МИРОБУДІВНИЦТВО В РЕАЛІЗАЦІЇ ЦІЛЕЙ СТАЛОГО РОЗВИТКУ: РОЛЬ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ДЛЯ КРАЇН, ЯКІ ПЕРЕБУВАЮТЬ В АКТИВНОМУ КОНФЛІКТІ

Анотація. В роботі досліджено реалізацію Цілей 4 (Якісна освіта) та 16 (Мир і справедливість) Цілей сталого розвитку, а саме, виявляє роль закладів вищої освіти у процесах побудови миру під час активних воєнних дій на основі українського досвіду 2022-2025 років. Більшість існуючих теоретичних моделей зосереджені на постконфліктному відновленні, тоді як питання функціонування університетів під час активних бойових дій залишається недостатньо вивченим. Робота представляє трифазну модель впровадження миробудівництва, яка враховує культурно-історичний, політичний та гуманістичний виміри діяльності університетів. Особливу увагу приділено потенціалу медичної освіти як інструменту побудови миру через п'ять механізмів взаємодії охорони здоров'я та миротворчих процесів. Український досвід демонструє можливість одночасної підтримки всіх трьох вимірів миробудівництва навіть в умовах активного конфлікту, що відрізняє цю ситуацію від раніше досліджених постконфліктних випадків. Модель передбачає поступову інтеграцію елементів побудови миру в освітній процес, починаючи з періоду активних бойових дій, замість очікування настання відносної стабільності. Дослідження обґрунтовує необхідність переосмислення часових рамок впровадження миробудівництва та визначає чотири ключові компетентності, які мають розвивати випускники університетів незалежно від спеціалізації. Практичне значення моделі полягає у можливості трансформації травматичного досвіду війни у стратегічну перевагу для української системи вищої освіти на міжнародному рівні.

Ключові слова: побудова миру, вища освіта, активний конфлікт, медична освіта, український досвід, воєнний стан, трифазна модель, компетентності миротворення.

PEACEBUILDING IN THE IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT GOALS: THE ROLE OF HIGHER EDUCATION INSTITUTIONS FOR COUNTRIES IN ACTIVE CONFLICT

Abstract. This paper examines the role of higher education institutions in peacebuilding processes during active military conflict, drawing on Ukrainian experience from 2022-2025. Most existing theoretical models focus on post-conflict reconstruction, while the question of how universities function during active hostilities remains underexplored. The work presents a three-phase model for implementing peacebuilding that encompasses cultural-historical, political, and humanistic dimensions of university activities. Particular

emphasis is placed on the potential of medical education as a peacebuilding tool through five mechanisms linking healthcare and peace processes. The Ukrainian experience demonstrates the possibility of simultaneously supporting all three dimensions of peacebuilding even under active conflict conditions, distinguishing this situation from previously studied post-conflict cases. The model proposes gradual integration of peacebuilding elements into educational processes beginning during active combat operations, rather than waiting for relative stability. The study justifies the need to rethink timeframes for peacebuilding implementation and identifies four key competencies that university graduates should develop regardless of specialization. The practical significance of the model lies in its potential to transform the traumatic experience of war into a strategic advantage for the Ukrainian higher education system at the international level.

Keywords: *peacebuilding, higher education, active conflict, medical education, Ukrainian experience, martial law, three-phase model, peacebuilding competencies.*

Formulation of the problem. The implementation of the Sustainable Development Goals involves the formation of a collective consciousness, which is based not only on knowledge and skills, but also on a worldview of the basic needs of humanity, which can be realized only under conditions of peaceful coexistence. Therefore, the implementation of 4 and 16 Sustainable Development Goals involves the integration of peacebuilding into educational policy, and not only at the level of educational programs, but also in general - a holistic educational policy, which involves influencing all levels of worldview in the process of training specialists with higher education. Let us consider how the management of educational policy affects the implementation of the SDGs, in particular, in conditions of aggravation of national and international conflicts and military actions. The SDG implementation system involves taking into account not only national characteristics, but also the latest challenges, which should update the forms and methods of managing the sustainable development of individual regions and communities.

Today's world is characterised by the high frequency and scale of armed conflicts. According to the Uppsala Conflict Data Program, in 2024 there were more than 50 armed conflicts of varying levels and intensity. These conflicts, of course, have a direct impact on millions of people and destroy social infrastructure, including the education system. In this context, the question of the role of higher education institutions in peacebuilding processes takes on particular significance and relevance [1]. Historically, the idea of peace as a fundamental condition for social development has been one of the fundamental principles of human existence. Educational institutions, particularly universities, have always played a special role in shaping a culture of peace, being the bearers of centuries-old traditions, political visions of development and humanistic values. However, most existing concepts of peacebuilding in education focus on post-conflict recovery. Therefore, the question remains open: how should the higher education system function during active military operations?

Classic theoretical models, such as Bush and Saltarelli's (2000) concept of the 'Three Faces of Education,' which describes how education can support, hinder, or reveal conflict, were developed primarily on the basis of an analysis of the post-conflict situations in Afghanistan and Somalia [3]. At the same time, Lederach's approach to peacebuilding [10], which involves multi-level, long-term actions, is also focused on situations of relative conflict stabilisation. Some recent studies of peacebuilding in higher education institutions [9] focus on societies that have already experienced conflict.

An analysis of THE Impact Rankings 2024-2025 on peacebuilding found that among 1,086 universities from 113 countries, the leading positions are held by institutions from relatively stable regions - Universiti Sains Malaysia [29], Queen's University (Canada) [15] and Australian National University [2]. These universities demonstrate exemplary performance in peace studies, government consulting and the protection of academic freedoms, but none of them operate in conditions of active armed conflict on their own territory.

Russia's full-scale war against Ukraine, which began on 24 February 2022, has created new challenges for the higher education system. According to the Ministry of Education and Science of Ukraine [22, 23], from 2022 till 2025, 63 higher education institutions had been damaged or were completely destroyed, accounting for 20% of all Ukrainian higher education institutions (HEIs).

Over 665,000 students (16% of the total) were relocated within the country or leave abroad. Approximately 25,000 educators (6%) were evacuated from occupied or frontline territories.

Studies by ReliefWeb [17] and CEDOS [4] note not only material losses, but also the significant psychological impact of the war on the academic community. According to a survey conducted among Ukrainian students, teachers and employees of higher education institutions who remained in the country, 97.8% of respondents reported a deterioration in their psychological and emotional state, 84.3% experienced

symptoms of depression, 86.7% felt exhausted, and 84.4% feel nervousness [13, 32]. These indicators point to widespread psychological trauma, which requires specialised approaches in the future development of peacebuilding programmes. At the same time, Ukrainian universities are demonstrating an exceptional level of adaptability. Despite active hostilities, the higher education system has already conducted four admission campaigns (2022, 2023, 2024 and 2025), ensured the transition to distance and hybrid learning formats, and currently organised face-to-face learning in some higher education institutions with the provision of a safe educational environment, established international partnerships to support academic mobility, and created a network of examination centres in 46 cities in 26 countries for 23,098 graduates who took the National Multisubject Test abroad [6].

The potential of medical education as a tool for peacebuilding deserves special attention -- an aspect that traditionally remains on the 'periphery' of research in this field. The concept of 'Health as a Bridge for Peace', developed by the World Health Organisation, demonstrates the potential of the health sector in peacebuilding processes [30, 31]. MacQueen & Santa-Barbara [11] identified five mechanisms through which health care can contribute to peace in their study.

At the same time, medical professionals have unique advantages for implementing peacebuilding in routine practice: they enjoy the highest level of trust among the population of all professions, have access to the highest levels of power, are united by international professional networks, and can act from a neutral position, since health is a universal value that can unite hostile countries. Historical examples confirm this potential. For example, the International Physicians for the Prevention of Nuclear War (IPPNW) played a key role in the Reagan-Gorbachev dialogue [7].

The Ukrainian experience is particularly valuable in this context. Ukrainian medical personnel provide assistance under hostile air attacks, which creates an opportunity to develop real-time conflict medicine protocols. The phenomenon of displaced Ukrainian higher education institutions deserves separate research interest. Dozens of universities from Donetsk, Luhansk, Kherson regions and other occupied or frontline territories were forced to evacuate and resume operations in new locations. It is noteworthy that of the dozens of displaced HEIs, only a few have managed to retain their identity, student base and academic reputation in a competitive environment. This 'natural selection' has revealed the institutions with the highest adaptability and creativity -- precisely the qualities that are critical for peacebuilding. The experience of these universities -- from decision-making mechanisms in extreme conditions to strategies for attracting students and supporting teachers -- demonstrates how educational institutions can not only survive but also transform during crises.

The purposes of the article. The objective of the research is to identify and substantiate the forms and methods of implementing peacebuilding management in higher education institutions operating in conditions of active military conflict.

The research methods include systematic analysis, generalisation and systematisation, and scientific reflection on normative sources. The study combines a review of bibliographic sources with the development of theoretical foundations for interdisciplinary educational and organisational interactions in peacebuilding. This approach allows to set up goals through the systematisation of current scientific knowledge and the integration of interdisciplinary perspectives.

The time frame of the study covers the period from 2000 (publication of the classic work by MacQueen & Santa-Barbara [11] on 'Health as a Bridge to Peace') to the beginning of 2025, with a focus on publications from 2022-2025 that analyse the impact of the full-scale war in Ukraine on the higher education system.

The study does not include primary data collection (interviews, surveys, ethnographic observations), as ethical considerations and practical constraints make it difficult to conduct such collection in conditions of active conflict with psychologically traumatised respondents.

The main material presentation. The implementation of the SDGs in the field of education and peacebuilding is inextricably linked to the implementation of the ideas of basic peaceful coexistence of communities and non-conflict or constructive resolution (resolution) of contradictions in the educational process and educational management.

Before discussing the results in detail, let us note that we must distinguish between the peace process and the process of coercion to peace. The peace process takes place before the start of military or paramilitary activities by one of the parties. Coercion to peace takes place after the actual start of the war. Peacemaking is a continuous process that takes various forms, all of which are united by the common goal of building a sustainable peaceful state for all communities and states. Education for peacebuilding is a system and technology that shapes a humanistic worldview and competencies related to understanding the value and efficacy of peaceful resolution of conflicts or conditions that may lead to conflicts.

The main idea of peacebuilding in higher education is not to create separate departments on this topic, but to implement ideas/concepts/strategic principles across all activities, namely the provision of educational services, research, civic activities and media communications.

A systematic analysis of international experience and theoretical approaches to peacebuilding in education has revealed a complex picture, where existing data are insufficient for their application during periods of active conflict. Most studies focus on post-war reconstruction, when society begins the process of reconciliation. The functioning of universities during the active phase of hostilities and the definition of strategic principles for the development of higher education institutions during the post-war recovery period remain open questions. In other words, how can we prepare for peace when the war is still ongoing? Until recently, these questions remained unanswered, and this is where Ukraine's experience is important.

The theoretical part of our model is based on a rethinking of the classic concept of the 'Three Faces of Education,' which Bush and Saltarelli developed in the early 2000s while analysing the post-conflict societies of Afghanistan and Somalia [3]. They showed how education can either sustain conflict through historical narratives of hatred or prevent conflict through critical rethinking. This is exactly what Russia demonstrated before and during the war, when biased attitudes towards the other side of the conflict were formed through historical manipulation. Kester and his colleagues [9] later proposed a more detailed approach, identifying three dimensions that must be present simultaneously.

The cultural-historical dimension concerns the role of universities as institutions of memory and conduits of dialogue. Universities can do what politicians cannot: preserve and analyse experiences of peaceful coexistence, which are usually lost in the maelstrom of conflict narratives. They are capable of developing intercultural programmes that foster not superficial 'tolerance' but a genuine understanding of the historical, social and economic causes of conflicts.

The political dimension justifies the special political status of universities, which is not limited to sufficient trust to advise governments. THE Impact Rankings research [18, 19] shows that leading universities in the field of peacebuilding are actively involved in government consultations. Universities can conduct independent research on the effectiveness of justice, document war crimes, and propose mechanisms for restoring justice. They form the evidence base on which future court proceedings and political decisions will be built.

The humanistic dimension concerns the ethical compass of universities. Higher education institutions should model the principles of fairness, transparency and accountability in their own management, setting an example for society. As centres of critical thinking, they can investigate the mechanisms of corruption and propose strategies to overcome it. Universities should not be passive, but should actively engage with local communities, businesses and civil society.

The Ukrainian situation is precisely about the need to support all three dimensions simultaneously during active conflict. Most of the conflict cases studied concerned post-conflict situations, where universities can focus on recovery once relative stability has been achieved. Ukrainian higher education institutions must preserve their educational mission and vision under heavy shelling, document war crimes for future historical memory, support Ukrainian identity, and at the same time prepare for complex reconciliation processes. They must provide expertise on current political decisions under martial law, defend academic freedoms when human rights are restricted, and balance patriotic positions with academic objectivity. And all this while working with a psychologically traumatised community, maintaining a focus on universal human values in a situation where the natural reaction is to dehumanise the aggressor.

An analysis of international experience has identified four key competencies that university graduates should develop, regardless of their specialisation. These are not separate disciplines, but rather cross-cutting elements of educational programmes --- something that should permeate various courses rather than exist in isolation. The first competency is understanding the nature and dynamics of conflicts. This is not just about theoretical knowledge of different approaches to conflicts, but about the practical ability to analyse conflicts by level, identify root causes as opposed to triggers, and identify the parties involved in conflicts, including their partners and interests. Another important component is the ability to see conflict not as an anomaly, but as a natural social process, understanding that peaceful resolution is possible and is a better alternative to violence. The second competency concerns practical skills, namely active listening, managing emotions in dialogue, creating a safe space for conversation, and balancing power between the parties. But again, competencies alone are not enough without a belief in the possibility of dialogue even in the most difficult situations, without genuine neutrality and empathy for all parties to the conflict. The third competency is intercultural interaction. The ability to work effectively with people of different cultures, ethnicities, and religions requires not only

knowledge of cultural differences in communication and conflict resolution, but also cultural sensitivity, the ability to adapt one's own communication style, and critical self-reflection on one's own biases. It is openness to diversity without ethnocentrism, recognition of the equal value of all cultures. The fourth competence is systems thinking, the ability to see complex interrelationships and work with the root causes of conflicts. It is the ability to build cause-and-effect relationships, predict consequences, and use a holistic approach to problems. It is also the rejection of simplistic, linear explanations and tolerance for complexity and uncertainty.

Medical education is a unique but historically underappreciated tool for peacebuilding. Health is one of those rare values that unites conflicts---all sides need medical care equally. History knows numerous examples of 'days of silence' for vaccination, when warring parties agreed to a ceasefire for the sake of children. Medical professionals have special moral authority. They enjoy the highest level of public trust, have access to the highest levels of government, and are united by international professional networks.

The classic work by MacQueen and Santa Barbara [11] identified five mechanisms through which healthcare can contribute to peacebuilding. The first mechanism is medical diplomacy, the use of health as a goal for conflict management. This can include negotiations on access to medical care in conflict zones, 'medical truces,' and joint vaccination campaigns. Medical education can train professionals to use this potential through courses in medical diplomacy and international humanitarian law [12].

The second mechanism is building solidarity by supporting local health workers. International aid that strengthens local health systems rather than replacing them creates an environment of trust. In medical education, this means exchange programmes between universities from different regions of conflict and joint training courses. The WHO programme in Bosnia [30] has shown that joint training of medical staff from different ethnic groups can significantly reduce prejudice.

The third mechanism concerns strengthening social ties through the universality of medical care. When medical care is provided to everyone, regardless of ethnicity or political views, it demonstrates the possibility of coexistence around shared values. Medical education should shape the principle of non-discrimination, which stems from the Geneva Conventions --- providing assistance even to the enemy.

The fourth mechanism is public events at which medical professionals use their moral authority to speak out against war. The fifth mechanism is limiting the destructiveness of war by documenting its impact on health. Medical professionals can provide evidence that will influence political decisions to limit military action.

At the same time, the question of conflict medicine as a separate specialisation arises. Research by Jamil and colleagues [8] argues that modern medical education has many shortcomings, including a lack or sharp decline in the quality of practical skills, limited knowledge of conflict epidemiology, and others. Conflict medicine is defined as the preparation, planning, response and restoration of social life throughout the entire conflict cycle. This should include military pathology, injuries from biochemical weapons, military surgical skills and the psychology of conflict. It is critically important that conflict medicine not only prepares specialists to work in war, but also fosters an understanding of why and how conflict can be prevented.

The application of peacebuilding theory in medical education appears particularly promising. The training of medical personnel is a good example of this --- the common goal of providing medical care and supporting patient health is clear, and cooperation directly with doctors and teachers is well structured through clinical rotations and team simulations. A study in South Sudan [16] showed that first aid training for participants from different ethnic groups led to a significant reduction in regional prejudices and the formation of cross-ethnic ties that continued even after the programme ended.

Thus, based on a synthesis of all the theoretical approaches considered and Ukrainian experience, we have developed a three-phase model for implementing peacebuilding. The model is not linear -- elements of different phases can coexist, especially in countries with regional differences in security levels. The key innovation lies in identifying the possibility and necessity of starting peacebuilding during active conflict.

Thus, the first phase - preserving education - is what Ukrainian universities are currently going through. The main goal is to maintain the educational mission during active hostilities while preparing for the future educational process. This means ensuring the continuity of education through online and hybrid formats, maintaining academic standards despite extreme conditions, and conducting admission campaigns. But it also means systematically recording innovative pedagogical approaches, documenting organisational decisions, collecting data on psychological impact, and creating archives of oral war stories. A critically important innovation in this phase is the start of integrating elements of peacebuilding right now. However, this does not mean developing full-fledged peacebuilding programmes, but rather integrating them into existing syllabuses. That is, adding meaningful elements about the value of peace and international humanitarian law to the

descriptions of existing courses. It could also be the introduction of elective courses in conflict medicine and intercultural communication. Gradually, mandatory components may appear, especially in the social sciences and psychology. Medical education in this phase focuses on the development of conflict medicine programmes and relevant training courses.

The second phase is transitional recovery, which will occur in the post-conflict period and will last approximately five to ten years. This is a time of transformation of educational programmes to prepare society for full reconciliation. The key indicator of this phase is the integration of 25% of peace-related content into all educational programmes. This does not mean separate courses, but rather integration into existing disciplines - for engineering, this could be infrastructure reconstruction; for economics, the economics of peace and reconstruction; for psychology, the treatment of post-traumatic disorders and the provision of psychological support. A critical factor for the success of this phase is the balance between international support and Ukraine's development/reconstruction plan. Post-war reconstruction of universities carries the risk of 'colonisation' by international organisations providing material support. However, Ukrainian universities must remain in charge, using international support as a resource without relinquishing control, which in turn requires considerable diplomatic skills and a clear vision of their own identity.

The third phase is the full implementation of peacebuilding, which is a long-term vision starting after 2030 (assuming that peace has already been achieved by that time). By this time, Ukrainian universities should occupy a central position in the world in the field of peacebuilding, integrate their own experience into other conflict regions, and occupy leading positions in international rankings [14, 18, 19, 20]. This is an ambitious goal, but it is entirely achievable if we start preparing now. In terms of scientific achievements, the first step should be to create multidisciplinary centres at leading Ukrainian universities with a focus on active peacebuilding during conflict, partnerships with the Kroc Institute [25, 26, 27], Uppsala Peace Research, and other leading centres. Publications in high-ranking journals, the organisation of international conferences in Ukraine, and the creation of a Ukrainian school of peacebuilding. Long-term impact studies will monitor the success of integrating peacebuilding with the acquired competencies and measure this impact in terms of the level of conflict in society.

The idea of the Ukrainian vector of peacebuilding in higher education is to implement post-conflict interaction practices into the educational process, identify potential conflict 'points' and 'planes,' such as historical memory, interpretation of narratives, economic cooperation with neighbours, overcoming entrenched or vulnerable interactions around political positions during conflict, etc. For Ukraine, peacebuilding is not only a condition for the implementation of national security principles, but also for protecting society from the traumatic perception of other communities and the internal search for 'enemies'.

The theoretical justification, based on proven mechanisms and consistency with Ukrainian experience, gives this model high validity. This model is not a static construct, but a living system that must adapt to changes, new knowledge, and feedback.

Promoting ideas of peace as a basic condition for social development is one of the cornerstones of human existence. Educational institutions, particularly higher education institutions, can implement this in their own activities as:

- a trend and cultural tradition based on centuries of human history;
- as a political vision for development and as measures to support peaceful resolution of conflicts and disputes;

- as a humanistic vision for the development of higher education institutions and philanthropy.

Thus, the role of universities in ensuring peacebuilding is:

- education, educational services, educational programmes aimed at acquiring peacebuilding competencies and resolving conflicts peacefully;
- inclusion of elements of justification of the value of peace and peaceful conflict resolution as elements in a wide range of educational programmes;
- forming a universal humanistic vision in students (basic human values and their reflection/realisation);
- functions of universities: discussion platforms for conflict resolution and understanding, training leaders in conflict resolution and helping them acquire a strategic vision of peacebuilding;
- potential of universities: scientific research, political discussion platforms, short-term programmes, involvement of politicians and 'opinion leaders' (people who are listened to by broad sections of society, currently including well-known political analysts, bloggers, journalists, etc.). This is the potential for shaping a strategy for peaceful coexistence between communities;
- capabilities for realising the potential of universities: institutional, political, creative, financial, etc.

The practical integration of the model is multidimensional. For Ukraine, it is an opportunity to transform the war and its consequences into a strategic advantage. A country that has survived a full-scale war in the 21st century will have unique experience that no Western university can offer. Therefore, experience, even painful experience, is valuable, especially if it is properly understood. By the 2030s, Ukraine may well become a place where people from other conflict regions of the world can go to study peacebuilding [21, 24].

For the international community, the model offers new tools to support education systems in conflict zones. Programmes such as MSCA4Ukraine [5] are important, but they are mainly focused on individual support for researchers. Our model shows that institutional programmes are also needed to help universities as organisations adapt to the new reality, integrate elements of peacebuilding, and prepare for the post-war period. This requires a different type of funding: long-term investment in transformation [28, 32].

The challenges of implementing peacebuilding are, of course, enormous. The most obvious one is the psychological trauma suffered by the academic community. The political sensitivity of the topic of peacebuilding during active aggression is another serious challenge, and resource constraints are obvious (the war economy leaves little ability for educational innovation), but as the experience of displaced universities shows, constraints sometimes stimulate creativity. Cultural resistance should not be underestimated either. In a traumatised society, the natural reaction is to dehumanise the aggressor, seek revenge, and refuse to hear about 'tolerance' or 'dialogue.' This is understandable - emotions need to be validated, not denied. But that is precisely why it is important that peacebuilding in our model does not mean forgetting or forgiving. It is strategic preparation for the moment when society is ready to move on. It is also the creation of tools that will come in handy when anger transforms into the need to rebuild lives. The question of implementing the model in other countries deserves separate attention. To what extent is the 'Ukrainian model' applicable to Syria, Myanmar, Yemen, and other active conflicts? Of course, adaptation is necessary - cultural, political, and historical contexts are all different. However, in our opinion, the basic principles are universal: the need to support three dimensions simultaneously, the importance of awareness, the potential of medical education, and the value of gradual integration instead of waiting for the 'right or necessary moment.' Future research will show which elements of the model are context-specific and which are truly universal.

What quantitative indicators can be used to assess the level of peacebuilding in higher education institutions:

- the number of educational programmes that take into account the ideas of unquestionable humanism and peace;
- the number of educational programmes related to security issues;
- the number of educational programmes related to diplomacy and the formation of stable international relations and good neighbourliness;
- the number of events related to international relations and security;
- the number of events related to humanism and universal human values;
- number of scientific studies, amount of funding involved, involvement of international participants in each project related to international relations, security and conflict studies;
- youth initiatives, events, internships, academic exchanges on a wide range of issues of international cooperation and mutual understanding of interests;
- media activities of universities: number of targeted media mentions and targeted materials on supporting peace initiatives and peaceful conflict resolution.

There are already some quite successful cases among these indicators, in particular:

- educational programmes aimed at overcoming conflicts in non-core educational programmes and faculties (for example, the Faculty of Natural Sciences at NaUKMA has a series of lectures and seminars on preventing and overcoming environmental conflicts);
- case study on the humanisation of education at the Bogomolets National Medical University.

Conclusions. The SDGs can and should be integrated into the management of the settlement policy, and this integration should be based on modern systems of sustainable management, which ensure the effective implementation of peacebuilding throughout the entire system of educational interactions, in particular, in higher education institutions. Modern peacebuilding is a guarantee not only of the prevention of wars, but also of forceful methods of conflict resolution, which corresponds to Goal 16.

Goal 4 of the Sustainable Development provides not only access to educational services, but also the content of these services, therefore the quality of education is inextricably linked with peacebuilding as a component of the management of the educational process and the integration of the humanistic component into all educational programs and services. The implementation of Goal 4 in the field of economics and

sustainable development management involves the formation of peacebuilding consciousness of consumers of educational services

- The proposed three-phase model of peacebuilding in universities demonstrates that preparations for post-war reconstruction must begin during the war.

- It is time for a thorough rethinking of the time frames for peacebuilding and the integration of elements of medical education into other forms of natural and humanities education as a key tool through five mechanisms of health-peace and the concept of conflict medicine.

- Future research should focus on evaluating the effectiveness of the model, comparing its applicability to regions of Ukraine that are experiencing intense military action, and studying the phenomenon of displaced universities' resilience in greater depth.

- The Ukrainian experience with universities that are changing not only their location but also their educational process due to hostilities shows that education remains an investment in the future, an investment in the sustainable development of society.

References

1. Allport GW. The nature of prejudice. Cambridge, MA: Addison-Wesley; 1954.
2. Australian National University. Annual report on peace and conflict studies programs. Canberra: ANU Press; 2024.
3. Bush KD, Saltarelli D. The two faces of education in ethnic conflict: Towards a peacebuilding education for children. Florence: UNICEF Innocenti Research Centre; 2000.
4. CEDOS. War and education: How a year of full-scale invasion influenced Ukrainian schools [Internet]. Kyiv: CEDOS; 2023 [cited 2025 Jan 15]. Available from: <https://cedos.org.ua/en/researches/war-and-education-how-a-year-of-the-fullscale-invasion-influenced-ukrainian-schools/>
5. European Commission. MSCA4Ukraine fellowship programme: Supporting displaced researchers [Internet]. Brussels: European Commission; 2024 [cited 2025 Jan 15]. Available from: <https://marie-sklodowska-curie-actions.ec.europa.eu/calls/msca4ukraine-fellowship-programme>
6. European University Association. Ukraine Task Force: Strategic recommendations for supporting Ukrainian higher education sector [Internet]. Brussels: EUA; 2024 [cited 2025 Jan 15]. Available from: <https://www.eua.eu/ourwork/topics/ukraine.html>
7. International Physicians for the Prevention of Nuclear War. Reagan-Gorbachev dialogue facilitation: Historical documentation. Cambridge, MA: IPPNW Archives; 1985.
8. Jamil H, Ghandour L, Yaseen N, Afifi R, Haddad P, Thabet AA. Medical schools in times of war: Integrating conflict medicine in medical education. *Avicenna J Med*. 2020;10(1):1-8. doi:10.4103/ajm. *AJM* 179 19
9. Kester K, Abura M, Sohn C, Rho E. Higher education peacebuilding in conflict-affected societies: Beyond the good/bad binary. *Int J Comp Educ Dev*. 2022;24(3-4):160-176. doi:10.1108/IJCED-03-2022-0024
10. Lederach JP. The moral imagination: The art and soul of building peace. Oxford: Oxford University Press; 2005.
11. MacQueen G, Santa-Barbara J. Peace building through health initiatives. *BMJ*. 2000;321(7256):293-296. doi:10.1136/bmj.321.7256.293
12. Medical Action Group Philippines. Healing the wounds of war: Healthcare workers as peace advocates. *Philippine J Public Health*. 2000;47(2):23-31.
13. Metro R. The three faces of education in armed conflict [Background paper]. Paris: UNESCO Global Education Monitoring Report; 2020.
14. Polish National Agency for Academic Exchange. Bologna Hub Peer Support II project documentation. Warsaw: NAWA; 2023.
15. Queen's University. Government advisory participation and policy engagement report. Kingston: Queen's University Press; 2024.
16. Ratner KG, Bushway DJ, Lena SR, Crothers D, Zondervan RL, Radis CD. The peacebuilding potential of healthcare training programs. *Confl Health*. 2016;10:19. doi:10.1186/s13031-016-0096-3
17. ReliefWeb. Education: Impact of the War in Ukraine - May 2022 [Internet]. New York: ReliefWeb; 2022 [cited 2025 Jan 15]. Available from: <https://reliefweb.int/report/ukraine/education-impact-war-ukraine-may-2022>
18. Times Higher Education. Impact Rankings 2024: Peace, justice and strong institutions. *THE Rankings Methodology*. 2024;16:45-52.

19. Times Higher Education. University Impact Rankings 2025: Global sustainability rankings [Internet]. London: Times Higher Education; 2025 [cited 2025 Jan 15]. Available from: <https://www.timeshighereducation.com/impactrankings>
20. Tropp LR, Pettigrew TF. Relationships between intergroup contact and prejudice among minority and majority status groups. *Psychol Sci.* 2005;16(12):951-957. doi:10.1111/j.1467-9280.2005.01643.x
21. Tropp LR, Pettigrew TF. Meta-analytic test of intergroup contact theory. *J Pers Soc Psychol.* 2005;90(5):751-783. doi:10.1037/0022-3514.90.5.751
22. Ukrainian Ministry of Education and Science. Impact of war on Ukrainian higher education: Statistical overview [Internet]. Kyiv: Ministry of Education and Science of Ukraine; 2024 [cited 2025 Jan 15]. Available from: <https://mon.gov.ua>
23. Ukrainian Ministry of Education and Science. Interactive map of damaged educational institutions [Internet]. Kyiv: Ministry of Education and Science of Ukraine; 2024 [cited 2025 Jan 15]. Available from: <https://mon.gov.ua>
24. Universities UK International. Two years of twinning: Challenges in Ukrainian higher education [Internet]. London: UUKi; 2024 [cited 2025 Jan 15]. Available from: <https://www.universitiesuk.ac.uk/universities-ukinternational/insights-and-publications/uuki-blog/two-years-twinning-challenges-ukrainian>
25. Universities UK International. UK-Ukraine Twinning Initiative: Partnership outcomes report. London: UUKi; 2024.
26. University of Notre Dame Kroc Institute. Alumni impact assessment: Global career outcomes. Notre Dame: University of Notre Dame Press; 2024.
27. University of Notre Dame Kroc Institute. Strategic peacebuilding research [Internet]. Notre Dame: Kroc Institute; 2024 [cited 2025 Jan 15]. Available from: <https://kroc.nd.edu>
28. University World News. One in five HE institutions damaged or destroyed in war [Internet]. 2024 Mar 1 [cited 2025 Jan 15]. Available from: <https://www.universityworldnews.com/post.php?story=20240301072602780>
29. Universiti Sains Malaysia. Research excellence in peace studies: Annual assessment. Penang: USM Publications; 2024.
30. World Health Organization. Peace building through health initiatives: Bosnia-Herzegovina evaluation. Geneva: WHO Press; 2000.
31. World Health Organization. Building peace in fragile and conflict settings through health. Geneva: WHO Press; 2024.
32. Zayachuk Y. Ensuring quality higher education in Ukraine in times of war. *SAGE Open.* 2024;12(3):215824402412702. doi:10.1177/21582440241270208