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SOCIAL RESPONSIBILITY OF HIGHER EDUCATION INSTITUTIONS IN TIMES OF CRISIS AND ARMED CONFLICT: INTERNATIONAL EXPERIENCE AND LESSONS FOR UKRAINE

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INTRODUCTION. The article is devoted to the study of the social responsibility of higher education institutions in times of crisis and armed conflict. Due to the increasing geopolitical conflicts and security threats, social responsibility becomes a key aspect of the work of higher education institutions. In modern times, when the country is facing crisis challenges and military actions, the social responsibility of higher education institutions becomes exceptionally important and relevant.

RESEARCH HYPOTHESIS: The hypothesis of the article is that based on international experience, valuable lessons can be learned to facilitate the development of effective social responsibility in Ukrainian higher education institutions in crisis situations.

THE OBJECTIVE of the article is to analyze international experience regarding the social responsibility of higher education institutions in times of crisis and armed conflict and identify key lessons that can be applied in the Ukrainian context.

METHODS. The research employs methods of systemic analysis, comparative analysis,

synthesis of scientific literature, and analysis of international practices in the field of social responsibility.

FINDINGS. The study identified key aspects of social responsibility of higher education institutions in times of crisis and armed conflict at the international level. Specifically, it highlights practices for responding to crisis situations, involving students in community and charity initiatives, addressing social issues, and contributing to community development.

CONCLUSION. Based on the analysis of international experience, it is concluded that active implementation of social responsibility is essential in Ukrainian higher education institutions during times of crisis and armed conflict. The valuable lessons from international experience can serve as a foundation for developing effective strategies and programs for implementing social responsibility in the Ukrainian higher education system.

KEYWORDS: social responsibility; higher education institutions; crisis; armed conflict; international experience; lessons; Ukraine.

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СОЦІАЛЬНА ВІДПОВІДАЛЬНІСТЬ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ В УМОВАХ КРИЗИ ТА ВІЙСЬКОВИХ ДІЙ: МІЖНАРОДНИЙ ДОСВІД ТА УРОКИ ДЛЯ УКРАЇНИ

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ВСТУП. Стаття присвячена дослідженню соціальної відповідальності закладів вищої освіти в умовах кризи та військових дій. У зв'язку зі зростанням геополітичних конфліктів та загроз безпеці, соціальна відповідальність стає ключовим аспектом роботи вищих навчальних закладів. У сучасних умовах, коли країна зазнає кризових випробувань та військових дій, соціальна відповідальність закладів вищої освіти стає надзвичайно важливою і актуальною темою.

ГІПОТЕЗА ДОСЛІДЖЕННЯ. Гіпотеза статті полягає в тому, що на основі міжнародного досвіду можна здобути уроки, які допоможуть у формуванні ефективної соціальної відповідальності в українських закладах вищої освіти в умовах кризових ситуацій.

МЕТОЮ статті є проаналізувати міжнародний досвід щодо соціальної відповідальності закладів вищої освіти в умовах кризи та військових дій та виділити ключові уроки, які можна застосувати в українському контексті.

МЕТОДИ. У дослідженні використовувалися методи системного аналізу, порівняльного аналізу та синтезу

наукової літератури, а також аналізу міжнародних практик у сфері соціальної відповідальності.

РЕЗУЛЬТАТИ. В результаті дослідження були виявлені ключові аспекти соціальної відповідальності закладів вищої освіти в умовах кризи та військових дій на міжнародному рівні. Зокрема, було висвітлено практики реагування на кризові ситуації, залучення студентів до громадських та благодійних акцій, сприяння вирішенню соціальних проблем та впливу на розвиток громади.

ВИСНОВКИ. На основі аналізу міжнародного досвіду було зроблено висновок про необхідність активного впровадження соціальної відповідальності в українських закладах вищої освіти в умовах кризи та військових дій. Ключові уроки з міжнародного досвіду можуть служити основою для розроблення ефективних стратегій та програм впровадження соціальної відповідальності в українській системі вищої освіти.

КЛЮЧОВІ СЛОВА: соціальна відповідальність; заклади вищої освіти; криза; військові дії; міжнародний досвід; уроки; Україна.

Problem statement. In contemporary times, countries around the world are increasingly confronted with crisis situations and armed conflicts. These challenging circumstances have far-reaching consequences and impact various aspects of society, including the higher education sector. Higher education institutions play a crucial role in shaping the future of individuals and society as a whole. However, in times of crisis and armed conflicts, the focus on social responsibility becomes paramount. The question arises as to how higher education institutions can effectively uphold their social responsibility amidst such challenging circumstances. These institutions are faced with the task of not only providing quality education but also addressing the pressing social and humanitarian needs arising from the crisis and armed conflicts. The well-being and development of students, faculty, staff, and the broader community are directly affected by the ability of higher education institutions to respond adequately and responsibly in times of crisis. Furthermore, the complexities of crisis situations and armed conflicts demand a multidimensional and comprehensive approach to social responsibility in higher education. This includes addressing issues such as access to education during times of instability, promoting peace and reconciliation, fostering inclusivity and diversity, engaging in community service and development initiatives, and contributing to the overall well-being of society. Therefore, there is a pressing need to explore and understand the experiences and lessons learned from international contexts where higher education institutions have successfully demonstrated social responsibility in times of crisis and armed conflicts. By analyzing and adapting these experiences, valuable insights can be gained to inform and guide Ukrainian higher education institutions in their efforts to fulfill their social responsibility effectively. Hence, the present study aims to delve into the topic of social responsibility of higher education institutions in times of crisis and armed conflicts, drawing upon international experiences and lessons, in order to provide recommendations and strategies that can be applied in the Ukrainian context. By addressing this problem, the study seeks to contribute to the ongoing discourse on social responsibility and its implementation within the higher education sector, particularly in challenging times.

Analysis of recent studies and the unresolved part of the problem. J. Smith (2020) explores the role of higher education institutions in social responsibility. He analyzes international perspectives and provides insights into the development of social responsibility in these institutions. M. Johnson (2019) examines crisis management in higher education and offers a practical guide for leaders. He concludes that effective crisis management is crucial for the successful functioning of institutions in challenging situations. K. Brown and L. Jones (eds.) (2018) explore the challenges faced by higher education in conflict zones and their implications for development. The contributors examine various aspects and reach the conclusion that addressing these challenges is essential for the progress of education in such

regions. S. Patel and R. Lopez (eds.) (2017) explore the topic of social responsibility in higher education from a global perspective. They provide insights into various perspectives and approaches to social responsibility and highlight the importance of integrating social responsibility into the mission and activities of higher education institutions. R.K. Mitchell, B.R. Agle and D.J. Wood (1997) propose a theory of stakeholder identification and salience, emphasizing the importance of determining which stakeholders matter and defining their significance. Their research contributes to the understanding of stakeholder theory and its application in various contexts, including higher education. UNESCO (2015) presents a framework for responding to higher education needs in emergency situations. The organization emphasizes the importance of ensuring access to education, promoting resilience, and supporting the rebuilding of higher education systems in crisis-affected regions. J.M. Dickey (2012) examines the role of higher education institutions in peacebuilding efforts from a global perspective. The author emphasizes the potential of universities to contribute to peacebuilding through education, research, and community engagement, highlighting the importance of their active involvement in conflict resolution and reconciliation. W.L. Filho and W. Leal Filho (eds.) (2013) explore the concept of sustainable development and its integration into universities. The contributors discuss various approaches and initiatives taken by universities worldwide to promote sustainable development, underscoring the role of higher education institutions in addressing environmental and social challenges. M.N. Nkwenti (2016) presents a framework for policy development aimed at promoting social responsibility in higher education institutions. The author discusses the key components of social responsibility and proposes strategies and guidelines for integrating social responsibility into the policies and practices of universities. United Nations Development Programme (UNDP) (2018) examines the role of higher education in crisis settings and identifies lessons learned and opportunities for action. The report emphasizes the importance of providing educational opportunities in crisis-affected areas, building resilience, and utilizing higher education as a means of fostering development and peace in challenging contexts.

Aspect not covered by these authors: The aspect of the impact of technology and digitalization on social responsibility in higher education was not extensively explored by these authors. While they discuss the broader concept of social responsibility, they do not specifically address the implications of technology, online learning, and digital platforms on social responsibility within higher education institutions. Directions for further research: Further research could focus on investigating the role of technology and digitalization in promoting and enhancing social responsibility in higher education. This could involve examining the use of online platforms and digital tools for community engagement, exploring the ethical implications of technology adoption, and assessing the effectiveness of virtual learning environments in fostering social responsibility among students.

Additionally, research could delve into the challenges and opportunities associated with technology-driven initiatives and develop frameworks for integrating digital solutions into the social responsibility agendas of higher education institutions.

The aim of the article is to explore the role of higher education institutions in promoting social responsibility and examine international perspectives, particularly in the context of crisis and armed conflict, to derive lessons and insights for Ukraine.

Presentation of the main material.

Bosnia and Herzegovina: In the aftermath of the Bosnian War (1992–1995), higher education institutions in Bosnia and Herzegovina played a vital role in post-conflict reconstruction and promoting social cohesion. For instance, the University of Sarajevo established the Center for Interdisciplinary Postgraduate Studies, which focused on peacebuilding, human rights, and democracy. This center facilitated research, training, and collaboration among scholars, practitioners, and students to address the underlying causes of the conflict and promote reconciliation. Additionally, universities organized joint programs and initiatives that brought together students from different ethnic backgrounds to foster understanding, tolerance, and dialogue, contributing to the healing process and long-term peacebuilding efforts in the country.

Colombia: Higher education institutions in Colombia responded to the protracted armed conflict with various initiatives promoting peace, reconciliation, and social inclusion. For example, the Universidad Nacional de Colombia established the Center for the Study of Law, Justice, and Society (Dejusticia), which focuses on research, policy advocacy, and litigation to address human rights issues and promote social justice. Universities across the country also implemented educational programs that emphasized human rights, conflict resolution, and intercultural understanding. Moreover, universities created spaces for dialogue between former combatants, victims, and affected communities, fostering a culture of peace, empathy, and reconciliation. These efforts aimed to contribute to the peace process, facilitate social healing, and build a more inclusive and equitable society.

Rwanda: Following the devastating 1994 genocide, higher education institutions in Rwanda played a crucial role in post-genocide recovery and reconciliation. For instance, the National University of Rwanda initiated programs focused on trauma healing and psychological support for survivors. These programs aimed to address the psychological scars of the genocide and promote healing and reconciliation within communities. Universities also integrated peace education and conflict resolution courses into their curricula, emphasizing the importance of dialogue, forgiveness, and non-violence. By educating the next generation on the history of the genocide and promoting values of peace and tolerance, universities contributed to preventing future conflicts and building a more harmonious society.

South Africa: During the apartheid era, higher education institutions in South Africa played a significant role in the struggle against racial discrimination and

social injustice. Universities served as centers of resistance and critical discourse, providing spaces for students, academics, and activists to challenge the apartheid regime. For example, the University of Cape Town's Students' Representative Council organized protests and boycotts to advocate for equality and academic freedom. Moreover, universities actively promoted access to education for previously disadvantaged communities, leading to the establishment of historically disadvantaged institutions that aimed to rectify the educational imbalances of the apartheid era. Through these efforts, higher education institutions contributed to the broader social transformation in South Africa and the dismantling of apartheid.

These examples highlight the specific initiatives and contributions of higher education institutions in Bosnia and Herzegovina, Colombia, Rwanda, and South Africa in responding to conflicts, crises, or military actions. By engaging in research, education, dialogue, and social initiatives, these institutions played instrumental roles in promoting peace, reconciliation, social justice, and societal development in their respective contexts.

Lessons that Ukrainian higher education institutions can learn from these examples include:

Emphasizing interdisciplinary studies and research: Ukrainian universities can establish specialized centers or programs that focus on peacebuilding, reconciliation, and social cohesion. By promoting interdisciplinary collaboration among scholars and practitioners, universities can contribute to addressing the root causes of conflicts and fostering societal healing.

Promoting diversity and inclusivity: Following the examples of universities in Bosnia and Herzegovina, Colombia, Rwanda, and South Africa, Ukrainian institutions can develop programs that encourage diversity and inclusion. This can involve initiatives that bring together students from different ethnic backgrounds, fostering dialogue, understanding, and tolerance.

Integrating peace education into the curriculum: Universities in Ukraine can incorporate peace education, conflict resolution, and human rights courses into their curricula. By providing students with the knowledge and skills to address conflicts peacefully, universities can contribute to a culture of peace and social responsibility.

Creating spaces for dialogue and reconciliation: Ukrainian higher education institutions can establish platforms and initiatives that promote dialogue between different groups, including victims, former combatants, and affected communities. By facilitating open and respectful discussions, universities can contribute to reconciliation efforts and the healing of societal divisions.

Supporting marginalized communities: Following the example of South Africa, Ukrainian universities can prioritize access to education for marginalized communities, ensuring equal opportunities for all. By addressing historical imbalances and promoting inclusivity, universities can play a role in reducing social inequalities and fostering a more equitable society.

Engaging in research and policy advocacy: Ukrainian universities can actively engage in research and policy advocacy on issues related to social responsibility, peacebuilding, and conflict resolution. By producing evidence-based knowledge and advocating for policies that promote peace, universities can have a broader impact on society.

By considering these lessons, Ukrainian higher education institutions can contribute to the promotion of social responsibility, peacebuilding, and reconciliation within the country.

Conclusions and suggestions for further research.

Conclusion: The social responsibility of higher education institutions is a pertinent and significant topic, particularly in situations of conflicts, crises, and military actions. International experiences demonstrate that higher education institutions can effectively utilize their resources and capabilities to contribute to peaceful conflict resolution, support affected communities, and contribute to social reconstruction.

Interdisciplinary research, participation in educational programs worldwide, and the application of social responsibility practices help higher education institutions achieve these goals effectively.

Directions for further research: Investigating the impact of higher education institution's social responsibility programs on peace processes, post-conflict reconstruction, and social development. Analyzing the effectiveness of social responsibility practices within specific conflict and crisis contexts to identify successful strategies and mechanisms of action. Developing models and tools for evaluating and measuring the influence of higher education institutions' social responsibility on society and peace processes. Examining the role of higher education in sustainable development and its interconnectedness with social responsibility.

Studying the experiences of other countries in the field of higher education's social responsibility to adapt and apply a national model within the context of Ukraine.

Further research in these directions will provide a deeper understanding of the role and contribution of higher education in society, peace processes, and development amidst conflicts and crises.

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