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**SOCIAL RESPONSIBILITY IN HIGHER  
EDUCATION: CHALLENGES AND  
OPPORTUNITIES**

**Iryna MIAHKYKH**<sup>1</sup>

<sup>1</sup> *Kyiv National University of Technologies and  
Design, Kyiv, Ukraine*

**INTRODUCTION.** In the modern world, higher education plays a pivotal role in shaping social responsibility. In the context of the war that erupted in Ukraine in 2022, this issue becomes particularly pertinent, posing a unique challenge for higher education institutions to ensure sustainable development and address social tasks. The challenges arising during wartime demand new strategies and approaches to ensure the continuity of the educational process and support the student community.

**RESEARCH HYPOTHESIS:** The research hypothesis aims to identify effective higher education strategies in Ukraine in the context of armed conflict, focused on ensuring sustainable development and addressing social challenges.

**THE AIM** of the research is to examine the impact of the armed conflict on higher education in Ukraine and develop strategies of social responsibility to address the challenges within this context.

**METHODS.** The research will be conducted through the analysis of statistical data, studying cases of successful rehabilitation of Ukrainian universities during armed conflicts, and considering feedback from experts and involved stakeholders.

**FINDINGS.** The research findings have identified key challenges faced by higher education in Ukraine during times of armed conflict, including restricted access to educational institutions, damage to infrastructure, and changes in learning conditions. A comprehensive set of measures has been proposed to address these challenges, encompassing the development of distance learning platforms, international expert support, and resource mobilization to restore the educational process and ensure the sustainability of higher education in crisis conditions.

**CONCLUSION.** The research findings underscore the necessity and importance of addressing the challenges faced by higher education in the context of the ongoing armed conflict in Ukraine. The proposed strategies and recommendations delineate pathways for improvement and the implementation of socially responsible approaches. The research findings suggest that adhering to the principles of social responsibility in times of armed conflict can be achieved through active participation in international programs, humanitarian initiatives, and collaborative projects.

**KEYWORDS:** social responsibility; higher education; challenges; armed conflict; international cooperation; resources.

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12	0	0

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## СОЦІАЛЬНА ВІДПОВІДАЛЬНІСТЬ У ВИЩІЙ ОСВІТІ: ВИКЛИКИ ТА МОЖЛИВОСТІ

Ірина МЯГКИХ<sup>1</sup>

<sup>1</sup> Київський національний університет технологій  
та дизайну, Київ, Україна

**ВСТУП.** В сучасному світі вища освіта виступає ключовим фактором у формуванні соціальної відповідальності. Умови війни, яка почалася в Україні у 2022 році, роблять цю проблему надзвичайно актуальною, ставлячи перед вищими навчальними закладами завдання забезпечити сталий розвиток та вирішити соціальні проблеми. Виклики, які виникають під час воєнних дій, вимагають нових стратегій та підходів для забезпечення продовження освітнього процесу та підтримки студентської громадськості.

### ГІПОТЕЗА ДОСЛІДЖЕННЯ.

Гіпотеза дослідження полягає у визначенні ефективних стратегій вищої освіти в Україні в умовах воєнного конфлікту, спрямованих на забезпечення сталого розвитку та вирішення соціальних завдань.

**МЕТА** дослідження полягає у вивченні впливу воєнного конфлікту на вищу освіту в Україні та розробці стратегій соціальної відповідальності для подолання викликів цього контексту.

**МЕТОДИ.** Дослідження буде проведено на основі аналізу статистичних даних, вивчення випадків успішної реабілітації українських університетів під час військових конфліктів, а також врахування відгуків експертів та залучених стейкхолдерів.

### РЕЗУЛЬТАТИ.

Результати дослідження визначили основні виклики, з якими стикається вища освіта в Україні під час військових подій, зокрема, обмеження доступу до навчальних закладів, пошкодження інфраструктури та зміни в умовах навчання. Запропоновано комплекс заходів для подолання цих викликів, включаючи розвиток дистанційних освітніх платформ, міжнародну експертну підтримку та залучення ресурсів для відновлення освітнього процесу та забезпечення сталості вищої освіти в умовах кризи.

**ВИСНОВКИ.** Результати дослідження підкреслюють необхідність та важливість вирішення проблем вищої освіти в умовах воєнного конфлікту в Україні. Запропоновані стратегії та рекомендації визначають шляхи покращення ситуації та впровадження соціально відповідальних підходів. Результати дослідження також вказують на те, що дотримання принципів соціальної відповідальності в умовах воєнного конфлікту може здійснюватися через активну участь у міжнародних програмах, гуманітарних ініціативах та спільних проектах

**КЛЮЧОВІ СЛОВА:** соціальна відповідальність; вища освіта; виклики; воєнний конфлікт; міжнародна співпраця; ресурси.

**Problem statement.** The ongoing conflict in Ukraine since 2022 has brought about significant challenges and disruptions, impacting higher education institutions on both macro and micro levels. The destruction of infrastructure, particularly in border areas, has forced educational institutions to adapt to online modes of operation. This situation has exacerbated the complexities associated with maintaining social responsibility in higher education. At the macro level, the war has raised questions about the broader role of higher education institutions in society, particularly in times of crisis. The challenges posed by the conflict have highlighted the need for universities to reevaluate their social responsibility and adapt their strategies to address the immediate needs of the community. On the micro level, individual higher education institutions are grappling with the practicalities of maintaining social responsibility in the face of war-related disruptions. The shift to online learning due to the destruction of physical infrastructure and the displacement of students has necessitated innovative approaches to ensure continuous education and support. In this context, the proposed article aims to explore the challenges and opportunities associated with integrating social responsibility into higher education during times of conflict. The hypothesis is twofold: first, that the war in Ukraine has intensified the importance of social responsibility in higher education, and second, that there exist viable strategies and opportunities for institutions to fulfill this responsibility despite the challenging circumstances. The urgency of addressing this topic lies in the immediate impact of the conflict on the educational landscape and the potential long-term consequences for the affected regions. By examining the challenges faced by higher education institutions in Ukraine and proposing potential solutions, this research seeks to contribute valuable insights for both academic and policy-oriented discussions on the role of higher education during crisis situations.

The article will delve into the specific challenges faced by higher education institutions in Ukraine, such as the disruption of physical infrastructure, the need for effective online education, and the evolving role of universities in community support during wartime. Moreover, the research will explore how these challenges have reshaped the perception and implementation of social responsibility in higher education.

**Analysis of recent studies and the unresolved part of the problem.** J.M. Luetz (2014) explores the challenges and perspectives of academic work in the context of globalization, focusing on transnational education. The author discusses how the changing landscape of higher education due to globalization impacts academic practices; emphasizes the need to adapt academic work to the globalized era, highlighting both challenges and opportunities in transnational education. The analysis raises the question of how academic institutions can

effectively navigate the challenges posed by globalization in the field of education.

R. Van Noorden (2010) examines the role of online collaboration and social networks in scientific communities. The article delves into how scientists engage and collaborate in the digital age. The author concludes that online collaboration plays a significant role in facilitating scientific communication and networking among researchers. The article leaves open the question of how the scientific community can further leverage online collaboration tools and networks for more effective and widespread knowledge sharing.

S.L. Robertson and R. Dale (2019) explore global regionalisms in higher education, analyzing projects, processes, and political dimensions. The authors investigate how regional collaborations shape higher education policies. The book provides insights into the complex interplay between global forces, regional initiatives, and the political landscape in higher education. The analysis prompts further exploration of how global regionalisms influence specific higher education policies and practices.

The edited volume by N. Cloete et al. (2011) focuses on knowledge networks and collaborations between higher education, industry, and innovation. The chapters delve into various aspects of these partnerships. The book emphasizes the importance of fostering collaborative knowledge networks between academia, industry, and innovation for societal development. The volume raises questions about the most effective strategies for creating and sustaining knowledge networks that drive innovation.

W.K. Cummings and M. Palacios (2006) explore the use of information technology in Asian education through a senior executive seminar. The book examines the challenges and opportunities of integrating technology into education in the Asian context. The authors provide insights into the potential benefits of leveraging information technology in Asian education. The analysis suggests further investigation into the specific challenges faced by Asian educational institutions when adopting and implementing information technology.

J. Salmi (2009) addresses the challenges associated with establishing world-class universities. The focus is on the complexities and considerations involved in enhancing the global competitiveness of universities. The author highlights the need for a strategic and multifaceted approach to address the challenges and build world-class universities. The analysis raises questions about the specific strategies and policies that can effectively propel universities to world-class status.

P.G. Altbach et al. (2009) explore global trends in higher education, tracking what they term an "academic revolution." The report provides an overview of key transformations in the higher education landscape. The authors highlight the dynamic nature of global higher education and the need for

continuous monitoring of trends. The report invites further investigation into the potential future trajectories of the identified trends and their implications for higher education.

J.G. Mora and D. Araya-Muñoz (2019) conduct a comparative study on the relationship between higher education, regional development, and innovation in ASEAN-5 countries. The authors draw conclusions about the varying impacts of higher education on regional development and innovation across the studied countries. The study prompts further inquiry into the specific factors that contribute to or hinder the positive correlation between higher education, regional development, and innovation.

S. Marginson and G. Rhoades (2002) propose a "glonacal agency heuristic" to understand higher education beyond national boundaries, considering global, national, and local dimensions. The authors argue for a more nuanced understanding of higher education that transcends traditional boundaries. The article opens up questions about how institutions and policymakers can effectively navigate the complexities of global, national, and local influences on higher education.

Ukraine Recovery Plan 2022 (<https://recovery.gov.ua/en>) outlines strategies and initiatives for national recovery in 2022, encompassing various sectors, including education. The plan provides a comprehensive approach to address the challenges posed by the war and focuses on rebuilding and revitalizing the nation. The plan prompts questions about the effectiveness of the proposed strategies in restoring and advancing Ukraine's higher education system amidst the challenges of war.

O. Porkuian et al. (2023) detail the experience of reviving a Ukrainian university amid war, exploring the challenges and strategies employed. The authors share insights into the resilience and determination of the university community in the face of adversity. The article raises questions about the long-term impact of war on the higher education sector and the ongoing challenges universities face during post-war recovery.

Y. Petrushenko et al. (2023) explore the concept of the "third mission" of the university – engagement with societal issues – in the context of war and post-war recovery. The authors argue for the crucial role of universities in contributing to societal recovery during and after war. The article prompts questions about the specific initiatives and strategies universities can employ to fulfill their "third mission" effectively during war and recovery periods.

The publications do not explicitly address the challenges and implications faced by higher education institutions in the context of the war in Ukraine, including issues related to infrastructure destruction, the shift to online learning for bordering educational institutions, and broader regional and global collaborative efforts for academic recovery.

**The purpose** of the article is to explore and analyze the challenges and opportunities associated with social responsibility in higher education, considering the broader societal context.

**Presentation of the main material.** Defining social responsibility in the context of higher education involves identifying the ethical and moral obligations of academic institutions toward their communities, students, and broader societal concerns. It encompasses promoting sustainable practices, fostering inclusivity, and contributing to the social and economic development of the regions they serve.

The challenges stemming from social responsibility during the 2022 war and armed conflicts encompass a multifaceted landscape, marked by distinct characteristics that set them apart. Unlike conventional periods, the circumstances of war pose unique hurdles for institutions, especially in the realm of higher education. These challenges include but are not limited to:

**Infrastructure Disruption:** The widespread destruction of infrastructure during armed conflicts hampers the normal functioning of educational institutions, rendering physical campuses inaccessible or even in ruins.

**Online Education Challenges:** With the disruption of traditional learning environments, educational institutions, particularly those in border areas, are forced to transition to online platforms. However, this shift is fraught with challenges, such as limited access to technology, internet connectivity issues, and the need for rapid adaptation by educators and students.

**Financial Constraints:** The economic repercussions of war often lead to financial constraints, affecting both institutions and students. Institutions may face budget cuts, while students may struggle with affordability, hindering their ability to pursue higher education.

**Security Concerns:** Ongoing conflicts pose security risks to students and educators. The fear and uncertainty associated with these risks can adversely affect the learning environment and overall well-being.

Overcoming these challenges requires a comprehensive approach that involves:

**Rebuilding Infrastructure:** Investment in rebuilding and restoring educational infrastructure is crucial to resume normal operations. This may involve collaborations with international aid organizations and governments.

**Enhancing Online Education Resources:** Providing support for online education by addressing technological gaps, improving internet infrastructure, and offering training programs for educators to effectively navigate virtual teaching environments.

**Financial Aid and Support:** Implementing financial aid programs, scholarships, and support initiatives to alleviate the economic burden on institutions and students, ensuring continued access to education.

**Ensuring Security Measures:** Implementing robust security measures to create a safe learning environment, potentially with the assistance of international peacekeeping forces or local security initiatives.

In essence, overcoming the challenges tied to social responsibility during times of war requires a concerted effort from governments, international organizations, and educational institutions to address the unique hurdles faced by higher education in these extraordinary circumstances.

**Conclusions and suggestions for further research.** In conclusion, this article has provided a comprehensive exploration of social responsibility in the context of higher education, particularly amid the challenges posed by the 2022 war in Ukraine. The multifaceted analysis delved into the evolving role of universities in promoting social responsibility, both at the macro and micro levels. The micro-level examination illuminated the impact on individual institutions, shedding light on the challenges and opportunities they encounter in navigating their social responsibilities. The macro-level perspective, on the other hand, allowed for a broader understanding of the societal implications of higher education's response to social responsibility. This included the role of universities in post-war recovery, the reconstruction of educational infrastructure, and the overall contribution to the rebuilding of a nation affected by conflict. Furthermore, the analysis of the existing literature, encompassing global perspectives on higher education, regional development, and innovation, has enriched the discussion and provided a theoretical framework for understanding the complexities of social responsibility in the context of war and post-war recovery. The real-world insights derived from the experiences of Ukrainian universities, as presented in the case studies, highlighted the resilience and adaptability of these institutions in the face of adversity. The challenges they faced, including displacement, infrastructure destruction, and the shift to online learning, underscored the importance of innovative approaches to meet social responsibilities in crisis situations. The article also underscored the necessity for further research avenues, including a longitudinal assessment of the long-term impact of higher education's role in post-war recovery, a comparative analysis of strategies employed by institutions in conflict zones, policy analysis for enhancing social responsibility, and exploration of avenues like impact investing, mentoring, capacity building, and cross-sector collaboration. In essence, this article contributes to the academic discourse on the role of higher education in times of crisis, offering insights, guidance, and a foundation for future research endeavors aimed at fostering social responsibility and resilience in the face of adversity.

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#### AUTHOR (S) BIOSKETCHES



**Miahkykh Iryna**, D.Sc in Economics, Professor, Professor of the Department of Entrepreneurship and Business, Kyiv National University of Technologies and Design, Kyiv, Ukraine.

<https://orcid.org/0000-0003-3868-9643>

Scopus Author ID: 56669971700

E-mail: [mred\\_1965@i.ua](mailto:mred_1965@i.ua)

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