REPORT 1

TURBO Stakeholders: mapping multiple needs and methods of assessment

2024

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FOREWORD

The report "TURBO Stakeholders: mapping multiple needs and methods of assessment" reflects the collective efforts of a team of researchers and experts, who conducted research, analysis, and review to produce this comprehensive document. This report addresses the critical issues and the current status of internally displaced people (IDPs) in Ukraine and their needs, as well as evaluates the needs and potential of Ukrainian universities that have been substantially affected by the ongoing war.

The primary research and analysis were conducted by the teams of Ukrainian researchers from seven partner universities in the TURBO project: Lviv Polytechnic National University (LPNU), West Ukrainian National University (WUNU), Yuriy Fedkovych Chernivtsi National University (YFCNU), Chernihiv Polytechnic National University (CPNU), Taras Shevchenko National University of Kyiv (KNU), Vinnytsia National Technical University (VNTU) and South Ukrainian State Pedagogical University named after K.D. Ushynsky (SUNPU). Their expertise and experience in working with IDPs have been pivotal in developing the core content of this report. Their approach to data collection and interpretation underpins the key findings and recommendations presented herein.

Editorial oversight was provided by Veronika Vakulenko, Olga Filina and Volodymyr Rubtsov who ensured that the report is coherent, comprehensive and rigorous. The editorial team coordinated the various stages of development, from conceptualization to finalization, ensuring alignment with the objectives and standards required for this comprehensive study. The editorial team's work focused on refining the narrative, ensuring clarity of communication, and maintaining the integrity of the report's content.

The contributions of the research teams from Kozminski University – Inna Tselinko and Grygorii Kravchenko. From the Nord University – Anatoli Bourmistrov, Valeriia Melnyk and Olga Iermolenko were valuable for the data analysis, structuring the data, and technical review processes. Their specialized knowledge and expertise have enhanced the depth and accuracy of the information presented.

The preparation and publication of this report were made possible through the support of the European Commission (EC). The findings and recommendations contained within are intended to contribute to ongoing efforts and discussions on the overarching priority defined by EC for Region 2: Neighbourhood East – integration of migrants. Specifically, we review how educational initiatives can contribute to the regional development by ensuring the integration of migrants (i.e., IDPs) through access to education.

Data collection disclaimer

During martial law, the official statistical data on vulnerable categories of the population are partially closed. The data from Ukrainian authorities and independent Ukrainian and international organizations are limited due to the occupation of territories, instability and danger in the front-line zones and the high dynamics of the movement of the population of Ukraine between regions and countries due to the war.

To enhance the reliability, the data used for the report was collected from: official secondary sources such as open official data from the state, non-governmental, international organizations and was supported with primary sources collected by partner universities including surveys and interviews of representatives of authorities, non-governmental organizations, and representatives of IDP families. The obtained data were triangulated with each other to ensure the validity.

INTRODUCTION

This report was developed under "the Universities' Reaction to Big Obstructions: Building resilient higher education to respond to and manage societal crises" (TURBO) project (Project: 101129315-TURBO-Erasmus-EDU-2023-CBHE), a collaborative initiative aimed at increasing the resilience of Ukrainian universities, their preparedness and responsiveness, by building their capacities, improving competencies, and sharing experiences among Ukraine, Norway and Poland. The project is funded by the European Union.

The purpose of this report is to provide a comprehensive mapping of the needs and methods of assessment concerning various stakeholders, particularly focusing on IDPs, the regional labour market, universities and their role in addressing emerging challenges. The report seeks to identify the immediate and long-term needs of stakeholders, evaluate the effectiveness of current strategies, and propose solutions for better integration and support of IDPs within the regional context.

The Ukrainian partner universities involved in this project include:

1. Lviv Region: Lviv Polytechnic National University (LPNU)
2. Ternopil Region: West Ukrainian National University (WUNU)
3. Chernivtsi Region: Yuriy Fedkovych Chernivtsi National University (YFCNU)
4. Chernihiv Region: Chernihiv Polytechnic National University (CPNU)
5. Kyiv City: Taras Shevchenko National University of Kyiv (KNU)
6. Vinnytsia Region: Vinnytsia National Technical University (VNTU)
7. Odesa Region: South Ukrainian State Pedagogical University named after K.D.Ushynsky (SUNPU)

The report is structured as follows. The first section examines the situation of IDPs as a social phenomenon in Ukraine, the impact of the war on regional labour markets, and the specific challenges faced by universities. It also discusses the roles and capabilities required to implement effective strategies for adapting to these challenges. This section also reviews the evaluation of digital learning platforms used by the partner universities. The second part outlines the data collection techniques used in the study. Moreover, it highlights the best regional practices of assessment of the stakeholder's needs.

This report outlines the ongoing efforts and challenges faced by these institutions as they navigate the complexities brought about by the war to develop into resilient universities, with the flexibility to adapt to the emerging needs of Ukrainian society and to integrate into the EU. Thus, the report can be useful for policymakers, educational administrators, international organizations, and stakeholders involved in collaboration with Ukraine's higher education sector by informing these audiences about the current challenges and guiding strategic planning and decision-making processes in social adaptation of IDPs by higher educational institutions.

PART 1. NEEDS ASSESSMENT

1.1. Internally displaced persons (IDPs)

According to the United Nations' (UN) data, as of May 1, 2024, 120 million people worldwide were displaced[1], including refugees, asylum seekers and IDPs. Compared to 2023, this number increased by approximately 10% representing 1.5% of the world's population. 60% of the overall number of displaced people are IDPs.

1.1.1. IDPs as a social phenomenon in Ukraine: challenges and opportunities

IDPs in Ukraine have become a salient social phenomenon marked by resilience, struggle, and the ongoing impact of geopolitical conflict. The mass movement of people within the borders of their own country, escaping war, facing insecurity, and economic instability, has profoundly affected the social, economic, and political spheres in Ukraine.

The catalyst for the current wave of internal displacement in Ukraine can be traced back to the 2014 annexation of Crimea by Russia and the subsequent full-scale war in 2022. These events triggered widespread violence and insecurity, forcing millions to flee their homes in search of safety. As of 2021, the United Nations High Commissioner for Refugees (UNHCR) estimated that over 1.4 million Ukrainians were internally displaced, making it one of the largest IDP populations in Europe. The escalation of conflict in 2022 further exacerbated this crisis, leading to even greater numbers of IDPs. On February 24, 2022, the largest migration crisis since the World War II, caused by the Russian invasion of Ukraine, began.

Due to its fluidity, the dynamics of IDPs in Ukraine are constantly changing. During the first year of the war, the number of IDPs reached 5.4 million[2]. After two years of war (as of February 24, 2024), the number decreased to 3.7 million as many people decided to return to their homes[3]. As of March 31, 2024, the number of IDPs was approximately 3.3 million, distributed across 23 Ukrainian regions.

In Ukraine, the legislative framework for IDPs is outlined in the Law of Ukraine "On Ensuring the Rights and Freedoms of Internally Displaced Persons", adopted in 2015 with subsequent amendments. According to this law, an IDP is a citizen of Ukraine, a foreigner or a stateless person, who is legally present in Ukraine and has the right to permanent residence in the country. An IDP is someone forced to leave their place of residence due to the negative consequences of armed conflict, temporary occupation, widespread violence, human rights violations, or emergency situations of a natural or man-made nature.

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[1] USA for UNHCR. (n.d.). Statistics: Global trends at-a-glance. UN Refugee Agency. Retrieved from https://www.unrefugees.org/refugee-facts/statistics/#:~:text=Global%20Trends%20At%2Da%2DGlance,63.3%20million%20internally%20displaced%20people

[2] International Organization for Migration (IOM). (2023). Ukraine internal displacement report: General population survey round 12. ReliefWeb.. https://reliefweb.int/report/ukraine/iom-ukraine-internal-displacement-report-general-population-survey-round-12-23-january-2023-enuk

[3] USA for UNHCR. (n.d.). Ukraine emergency. UN Refugee Agency. Retrieved from https://www.unrefugees.org/emergencies/ukraine/#:~:text=There%20are%20nearly%203.7%20million,(as%20of%20February%202024).&text=Nearly%206.5%20million%20refugees%20from,(as%20of%20February%202024).&text=Approximately%2014.6%20million%20people%20are%20in%20need%20of%20humanitarian%20assistance%20in%202024.

Based on the Cabinet of Ministers of Ukraine decree dated April 7, 2023 No. 312, "On the approval of the State Policy Strategy on Internal Displacement for the period until 2025, and the Approval of the Operational Plan of Measures for its Implementation in 2023-2025", the Ukrainian government developed and approved a Comprehensive Program of Support for IDPs for 2023-2025. Given the acute needs of IDPs, this program prescribes that several conditions should be established for IDPs in each Ukrainian region, including but not limited to:

- Creation of new jobs in the labour market.
- Assistance with employment and professional retraining.
- Provision of housing.
- Provision of material support to IDPs and families of fallen defenders of Ukraine.
- Involvement of IDPs in the cultural life of local communities.
- Engagement of international donor organizations to support and integrate IDPs.

To address complex challenges and multifaceted needs of IDPs, several state institutions are responsible for developing and introducing state policies, namely:

- the Ministry of Reintegration of the Temporarily Occupied Territories (responsible for implementing state policy regarding IDPs).
- the Ministry of Social Policy (organizes the payment of financial support), and
- supportive institutions/structures: the State Employment Service facilitating employment, the Ministry of Education and Sciences of Ukraine (addressing educational needs), and the Ministry of Healthcare (organizing the provision of medical services).

Due to the ongoing war, Ukraine faces substantial challenges, including a demographic crisis, declining labour market conditions, growing social expenditures, public debt and dependency on external funding. IDPs can become a driving force for the Ukrainian economy and present an opportunity to mitigate these challenges (see Table 1).

Table 1. The challenges and the potential for mobilizing IDPs to address them*

	Challenge	Description	Potential solution
LABOUR MARKET	Demographic decline	Decreased from 41 million in 2022 to 37 million in 2024.	Integration of IDPs into new communities to enhance population stability.
	Imbalanced demographic ratio	Ratio of working individuals to those needing care is 1 to 1 or 1 to 2.	Mobilize IDPs into the workforce to balance the demographic ratio.
	Lack of natural population growth	No natural population growth in recent years.	Implement effective labour and cultural integration policies to boost population growth through migration.
DEMOGRAPHIC CRISIS	Aging population	10 million pensioners by 2024, with a large percentage receiving low pensions.	Provide targeted support for elderly IDPs and ensure adequate pension schemes.
	Loss of working-age population	Loss of 30% (5.5 million) of the working-age population since the war began.	Expedite social and professional adaptation of IDPs to replenish the workforce.
	Public sector financial sustainability	Strain on public finances due to decreased tax revenues, increased social and military spending resulting is growing public debt.	Integrate IDPs into the workforce to expand the tax base and reduce dependency on social benefits.

*developed based on: State Statistics Service of Ukraine (2022). Population of Ukraine. Retrieved from: www.ukrstat.gov.ua; United Nations Population Fund (2024). World Population Dashboard -Ukraine | United Nations Population Fund. Retrieved from: www.unfpa.org. Pyshchulina, O. (2024). Human capital - challengers for Ukraine's recovery. Razumkov Centre. Retrieved from: https://razumkov.org.ua. HelpAge International. (2023). Ignoring the rapidly ageing population will jeopardize Ukraine's recovery. HelpAge International Retrieved from: https://www.helpage.org/news/ignoring-the-rapidly-ageing-population-will-jeopardize-ukraines-recovery/

The integration of IDPs into new communities can be viewed as an intricate process of making them a valuable asset in strengthening the national economy. Specifically, this can be achieved by developing the potential of IDPs addressing their needs and offering them employment opportunities, which would benefit local economies and improve the overall financial condition.

1.1.2. Overall and regional labour market trends in Ukraine

The Ukrainian labour market faces dual pressures amid the ongoing war. The first is significant changes in the labour force, marked by rising structural unemployment[4], a substantial mismatch between skills and market needs and slow local integration. The second is the geographical relocation of enterprises from conflict zones to safer regions, causing economic and social disruptions.

According to a report by the National Institute of Strategic studies[5], as of January 1, 2024, the official unemployment rate in Ukraine was around 17%. The total number of registered unemployed individuals is 96,100(including 40% with higher education). The total number of vacancies is 40,200 distributed among Kyiv city, Kyiv region, Lviv region, Dnipro region, Odesa and Kharkiv regions, which together account for 63% of all vacancies.

The analysis of changing labour market trends in Ukraine after the war[6] reported that IDPs often possess skills that were in demand in their original regions but may not align with the

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[4] https://www.ilo.org/resource/news/how-did-war-impact-ukrainian-labour-market

[5] National Institute for Strategic Studies (NISS). (2023). Recovery of the labor market in Ukraine under wartime conditions: Regional challenges and strategies. Retrieved from: https://niss.gov.ua/doslidzhennya/sotsialna-polityka/vidnovlennya-rynku-pratsi-v-ukrayini-v-umovakh-viyny-rehionalni#

[6] https://fscluster.org/sites/default/files/labour_market_of_ukraine_2023_en42.pdf

current needs in their new locations. For example, IDPs from industrial areas may struggle to find similar work in the regions where the economy is more service-oriented or agricultural. As a result, there is an urgent need for retraining programs that can help IDPs acquire the skills needed in their new communities, particularly in sectors like construction, healthcare, IT, and logistics. Additionally, the agricultural sector, crucial for Ukraine's economy, requires skilled labour to restore production and ensure food security. To address these challenges, the report emphasizes the importance of targeted retraining programs and vocational education to equip displaced and unemployed workers with the necessary skills for these in-demand roles.

Additionally, the following obstacles prevent IDPs from finding jobs:

1. Many people consider their place of displacement to be temporary, thinking about moving or returning home later. They also expect to receive state support.

2. Psychological trauma. Many IDPs have lost their homes and relatives which has caused substantial stress. Without psychological stabilization, they cannot take the next steps.

3. Mismatch between expected salaries and the assessment of competencies by employers.

4. Traditionally low labour market activity in the western regions of Ukraine compared to the more active eastern and central regions.

5. Cultural differences among various groups of IDPs and between IDPs and the local population.

6. The need to care for children or elderly people.

Nearly 19,000 companies have relocated since the beginning of the war[7]. Among the most popular locations for business migration were Kyiv region and several western regions, including Lviv, Zakarpattia, Chernivtsi, Khmelnytskyy and Ternopil. As companies relocate from conflict-affected regions like Donetsk and Luhansk to safer areas such as Lviv, Kyiv, and other western and central regions, economic activities and job opportunities have become concentrated in these areas. This shift has led to labour market disparities, with some regions experiencing increased demand for labour, while others suffer from job losses and economic stagnation. Figure 1 visualizes the industries that have been most active in relocating their businesses.

[7] Opendatabot. (2024). Business relocation in Ukraine: Analytics and trends. Retrieved from: https://opendatabot.ua/analytics/business-relocation-2023-2https://opendatabot.ua/analytics/business-relocation-2023-2

Retail 29.3%

Other 33.2%

Transport 7.8%

Construction 7.7%

Agriculture and hunting 7.7%

Real estate 4.2%
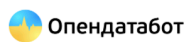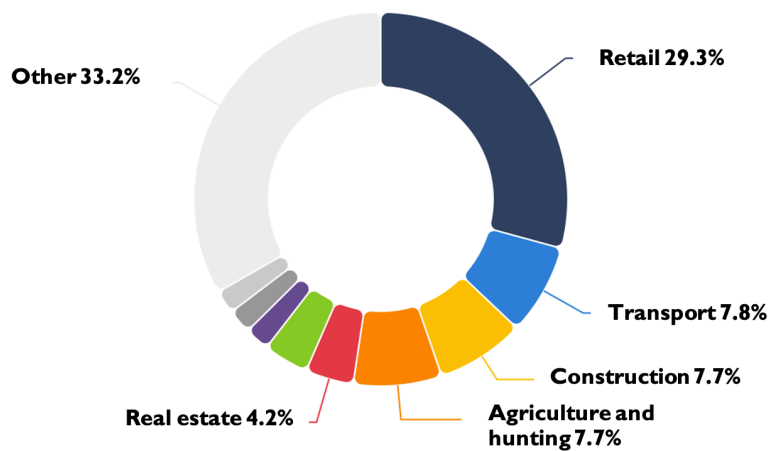
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Figure 1. Distribution of relocation of businesses from different industries (per 2024)[8]

The relocation of companies has often resulted in a mismatch between the skills of the local workforce and the demands of the relocated businesses. For instance, workers from industrial or manufacturing sectors in the eastern regions may find it difficult to adapt to the service-oriented or IT-focused industries that have relocated to the West. This mismatch creates challenges for both employers, who struggle to find qualified workers, and employees, who may need retraining to secure employment. The relocation of companies has placed additional economic pressure on host regions, which now need to accommodate an influx of businesses and workers. This includes the need for expanded infrastructure, housing, and public services, which can strain local resources and create bottlenecks in the labour market. The trends of regional labour markets are summarized in Table 2.

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[8] Opendatabot. (2024). Business relocation in Ukraine: Analytics and trends. Retrieved from: https://opendatabot.ua/analytics/business-relocation-2023-2https://opendatabot.ua/analytics/business-relocation-2023-2

Table 2. Labour market in the regions*

	Number of vacancies (per 01.01.24)	Specializations needed (in management and administration fields)
Lviv region	8500	Work with clients, sales manager, accountant, business administrator and social entrepreneur.
Ternopil region	1000	Sales manager, accountant, work with clients, entrepreneur.
Chernivtsi region	1000	Business administrator, sales manager, accountant.
Chernihiv region	1300	Web and software development, project manager, accountant, customer relations.
Kyiv city	2200	Software development, sales manager, telecommunications, accountant, customer relations, business administrator.
Vinnytsia region	500	Sales manager, accountant, telecommunications, administrator.
Odesa region	2300	Specialist in digitalization, telecommunications, manager, entrepreneur.

*Developed based on: Sudakov, M. and Lisohor, L. (2023). Assessment of the labour market and demand for professional skills in Ukraine. Food Security and Livelihoods Cluster. Retrieved from: https://fscluster.org/sites/default/files/labour_market_of_ukraine_2023_en42.pdf; National Qualifications Agency. (2023). Annual summary of the analysis of national labour market indicators in 2023. Retrieved from: https://nqa.gov.ua/news/ricni-pidsumki-analizu-pokaznikiv-nacionalnogo-rinku-praci-u-2023-roci/l; National Institute for Strategic Studies (NISS). (2023). Recovery of the labour market in Ukraine under wartime conditions: Regional challenges and strategies. Retrieved from: https://niss.gov.ua/doslidzhennya/sotsialna-polityka/vidnovlennya-rynku-pratsi-v-ukrayini-v-umovakh-viyny-rehionalni.

Analysing labour market trends provides insights into potential employment opportunities and gaps, helping to tailor support programs for IDPs that address specific economic needs of each region. This analysis also highlights which skills and industries are in demand.

1.1.3. The situation with IDPs in the regions

As of June-July 2024, the situation with IDPs in Ukraine remains a critical issue. The analysis provided in this subsection is based on data from the International Organization for Migration (IOM) and the Ministry of Social Policy of Ukraine and State Statistic Service of Ukraine, offering insights into the current status of internal displacement across Ukraine. Importantly, the actual numbers of IDPs in each region may differ from official statistics, often tending to be higher. This is due to the fact that many citizens living in the suburbs or countryside areas and/or do not register as IDPs.

The regional statistics on IDPs across different regions are shown in Table 3. As of June 2024, Kyiv city, Lviv, and Odesa are among the regions with the highest concentration of IDPs. Gender distribution across regions varies slightly, with more male IDPs residing in Kyiv city, while the highest number of female IDPs are located in the Lviv region. The average gender distribution in Ukraine is 59% female and 41% male[9].

When it comes to the employability indicators, the analysis shows that the IDP population is substantial in all regions, comprising around 60% of the overall population. Each region

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[9] IOM. (2024). Ukraine internal displacement report: General population survey round 16 (April 2024). Retrieved from: https://dtm.iom.int/reports/ukraine-internal-displacement-report-general-population-survey-round-16-april-2024?close=true.

has a significantly high unemployment rate [10], indicating significant potential for integrating IDPs into the active labour force. The percentage of disabled individuals among IDPs is also substantial. Therefore, it is crucial to focus on analysing how this vulnerable group can be integrated into the labour market by offering them appropriate jobs.

Table 3. The summary key indicators related to IDPs per region (as of 2024)*

Indicator	Kyiv city	Chernivtsi	Lviv	Ternopil	Odesa	Vinnytsia	Chernihiv
Total number of IDPs	343,000	63,000	160,000	47,000	235,000	113,000	68,000
Gender distribution of IDPs	53% (female) 47% (male)	65% (female) 35% (male)	62% (female) 38% (male)	63% (female) 37% (male)	58% (female) 42% (male)	58% (female) 42% (male)	N/A
IDPs of working age (18-59 years old)	34% (female) 28% (male)	32% (female) 19% (male)	34% (female) 21% (male)	N/A	34% (female) 22% (male)	32% (female) 24% (male)	N/A
Unemployed and active job seekers (including IDPs, returnees and non-displaced population)	87,000 (of which 24% is IDPs)	37,000 (total population)	72,000 (of which 23% is IDPs)	13,000 (total population)	114,000 (of which 29% is IDPs)	102,000 (of which 14% is IDPs)	51,000 (total population)
% of IDPs with at least 1 disabled person in a household	17%	15%	23%	13%	37%	46%	N/A

*Developed based on: IOM. (2024). Ukraine internal displacement report: General population survey round 16 (April 2024). Retrieved from: https://dtm.iom.int/reports/ukraine-internal-displacement-report-general-population-survey-round-16-april-2024?close=true; IOM. (2024). Ukraine oblast profiles: General population survey round 16 (July 2024). Displacement Tracking Matrix. Retrieved from:https://dtm.iom.int/reports/ukraine-oblast-profiles-general-population-survey-round-16-july-2024; Information and Computing center of the Ministry of social policy of Ukraine (n.d.) Overview of IDP population per August 2024. Retrieved from: https://www.ioc.gov.ua/en/analytics. NGO «Schumpeter school of innovation» (2024). Assessment of the Needs of Internally Displaced Persons in the Chernivtsi Urban Territorial Community. Analytical note.

After two years of the full-scale war, the social challenges faced by IDPs have remained largely unchanged. The major primary material and assistance needs include food, clothes and help with rental assistance [11]. Other needs reported by IDPs include[12] [13] , :

- Provision of housing (up to 80% of IDPs live in rented premises).
- Employment (about 90% of IDPs consider government payments as their main source of income) with an average level of salary related to the region of current residence.

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[10] The total number of unemployed population was calculated based on IOM data that includes three categories of citizens: (1) IDPs – people forced to flee due to the full-scale war; (2) returnees – people who have returned to their habitual residence after internal/ abroad displacement; (3) non-displaced population – people residing in their habitual residence or people who are temporarily outside their place of habitual residence for reasons not in connection with the ongoing full-scale war.

[11] International Organization for Migration (IOM). (2024). Ukraine internal displacement report: General population survey round 16 (April 2024). Retrieved from: https://dtm.iom.int/reports/ukraine-internal-displacement-report-general-population-survey-round-16-april-2024?close=true.

[12] International Organization for Migration (IOM). (2023). Ukraine internal displacement report: General population survey round 13 (June 2023). Retrieved from: https://dtm.iom.int/sites/g/files/tmzbdl1461/files/reports/IOM_Ukraine_Internal%20 Displacement%20Report_Round%2013%20%28June%202023%29.pdf

[13] International Organization for Migration (IOM). (2024). Ukraine internal displacement report: General population survey round 16. Retrieved from: https://dtm.iom.int/sites/g/files/tmzbdl1461/files/reports/GPS_R16_IDP_2024.pdf

- Inclusivity given IDPs' perception of discrimination due to their status and age (50+).
- Socialization and adaptation in a new place.
- Information support for IDPs and legal assistance.
- Access to medical services, healthcare, education, childcare.
- Financial assistance to vulnerable groups (elderly, disabled and large families).

Access to housing and social services is essential for improving the integration of IDPs. Adult education, involvement in local initiatives, and programs for the integration of children and adults are important tools for fostering social cohesion and mutual understanding between IDPs and the host community.

A substantial number of IDPs expressed their will to study and change professions, indicating their readiness to adapt and become active in the labour market. Due to continuous financial difficulties and the need for humanitarian assistance, many IDPs seek to improve their precarious living conditions by finding employment.

Further exploration of regional data details how different regions experienced the influx of displaced people, and the specific needs and challenges faced by IDPs. The regional insights prepared by local partners are based on their own experiences working with IDPs since the beginning of the full-scale war, as well as the official regional data gathered from local state administrations.

Image generated by DALL-E, an AI model developed by OpenAI

Lviv and Lviv region

The influx of IDPs has significantly impacted Lviv and its region, especially with increased pressure on housing, healthcare, and education systems as it has been providing refuge to thousands fleeing conflict-affected areas. The local economy has seen both challenges and boosts, with some sectors benefiting from increased demand and others strained by resource shortages. Social services have been stretched, requiring enhanced coordination and support from NGOs and the government. Despite these pressures, Lviv has shown resilience and solidarity, fostering community integration and support for the displaced population.

The majority of IDPs in Lviv and the region reported a compulsion to meet basic needs: food, personal hygiene products, household chemicals, housing and healthcare services. Other needs of IDPs included: legal and cultural needs (e.g., leisure activities and participation in cultural and sports events), provision of social services (adaptation, reintegration, and social support), educational services (retraining and upskilling), employment and psychological assistance.

Social integration issues are important in Lviv, as some IDPs reported experiencing prejudice due to their status as well as tense relations with the local population. In addition, cultural assimilation, such as language and religion has become an important question as the region has been hosting more displaced people from South-Eastern regions. Several IDPs

stated that finding work corresponding to their experience and specialization was difficult. Age barriers or physical restrictions were also mentioned as negative factors for obtaining employment. In case of employment, several IDPs assessed the level of their wages as low.

Ternopil and Ternopil region

Image generated by DALL-E, an AI model developed by OpenAI

Since the full-scale invasion, Ternopil and the region have hosted a significant number of IDPs. The main needs of IDPs housing, financial assistance, medical care, education, employment, psychological support, social integration, and legal assistance. A lack of proper information about available social oriented services, programs, and support opportunities was one of the main problems for many IDPs.

The IDPs' employment, however, received substantial attention of regional authorities and measures were taken to promote employment. Those IDPs registered as unemployed were provided with information, counselling, and career guidance services, and received support with employment possibilities. While several IDPs have found employment and received support to start and develop their own businesses, still the level of unemployment in Ternopil and the region remains rather high. Therefore, further actions are needed to address these needs, improve living conditions and expedite the social integration of IDPs.

Chernivtsi and Chernivtsi region

Image generated by DALL-E, an AI model developed by OpenAI

Since February 2022, Chernivtsi region has sheltered more than 110,000 IDPs. The region experienced substantial inflow-outflow dynamics during the two years. Most of IDPs were relocating from Kharkiv, Donetsk, and Luhansk regions.

The major needs included housing, food, hygiene products, clothing and footwear, medical care, and childcare. Employment, psychological support due to the difficulties of displacement and adaptation and legal aid were also significant needs, as many IDPs highlighted their importance. The need for education, leisure activities, and community participation was less pronounced but still relevant.

Economic integration remains a critical challenge for IDPs in Chernivtsi. Financial constraints are severe, many IDPs face low wages and unskilled job offers, leading to instability in the labour market. Many IDPs actively seek employment or consider starting their own business, and thus express a wish for professional retraining.

Chernihiv and Chernihiv region

Image generated by DALL-E, an AI model developed by OpenAI

The dynamics of the IDP population in Chernihiv region have shown an increase despite its border location, which is generally less attractive for internal displacement. This increase reflects ongoing displacement and the continuous need for support and integration efforts in the region.

The main needs of IDPs in Chernihiv region include housing, financial assistance, medical care, education, employment, psychological support, social integration, and legal assistance. IDPs also reported lack of proper information about available services and support opportunities. Insufficient coordination between government agencies and volunteer organizations, lack of internet access, and complicated procedures for receiving assistance further exacerbate these challenges.

Providing psychological support, ensuring access to education and employment opportunities, and fostering social integration are crucial steps towards improving the situation of IDPs in Chernihiv region.

Kyiv city

Image generated by DALL-E, an AI model developed by OpenAI

Despite a general decrease in the overall number of IDPs in Ukraine, the population of IDPs in Kyiv has increased, indicating a continuous influx and the need for sustained support and integration efforts. Kyiv city remains a top-hosting location for IDPs [14]. The majority of IDPs come from Eastern Ukraine, specifically Donetsk, Zaporizhzhia, and Luhansk regions, with a significant number also from the South, mainly Kherson region.

Overall, financial difficulties are pervasive for many IDPs. Support in obtaining employment is considered important for many IDPs. Becoming employed is challenging due to low salaries, unsuitable job locations, lack of vacancies matching qualifications, and/or age restrictions. In addition, psychological assistance is reported as an important need for the displaced population due to the strong impact of the war on the mental health of the population.

The challenges, which IDPs can face in Kyiv: (1) lack of clarity on state institutions or organizations to contact for assistance, legal advice, or financial aid; (2) cases of discrimination or unfair treatment; (3) financial constraints, housing problems, difficulties with finding a job, and adapting to the new environment.

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[14] International Organization for Migration (IOM). (2024). Ukraine internal displacement report: General population survey round 16 (April 2024). Retrieved from: https://dtm.iom.int/reports/ukraine-internal-displacement-report-general-population-survey-round-16-april-2024?close=true.

Image generated by DALL-E, an AI model developed by OpenAI

Vinnytsia and Vinnytsia region

Since February 2022, Vinnytsia and the surrounding region have noted an outstanding level of IDPs mobility, becoming one of the biggest logistic hubs for IDPs relocation within the country. In 2024, there was a significant outflow of IDPs from the region, due to migration to the western regions, abroad, or returning home to de-occupied territories.

The needs reported by most IDPs residing in Vinnytsia and the surrounding region included financial support due to lack of money to buy food and basic necessities, humanitarian aid, housing and medical services. Legal and cultural needs, social and educational services, psychological assistance, information needs, and employment are also significant concerns for IDPs.

The main challenges in finding work include low wages, lack of suitable vacancies, age, physical limitations, and discrimination due to IDP status. While the employment trend in the region is positive, there is still a considerable share of IDPs who seek employment, and in the long term, more young people entering working age, will require jobs.

Image generated by DALL-E, an AI model developed by OpenAI

Odesa and Odesa region

Since the full-scale war, Odesa and its surrounding region have become a significant hub for IDPs, accommodating around 180,000 individuals by 2024. The region has faced considerable challenges in providing housing, employment, and social services to the influx of IDPs. Despite these challenges, Odesa has made strides in integrating displaced populations, with ongoing efforts to address unemployment and support vulnerable groups.

The need for financial and humanitarian aid is among the most crucial for many IDPs. Housing and healthcare are also critical needs. In addition, legal and cultural needs, social and educational services, psychological assistance, and employment are also significant concerns for many IDPs.

IDPs in Odesa and the surrounding region face several difficulties, including a need for psychological assistance, legal support, language skills, and skills for developing start-ups. Employment barriers include childcare, health issues, lack of language skills, and lack of relevant experience or education in required areas.

Summary

Ukrainian regions have faced significant challenges due to the influx of IDPs. Lviv and its region experienced strained resources and infrastructure, with high demand for humanitarian aid, housing, and medical services. In Ternopil, communication issues and a need for better coordination among agencies were prevalent. Chernivtsi saw severe financial constraints among IDPs, alongside integration and employment difficulties. Chernihiv, despite being a border region, saw an increase in IDPs needing support. Kyiv city faced high unemployment and social integration challenges, while Vinnytsia and Odesa struggled with financial aid and employment barriers.

To address the challenge of social integration of IDPs and improve their living conditions, it is important to make them active on the labour market through acquiring employment or starting their own business. Given the local labour market trends in each region, universities in collaboration with NGOs and other stakeholders can address this challenge by professionally retraining and socially adapting IDPs into local communities. In this way, the needs of IDPs in employment, psychological and legal assistance will be met.

The next subsection reviews the needs of universities to socially adapt and integrate IDPs given the challenging circumstances they are currently facing.

1.2. Universities

1.2.1. The role of a university in a region

The role of Ukrainian universities in their regions is significant since they contribute to the educational, economic, social, and cultural vitality of their regions. A brief description of each university is presented in the Appendix 1.

Universities play a distinct role in regional development and prosperity. This role includes being present as:

- Educational hubs. The main function of a university is to provide higher education, equipping students with skills and knowledge necessary for the local labour market. In this way, they contribute to the regional economy by providing a workforce in regional industries and support economic development.

- Research and innovation. Being at the forefront of research and innovation, universities can support local stakeholders with research and development and contribute to solving region-specific challenges.

- Economic impact, both directly and indirectly. Universities are often among the largest employers in the area, and they attract students, faculty, and research funding, which stimulates the local economy through demand for housing, services, and goods.

- Cultural and social influence. Universities serve as cultural and social centres in their regions by offering cultural activities and social initiatives that address regional issues, such as poverty alleviation, public health campaigns, and community development.

- Partnerships with business and industry. Strong partnerships with local industries enable the provision of tailored training programs, internships, and research collaborations that align educational outcomes with regional economic needs. These partnerships ensure that the curriculum is relevant and that students are prepared for the job market.

- Partnerships with NGOs. Universities frequently collaborate with NGOs to address social, environmental, and economic challenges in their regions. These partnerships allow universities to engage in community-focused projects, provide students with practical experience in real-world issues, and leverage the expertise and resources of NGOs to create impactful solutions. Through these collaborations, universities help drive social change and development in their regions.

- Regional development: Universities contribute to regional development by acting as centres of expertise that inform and influence regional policymaking and development strategies. Their research and analysis can guide regional and local governments in making informed decisions that benefit the community.

While Ukrainian universities play an important role in the educational, economic, and social fabric of their regions, the ongoing war has introduced significant challenges that have forced universities to rapidly adapt to new and complex realities. In the next subsection, an overview of key challenges is presented.

1.2.2. The challenges faced by universities due to the war

Ukrainian education has been constantly facing challenges during the war. These challenges require immediate response, adaptation, and finding ways to overcome them. In two years of war, 63 institutions of higher education have been damaged or completely destroyed due to the military actions [15]. During the first year alone, the direct losses to Ukraine due to the destruction of educational and scientific infrastructure exceeded to 8.94 billion USD [16]. Additionally, the mass relocation of teaching staff and students abroad has caused substantial disruption in the educational process, yet the bigger risk is in the possible decision of those relocated to stay abroad, leading to a huge "brain drain" in Ukraine. The challenges faced by the universities were multiple and vary from region to region.

Lviv region: At LPNU, the onset of the conflict forced a sudden shift in the educational process. Security concerns necessitated the transition to distance learning, but this was fraught with difficulties. Unstable internet connections, frequent electricity shortages, and the challenge of conducting practical sessions in a digital format all hindered the continuity of education. Beyond the classroom, LPNU was compelled to adapt its physical infrastructure, creating bomb shelters and ensuring a reliable power supply to safeguard students and staff. Financially, the university grappled with reduced state funding and escalating costs for security measures, all while revenues from paid educational programs dwindled. The psychological toll of the war further compounded these issues, as students and staff endured ongoing stress, anxiety, and uncertainty about their future.

[15] Ivanenko, N. (2024). Two years of twinning: The challenges facing Ukrainian universities. Universities UK International. Retrieved from: https://www.universitiesuk.ac.uk/universities-uk-international/insights-and-publications/uuki-blog/two-years-twinning-challenges-ukrainian#:~:text=In%20the%20first%20days%20of,were%20destroyed%20due%20to%20shelling

[16] Kyiv School of Economics. (2023). Damages assessment report: February 2023. Kyiv School of Economics. Retrieved from: https://kse.ua/wp-content/uploads/2023/03/UKR_Feb23_FINAL_Damages-Report-1.pdf

Ternopil region: WUNU faced similar challenges, particularly in the realm of security. The necessity to implement protective measures at the university led to rising costs, diverting resources from critical areas like research and development. The displacement of students and faculty not only disrupted academic activities but also risked a "brain drain", as many sought stability abroad. Infrastructure was not spared either; the university's Law Faculty building, part of the Chortkiv Professional College, suffered damage in May 2023, exemplifying the ongoing threats to educational continuity. Amidst these physical and financial strains, the unpredictability of military actions further disrupted the educational process, placing additional psychological stress on the university community.

Chernivtsi region: YFCNU experienced a blend of social, infrastructural, and financial challenges. The psycho-emotional state of the university's community deteriorated under the strain of war, with decreased motivation among employees, many of whom faced uncertainty and salary reductions. The need to provide education in a hybrid format, accommodating both in-class and online learning, was hampered by inadequate material and technical facilities. Infrastructure challenges included power outages on campus, the urgent need to arrange shelters, and the difficulty of providing sufficient dormitory space for both non-resident students and IDPs. Financially, the university contended with reduced state funding and delayed payments, further complicating their operations under martial law.

Chernihiv region: CPNU faced severe losses. The displacement of students and academic staff, compounded by ongoing mobilization efforts, led to a significant reduction in human capital. Many academic staff relocated to foreign institutions, further weakening the university's ability to maintain its educational standards. Infrastructure suffered heavily, with university buildings, research laboratories, and lecture halls facing physical destruction. The financial situation was dire, with decreased funding from the state, business sectors, and foundations, while unplanned expenses for restoring damaged premises and equipment strained the already limited budget. The forced shift to online education due to security concerns disrupted the educational process, making it difficult to organize internships and dual education programs. Additionally, cybersecurity threats escalated, endangering the university's information resources, while the reduction in applicant numbers and the deterioration of mental health among the university community added to the mounting challenges.

Kyiv city: KNU experienced infrastructural damages from missile attacks that left university buildings in urgent need of repair and restoration, requiring immediate funding and the construction of missile shelters. The academic community was disrupted as many staff members moved abroad, working remotely with the risk that they may not return, threatening the university's valuable human resources. The outflow of students abroad also raised concerns about a potential "brain drain," as these students might lose their connection to Ukraine, impacting the country's future talent pool. Amid these challenges, KNU had to adapt swiftly, shifting from traditional educational models to more modern approaches to stay relevant and effective in this rapidly changing environment.

Vinnytsia region: VNTU encountered power outages that severely affected their ability to conduct distance learning. The need to ensure asynchronous learning, record lectures, and maintain constant access to educational materials was paramount, yet the quality of education suffered due to these disruptions. The university also faced significant financial burdens because of damage to property from shelling and the construction of bomb shelters. The outflow of students, many of whom left the country while continuing their studies on individual plans, placed an increased workload on teachers who had to adapt teaching materials to various formats.

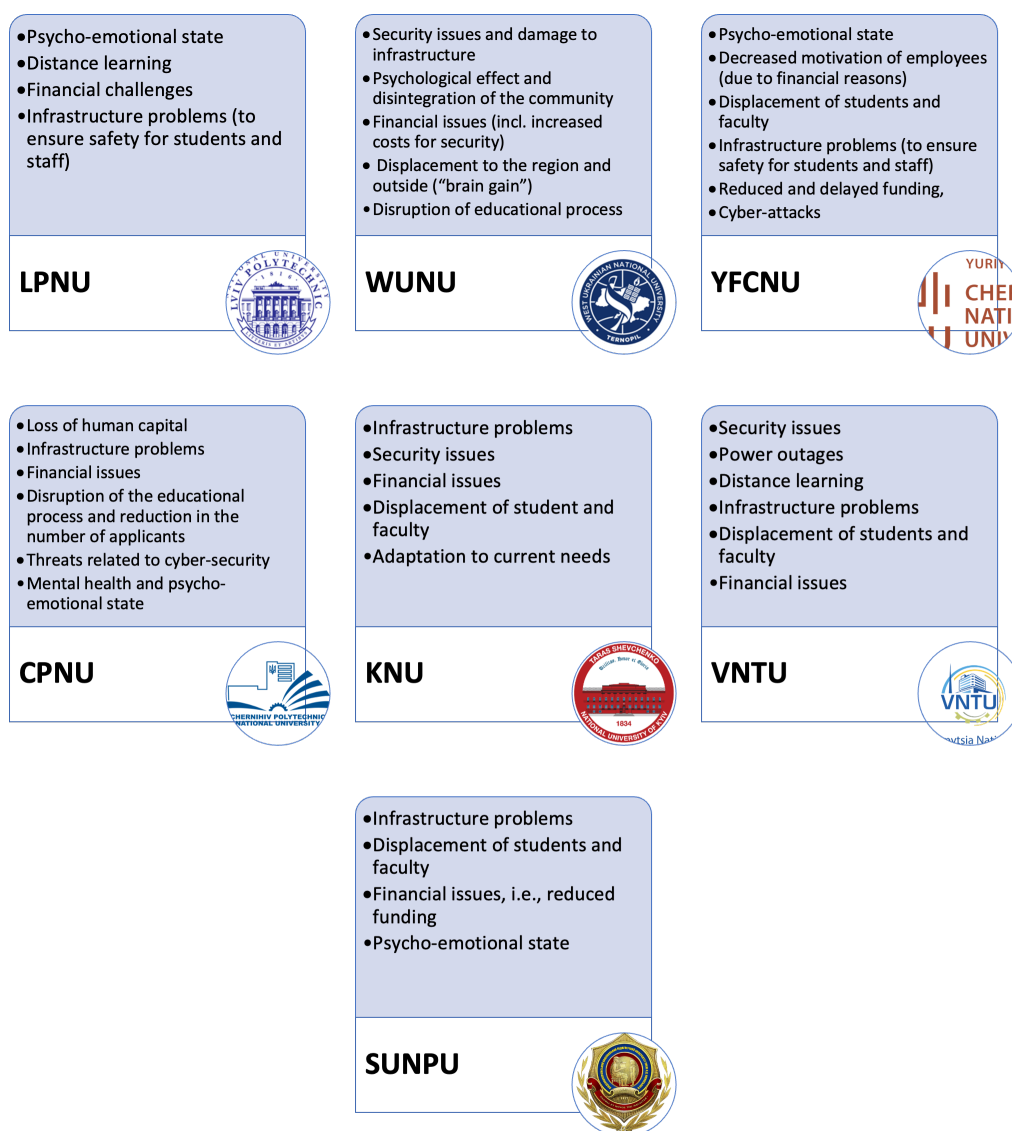|		
• Psycho-emotional state • Distance learning • Financial challenges • Infrastructure problems (to ensure safety for students and staff) **LPNU**	• Security issues and damage to infrastructure • Psychological effect and disintegration of the community • Financial issues (incl. increased costs for security) • Displacement to the region and outside ("brain gain") • Disruption of educational process **WUNU**	• Psycho-emotional state • Decreased motivation of employees (due to financial reasons) • Displacement of students and faculty • Infrastructure problems (to ensure safety for students and staff) • Reduced and delayed funding, • Cyber-attacks **YFCNU**
• Loss of human capital • Infrastructure problems • Financial issues • Disruption of the educational process and reduction in the number of applicants • Threats related to cyber-security • Mental health and psycho-emotional state **CPNU**	• Infrastructure problems • Security issues • Financial issues • Displacement of student and faculty • Adaptation to current needs **KNU**	• Security issues • Power outages • Distance learning • Infrastructure problems • Displacement of students and faculty • Financial issues **VNTU**
• Infrastructure problems • Displacement of students and faculty • Financial issues, i.e., reduced funding • Psycho-emotional state **SUNPU**		

Figure 2. Main challenges faced by the universities due to the war

Odesa region: the war's impact on SUNPU has been visible in the destruction of infrastructure from shelling which resulted in the loss of valuable equipment and research materials and created significant barriers to accessing education for students. The university's financial stability was threatened by reduced funding, making it difficult to cover ongoing expenses, maintain infrastructure, and invest in new programs. Additionally, the loss of staff, many of whom were forced to flee to safer regions or abroad, created a shortage that compromised the quality of education and research. The outflow of students, both Ukrainian and foreign, further diminished the university's financial sustainability and affected the overall academic atmosphere. The psychological impact on the entire university community – students, faculty, and staff – was profound, with stress, anxiety, and trauma becoming part of their daily lives, significantly affecting their mental health and ability to learn and work.

The summary of all challenges is presented in Figure 2.

1.2.3. Strategies for adapting to the challenges (in short and long term)

Currently, Ukrainian society faces a substantial crisis that affects each individual in multiple ways, including economic instability, displacement, and psychological stress, all of which have profound implications for their working life. Ukrainian higher education institutions play a crucial role in addressing these challenges by increasing the employability of individuals, equipping them with the skills and knowledge necessary to navigate a rapidly changing labour market.

Universities are at the forefront of developing new educational programs that respond to the immediate needs of the workforce, such as vocational training, digital skills, and entrepreneurial education. In cooperation with local stakeholders, these institutions provide not only academic knowledge but also essential practical competencies. However, the ability of universities to fulfil this role is being tested by the war, which has introduced a range of region-specific challenges (as described in section 1.2.2). These challenges require Ukrainian universities to act strategically. They must innovate in their educational offerings, diversify their funding sources, and strengthen partnerships with local businesses, civil society organizations, and international institutions. By doing so, universities can continue to enhance employability, support economic recovery, and contribute to the resilience of Ukrainian society during this time of crisis. Further, a discussion on how Ukrainian universities addressed the previously identified challenges is provided detailing which short- and long-term strategies they have selected.

Lviv region

The onset of the war presented LPNU with a complex array of challenges that required immediate responses and strategic planning. Among the most pressing issues were the psychological and emotional well-being of all participants in the educational process, the transition to distance learning, financial instability, and the need to safeguard the university's infrastructure to ensure the safety of students and staff.

One of the most significant challenges LPNU faced was addressing the psychological and

emotional state of its community, particularly in relation to IDPs. With a large influx of people who had been forced to flee their homes due to hostilities, the university recognized the urgent need for comprehensive support systems. LPNU responded by not only providing housing but also prioritizing psychological support to help IDPs cope with the trauma of displacement. The university's strategy involved creating conditions that would facilitate the integration of these individuals into the new community, ensuring they felt supported and included. To achieve this, LPNU established partnerships with civil society organizations experienced in social adaptation. These collaborations enabled the university to develop joint programs and services tailored to the needs of IDPs, combining efforts and resources to provide a more holistic support system. Additionally, LPNU actively engaged with local businesses to create opportunities for internships, job placements, and skills development for IDPs. This interaction with the private sector fostered socially responsible projects.

Financial instability was another critical issue that LPNU had to address. The war led to a significant reduction in state funding. To navigate financial difficulties, LPNU adopted a strategy of diversifying its funding sources and sought partnerships with local authorities, businesses, and international organizations to secure additional resources.

In the short term, LPNU's strategies were focused on immediate responses to the challenges posed by the war specifically in the Lviv region. This included providing support for IDPs, transitioning to effective distance learning, and securing additional funding to cover unexpected expenses. The university's short-term efforts also involved the rapid adaptation of its infrastructure to ensure the safety of the educational process. In the long term, LPNU aims to build on these initial responses by continuing to strengthen its partnerships with civil society organizations, local businesses, and authorities. These relationships will be key in sustaining the support systems established during the war, ensuring that the university remains resilient and capable of supporting its students and staff through any future challenges. Additionally, LPNU plans to continue investing in its digital infrastructure and exploring further opportunities for funding diversification, which will be essential for maintaining financial stability and educational quality.

Ternopil region

The primary issues included ensuring security, addressing internal displacement, repairing infrastructure damage, mitigating the psychological impact and community disintegration, managing financial strains, coping with the displacement of students and faculty, and overcoming disruptions to the educational process.

Security was a paramount concern for WUNU, as the university had to ensure the safety of its students, faculty, and staff. In response, WUNU implemented stringent security measures, including the reinforcement of physical security infrastructure and the establishment of protocols to protect the university community. These efforts were critical in providing a safe learning environment, even under the constant threat of conflict.

The war caused displacement in the region, with many students and faculty forced to leave their homes and many people relocating to the region. These circumstances caused a profound psychological impact on the displaced population. To address this challenge, WUNU developed new educational programs specifically tailored to the needs of incoming

IDPs and those affected by the conflict. These programs offered flexible learning options, including online courses and short-term vocational training, to accommodate the uncertain circumstances faced by many students. Additionally, WUNU implemented inclusive education practices designed to ensure that all students, particularly IDPs, had access to the necessary support systems. This approach not only helped mitigate the psychological effects of the war but also fostered a sense of belonging and stability within the displaced community. To maintain connections with displaced faculty and students, allowing them to continue their educational and professional activities despite the disruption, WUNU introduced distance learning. The university developed flexible educational programs that could be delivered online, ensuring that students could continue their studies despite the challenges posed by the war. These programs included short-term courses in critical areas such as entrepreneurship, psychology, management, and digital technologies, all of which were essential for navigating the rapidly changing labour market.

The physical damage to WUNU's infrastructure further complicated the university's ability to maintain normal operations. In response, WUNU embarked on a concerted effort to repair and rebuild damaged facilities. This involved collaboration with local authorities and businesses to secure resources for infrastructure development. By leveraging these partnerships, WUNU was able to restore critical infrastructure, thereby ensuring the continuity of its educational programs and services. Financial challenges included the increased costs associated with ensuring security and repairing damaged infrastructure. To navigate these financial constraints, WUNU adopted a strategy of diversifying its funding sources. The university strengthened its partnerships with local businesses and authorities, not only to secure additional resources but also to adapt its curricula to meet the needs of the local labour market. This alignment with market demands helped WUNU attract funding for its programs, ensuring their sustainability despite the financial pressures.

In the short term, WUNU's strategies focused on immediate responses to the challenges posed by the war. This included developing online courses and short-term programs tailored to the needs of the labour market, strengthening partnerships with local businesses and authorities, and investing in distance learning technologies to bridge the digital divide. In the long term, WUNU aimed to build a resilient academic culture that prioritized continuous improvement and innovation. By fostering strong ties with local and international partners, and by continually adapting its educational offerings to meet the evolving needs of society, WUNU positioned itself to thrive despite the ongoing challenges.

Chernivtsi region

YFCNU has confronted an array of challenges brought on by the war, which have deeply affected both the institution and local community. These challenges included the psycho-emotional state of participants in the educational process, decreased motivation among employees due to financial instability, the displacement of students and faculty, significant infrastructure problems, financial and economic difficulties, and the looming threat of cyber-attacks. To navigate these challenges, YFCNU has implemented both short-term and long-term strategies aimed at ensuring the university's resilience and continuity in turbulent times.

The short-term strategies focused on:

1. Education: development of new interdisciplinary programs to align graduates with labour market needs; micro-credential programs for professional retraining and lifelong learning; enhancement of foreign language teaching to boost international competitiveness, including motivating teachers; adjustment of the academic calendar (fall semester ends in November, spring semester starts in March); expansion of international partnerships and academic mobility programs.

2. Material base: financial decentralization to improve management efficiency; additional funding through alumni, businesses, local authorities, and grants; modernizing educational infrastructure, increasing multimedia classrooms and creating collaborative spaces; Upgrade student dormitories and infrastructure, including gyms and playgrounds.

3. Structure and partnerships: create a project office to coordinate university initiatives and external partnerships; Develop interdisciplinary centers focused on areas like AI, military-tech, and sustainable development; Establish a center for social and psychological support for veterans, IDPs, and their families, strengthen thematic centers, including social, mediation, and entrepreneurship support; develop strategies to attract business partners and foster public-university interaction; enhance communication with authorities to implement joint projects.

The following long-term strategies were adopted by YFCNU:

1. New university development strategy until 2030, defining its uniqueness, identifying positive and problematic aspects, opportunities and challenges dictated by time, and using a scenario approach to the development of events.

2. Digital transformation. Implementation of digital technologies to automate management processes of both the university in general and the educational process in particular. Minimization of paperwork and automation of report generation.

3. Inclusiveness and barrier-free access. Ensuring accessibility for all students and employees of the University, regardless of their capabilities or limitations. Elimination of physical and social barriers to ensure that the environment is accessible to all people.

4. Comprehensive support for teachers. Providing support to teachers at all stages of their professional development and in different life circumstances.

5. Integrity and increasing public trust. Regular campaigns for students, faculty, and administrative staff to further implement the principles of academic integrity.

6. Environmental sustainability and green initiatives. The university should become an engine for changing the environmental outlook of young people, promoting the introduction of green technologies, reducing the carbon footprint and supporting environmental initiatives at all levels.

7. Supporting volunteer activities. Coordinate efforts to meet the needs of the Armed Forces and support IDPs and participate in volunteer activities.

Chernihiv region

CPNU has faced significant challenges due to the war, including the loss of human capital, infrastructure damage, financial constraints, disruption of the educational process, a reduction in the number of applicants, cyber-security threats, and the impact on mental health and the psycho-emotional state of its community. In response, CPNU implemented a comprehensive strategy that addresses both immediate needs and long-term development goals.

The displacement of people in the region significantly impacted regional human capital as well as the university, its students and employees, while infrastructure damage threatened the continuity of education. When the threat of military aggression decreased, CPNU focused on creating a safe educational environment and maintaining the continuity of the educational process. The university prioritized practical skills training, aligning educational programs with the demands of the labour market affected by the war. Additionally, CPNU engaged with local businesses, NGOs, and local authorities to secure logistical support, including the provision of essential resources like computer hardware and construction materials, which were vital for restoring damaged infrastructure and ensuring a safe learning environment.

The financial challenges faced by CPNU were addressed through both short-term and long-term strategies. In the short term, the university sought immediate financial support through partnerships with businesses and local authorities. To ensure sustainability in the long term, CPNU established the Employers' Council to foster stronger ties with the business community, ensuring a sustainable flow of resources and enhancing the quality of higher education through practical training, dual education programs, and career development opportunities.

To mitigate the disruption of the educational process and address the declining number of applicants, CPNU adapted its educational offerings to meet the changing needs of students. The university introduced short-term courses and training that provided students with relevant skills quickly, catering to the demand for immediate employability. CPNU also recognized the growing interest in digital competencies and entrepreneurship, developing programs that focused on these areas to attract and retain students.

In response to the increasing threats related to cybersecurity, CPNU integrated robust digital security measures into its operations. The university's digital transformation included not only the implementation of advanced security protocols but also the enhancement of digital literacy among students and staff, ensuring that the institution could protect its information resources while continuing to operate effectively in a digital environment.

The war's impact on mental health and the psycho-emotional state of the CPNU community was addressed through the introduction of mental health support initiatives. CPNU incorporated elements of psychological support into its training and educational programs, recognizing the importance of self-development and mental well-being in maintaining a productive and resilient academic community.

In the short term, CPNU focused on immediate support strategies, such as securing resources for infrastructure restoration, maintaining the continuity of education, and

providing mental health support. The university's long-term strategies involved fostering stronger collaborations with businesses and local authorities, establishing the Centre for Startups and Innovations to drive regional economic growth, and enhancing its educational programs to meet the evolving needs of the labour market.

Kyiv city

To navigate challenges due to the war (including infrastructure damage, security concerns, financial difficulties, and the displacement of students and faculty), KNU implemented both short-term and long-term strategies to ensure the continuity and relevance of its educational offerings.

The destruction of facilities and ongoing security threats required immediate action. KNU focused on repairing and securing its infrastructure to provide a safe learning environment. This included reinforcing buildings and creating emergency protocols to protect students and staff. Financial constraints increased due to the need for additional funding for repairs and security measures. In response, KNU sought to diversify its funding sources, including stronger collaboration with local businesses and international partners.

Recognizing the rapidly changing professional environment, KNU adapted its educational offerings to meet new societal demands. The university developed new programs focused on emerging skills and competencies, particularly for IDPs who needed to adapt to new labour markets. KNU also strengthened its ties with local businesses to enhance practical training and advance student's preparedness for the evolving job market. In the short term, KNU prioritized repairing infrastructure, securing funding, and developing flexible educational programs to address immediate challenges. In the long term, the university focused on expanding international cooperation, fostering lifelong learning through new programs, and building strong partnerships with businesses and local authorities to ensure sustainability and resilience.

Vinnytsia region

Security concerns and infrastructure damage posed immediate threats to the university's operations. In response, VNTU focused on reinforcing its infrastructure to ensure the safety of students, faculty, and staff. This included securing buildings and creating safe educational spaces. However, frequent power outages severely impacted the university's ability to conduct classes, particularly in a distance learning format. VNTU responded by investing in backup power solutions and enhancing its digital infrastructure to support online education. This allowed the university to maintain continuity in its educational programs and provided students with the necessary tools to continue their studies remotely.

Financial challenges were exacerbated by the need to repair infrastructure and support displaced individuals. To mitigate these financial pressures, VNTU implemented strategies to attract investments and secure additional funding. By aligning its educational programs with the needs of the labour market, VNTU positioned itself as a valuable contributor to the regional economy, which in turn helped attract investment and support for the university's initiatives.

In the short term, VNTU focused on addressing immediate challenges, such as securing

infrastructure, maintaining educational continuity through distance learning, and supporting displaced students and faculty. The university also worked to stabilize its financial situation by attracting investments and securing funding for its programs. In the long term, VNTU aimed to increase the competitiveness of its graduates in the labour market by providing them with the skills needed for economic integration and personal development. The university's programs were designed to reduce stress and anxiety among students by offering them the knowledge and confidence to succeed in a challenging environment. Additionally, VNTU emphasized the importance of social networks and equal opportunities, fostering a supportive community that contributes to both personal and professional growth.

Odesa region

Odesa region has been exposed to frequent shelling due to its close location to the front line, which caused extensive damage to its facilities. Therefore, SUNPU had to rethink its approach to education. The university quickly developed new educational programs that could be delivered without relying heavily on physical infrastructure. These included short-term certificate programs and retraining opportunities tailored to the demands of a shifting labour market. This proactive approach allowed SUNPU to continue offering relevant educational experiences, ensuring that students remained engaged and could adapt to the changing economic landscape. To address psycho-emotional health of SUNPU's students and staff, the university incorporated psychological support into its educational offerings, helping to alleviate stress and anxiety. By fostering a supportive environment and providing resources for mental health, SUNPU ensured that its community could continue to thrive despite the challenging circumstances.

The displacement of students and faculty disrupted the university's traditional educational processes. SUNPU responded by focusing on the evolving needs of students. The university introduced programs that emphasized the development of soft skills such as critical thinking, creativity, communication, and leadership. These skills are crucial for students who are navigating new environments and uncertain futures, and SUNPU's commitment to incorporating them into its curriculum helped students adapt more effectively. Facing a reduction in funding, SUNPU sought alternative financial resources by strengthening its collaboration with local businesses and authorities.

In the short term, SUNPU prioritized flexibility in its educational offerings, sought out new funding streams, and provided immediate support for the mental health of its community. For the long term, the university committed to continuously assessing and responding to the needs of its students, strengthening its ties with business and government partners, and embedding essential soft skills into its programs to better prepare students for the future.

The Table 4 summarises the main strategies adopted by Ukrainian universities.

Table 4. Short and long-term strategies of Ukrainian universities to address the challenges caused by the war

University	Short-term strategies	Long-term strategies
LPNU	• Transition to effective distance learning. • Secure additional funding and diversify sources. • Psychological support for IDPs. • Rapid adaptation of infrastructure for safety.	• Strengthen partnerships with civil society, businesses, and authorities. - Continue investing in digital infrastructure and explore further funding diversification.
WUNU	• Develop online courses and short-term programs. • Strengthen inclusive education practices and support systems for IDPs. • Diversify funding sources and align curricula with labour market needs.	• Build a resilient academic culture prioritizing continuous improvement and innovation. • Foster strong ties with local and international partners. • Continuously adapt educational offerings to meet evolving societal needs.
YFCNU	• Develop interdisciplinary and micro-credential programs. • Secure additional funding through diverse sources. • Modernize infrastructure and improve management efficiency.	• Implement a new development strategy with a focus on digital transformation, financial autonomy, and international partnerships. • Provide comprehensive support for teachers and promote environmental sustainability. • Strengthen volunteer activities and public trust.
CPNU	• Develop practical skills and digital competencies courses. • Secure resources for infrastructure restoration. • Provide mental health support and maintain educational continuity. • Introduce short-term courses. • Address cyber-security threats with robust digital security measures.	• Foster collaborations with NGOs, businesses and local authorities. • Establish and support the Centre for Startups and Innovations.
KNU	• Develop flexible educational programs focused on emerging skills and competencies. • Strengthen cooperation with business and local authorities.	• Enhance international cooperation for sustained long-term projects and initiatives • Strengthen partnerships with businesses and local authorities for sustained growth.
VNTU	• Focus on programs that enhance labour market competitiveness • Promote social entrepreneurship • Secure infrastructure and implement distance learning solutions. • Ensure inclusivity of students and faculty. • Stabilize financial situation by attracting investments.	• Emphasize social networks, equal opportunities, and personal development. • Foster a supportive community for personal and professional growth.
SUNPU	• Develop educational programs that are less reliant on physical infrastructure. • Focus on soft skills development and adaptability for students.	• Foster innovation and attract new partnerships to stabilize the financial situation.

1.2.4. Capabilities and competencies needed to implement the strategies

Successful implementation of the strategies will ensure adaptation of the university to new challenges. However, it is important to map which capabilities and competencies are missing to foster universities' resilience to crises. This includes not only academic knowledge but also crisis management skills, flexibility and the ability to quickly adapt to changes in society and the business environment.

The main characteristics of a resilient higher education institution under crises can be summarised as:

- flexibility and adaptability (a university should be able to respond quickly to changes and crises, change curricula, teaching methods, etc.);

- diversification of funding (dependence on only one source of funding (e.g., the state budget) makes a university vulnerable, and therefore it is necessary to look for other ways of funding, such as grants, business sponsorship, tuition fees, etc.);

- strong infrastructure (universities should have an infrastructure adapted to the critical situations caused by the war).

The universities have identified several important competencies crucial for ensuring that their strategies are successfully implemented. These common features across different regions, reflect the needs of universities in competence-building to become capable to foster resilient educational environment in their regions.

1. Leadership and management skills

- Crisis management and resilience: all universities emphasize the importance of leadership and crisis management skills to navigate through wartime and crisis conditions effectively.

- Strategic planning and decision-making developing the ability to create strategic plans, analyse potential challenges, and make informed decisions is a recurrent theme.

- Resource management: competencies in financial management, resource allocation, and fundraising are highlighted to ensure financial stability and sustainability.

2. Digital literacy and technological competence

- Digital transformation: emphasis on mastering digital tools, online learning platforms, and integrating technology into the educational process is common.

- Technological competencies: ensuring staff and students are proficient in modern information and communication technologies.

3. Soft skills

- Emotional intelligence: the ability to manage emotions, maintain positive relationships, and handle stress effectively is widely recognized.

- Communication skills: proficiency in professional and social communication, including the use of foreign languages and professional terminology.

- Negotiation and collaboration: skills to negotiate, resolve conflicts, and work effectively in teams are stressed.

4. Adaptability and problem-solving

- Critical thinking and problem-solving: developing the ability to think critically, solve complex problems, and adapt to new situations is essential.

- Flexibility and Individualization: The capacity to tailor approaches to meet diverse needs and rapidly respond to changes.

5. Psychological and social support

- Mental health support: providing psychological support and ensuring the mental well-being of students, faculty, and staff.

- Community integration: tools and strategies to support the social inclusion and adaptation.

1.2.5. Evaluation of the digital learning platform

All universities named digitalization as a strategic direction for university development in the current challenging conditions. Table 5 details digital learning platforms used at each university and suggested common areas of their use. These will be used to create micro-credential courses for IDPs ensuring the inclusivity and flexibility of educational offers.

Table 5. Digital platforms used at universities

Digital platforms		Common in the use of digital platforms
LPNU	Moodle	Course design and structure: consistent course layout; clear navigation; engaging content.
WUNU	Moodle	Communication and collaboration: announcements and notifications; discussion forums; collaborative tools.
YFCNU	Moodle	Assessment and feedback: diverse assessment methods; timely feedback.
CPNU	Moodle	Personalization and adaptation: learning paths; adaptive learning.
KNU	KNU education online	Training and support: instructor training; student orientation, technical support.
VNTU	JetIQ	Monitoring and evaluation: analytics and reporting, feedback mechanism, continuous improvement.
SUNPU	Microsoft Teams	Integration with other educational tools.

Lviv region

At LPNU, the main digital platform for distance learning is Moodle, also known as the Virtual Learning Environment (VLE). The tools available via this platform allow:

- Creating courses with a variety of resources (videos, documents, presentations) and interactive elements (tests, assignments, forums).

- Managing users (students, teachers, and administrators) on the platform.

- Selecting among various assessment methods (automated testing, feedback, and electronic journals).

- Communicating between students and teachers via forums, chats, internal messages, and comments.
- Tracking student progress, engagement, and performance.

Moodle, despite being a widely used educational platform, has several areas that could benefit from improvement. Firstly, interface is often seen as complicated and not user-friendly, particularly for new users, which can make navigation difficult. Secondly mobile app, though available, lacks the full functionality of the web version, limiting its usefulness for those who rely on mobile devices. Moreover, the system can experience slow performance during peak usage times, affecting the overall user experience. While Moodle supports a variety of plugins and integrations, its compatibility with other educational and administrative systems could be improved to ensure smoother data exchange. Additionally, users would also benefit from more detailed and accessible documentation, along with better training materials and technical support, to help them learn the system more effectively and troubleshoot issues. Finally, although Moodle includes basic analytical tools, there is a need for more advanced data analysis and reporting features to better monitor and evaluate the learning process.

Therefore, in addition to Moodle, LPNU uses the following digital solutions:

- Corporate e-mails. All students have access to cloud-based corporate email services based on Google Mail (Gmail) and Microsoft Office 365 Outlook.
- Microsoft Teams, Google Meet, and Zoom for video conferencing.
- Mentimeter, Ahaslides, Learningapps.org, Quizizz and Genially during interactive classes.

Ternopil region

To create and manage online training courses, the WUNU uses the open software platform Moodle (Modular Object-Oriented Dynamic Learning Environment) designed for interactive online courses and facilitate communication between teachers and students. WUNU's Moodle distance learning system is used for:

- support blended learning (part of the course is offered offline and another part – online);
- professional training, acquiring professional skills and advanced training of specialists in various sectors of the national economy;
- professional development of teachers in new teaching technologies to improve their professional competence in this area.

Currently, about 6,000 online courses have been developed at WUNU and more than 15,000 active users of the WUNU Moodle distance learning system are registered. To ensure more effective interaction between the teacher and the student (student of advanced training courses), WUNU uses the Zoom platform, which is known for its ease of use and the ability to conduct video conferences, which helps to maintain contact between participants in the educational process and creates conditions for interactive learning.

WUNU ensured the joint functioning of Moodle and BigBlueButton (BBB), which is an open web platform for remote learning. A teacher in BBB creates virtual classes where students can actively interact with teachers and like-minded people, learn and share knowledge. The main features of BBB include video conferencing, screen sharing, chat, messaging, and web presentations. The combination of Zoom for video conferencing, Moodle for learning management, and BBB for virtual learning allows WUNU to create a comprehensive approach to learning that ensures the quality of education and meets the needs of students.

Chernivtsi region

At YFCNU, the basic distance learning platform Moodle has been launched in various versions since 2011. The university staff and students have experience in using this platform, during the Covid-19 pandemic and during periods of blended learning since February 2022.

The Moodle platform has been used by YFCNU since it allows:

- easy creation of training courses with all the necessary components of educational and methodological support (syllabus, work program, lectures and presentations, sources of literature, videos, sound recordings, various types of tasks to assess students' knowledge);
- simple management of platform users;
- selection of various communication tools with students (messages, feedback, chat, commenting).

In addition to the Moodle platform, the university uses Google Meet and Zoom for online video communication, corporate mail based on Gmail with unlimited cloud service Google Drive. Together, these tools can be used for a hybrid format of micro-credential programs, thus contributing to the growth of inclusiveness and social integration.

Chernihiv region

As many Ukrainian universities, CPNU uses the Moodle platform for learning, which is an open learning management system (LMS). CPNU uses the platform not only for distance education but also as an electronic database of teaching and learning materials for disciplines, i.e. each discipline is created and filled on the Moodle platform regardless of the teaching format (online/offline).

For online teaching, the university uses MS Teams, a collaboration platform that integrates with Microsoft 365 and provides features useful for online education: video conferencing (used for online lectures, practical and laboratory classes, and meetings); chats and channels (for communication between teachers and students, sharing materials); integration with other Microsoft tools that simplifies work with email, documents, spreadsheets, forms, and presentations.

In combination, the Moodle and MS Teams platforms provide accessibility and flexibility in learning, facilitating the distribution of educational materials and remote learning

opportunities. The Moodle platform allows for a systematic approach to learning and assessment by providing opportunities to inform program participants about the requirements and content of the disciplines. MS Teams provides interactive synchronous communication during online lectures and seminars using a virtual whiteboard, room division, and the connection of additional tools for interactive surveys and quizzes. In addition, the ability to create participant accounts in both systems ensures participant authentication and creates a secure information environment for learning.

Kyiv city

As distance learning prevails in Ukraine, the need for further development and implementation of digital tools in education is increasing. KNU already has considerable experience in organizing the remote educational process. A digital learning platform «KNU Education Online» was implemented at the University during the Covid-19 pandemic. Currently the administration is discussing the options for a digital learning platform that would satisfy the needs of teachers and students, as well as fit into the budget possibilities. In the meantime, the majority of the staff have switched to Google applications for teaching activities. To establish a process that is convenient for all participants, it is necessary to provide both teachers and students with convenient tools to cater participants not only with knowledge, but also with psychological support ensuring they do not lose the sense of belonging to the community.

Vinnytsia region

At the time of the introduction of the severe lockdown associated with the spread of the COVID-19, VNTU already had sufficient experience in creating and implementing its own platform for supporting the educational process, JetIQ, which allowed teachers and students to avoid shock therapy from the short period of inevitable reorientation of the educational environment to digitalization.

In wartime, students, teachers, and management of VNTU are actively using the JetIQ electronic information environment to conduct classes in a blended learning format. The platform has the following advantages:

- use information materials in synchronous and asynchronous modes.
- User-friendly and convenient.
- Support of self-monitoring progress and activities with elements of gamification and a communication module.
- Electronic class schedule is a service with the ability to connect to synchronous remote learning and use information resources.
- The communication subsystem based on JetIQ and Meet (Google Workspace for Education allows for a video conferencing mode for synchronous learning.
- The repository and electronic library are among the most important modules for individual work of students, preparation for classes and research by teachers.

In addition to JetIQ system, VNTU uses the following platforms:

- The TestIQ knowledge testing subsystem for implementing assessments.

- Electronic archive of course projects and term papers.

- Electronic Human Resources Department - a service that allows you to determine the status of each teacher's contract, use verified data to generate various reports, schedules, journals, etc.

- The subsystem for managing educational programs with the modules SV (indicators of teacher activity) and Certificates (results of professional development) that allows you to automate all processes of managing educational programs, providing instant information on indicators of teacher activity and professional development.

- The subsystem of Jet-sites of departments and subdivisions that allows you to create an automated subsystem of information, dynamically change it and support mandatory public information documents and dynamic news.

To improve the quality of online classes, the following platforms are used: Microsoft Teams, Google Meet, and Zoom. In addition, a variety of other tools can be used for interactive classes, such as Mentimeter, Ahaslides, Learningapps.org, Quizizz, Genially, and YouTube.

Odesa region

The university uses Microsoft 365 and Microsoft Teams, which are comprehensive solutions for collaboration and communication that can be effectively used within the TURBO project. Microsoft 365 covers a wide range of productivity applications and services, while Microsoft Teams is the central platform for real-time communication and collaboration.

Microsoft Teams is a collaboration app designed to support hybrid working, keeping your team informed, organized, and connected in one place (Microsoft Support). The platform combines chat, video conferencing, file and app collaboration, and integrates with other Microsoft 365 products. Teams provides functionality for creating teams and channels, organizing meetings, and integrating applications, making it a powerful tool for collaboration and communication (Microsoft Support).

Microsoft Teams has been selected by the university because it allows:

- Accessibility of session materials and recordings for participants

- Compatibility with external educational platforms and resources

- Opportunities to integrate and use multimedia resources

- Accessibility and ease of use

- Technical support and help resources

- Licensing for nonprofit organizations and projects

- Subscription plans and pricing

- Collecting feedback

- Customization and adaptation

1.3. Role of other stakeholders in addressing the needs of IDPs

In the wake of ongoing conflict and displacement, various stakeholders across Ukrainian regions play important roles in supporting IDPs. These stakeholders include civil society organizations or non-governmental organizations (NGOs), local businesses, educational institutions, and government bodies at regional, central, and international levels. Their collective efforts focus on providing humanitarian aid, social integration, employment opportunities, vocational training, and psychological support to IDPs. This subsection examines the contributions and initiatives of key stakeholders in specific regions, highlighting their collaborative efforts to enhance the well-being and social integration of IDPs.

Lviv

Regional level: civil society, business, and local authorities

NGOs such as New Society of Ukraine, IDPs of Ukraine, Women's Perspectives Center, Common Cause, and TOP Youth provide comprehensive support including accommodation, humanitarian aid, psychological and legal support, employment assistance, and advocacy. These organizations play an important role in supporting IDPs in the Lviv region by providing them with access to the necessary resources, services and opportunities to integrate into new communities. LPNU collaborates with these NGOs and offers specialized courses and micro-programs.

Central level: Ukrainian government

State programs like «State Support for Internally Displaced Persons», «Extended Social Protection for IDPs», and «Support to Refugees and IDPs» offer financial, social, legal, and psychological support, as well as vocational training and employment opportunities.

International level

Organizations such as IREX, UNHCR, and other international entities fund educational programs and grants to support IDPs' adaptation and integration. They provide essential resources, services, and opportunities for IDPs to integrate into new communities.

Ternopil

Regional level: civil society, business, and local authorities

The NGO «Educational and Social Innovations» participates in various projects supporting IDPs.

Cooperation with local authorities (Ternopil Local Center for Free Secondary Legal Aid, Department of Social Protection of the Population of Ternopil Regional State Administration, Department of Social Policy of Ternopil City Council, Ternopil Regional Employment Center, Main Department of the Pension Fund of Ukraine in Ternopil region, Ternopil City Center of Social Services for Family, Children and Youth etc) ensures coordination and integration of services. Local authorities have access to up-to-date information on resources that may be useful to IDPs, such as housing programs, social services, educational and medical facilities. This enables timely and accurate information to be provided to IDPs. Local authorities have

an important role to play in developing the infrastructure needed to integrate IDPs into new communities. This includes the creation of affordable housing, healthcare facilities, educational institutions and jobs.

International level

WUNU collaborates with the EU on educational projects, promoting scientific and educational diplomacy.

Chernivtsi

Regional level: civil society, business, and local authorities

In the Chernivtsi region around half of IDPs wish to engage in community life and decision-making. This shows their potential to actively participate in social and political activities. Educational programs co-developed with local governments can address the need for additional skills and competencies among IDPs. Cooperation with IDP Coordination Councils, such as the one under the Executive Committee of the Chernivtsi City Council, supports IDPs' housing, vocational training, psychological support, and other needs. Despite increased competition for jobs, micro-credential programs delivered jointly with business representatives, such as the Bukovyna Entrepreneurs Club and Chernivtsi Business Group, could enhance IDPs' employability and economic contribution.

From 2022-2024, NGOs and municipal institutions have implemented short-term programs with the University of Chernivtsi to aid IDPs. Key organizations include the Center for Social Services, Caritas Crisis Center, NGO «Schumpeter School of Innovation,» and others.

Central level: Ukrainian government

The central government is important in supporting educational offers for IDPs and have them recognized by the Ministry of Education and Science of Ukraine.

International level

The EU, in collaboration with organizations like the International Organization for Migration (IOM) and the World Bank's International Finance Corporation (IFC), works to improve housing for IDPs. Notable projects include the reconstruction of a former blood transfusion center and the renovation of municipal buildings, providing housing for hundreds of IDPs. Long-term solutions are being developed, such as the reconstruction of municipal housing with grants from the IFC, set at USD 6,000 per person. Measures include improving living conditions, providing household appliances, financial assistance, psychosocial support, and legal aid. Organizations involved include UNHCR, Carpathian Region NEEKA, Rokada, Save the Children International, and others.

Chernihiv

Regional level: civil society, business, and local authorities

NGOs are interested in supporting social and educational initiatives for IDPs and attracting grant resources. The university plans to partner with the NGO Chernihiv European to

provide psychosocial support to IDPs through training and counselling. Cooperation with the Chernihiv Regional Development Agency and the Chernihiv Regional Chamber of Commerce and Industry will focus on employment assistance and business establishment for IDPs. The Chernihiv IT Cluster will engage IT entrepreneurs as mentors to strengthen IDPs' entrepreneurial potential and motivation.

Local businesses seek access to qualified personnel and collaboration with the university to develop training programs that meet labour market needs. They support vulnerable groups as part of their social responsibility programs. Employers and entrepreneurs will participate in labour market analysis, curriculum development, and employment promotion activities, including consultations, guest lectures, and mentoring. Local enterprises will offer internships and practical opportunities for IDPs.

Local authorities aim to address social problems faced by IDPs through integration into local communities and the labour market, supporting educational policies for IDPs, reducing unemployment and social tension, and fostering regional economic development. The project plans to collaborate with the Chernihiv Regional Employment Center and the Department of Social Protection of the Chernihiv Regional State Administration to organize information campaigns and provide advisory support on benefits and assistance to IDPs.

International level

Various International organizations and agencies including IOM, UNICEF, Red Cross, Norwegian Refugee Council.

Kyiv

Regional level: civil society, business, and local authorities

Taras Shevchenko National University of Kyiv plans to develop cooperation with NGOs to provide psychological assistance and support for IDPs in education. This includes communication activities to inform potential participants about educational offers. Business representatives are crucial in developing professional courses tailored for IDPs, ensuring they gain competitive skills for the labour market. Kyiv and the Kyiv Regional State Administration offer basic needs and socio-economic protection, as well as integration counselling services for IDPs.

Central level: Ukrainian government

Ukraine faces production decline and rising unemployment, exacerbated by military risks and labour resource outflows. Strong state policies, such as the ERobota program, aim to support employment, stimulate private business, and restore infrastructure. Government platforms like Diia.Business provide non-refundable grants to IDPs and citizens to start businesses, emphasizing the need for professional education. These initiatives are very important and need to be strengthened further.

International level

The EU supports Ukraine through advisory, coordination, and financial assistance for

business development and job creation. Collaboration with local authorities and educational institutions fosters training and retraining programs. International organizations like USAID, DRC, and GIZ offer grant programs for business recovery and development.

Vinnytsia

Regional level: civil society, business, and local authorities

Vinnytsia region hosts several NGOs supporting IDPs. Notable organizations include the Center for Social Adaptation and Development "European Initiative", which provides humanitarian aid and logistics, and "Source of Hope", offering business management training. NGO «Association of IDPs «Common Cause» provides consultations and assistance in solving any issues related to all spheres of life and activities of IDPs, receiving humanitarian aid (if available); assistance in employment and finding a home; organization and conducting leisure activities for IDPs, etc. NGO «Information and Education Center "VIS" provide education in business skills, psychological and legal counselling, workshops, and work with children.

VNTU offers specialized courses and micro-programs for veterans and their families, often in cooperation with international partners and online learning platforms.

Local authorities (i.e., Department of Social and Youth Policy of Vinnytsia Regional Military Administration and Department of Social Policy of Vinnytsia City Council) and employment centers play a crucial role in supporting IDPs, providing access to resources and integration opportunities.

International level

Support program from the International Organization for Migration (IOM). This initiative is aimed at supporting training centers and creating environments for IDPs to develop their professional skills. Organizations such as IREX, IOM, USAID, and others often fund education programs for IDPs, including micro-programs. They provide grants and scholarships to cover the cost of education.

Odesa

Regional level: civil society, business, and local authorities

SUNPU cooperates with NGOs and local authorities to support veterans and IDPs. Organizations like the Veterans Hub Odesa and the Odesa Regional Chamber of Commerce and Industry provide social services, training, and grant support for business development. The Odesa Regional Employment Center transforms social and digital services, ensuring legal employment and social protection of IDPs.

International level

Various International organizations and agencies including IOM, UNICEF, Red Cross, Norwegian Refugee Council.

Summary

Regional stakeholders, including NGOs and local businesses, play a crucial role in the social adaptation of IDPs by providing essential services such as housing, vocational training, psychological support, and integration activities. For instance, NGOs like the Center for Social Services in Chernivtsi and the New Society of Ukraine in Lviv offer comprehensive support programs. Local businesses and coordination councils also contribute by creating job opportunities and fostering community engagement.

Despite their efforts, regional stakeholders face challenges that limit their effectiveness. These include insufficient funding, lack of coordination among various entities, bureaucratic hurdles, and the sheer volume of IDPs overwhelming available resources. Additionally, regional initiatives often lack the scalability needed to address the broad scope of IDP needs effectively.

Table 3. Summary of other important stakeholders in each region

Region	Local NGOs	Governmental authorities	International organizations
Chernivtsi	Center for Social Services, Caritas Crisis Center, Business: Bukovyna Entrepreneurs Club, Coordination Councils	Ministry of Education and Science of Ukraine	European Union, IOM, World Bank (IFC)
Kyiv city	Various local NGOs, Business representatives, University	Ministry of Education and Science, ERobota program	European Union, USAID, DRC, GIZ
Chernihiv	Chernihiv Regional Development Agency, Local Government	Ministry of Social Policy, Employment Centers	IOM, UNICEF, Red Cross, Norwegian Refugee Council
Vinnytsia	Source of Hope, Association of IDPs «Common Cause»	Regional Employment Centers, Department of Social Policy	IREX, IOM, USAID
Lviv	New Society of Ukraine, Women's Perspectives Center	Local Employment Centers, Department of Social Policy	IREX, UNHCR, EU
Odesa	Veterans Hub Odesa, Regional Chamber of Commerce and Industry	Odesa Regional Employment Center, Local Authorities	IOM, UNICEF, Red Cross, Norwegian Refugee Council
Ternopil	Educational and Social Innovations, Ternopil OPP «Berehynia»	Local Employment Centers, Department of Social Policy	European Commission, ERASMUS+, Jean Monnet projects

International organizations such as the IOM, World Bank, and various EU bodies provide critical financial and technical assistance to support IDPs. They implement programs aimed at improving living conditions, offering vocational training, and facilitating integration. However, these organizations face constraints as:

- Complex administrative processes can delay project implementation.
- Lack of synchronization with local authorities and other stakeholders that can lead to fragmented efforts and duplicated resources.
- Ongoing conflict and instability which pose significant risks to project execution and personnel safety.

While both regional stakeholders and international organizations are pivotal in supporting IDPs, their efforts are often hampered by financial, administrative, and logistical challenges. The lack of coordination, funding, and streamlined processes means the efficacy of their interventions cannot fully satisfy the needs of IDPs and universities.

PART 2. METHODOLOGICAL APPROACHES TO STUDY THE NEEDS OF STAKEHOLDERS

This part highlights the methodology applied for studying the needs of the major stakeholders of the TURBO project. Overall, each Ukrainian university adopted a similar methodological approach for gathering and analysing IDPs' needs. Figure 3 illustrates this approach. Most data were collected through surveys, focus group interviews, and document analysis. However, some variations exist in the sequence of the analysis performed between different Ukrainian HEIs.
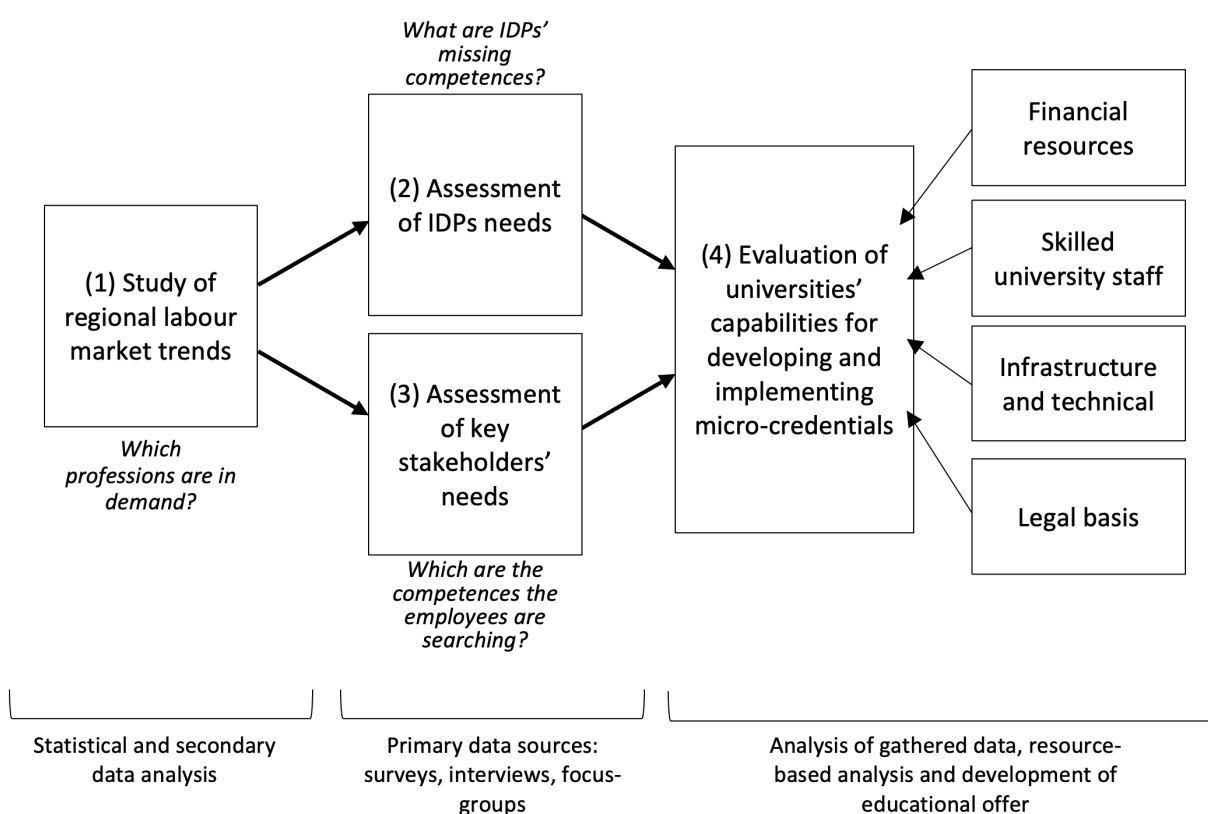

Figure 3. Methodological approach to IDPs' needs analysis

(1) Labour market analysis was performed as an assessment of demand (identification of current and promising industries in which there is a demand for training among IDPs) and supply (assessment of the capacity of local universities and educational institutions to train IDPs). The team from Lviv conducted a survey that aimed to analyse labour market changes and employment opportunities for IDPs in the region. The survey included questions about regional labour market characteristics, the number of IDPs seeking help, job creation, competition for jobs, and challenges for relocated enterprises. The survey sought to understand the impact of IDPs on job creation and competition, as well as the

number of jobs and IDPs employed at relocated enterprises. At the end of the questionnaire, participants were asked to provide suggestions for increase employment opportunities for IDPs in the region.

(2) To identify the educational needs of IDPs, most universities cooperated with the Regional Employment Centers to collect statistical information reflecting the dynamics of the IDPs' population in 2023 and 2024 in the analysed regions. Additionally, surveys of IDPs' were conducted, and focus group interviews with those displaced were conducted. Universities gathered information about creating new jobs for IDPs, relocated enterprises, and employers who hired employees with IDP status. Ukrainian HEIs conducted surveys using Google Forms to understand the overall situation of IDPs in the regions, their needs, problems, future plans, expectations, and desired areas of training. A typical questionnaire included the following blocks of questions:

- Demographic information: questions about age, gender, family size, education level, and duration of stay in the displacement region/city;

- Living conditions: information about the current financial situation and living arrangements, region of origin, reasons for choosing a particular region (oblast) or city for displacement, and reasons for not returning home.

- Employment and skills: employment status, job search methods, and interest in acquiring new skills.

- Needs and challenges: assessment of access to medical, educational, and social services, as well as personal and family needs.

- Community integration: questions about participation in community activities, perceived support, and any discrimination faced.

The surveys used a multiple-choice scale for most questions, where respondents could select one or more options that applied to them. For some questions, a Likert scale was used to measure the degree of relevance or interest, with options ranging from "Not at all relevant" to "Very relevant". The surveys most often used a 5-point scale to measure the needs of respondents and their families. The scale ranged from 0 (no need) to 5 (greatest need) for various categories such as housing, employment, food, clothing, hygiene products, medical assistance, psychological support, and more.

(3) To identify the needs of stakeholders at the regional level, universities conducted empirical studies, often in the format of in-depth expert interviews with key informants from the business sector, local self-government bodies, non-governmental organizations, and donor initiatives. For example, in the Chernihiv region, a total of 57 respondents were interviewed by the team of CPNU, including 28 representatives of micro, small and medium enterprises, 11 from local self-government, 14 from non-governmental organizations, and 3 from international donors' organizations. Separate briefs for questioning each group of stakeholders were developed to adapt the general list of questions. The most important blocks of questions for the interview were the following:

- What is the situation in the sector after de-occupation?

- What problems exist? How and by whom are these problems solved?

- Which micro, small and medium enterprises sectors have the most significant potential for development in the current conditions? What can this be caused by? What can affect the situation? What can slow down/speed up the development of micro, small and medium enterprises?

- Are there enough human resources in your city now? Are there enough employees to function as micro, small and medium enterprises? How has the situation with the labour force changed after de-occupation? How many returned to the city after de-occupation? How many moved from the occupied regions.

- How are issues with the creation of new workplaces resolved? What is the role of NGOs in this process? (Focus on IDPs who are trying to open their own business).

- What skills (specialties/professions) are most in demand now? What specialists are needed? How to cover this need.

- How do stakeholders respond to the needs of vulnerable groups (IDPs in a special focus) regarding the creation of reliable jobs and economic stability?

- What skill sets are identified as most in-demand for micro, small and medium enterprises and/or workers who have moved from other cities or returned to work? What methods or approaches to upskilling are most effective?

Other Ukrainian universities adopted similar approaches to interviewing, except for questions focusing on de-occupation. The Chernihiv region (the most northern region of Ukraine) was occupied during the first months of the full-scale invasion but later liberated. The northern part of the Kyiv region has also been occupied, but the project team from KNU has been focusing more on analysing the current IDPs' needs.

(4) Evaluation of the universities' capabilities and resources for implementing new courses often started with the assessment of in-house capacities by conducting formal conversations with university representatives about available resources, capacities to implement new courses, and the possibilities of adapting existing courses to the needs of IDPs. The approximate content of conversations (adjusted depending on the participants) with teaching and administrative staff included:

- Introduction of the participant to the TURBO project.

- Presentation of the collected information on the overall situation with IDPs in the region, their needs and the trends in the regional labour market.

- What can be the content of a new micro-credential program, which courses and teaching methods can be used.

Additionally, universities assessed existing educational programs and competitors in the market. For this, secondary data were collected in the form of existing reports and statistics on the activities of educational institutions, demographic information, etc., and market research in the form of analysis of other similar regional educational programs. The universities mentioned that it was essential to examine what programs already exist for IDPs and identify their advantages and disadvantages in particular regions. This analysis has been performed by reviewing industry and regional reports and analytical reviews prepared

by the National Agency for Higher Education Quality Assurance and other international organizations for accreditation and recognition of relevant diplomas or certificates.

To identify the availability of financial resources, universities studied potential sources of funding, i.e., grants and subsidies from international organizations and foundations, possibilities of support from businesses for co-financing educational programs, potential cooperation with central and local authorities, city councils, and regional administrations, to obtain budget funds to support educational programs for IDPs.

While there are similarities in the methodological approach among Ukrainian universities, several distinctive regional features exist driving regional know-hows in data collection. The regional know-hows helped Ukrainian universities to effectively analyse stakeholder needs and design micro-credential programs tailored to local contexts.

In Chernivtsi, the approach relied on a structured, iterative market research process that included the use of a cyclical method of gathering data through surveys, interviews, and focus groups, followed by comprehensive interpretation and feedback loops to refine program content. This method ensures that programs are continually adjusted based on real-time stakeholder input, creating a dynamic alignment with market demands.

In Kyiv, KNU distinguishes itself with the Diia.Business Center, a collaborative project with the Ministry of Digital Transformation of Ukraine. This center functions as a hub for entrepreneurial development, offering free educational workshops, webinars, and events that actively engage diverse groups, such as IDP. This close interaction with practitioners allows the university to maintain a pulse on market needs and rapidly adapt its educational programs.

Chernihiv's know-how related to its "University in the Life of the Region" initiative, which promotes regional socio-economic development through deep partnerships with local enterprises, government bodies, and community organizations. By hosting annual business forums and stakeholder meetings, the university acts as a catalyst for community-driven growth and integrates local stakeholder input directly into program design, particularly those aimed at integrating IDPs into the local economy.

In Vinnytsia, the creation of the Center for Veteran Development offers a unique approach, where veteran support specialists engage in practical tasks like creating profiles of effective entrepreneurs in crisis scenarios. This method generates valuable, context-specific insights for program development, particularly in areas related to entrepreneurship and crisis management.

LPNU's innovative method is based on active involvement of community members, including IDPs, in both the research and decision-making processes. This method not only captures the nuanced needs of stakeholders but also fosters a sense of ownership and commitment to the educational programs developed. By promoting social change through concrete community involvement, Lviv's approach ensures the programs are socially relevant and widely accepted.

In Odesa, the university experimented with the development of study offers as prototypes, tested with small user groups, and continuously refined based on feedback. This rapid

iteration cycle enables early identification of weaknesses and quick adjustments, ensuring the programs are highly responsive to stakeholder needs.

The know-how from Ternopil is connected to the use of various techniques to understand the diverse psychological and educational needs of various student groups, including those from marginalized communities. By integrating advanced tools with empirical methods like sociological surveys and psychological profiling, Ternopil plans to create highly specialized micro-credentials tailored to different learner profiles.

Collectively, these regional know-hows demonstrate a strong commitment to reflecting and addressing stakeholder needs, utilizing a range of innovative methods to develop effective, contextually relevant micro-credential programs across Ukraine. The combination of continuous stakeholder engagement and action research ensures that the data collected is both comprehensive and representative of the diverse needs of the relevant stakeholders involved. Additionally, combining the primary and secondary data sources gathered through various methods, such as surveys, interviews, focus-groups, consultations, and secondary data analysis, enhanced the validity and reliability of findings by cross-verifying the information and reducing potential biases. Thus, approaches used by universities do not only strengthen the results of the overall assessment but also ensure that the educational programs to be developed are aligned with the actual needs of stakeholders, fostering programs' greater impact and sustainability.

SUMMARY

This report, developed under the TURBO project, provides a comprehensive analysis of the challenges and strategies related to the integration and support of IDPs in Ukraine, particularly focusing on the role of universities in this process. The TURBO project seeks to enhance the resilience of Ukrainian higher education institutions by addressing the multifaceted challenges brought about by the ongoing war, including the impact on regional labour markets, the needs of IDPs, and the adaptation strategies required for universities to continue functioning effectively.

The report begins with a detailed needs assessment, examining the current situation of IDPs in Ukraine, who represent a significant and vulnerable population due to the ongoing conflict. It highlights the social, economic, and psychological challenges faced by IDPs, including issues related to employment, housing, education, and social integration. The report also outlines the specific challenges faced by universities in regions heavily impacted by the war, such as infrastructure damage, financial instability, and human displacement.

To address these challenges, the report discusses both short-term and long-term strategies that universities have implemented or plan to implement. These strategies include the development of a new educational programs tailored to the needs of IDPs, the diversification of funding sources, and the strengthening of partnerships with local businesses, civil society organizations, and international entities. The report emphasizes the importance of these collaborations in creating a supportive environment for IDPs and ensuring the sustainability of educational institutions during and after the conflict.

The report also outlines the methodological approaches used to assess the needs of various stakeholders, including data collection techniques to form relevant educational offers for IDPs. Additionally, it evaluates the digital learning platforms utilized by the partner universities, which play a crucial role in maintaining educational continuity in the face of disrupted physical infrastructure.

The Ukrainian partner universities involved in the TURBO project, including institutions from Lviv, Ternopil, Chernivtsi, Chernihiv, Kyiv, Vinnytsia, and Odesa regions, are highlighted for their critical roles in regional development and their efforts to adapt to the new realities imposed by the war. The report concludes by emphasizing the need for continued support from both national and international stakeholders to ensure the successful integration of IDPs and the resilience of Ukraine's higher education system in the face of ongoing societal crises.

APPENDIXES

Appendix 1 Description of Ukrainian universities' profile

Lviv Polytechnic National University (LPNU)

The university's mission is to train leaders who work wisely, creatively, and effectively in developing relevant professional competencies, a systematic approach, critical and creative thinking, willingness to communicate, moral responsibility, and patriotism in future professionals to help them fulfil their social role in today's dynamic and complex world.

LPNU actively implements innovative technologies, contributing to the creation of an innovative ecosystem in the region. The university actively cooperates with industrial enterprises and research organizations in the region, which contributes to the development of regional economic potential. The university creates conditions for the development of startups and innovative enterprises. Technology parks and business incubators provide young entrepreneurs with opportunities to implement their ideas, which helps to create new jobs and attract investment to the region.

LPNU has a well-developed system of cooperation with other universities and educational institutions in the region. This facilitates the exchange of experience and the strengthening of academic ties between universities, which serves to improve the quality of education and progress in research. LPNU is also focused on national and international cooperation. The university actively exchanges students and teachers with universities from around the world. This allows students to gain international experience and expand their intercultural skills. Cooperation with European and global educational institutions allows LPNU to introduce modern educational methods and standards, which makes education more accessible and competitive at the international level.

Western Ukrainian National University (WUNU)

WUNU is a classical university of the city, not only a centre of scientific and educational achievements, but also an important driver of regional development and social integration. The WUNU team unites 640 academic staff, including 45 external part-time and hourly employees and qualified practitioners. The university provides educational services, training qualified personnel to meet the needs of the local economy. In addition, WUNU has strong international cooperation.

WUNU offers educational, vocational, scientific and research programs that offer degrees at several levels: Professional Junior Bachelor (14 specialties), Junior Bachelor (2 specialties), Bachelor (44 specialties), Master (33 specialties), Doctor of Philosophy (23 specialties) and Doctor of Science (14 specialties). The university is also active in providing a short-term program (e.g., retraining programs to IDPs). Currently, more than 17,000 students study at the university.

Yuriy Fedkovych Chernivtsi National University (YFCNU)

Founded in 1875, YFCNU is one of the oldest universities in Ukraine, the largest higher education institution in Chernivtsi region.

YFCNU plays a key role in providing modern and high-quality higher education, being an educational and scientific centre of the region. The university is actively implementing and expanding international cooperation through joint research and international projects and increasing academic mobility of students and staff. The university performs an important social function, supporting cultural development and contributing to the formation of civil society in the region.

Currently, about 15,000 students receive higher education at the university in the educational programs of 10 faculties (Geography; Economics; Foreign Languages; History, Political Science and International Relations; Architecture, Construction and Decorative and Applied Arts; Pedagogy, Psychology and Social Work; Mathematics and Computer Science; Philology; Faculty of Physical Culture and Human Health, Law; College) and 2 educational and research institutes (Biology, Chemistry and Bioresources and Physical, Technical and Computer Sciences). The educational process is provided by 935 research and teaching staff. The university is active in implementing the national and international educational and research projects.

An important component of the university is its international activity. The university has expanded and deepened its cooperation with educational institutions from 38 countries. In 2023, 645 teachers and students from YFCNU were trained and studied in foreign institutions (in 2022 - 589 business trips).

Chernihiv Polytechnic National University (CPNU)

The mission of CPNU is to develop society through education and research to shape leadership and solve global problems of the changing world. The University is a driver of innovative and social development of the region, initiating activities aimed at establishing effective cooperation between the state, education and science, and business.

Every year CPNU organizes annual business and stakeholder forums that bring together representatives of state and local governments, as well as institutions, and organizations interested in establishing effective cooperation to address the region's pressing problems. Moreover, CPNU cooperates with international partners to extend the effects of their activities.

Taras Shevchenko National University of Kyiv (KNU)

Established in 1834, KNU is a classic research university with a research profile, whose primary objectives are education, research and innovation. The university holds the status of being a self-governing and autonomous national research university, while providing increased funding for the future development of the university.

The educational process is provided by 198 departments offering qualification levels of «Bachelor», «Master» and PhD studies. The academic staff of KNU comprises more than

2500 of people with higher postgraduate degrees of different level.

KNU maintains international relations with universities from all over the world and takes an active position in participation in international projects, conferences, workshops, etc.

Vinnytsia National Technical University (VNTU)

The scientific and pedagogical activity at VNTU is carried out by 37 departments, 28 of which are graduate departments and have branches at enterprises in Vinnytsia and the region. Students, postgraduates and doctoral students are trained by a team of highly qualified scientific and pedagogical staff (in total 375 employees).

The university trains bachelors and masters in full-time and part-time programs at 7 faculties in 28 bachelor's and 22 master's specialties, 21 specialties for the preparation of Doctor of Philosophy. Currently, the university has about 4,900 full-time and part-time students.

The university is actively engaged in international cooperation. VNTU has concluded bilateral agreements on scientific and technical cooperation with many universities and 53 cooperation agreements with foreign organizations.

Among the university's development priorities is the creation of modern information support for the educational process. This involves developing resources and new technologies in the library, as well as actively introducing innovative information, telecommunication, and distance learning technologies.

VNTU plays a crucial role in developing the professional potential of the Vinnytsia region, both nationally and internationally.

South Ukrainian National Pedagogical University named after K.D. Ushynsky (SUNPU)

SUNPU is a major pedagogical educational institution in the south of Ukraine. The university creates and broadcasts new knowledge for all categories and age groups of the population who seek lifelong learning and professional growth, self-development.

The mission of SUNPU is an innovative and scientific centre integrated into the global system of university education, which trains highly qualified, competitive professionals in the labour market in education and other fields and adheres to ethical principles: integrity, anthropocentrism, creation and transfer of new unique knowledge.

Currently, the University team is composed of 17 acknowledged scholar schools, 62 specialties for undergraduate, postgraduate and doctoral training programs at 9 faculties, 4 divisions and 2 institutes. Within the period of its existence, more than 100,000 students have graduated from the university and have been employed at the educational institutions of Ukraine.

SUNPU collaborates with more than 100 Ukrainian and international universities.