



Mapping the integration

**of displaced Ukrainian members of academia into the
higher education sector**

in selected countries in the EU

Case Studies from Austria, Greece, Italy, and Poland

Promoting Academic Freedom in Ukraine
Project number: 2023-1-AT01-KA220-HED-000164930

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EDITORIAL NOTE

Mapping the integration of displaced Ukrainian members of academia into the higher education sector in selected countries in the EU - Case Studies from Austria, Greece, Italy, and Poland

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“Academic freedom should be understood to include the freedom of individuals, as members of academic communities (e.g., faculty, students, staff, scholars, administrators and community participants) or in their own pursuits, to conduct activities involving the discovery and transmission of information and ideas, and to do so with the full protection of human rights law.”

David Kaye, Report of the Special Rapporteur on the Promotion and Protection of the Right to Freedom of Opinion and Expression, A/75/261, 28 July 2020

1. INTRODUCTION

At the heart of democratic societies lies the fundamental principle of freedom – the liberty to express, inquire, and dissent without fear of reprisal. Academic freedom, as a cornerstone of democratic development, holds significant importance in shaping the intellectual, social, and political landscape of states and societies. The unrestricted pursuit of knowledge fostering critical thinking, intellectual curiosity and the generation of innovative ideas together with the open exchange of ideas cultivating a culture of pluralistic discourse are essential elements to fortify foundations of democratic governance and social cohesion and serve as a bulwark against ideological manipulation and underpin the development of an informed, vibrant, deliberative, and inclusive democratic society.

War, with its pervasive disruption and destruction, exerts a profound impact on freedom of academia, posing grave challenges to the academic community ultimately impeding the advancement of democratic values and societal development. Intellectuals, researchers, and educators as well as students are often forced to flee out of fear for their lives. From a general perspective the forced exodus of scholars, scientists, and students not only decreases the intellectual reservoir of war affected countries but also obstructs the transmission of knowledge to future generations scattering the intellectual wealth accumulated over generations which jeopardizes the continuity of academic traditions hindering the dissemination of critical knowledge, a pre-requisite for any society to thrive. Additionally, the personal consequences of war on scholars and students hinder their individual academic pursuits alongside with the risk for their lives.

Since decades displaced members of academia (comprising both scholars and students) have been supported by higher education institutions, NGOs and states establishing specifically dedicated programs often offering temporary positions or access to studies¹. Due to these initiatives, numerous displaced scholars and students have been empowered to pursue their academic careers and to sustain their contributions to academic discussions, as well as to social, cultural, political, and economic ad-

¹ There have been numerous excellent programs and projects developed and implemented to provide scholars at risk with access to HEI. See for instance PAUSE, Activity report 2023. <https://www.programmepause.fr/en/rapports-dactivite/>, SAR, free to think Reports. <https://www.scholarsatrisk.org/free-to-think-reports/>, Philipp Schwartz- Initiative für gefährdete Forschende. https://www.humboldt-foundation.de/fileadmin/Entdecken/Newsroom/Dossier_Philipp_Schwartz-Initiative/5-Jahre-Philipp-Schwartz-Initiative.pdf. For Europe see in particular the work done within the framework of the Inspireurope+ project. <https://sareurope.eu/inspireurope/inspireurope-publications-policy/>.

vancements. Despite an increasing understanding that support for displaced members of academia is mutually beneficial providing advantages as well to host institutions, societies and national research systems, initiatives often take an *ad hoc* form driven by humanitarian considerations.

In this light, one of the objectives of the Erasmus+ project ‘Promoting Academic Freedom in Ukraine (FreeAc)’ is to map existing initiatives in selected EU countries aimed at the integration of displaced Ukrainian members of academia in higher education institutions (HEI). The mapping of such practices is one of the activities under the FreeAc project which is built around different components of freedom of academia (i.e. the freedom to research, the freedom to teach and learn and the freedom to freely participate in the academic discourse and disseminate research results) and which aims to contribute to mitigate the negative impacts of the Russian aggression on freedom of academia in Ukraine.² The aim of this mapping is to provide stakeholders and the interested public with important information on practices adopted in Austria, Greece, Italy and Poland³ to provide displaced Ukrainian scholars and students with opportunities to pursue their careers. We aim to share knowledge about strategies, policies, and institutional practices that support the academic integration of displaced Ukrainian scholars that might, in case of other situations of forced displacement, help to react in a structured and informed way. However, we are aware that there is no one-size fits all approach to support displaced members of academia as, on the one hand, their individual needs vary and, on the other hand, legal, political and administrative realities on the ground in countries of destination may always require ad hoc and spontaneous responses. Furthermore, we do not want to replicate or duplicate the excellent work that has already been done under other initiatives mapping national initiatives for scholars at risk, for instance within the framework of the Inspireurope+ project. The mapping at hand has rather the objective to add to all these efforts by showing different approaches adopted by and in EU members states to provide particularly displaced members of academia with possibilities and prospects. In this regard, we do not aim to provide a full picture about what has been done, which policies and measures have been adopted and which programmes have been developed to support displaced Ukrainian members of academia. Instead, we want to put the spotlight on selected activities in four member states which are also represented in the FreeAc consortium.

² The FreeAc project consortium consists of the University of Graz (Austria, Coordinator), the International Humanitarian University (Ukraine), Sumy State University (Ukraine), Taras Shevchenko National University of Kyiv (Ukraine), Adam Mickiewicz University Poznań (Poland), CESIE (Italy), KMOP - Education and Innovation Hub (Greece) and WUS – (Austria). For additional information about the project and its partners, please visit our [project website](#) or follow us on [Facebook](#) or [LinkedIn](#)

³ Project partners

1.1. BACKGROUND: THE DISPLACEMENT OF UKRAINIAN MEMBERS OF ACADEMIA AND EUROPEAN RESPONSES

Since the beginning of the full-scale Russian aggression against Ukraine in February 2022, millions of Ukrainians have been forced to flee their homes, seeking refuge both within Europe and beyond. As of February 2025, over 6.9 million refugees from Ukraine have been recorded globally. Of this total, 6,346,300 have found refuge in European countries, while 560,200 have sought asylum in countries outside of Europe. These figures, compiled by the UNHCR, highlight the scale of displacement, underscoring the urgent need for international solidarity and comprehensive support systems to facilitate the integration of displaced individuals.⁴

The Russian aggression, which already goes back to 2014 and lasts now for more than 10 years, has severely affected the academic and educational community. It has caused the mass displacement of students and academic staff, the destruction of educational infrastructure which all pose major obstacles to the continuation of scientific research and educational programmes.⁵ While a unified system for accounting the loss of the human scientific potential is lacking in Ukraine and available data on the negative impact of the war on Ukrainian scientists and the scientific community is fragmented, estimated suggest that roughly 5,000 academics are currently abroad. The precise number is hard to determine, as some academics are abroad temporarily.⁶

In times of crisis and upheaval, people are at their most vulnerable, focused on meeting basic needs and survival. In every armed conflict, people including members of academia suffer. In every armed conflict, people including members of academia face direct threats to their lives and health, a ban on scientific research, and the need to leave their place of residence or work, which generates flows of refugees. This destroys professional networks and connections and excludes young promising researchers from science. Scientists face violations of basic human rights (such as the right to life, inviolability of housing, etc.) and restrictions on academic freedom, which makes it impossible to conduct research activities.⁷ In addition to personal suffering, the war has severely impacted fundamental aca-

⁴UNHCR. (2025). Refugees from Ukraine recorded globally. <https://data.unhcr.org/en/situations/ukraine>. Mentzelopoulou, M. M., & Orav, A. (2025, February). Displaced Ukrainians: Challenges and outlook for integration in the EU. European Parliamentary Research Service. [https://www.europarl.europa.eu/RegData/etudes/BRIE/2025/769497/EPRS_BRI\(2025\)769497_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2025/769497/EPRS_BRI(2025)769497_EN.pdf).

⁵ Maryl, M., Jaroszewicz, M., Degtyarova, I., Polishchuk, Y., Pachocka, M., & Wnuk, M. (2022). Beyond Resilience: Professional Challenges, Preferences, and Plans of Ukrainian Researchers Abroad. Zenodo. <https://doi.org/10.5281/zenodo.7380509>. American Scientist. (17 February 2023). Ukrainian scientists and educators in wartime. <https://www.americanscientist.org/article/ukrainian-scientists-and-educators-in-wartime>

⁶ <https://glavcom.ua/interviews/chi-povernutsja-ukrajinski-naukovtsi-na-batkivshchinu-rozmova-pro-vidtik-mizkiv-pid-chas-vijni-1057894.html>.

⁷ Збереження науковців в умовах війни та надзвичайних ситуацій. (2024, January). Science at Risk. С. 4. https://scienceatrisk.org/storage/lp/116/78dc497f5583dab6ad3269bf89b7fad4d09f85ff.pdf?utm_source=chatgpt.com.

democratic values, including academic freedom. Academic freedom is exactly what constitutes an integral part of democracy and serves as a guarantor of intellectual autonomy, ensuring openness to innovative development, stimulating critical thinking, and creating opportunities for the evolution of society.⁸

If science is for the global common good and a shared endeavour that transcends borders, then it is incumbent upon the global scientific community to stand in solidarity in times of crisis. This solidarity must be respectful of local agency, and it must be offered in the spirit of partnership and cooperation.⁹ Displaced scholars face legal uncertainty, loss of access to resources, financial instability, and limited opportunities for professional development. Addressing these challenges and ensuring their integration into the international academic community has become a critical priority.

Among the various activities of international partners in support of Ukrainian scientists as well as students, it is worth highlighting the rapid expansion of support for Ukrainian projects within the framework of Erasmus+ competitions and programmes.¹⁰ Invaluable assistance was provided to Ukrainians by national research agencies and research networks. The strong international support for researchers has allowed mostly female members of academia to relocate abroad and eventually continue their academic careers. Scientists who have found temporary refuge and continue to engage in scientific research are forming a new generation of the Ukrainian scientific diaspora, which can conduct effective scientific diplomacy and contribute to the development of international scientific partnerships.¹¹

Alongside general funding opportunities and programmes open to Ukrainian scholars and Ukrainian HEI¹² and general programmes aimed to support scholars at risk,¹³ specifically dedicated actions such as the MSCA4Ukraine¹⁴ have been developed to provide support for researchers who have been displaced due to the ongoing war in Ukraine. The program offers temporary research opportunities in European institutions, enabling these researchers to continue their work in safe and stable environ-

⁸ Попова, А., Цибуляк, Н., Лопатіна, Г., & Сичікова, Я. (2023). Академічна свобода в Україні під час війни: виклики університетів окупованих міст та напрями відновлення. Наукові записки Бердянського державного педагогічного університету. Серія: Педагогічні науки, (3), 89.

⁹ Exploring the impact on the science sector and supporting initiatives: Conference report. 2023. https://council.science/wp-content/uploads/2023/08/Ukraine_2nd-Conference_Report_2023.pdf

¹⁰ European Commission. (February 2025). Erasmus+ support to Ukraine: Three years of solidarity and action. Erasmus+ Programme. <https://erasmus-plus.ec.europa.eu/news/erasmus-support-to-ukraine-three-years-of-solidarity-and-action>.

¹¹ Збереження науковців в умовах війни та надзвичайних ситуацій. (2024, January). Science at Risk, 4-5. https://scienceatrisk.org/storage/lp/116/78dc497f5583dab6ad3269bf89b7fad4d09f85ff.pdf?utm_source=chatgpt.com

¹² E.g. Marie Skłodowska-Curie Actions (MSCA) <https://marie-sklodowska-curie-actions.ec.europa.eu/>, Horizon Europe or Erasmus+ projects.

¹³ Inspireurope+ <https://sareurope.eu/inspireurope/inspireurope-publications-policy/>; Scholars at risk (SAR) <https://www.scholarsatrisk.org/>

¹⁴ <https://marie-sklodowska-curie-actions.ec.europa.eu/news/msca4ukraine-testimonials?>

ments. It also facilitates their integration into the European scientific community, helping them maintain professional connections and contribute to ongoing research projects. By providing these opportunities, MSCA4Ukraine aims to support the displaced researchers' careers and assist in the development of the European knowledge economy during this difficult time.

1.2. DEFINITIONS AND NOTES ON METHODOLOGY

Displaced Members of Academia

The FreeAc Consortium has adopted a wide approach in its activities related to the promotion of academic freedom going beyond focusing merely on displaced scholars but also involving students displaced because of the ongoing Russian aggression. In all documents produced we, thus, use the term ‘displaced members of academia’ as general term including not only academics (lecturers and researchers) but also students (BA, MA, PhD).

Higher Education Institutions (HEIs)

HEI encompass universities, colleges, and research institutions within the European Union (EU) and beyond providing education and conducting research. These institutions serve as potential hosts for displaced Ukrainian academics and students, offering opportunities for continued education, research collaboration, and practical support necessary for their integration.

Integration Support

Integration support refers to the various programs, funding, and services designed to help displaced Ukrainian members of academia adjust to their new academic and social environments in host countries. This can include initiatives such as specifically designated and designed programs such as language courses and training programmes including digital and remote learning opportunities, funding opportunities such as scholarships or grants, and legal and social assistance programmes. Integration support can either be based on general state policies or can be provided directly through the HEI.

The study at hand aims to provide a mapping of initiatives on how displaced members of Ukrainian academia have been integrated into the higher education sector in selected EU countries, namely Austria, Greece, Italy, and Poland. It reviews existing policies and initiatives adopted both at the national level and the level of HEI including national-level legal frameworks, financial support mechanisms, and government-supported initiatives and institutional policies, programs, and individual initiatives supporting displaced members of academia.

2. CASE STUDIES

2.1. AUSTRIA

2.1.1. Introduction

By January 2025, the Russian invasion of Ukraine of 24 February 2022 has led to the displacement of more than 4.3 million people to the 27 EU Member States.¹⁵ On 1 January 2025, 87.949 Ukrainian Nationals lived in Austria.¹⁶

The European Union swiftly responded by for the first time activating the EU Temporary Protection Directive¹⁷. On 4 March 2022, the Council of the European Union adopted the implementing decision¹⁸ to apply this directive to persons displaced from Ukraine. Temporary protection was initially granted for one year and has been extended, currently until March 4, 2026. Austria issued the Regulation on Displaced Persons to address the issue of residence¹⁹ that transposes the implementing decision into national law. The Regulation on Displaced Persons came into force on 12 March 2022 and grants protection to Ukrainian nationals, other third-country nationals and stateless persons who were displaced from Ukraine, and their family members. These categories of people are granted a temporary right of residence in Austria and receive the “ID card for displaced persons” to document this status.²⁰ In April 2023, the access of displaced persons to the Austrian labour market was changed and simplified. The Act Governing the Employment of Foreign Nationals²¹ was amended to exempt individuals with the status of displaced persons from the scope of the legislation. This did away with the previous requirement for such people to hold a work permit, meaning that they were forthwith able to take up any employment without a permit.

¹⁵ Eurostat. (2024, March 13). Temporary protection for persons fleeing Ukraine – monthly statistics. Statistics Explained. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Temporary_protection_for_persons_fleeing_Ukraine_-_monthly_statistics

¹⁶ Österreichischer Integrationsfonds. (2025). Ukrainische Bevölkerung in Österreich 2025: Integration in Zahlen. Accessed 4 March 2025. https://www.integrationsfonds.at/fileadmin/user_upload/OEIF_Factsheet_Ukraine_2025.pdf, p.6.

¹⁷ Council of the European Union. (2001). Council Directive 2001/55/EC of 20 July 2001 on minimum standards for giving temporary protection in the event of a mass influx of displaced persons. Official Journal of the European Communities, L 212, 12–23.

¹⁸ Council of the European Union. (2022). Council Implementing Decision (EU) 2022/382 of 4 March 2022. Official Journal of the European Union, L 71, 1–6.

¹⁹ Republic of Austria. (2022). Regulation on the Temporary Protection for Displaced Persons from Ukraine (Vertriebenen-Verordnung – VertriebenenVO), Federal Law Gazette II No. 92/2022.

²⁰ Bundesagentur für Betreuungs- und Unterstützungsleistungen GmbH. (2022). Fragen und Antworten Ukraine. https://www.bbu.gv.at/wp-content/uploads/2022/06/FAQ-Ukraine-Homepage_20220530.pdf, p.6.

²¹ Republic of Austria. (1975/2023). Act Governing the Employment of Foreign Nationals (Ausländerbeschäftigungsgesetz – AuslBG), Federal Law Gazette No. 218/1975, as amended by Federal Law Gazette I No. 43/2023.

Since October 1, 2024, displaced persons from Ukraine in Austria can switch to the Red-White-Red Card Plus if they have worked in fully insured employment for 12 out of the past 24 months and meet the general requirements for a residence permit, giving them a long-term perspective for staying in Austria.²²

Various integration measures have been implemented to integrate displaced persons living in Austria as effectively as possible. Special attention was paid to the fact that the majority of those seeking protection are women with children.²³ The Austrian Integration Fund has been playing a major role in the support for displaced persons from Ukraine since March 2022 and has been offering a wealth of advice and information services, including newly established central service points “Mobile Service Points” that enable displaced persons to deal with as many official and administrative processes as possible and offer advice on integration, German courses, the labour market and schooling. The Austrian Integration Fund offers advice about care, guidance, and support and assistance programmes concerning living and working in Austria, provided by Ukrainian-speaking staff at a specially established hotline and referral to relevant existing support services and the responsible agencies. Events, such as “Career Platforms” are organized with the aim to directly connect displaced persons with companies looking for personnel.²⁴

On 11 June 2022 an amendment to the Integration Act²⁵ extended the target group of the Integration Act to include displaced persons with a temporary right of residence in Austria. Grace to this amendment, German language courses are also made available to displaced persons from Ukraine aged 15 years or over and enables integration support, such as orientation and values courses, training and further education courses or other Austrian Integration Fund services, to be offered to displaced persons.

In sum, Austria aligned its response with the European Union’s Temporary Protection Directive, granting Ukrainian nationals residency rights, work permits, and access to higher education without requiring asylum applications. In addition, Austria developed targeted scholarships, qualification recognition procedures, and institutional collaborations to support displaced students and scholars.²⁶

²² Austrian Federal Ministry of the Interior (BMI). (2024). Fragen und Antworten zum Aufenthaltstitel "Rot-Weiß-Rot – Karte plus" für Vertriebene, Version vom 1. September 2024. https://www.bmi.gv.at/Ukraine/files/403_2024_FAQ_Ukraine_V20240902_BF.pdf

²³ Expert Council for Integration. (2022). Vertriebene aus der Ukraine – Perspektiven in Österreich: Positionspapier [Displaced persons from Ukraine – Perspectives in Austria: Position paper]. https://www.bundestkanzleramt.gv.at/dam/jcr:83d511ab-896e-41ff-a6c1-71ab196bf50c/expertenrat_positionspapier_vertriebene_ukraine.pdf, p. 10.

²⁴ EMN Austria – European Migration Network. (2023). Displaced persons from Ukraine – Integration policies in Austria. Vienna: International Organization for Migration. <https://www.emn.at/wp-content/uploads/2023/12/emn-study-2023-displaced-persons-from-ukraine.pdf>, p.10.

²⁵ Republic of Austria. (2017/2022). Integration Act (Integrationsgesetz), Federal Law Gazette I No. 68/2017, as amended by Federal Law Gazette I No. 76/2022.

²⁶ EMN Austria – European Migration Network. (2023). Displaced persons from Ukraine – Integration policies

2.1.2. State Level

I) Information

The Austrian Federal Ministry of Education, Science, and Research (BMBWF) has played a central role in shaping policies, offering centralized information hubs for displaced students and scholars, detailing scholarship opportunities, and clarifying academic qualification recognition processes. The expectation that Ukrainian displaced persons would have a higher-than-average educational attainment level²⁷ was taken into account when designing and shaping these measures.²⁸

The BMBWF runs a dedicated website Ukraine – Information on Science and Research²⁹ and has also compiled the most important questions and answers separately for students, researchers, as well as higher education and research institutions at a dedicated website.³⁰

The OeAD, Austria's Agency for Education and Internationalisation that contributes to inclusive, equal and high-quality education on behalf of the Austrian Federal Ministry of Education, Science and Research (BMBWF) collects and curates information at an Infopoint for Ukrainian Students and School Children. The website provides critical information about residency, academic programs, and legal support.³¹ The OeAD furthermore runs a dedicated website that features information for students and researchers from the Ukraine and for Austrian higher education institutions³² and offers dedicated Online and face-to-face consultations (in groups) in Ukrainian on studies and scholarships

in Austria. Vienna: International Organization for Migration. <https://www.emn.at/wp-content/uploads/2023/12/emn-study-2023-displaced-persons-from-ukraine.pdf>, p.12.

²⁷ According to a not representative study of OIF with 1358 respondents, 75% of displaced Ukrainians in Austria have completed higher education, a further 8% have not (yet) completed higher education. Dörfler-Bolt, S., & Kaindl, M. (2024). Ukraine-Vertriebene in Österreich zwei Jahre nach Kriegsbeginn: Folgerhebung zur Situation der Ukraine-Vertriebenen im Alter von 18 bis 55 Jahren. Österreichischer Integrationsfonds. https://www.integrationsfonds.at/fileadmin/content/AT/monitor/Studie_Ukraine-Vertriebene.pdf, p. 16.

²⁸ Expert Council for Integration. (2022). Vertriebene aus der Ukraine – Perspektiven in Österreich: Positionspapier [Displaced persons from Ukraine – Perspectives in Austria: Position paper]. https://www.bundestkanzleramt.gv.at/dam/jcr:83d511ab-896e-41ff-a6c1-71ab196bf50c/expertenrat_positionspapier_vertriebene_ukraine.pdf, p.5.

²⁹ Austrian Federal Ministry of Education, Science and Research (BMBWF). Ukraine – Information on Science and Research. Accessed 4 March 2025. <https://www.bmbwf.gv.at/en/Topics/Higher-education---universities/ukraine.html>

³⁰ Austrian Federal Ministry of Education, Science and Research (BMBWF). Wichtige Fragen und Antworten für Studierende und Forschende [Important questions and answers for students and researchers]. Accessed 4 March 2025. <https://www.bmbwf.gv.at/Themen/HS-Uni/Aktuelles/ukraine/FAQ.html>

³¹ Austrian Agency for Education and Internationalisation (OeAD). Information for students and researchers from Ukraine. Accessed 17 March 2025. <https://studyinaustria.at/en/study/information-for-students-and-researchers-from-ukraine>

³² Austrian Agency for Education and Internationalisation (OeAD). OeAD in Solidarität mit der Ukraine [OeAD in solidarity with Ukraine]. Accessed 17 March 2025. <https://oead.at/de/der-oead/oead-in-solidaritaet-mit-der-ukraine>

in Austria.

Austria moreover actively participates in Science for Ukraine, an initiative matching displaced academics with research institutions in Austria.³³

II) Admission and Recognition of Qualifications

Regarding the admission of Ukrainian students to universities, the BMBWF recommended the greatest possible flexibility. Universities are for example authorized to waive the requirement to submit certain documents if it is credibly demonstrated that providing them within a reasonable timeframe is impossible or involves disproportionate difficulties, and if the documents submitted are sufficient for a decision.³⁴

Through an amendment to the Recognition and Assessment Act³⁵, special procedural provisions for recognition or assessment of foreign educational or professional qualifications were extended to displaced persons from Ukraine. The National Information Center for Academic Recognition, ENIC NARIC AUSTRIA conducts evaluation procedures for qualifications from recognized universities and higher education institutions worldwide. It supports displaced Ukrainians with academic degrees by prioritizing and expediting their recognition applications³⁶, thus allowing displaced academics to continue their professional work without undue delays.

III) Scholarships and financial support

Ukrainian students were exempted from the obligation to pay tuition fees in the summer semester of 2022 by the amendment to the Tuition Fee Regulation of 10 March 2022³⁷. The previous regulation had stipulated that third-country nationals are in principle obliged to pay EUR 726.72 per semester. Since then, several amendments have exempted Ukrainian students from paying tuition fees, according to current legislation until 28 February 2026. Universities are compensated by the BMBWF

³³ Science for Ukraine. (n.d.). Supporting the Ukrainian academic community. Accessed 10 March 2025. <https://scienceforukraine.eu/>

³⁴ Austrian Federal Ministry of Education, Science and Research (BMBWF). (2022). Hochschulzugangsempfehlung Ukraine 2022 [University admission recommendation Ukraine 2022]. Accessed 24 March 2025. <https://www.bmbwf.gv.at/dam/jcr:cf67dace-0279-4ce8-9bc5-c383c5345ee2/Ukraine,%20Zulassung%202022.pdf>

³⁵ Republic of Austria. (2016/2022). Recognition and Assessment Act (Anerkennungs- und Bewertungsgesetz – AuBG), Federal Law Gazette I No. 55/2016, as amended by Federal Law Gazette I No. 76/2022.

³⁶ Austrian Federal Ministry of Education, Science and Research (BMBWF). (n.d.). Ukraine: Wichtige Ansprechpartner/innen im Universitäts-, Hochschul- und Forschungsbereich [Ukraine: Important contacts in the university, higher education, and research sector]. Accessed 5 March 2025. <https://www.bmbwf.gv.at/Themen/HS-Uni/Aktuelles/ukraine/Anprechpartner.html>

³⁷ Republic of Austria. (2019/2022). Tuition Fee Regulation (Studienbeitragsverordnung), Federal Law Gazette II No. 218/2019, as amended by Federal Law Gazette II No. 304/2022.

for the loss of an estimated 2.3 million euros per semester.³⁸

The Ernst Mach Grant – Ukraine, funded by the Austrian Federal Ministry of Education, Science, and Research (BMBWF) and administered by OeAD, was specifically designed in 2022 to financially support Ukrainian students, covering living costs and allowing them to continue their academic activities in Austria³⁹. The special scholarship “Ernst Mach UKRAINE” has been extended until 28 February 2026. As of December 2024, 630 Ukrainian students receive 715 euros per month to continue their studies in Austria. However, new applications are no longer possible and only current scholarship recipients can reapply.⁴⁰

As part of the Ukraine Emergency Call within the framework of the Austrian Academy of Sciences (ÖAW) mobility program "Joint Excellence in Science and Humanities" (JESH), Austria's largest institution for non-university basic research funded and organized additional short-term research stays at Austrian research institutions. JESH-Ukraine covers the cost of living for a research stay of up to a maximum of 4 months (with the possibility of extension). Expenses are paid at a flat rate of EUR 2,700 per fellow per month. Initially, around €270,000 were allocated for these measures. The selection of submitted projects is conducted through an accelerated peer-review process.⁴¹

Scientists directly affected by the war in Ukraine can be integrated into ongoing research projects funded by the Austrian Science Fund (FWF). The FWF has allocated a special budget of one million euros for this crisis support.⁴²

Other targeted Austrian programmes included the *Documenting Ukraine* program by the Institute for Human Sciences (IWM) that offers one-time grants of EUR 5,000 that enable Ukrainian scholars to work on documentation projects that establish a factual record or bring meaning to events through artistic interpretation and intellectual reflection.⁴³ In order to support high potential refugees from Ukraine in their STEM studies in Austria, the Federation of Industries (IV) has been awarding 3 excellence scholarships per year in the amount of EUR 6,000 each.⁴⁴

³⁸ Austrian Federal Ministry of Education, Science and Research (BMBWF). Tuition fee exemption for Ukrainian students until the end of February 2026. Accessed 5 March 2025. <https://www.bmbwf.gv.at/en/Topics/Higher-education---universities/ukraine/tfe.html>

³⁹ Austrian Agency for Education and Internationalisation (OeAD). Special scholarships for Ukrainian students. Accessed 14 March 2025. <https://oead.at/en/the-oead/information-about-ukraine/sonderstipendien-fuer-ukrainische-studierende>

⁴⁰ Austrian Federal Ministry of Education, Science and Research (BMBWF). (n.d.). Tuition fee exemption for Ukrainian students until the end of February 2026. Accessed 5 March 2025. <https://www.bmbwf.gv.at/en/Topics/Higher-education---universities/ukraine/tfe.html>

⁴¹ Austrian Academy of Sciences (ÖAW). (2022, March 21). JESH-Ukraine: Emergency call for researchers from Ukraine. <https://www.oeaw.ac.at/en/jesh>

⁴² Austrian Science Fund (FWF). (2022). Crisis support for researchers from Ukraine. Accessed 24 March 2025. <https://www.fwf.ac.at/en/news-and-media-relations/news/detail/nid/20220310>

⁴³ Institute for Human Sciences (IWM). (n.d.). Applications now open for Documenting Ukraine grants. Accessed 10 March 2025. <https://www.iwm.at/documenting-ukraine/apply>

⁴⁴ Industriellenvereinigung (n.d.) IV-MINT Stipendien 2025 für High-Potentials aus der Ukraine. Accessed 10 March 2025. <https://www.iv.at/Die-IV/RS/Preise-und-Stipendien/IV-MINT-Stipendium/IV-MINT-Stipendium-2025-fuer-High-Potentials.de.html>

Austria has also taken measures to address housing concerns. The OeAD student housing program initially reserved 35-40 emergency accommodation places for displaced academics and students in key university cities such as Vienna, Graz, and Leoben. Furthermore, deferment of payments of OeAD housing were arranged.⁴⁵

2.1.3. University Level

At University level, the response of the Austrian university sector to the war in Ukraine was multi-faceted to support displaced Ukrainian Students and academics. While the tuition fee exemption for Ukrainian students pursuant to the amendments to the Tuition Fee Regulation of 10 March 2022 does not cover universities of applied sciences (Fachhochschulen) and private higher education institutions due to their legal and financial framework, numerous of them offer their own support measures and exempt Ukrainian students from the payment of tuition fees.⁴⁶ While universities themselves don't offer scholarships for Ukrainian students, some have set up donation accounts to support displaced scholars to enable them to continue their academic work in research and teaching.⁴⁷

Though not very widespread, there are singular specific fellowships targeting Ukrainian researchers, such as the joint fellowship between the research program Ukraine in European Dialogue at the Institute for Human Sciences (IWM Vienna) and the Research Centre "Ukraine in a Changing Europe" at the Institute of International Studies (IMS), Charles University in Prague.⁴⁸ The Mitochondria Biology Group at the University of Veterinary Medicine Vienna, Austria, offers one position for Ukrainian refugee researchers (research assistant, master student, PhD student or postdoc) for up to 1 year and help for accommodation.⁴⁹ Most higher education institutions, public and private, offer access to libraries and working spaces free of charge to displaced Ukrainians.⁵⁰

Welcome centres or dedicated support desks were established at most universities. Those centres provide displaced scholars and students with assistance to navigate the university landscape and function as a kind of clearing house between them and services like legal assistance and social sup-

⁴⁵ Austrian Agency for Education and Internationalisation (OeAD). (n.d.). Information for students and researchers from Ukraine. Accessed 17 March 2025. <https://studyinaustria.at/en/study/information-for-students-and-researchers-from-ukraine>

⁴⁶ See for example FH JOANNEUM. (n.d.). Ukraine: Information and support. Accessed 28 March 2025. <https://www.fh-joanneum.at/en/university/services/international-relations/ukraine-information-and-support/>

⁴⁷ University of Graz. (n.d.). Ukraine-Hilfe und Unterstützung [Ukraine assistance and support]. Accessed 10 March 2025. <https://ukraine.uni-graz.at/de/>

⁴⁸ Institute for Human Sciences (IWM). (n.d.). IWM-IMS Fellowship. Accessed 10 March 2025. <https://www.iwm.at/fellowships/iwm-ims-fellowship>

⁴⁹ University of Veterinary Medicine Vienna. (n.d.). Mitochondria Biology Group: Position for Ukrainian researchers. Accessed 10 March 2025. <https://www.vetmeduni.ac.at/en/mitochondria-biology-group/news/position-for-ukrainian-researchers>

⁵⁰ University of Klagenfurt. (n.d.). Support for students from Ukraine. Accessed 10 March 2025. <https://www.aau.at/en/university/news/support-for-students-from-ukraine/>

port. Some universities offer dedicated psychological counseling. Others, like the University of Graz, have also established hotlines for displaced academics and offer regular information days to help prospective students from Ukraine navigate the university landscape. Many universities have also established a mentor or buddy system where Austrian students offer individual support to their Ukrainian peers. Language support and intensive language courses are also offered at most universities, some exclusively for students and scholars, other open for any Ukrainian displaced person or special groups, e.g. seniors.⁵¹

At Vienna Medical University (MedUni Vienna) there is an option for advanced students of medicine at a Ukrainian university who wish to continue or complete their studies to be admitted as lateral entry students. Ukrainian students whose home university has a bilateral cooperation agreement with MedUni Vienna can apply for a temporary study and/or clerkship stay. The aim is that any credits earned at MedUni Vienna afterwards get acknowledged and counted towards their degree at their home university.⁵²

Central European University (CEU), a private university headquartered in Vienna, launched the Invisible University for Ukraine (IUFU) as a dedicated non-degree certificate program for Ukrainian students. The program provides access to thematic online courses in the humanities and social sciences, academic mentoring, English academic writing groups, and psychological support. Any student who has been pursuing a BA, MA, or doctoral degree program in a Ukrainian university in the academic year 2021-22, or who started their university studies in since 2022 is eligible to apply. Participation in the program is free of charge. In 2024, IUFU engaged over 540 students and distributed 160 research scholarships. Research scholarships (up to 800 Euro per semester) are available on a competitive basis for students who wish to implement a special empirical or theoretical project in addition to their course work in IUFU. It also hosted summer and winter schools. IUFU is implemented in partnership with Ukrainian universities and supported by international donors.⁵³

The Austrian Universitätenkonferenz UNIKO coordinates the MORE-Initiative at Austrian public Universities since 2015 that also benefitted Ukrainian students since the Russian invasion. The 21 universities in Graz, Innsbruck, Klagenfurt, Leoben, Linz, Salzburg and Vienna offer a certain number of courses to MORE students, some of which are especially tailored for displaced and refugee students, some are part of a degree program. The MORE provides academic orientation, language training, and integration opportunities. It helps refugees explore university studies while also offering a platform for displaced scholars to share their expertise with the public. Beyond academics, the program includes cultural and social activities to help refugee students integrate into their new environment and feel at home. MORE also allocates funds to emergency assistance for Ukrainian students, researchers, and artists. This includes direct support for individual students in the form of MORE semester packages (€150 which can be used for transportation tickets, study materials, or similar ex-

⁵¹ See for example FH JOANNEUM. (n.d.). Ukraine: Information and support. Accessed 28 March 2025. <https://www.fh-joanneum.at/en/university/services/international-relations/ukraine-information-and-support/>

⁵² Vienna Medical University (n.d.). Options for continuing your studies or starting at MedUni Vienna. Accessed 28 March 2025. <https://www.meduniwien.ac.at/web/en/international-affairs/information-for-students-with-ukrainian-refugee-status/#c82092>

⁵³ Central European University. (n.d.). Invisible University for Ukraine. Accessed 28 March 2025. <https://www.ceu.edu/article/2022-03-24/ceu-launches-invisible-university-ukraine>

penses) and institutional support, where universities can receive MORE course packages worth €2,500 per semester to fund academic courses.⁵⁴

The Österreichische Hochschüler:innenschaft (ÖH), Austria's student union, offers dedicated helplines for questions in connection with the war in Ukraine. The ÖH, in cooperation with Erste Bank, also supported the quick and unbureaucratic establishment of bank accounts for Ukrainian Students and emergency financial assistance for students in financial hardship through their social fund.⁵⁵

2.1.4. Conclusions

This country study on the Austrian responses to support displaced Ukrainian academics identified several targeted and transferrable support and integration measures including scholarships, flexible university admission and tuition fee exemptions (BMBWF & Universities), fast-track qualification recognition (ENIC-NARIC Austria), access to selected university courses, cultural activities, language support, and academic mentoring. Additionally, displaced members of Ukrainian academia have been integrated in a targeted way into Research Projects (FWF, ÖAW) and Austrian research funding bodies allocated dedicated budgets to embed displaced researchers into ongoing projects (e.g., FWF's €1M crisis support, ÖAW's JESH-Ukraine). All these initiatives contributed to academic continuity and professional perspective. Yet,

Many initiatives (e.g., Ernst Mach Grant, FWF emergency support, ÖAW JESH-Ukraine) are time-limited and dependent on special funding rounds, what raises questions about sustainability and long-term career integration for displaced academics beyond 2026. The Ernst Mach Grant – Ukraine, a cornerstone of Austria's support for displaced students, has reached full allocation. As of December 2024, all available slots are occupied, and no new applications are accepted. This creates a critical support gap for Ukrainian students who now meet eligibility requirements, including displaced pupils who completed secondary education (Matura) in Austria and are now ready to enter university and new arrivals seeking academic integration. As a result, these students face financial barriers to entry and are excluded from the country's main scholarship for Ukrainian displaced persons. Additionally, while displaced researchers have been integrated into ongoing and new projects, few long-term academic positions or fellowships are available. Most offers are short-term, project-based, or non-tenure-track, which limits the prospects for permanent relocation or academic progression in Austria. Language barriers still remain in place despite the availability of language courses, as academic German proficiency remains a significant barrier, particularly in competitive or regulated study programs.

⁵⁴ Österreichische Universitätenkonferenz (n.d.). Was ist MORE? Accessed 10 March 2025. <https://uniko.ac.at/themen/more/was-ist-more/>

⁵⁵ Austrian National Union of Students (ÖH). (n.d.). Ukraine Info. Accessed 24 March 2025. <https://www.oeh.ac.at/ukraine>

Some critical university entry exams, such as the MedAT for medical studies, are only offered in German, making them largely inaccessible to displaced students who have not reached advanced language levels. While flexible admission policies exist, complex bureaucracy and documentation requirements still pose challenges for students and scholars with incomplete or missing records. Furthermore, psychological support is available at some universities, but mental health services are inconsistent across institutions and not always specialized for trauma or displacement experiences. And lastly, there appears to be no centralized evaluation framework to assess the impact of support measures (e.g., success rates in reintegration, scholarship outcomes, retention of scholars). This hampers Austria's ability to refine or expand the most effective programs.

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2.2. GREECE

2.2.1. State Level

After the Russian invasion, Greece received a smaller amount of displaced people of Ukrainian origin compared to other EU countries like Poland, Italy and Austria. By the end of 2024, the Greek authorities have provided temporary protection permits to 32 572 Ukrainian people⁵⁶. Despite this rather small number, Greece took a series of measures to support the integration of Ukrainian refugees into society. Most measures taken by the Greek government in education at a national level included actions on language learning, the development of manuals in Ukrainian and Russian and numerous supporting actions on the empowerment of teachers working with Ukrainian students⁵⁷.

Integration of displaced people in academia (e.g. university staff, researchers, students) was part of the overall government and EU policies since no particular provisions exclusively for members of the higher education sector were foreseen on a national strategy level, with a few exceptions. In the higher education sector, measures for the integration of Ukrainian academics and students were designed and implemented at a minimum level. Greek Ministries of Education and Migration enhanced their collaboration with the Ukrainian Counsellor in Greece in efforts to facilitate the investigation and registration of students and workers from Ukraine – being in the country under Temporary Protection status – who wish to continue their studies or work in Greece⁵⁸. This collaboration also included the exploration of possibilities for Ukrainian students to attend courses in Greek Higher Education Institutions (HEIs) and the certification of the received grade to be sent to their Ukrainian universities, Ukrainian students also reserve the right to attend university courses and programs⁵⁹.

The Greek Ministry of Education, Religious Affairs and Sport also took additional initiatives to support the Ukrainian academic community, even though integration was not part of this motivation. More specifically, in close cooperation with the Ministry of Education and Science of Ukraine, the

⁵⁶Ministry of Migration & Asylum of the Hellenic Republic. (2024). *Report A December 2024: Reception, Asylum & Integration Procedures*. https://migration.gov.gr/wp-content/uploads/2025/01/Report_A_December-2024_International-Protection_NEW.pdf

⁵⁷ReferNet Greece & Cedefop. (2022). *Greece: Initiatives for the integration of Ukrainian refugees into education and the labour market*. <https://www.cedefop.europa.eu/en/news/greece-initiatives-integration-ukrainian-refugees-education-and-labour-market#group-details>

⁵⁸Ministry of Education, Religious Affairs and Sport. (2024, April 28). *Press Release: Working meeting of the Deputy Minister of Education Mr. Angelos Syrigos with the Deputy Minister of Migration and Asylum responsible for Integration Ms. Sofia Voultepsi and the Counsellor of Ukraine Ms Anna Tishchenko*. <https://www.minedu.gov.gr/news/51980-28-04-22-synantisi-ergasias-yfypourgoy-paideias-k-aggelou-syrigou-me-tin-yfypourgo-metanastefsis-kai-asylou-armodia-gia-tin-entaksi-ka-sofia-voyltepsi-kai-tin-prokseno-tis-oukranias-ka-anna-tisenko>

⁵⁹Aggelopoulos, G. (2022, March 3). *About the immediate enrolment of Ukrainian students in our universities*. Avgi. https://www.avgi.gr/politiki/414058_gia-tin-amesi-eggrafi-oykranon-foititon-sta-panepistimia-mas

Embassy of Ukraine in Athens and the National Technical University of Athens, the Ministry co-organised entrance exams for students from Ukraine so they could enrol in HEIs in their country⁶⁰. This initiative offered the necessary infrastructure and working stations to Ukrainian students and it was part of similar entrance examinations taking place during the same period in other European countries to support the academic community of Ukraine⁶¹.

2.2.2. University Level

Universities in Greece engaged more actively in supporting the displaced academic community of Ukraine compared to the national policy level. Since the outbreak of the war in Ukraine, universities in both the public and private sectors expressed their opposition to the Russian aggression and their support for the Ukrainian people, either with solidarity announcements^{62 63 64} or collection of humanitarian aid for the people of Ukraine⁶⁵. Additionally, even though not targeted towards displaced Ukrainian academics, some universities took initiatives to support students of Ukrainian origin by ensuring their free accommodation and feeding⁶⁶.

Besides acts of solidarity, Greek universities showcased active agency in facilitating the integration of displaced Ukrainian members of the academia into the Greek higher education ecosystem. As HEIs in Greece have institutional autonomy in the activities they take and in an entrepreneurial spirit of independence, increased engagement and knowledge-transfer, this research identifies 5 types of methods that Greek universities contributed to the integration of displaced Ukrainian researchers and students. These were: i) Scholarships and Grants, ii) Organisation of Events, iii) Study Visits and Summers Schools, iv) Host and Support.

⁶⁰Ministry of Education, Religious Affairs and Sport. (2022, August 18). *Press Release: The examinations of Ukrainian students in Greece for admission to the Universities of Ukraine were completed successfully.* <https://www.minedu.gov.gr/news/53047-18-08-22-me-epityxia-oloklirothikan-oi-eksetaseis-ton-oukranon-mathiton-stin-ellada-gia-tin-eisagogi-tous-sta-panepistimia-tis-oukranias>

⁶¹School of Electrical and Computer Engineering of National Technical University of Athens. (n.d.). *Initiatives for the organization and hosting of entrance exams in Ukrainian refugee students into higher education institutions.* <https://www.ece.ntua.gr/en/article/534>

⁶²Ionian University. (2022, February 28). *Announcement of the Rector's Office of the Ionian University regarding the war in Ukraine.* <https://ionio.gr/gr/news/23518/>

⁶³National and Kapodistrian University of Athens. (2022, March 1). *Ukraine – Joint Statement.* https://en.uoa.gr/announcements_and_events/view_announcement/ukraine_joint_statement/

⁶⁴Academy of Athens. (2022, March 3). *Declaration of the Academy of Athens on the invasion of Russia in Ukraine.* <https://www.academyofathens.gr/en/news/declaration-academy-athens-invasion-russia-ukraine>

⁶⁵Ionian University. (2022, March 15). *Ionian University collects humanitarian aid for Ukraine.* <https://ionio.gr/gr/news/23639/>

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I) Scholarships and Grants

- The provision of scholarships to Ukrainian academics probably represented the most prevalent practice among Greek HEIs in their efforts to facilitate the integration of Ukrainians. Institutions in both the public and the private sector announced to offer scholarships to refugees and displaced people from Ukraine which covered tuition to studies, coverage of expenses for participation in educational programmes etc. Even though not exhaustive, the following list includes some of the offered scholarships for Ukrainian members of academia offered by Greek HEIs:

- 20 scholarships from the Business College of Athens for studies in the field of business studies⁶⁷.
- 20 scholarships from the American College of Greece to displaced Ukrainian students for their studies at the bachelor's and master's levels, through the Programme for Ukrainian students which is also supported by the U.S. Embassy⁶⁸.
- 10 scholarships from the Department of International and European Studies at the University of Piraeus towards Ukrainian citizens to cover the tuition fees for some of the department's Master's programmes⁶⁹.
- 10 grants covering tuition, accommodation and travel expenses for Ukrainian students willing to participate in the 6th Summer Academy of Journalism, organised by the Department of Journalism and Media at Aristotle University of Thessaloniki⁷⁰.

II) Organisation of Events

The organisation of certain events has been a common practice among universities in Greece, in a way to support Ukrainian members of academia. The purposes of these events would differ on an ad hoc basis. For example, university members of the National and Kapodistrian University of Athens co-hosted a series of web lectures to support counterparts from Ukraine through the development of aca-

⁶⁷Business College of Athens. (n.d.). *BCA: Scholarships to Ukrainian refugees*. https://www.bca.edu.gr/en/bca-scholarships-to-ukrainian-refugees/?_gl=1*qd7xqy*_ga*MjAzMDk4MTYzNi4xNzM5NTQzMjc*_up*MQ..#kingster-mobile-menu

⁶⁸Editorial Team. (2023, January 25). Scholarships for Ukrainian refugees and other displaced students from the U.S. Embassy in Athens and the American College of Greece. *Kathimerini*. <https://www.kathimerini.gr/pages/announcements/562245883/ypotrofies-gia-oykranouys-prosfyges-kai-alloys-ektopismenouys-foitites-apo-tin-presveia-ton-i-p-a-stin-athina-kai-to-amerikaniko-kollegio-ellados/>

⁶⁹University of Piraeus, Department of International and European Studies. (2022, May 30). *10 Scholarships for Ukraine from the Department of International and European Studies of University of Piraeus*. <https://www.des.unipi.gr/el/msc-energy-announcementsgr/483-ypotrofies-oukrania-msc-energy-2022>

⁷⁰ThessNews-DESK. (2022, March 11). Scholarships to Ukrainian students for the 6th Summer Academy of Journalism by Aristotle University of Thessaloniki. *RThess*. <https://www.rthess.gr/roi-eidiseon/ypotrofies-se-oukranous-foitites-gia-tin-6i-therini-akadimia-dimosiografias-tou-apth/>

demetic cooperation⁷¹. The series served as a forum where Ukrainian researchers could give online lectures to a broad audience to showcase their work and connect with researchers and stakeholders all over Europe.

Other events aimed at coordinating and providing guidance and an overview of how Greek HEIs may host and support researchers from Ukraine. One such event was the webinar organised by the Aristotle University of Thessaloniki (AUTH) and the Greek branch of Scholars At Risk (SAR), oriented towards Greek academics and university staff as a way to explore and design coordinated and collaborative actions on integrating displaced members of the Ukrainian academia into the Greek higher education sector⁷². The event, implemented under the InSPIREurope project funded by the European Union, also worked as an info session for Greek HEIs to get updated on funding mechanisms for initiatives related to hosting and supporting researchers from Ukraine⁷³. AUTH has also been active in promoting other EU-funded initiatives aiming to support Ukrainian academics like the MSCA4Ukraine. The MSCA4Ukraine is an initiative funded by the EU under the Marie Skłodowska-Curie framework aimed to support displaced Ukrainian researchers through funding host institutions offering mentorship. AUTH encouraged Greek HEIs to participate in the project by providing the necessary support and guidance in their applications⁷⁴.

III) Study Visits and Summer Schools

Some universities implemented study visits and summer schools in Greece for Ukrainian university staff and students. Such examples were the implementation of two study visit programs (one summer school and one spring school) in the City College Europe Campus in Thessaloniki for groups of Ukrainian staff and students from the Karazin Kharkiv National University (KKNU)⁷⁵. These programmes were part of a series of initiatives aimed at offering support to Ukrainian academics, students and university leaders during the ongoing war⁷⁶.

⁷¹Communication Hub. (2023). *Ukrainian Scholars in Athens Series of Lectures [7-9 March 2023]*. National and Kapodistrian University of Athens. <https://hub.uoa.gr/en/ukrainian-scholars-in-athens-series-of-lectures/>

⁷²Ionian University. (2022, July 31). *Webinar: Host and support of researchers from Ukraine in Greek HEIs*. <https://ionio.gr/gr/news/24557/>

⁷³Inspireurope. (2022, August 25). *Webinar in InSPIREurope: Hosting researchers from Ukraine in Greek HEIs*. Aristotle University of Thessaloniki. https://inspireurope.auth.gr/en/hosting_researchers_ukraine

⁷⁴Aristotle University of Thessaloniki. (2024, June 11). *2nd MSCA4Ukraine Programme – Scholarships for researchers from Ukraine*. <https://tinyurl.com/yw2uajzp>

⁷⁵University of York. (2023, May 3). *CITY College Europe Campus hosts Spring School for Ukrainian university staff and students*. <https://york.citycollege.eu/frontend/article.php?aid=5757&cid=12&t=CITY-College-Europe-Campus-hosts-Spring-School-for-Ukrainian-university-staff-and-students>

⁷⁶University of York. (2022, August 30). *CITY College Europe Campus hosts Summer School for Ukrainian university staff and students*. <https://york.citycollege.eu/m/article.php?aid=5507&cid=12&t=CITY-College-Europe-Campus-hosts-Summer-School-for-Ukrainian-university-staff-and-students>

IV) Host and Services

Some researchers and university staff offered to host Ukrainian researchers at their lab's and/or university's premises⁷⁷. This kind of support was offered in the form of free access to lab and desk space⁷⁸, workstations and supercomputers⁷⁹, funding⁸⁰, part-time work employment⁸¹, support in finding accommodation^{82 83}.

Greek HEIs also supported students and researchers of Ukrainian origin, even if they had already been part of the Greek higher education ecosystem (e.g. enrolled in a university program, working as researchers etc.). This support was in the form of scholarships for studies^{84 85}, or grants for informal educational activities⁸⁶. Some institutions, like the Ionian University, offered accommodation, food, psychological support⁸⁷, and even work vacancies outside of the university, through collaboration with local organisations and companies⁸⁸.

⁷⁷Science for Ukraine. (n.d.). U1554 – Research opportunity in membrane trafficking and transporter function at the University of Athens. Retrieved 17 February, 2025, from <https://scienceforukraine.eu/d/U1554>

⁷⁸Science for Ukraine. (n.d.). U1553 – Research opportunity at the Medical School of the University of Athens. Retrieved 17 February, 2025, from <https://scienceforukraine.eu/d/U1553>

⁷⁹Science for Ukraine. (n.d.). U1552 – Research opportunity in computational drug design and development at the National and Kapodistrian University of Athens. Retrieved 17 February, 2025, from <https://scienceforukraine.eu/d/U1552>

⁸⁰Science for Ukraine. (n.d.). U1549 – Research opportunity in translational biomarkers at the National Hellenic Research Foundation. Retrieved 17 February, 2025, from <https://scienceforukraine.eu/d/U1549>

⁸¹Science for Ukraine. (n.d.). U961 – Research opportunity in data science at Athens University of Economics and Business. Retrieved 17 February, 2025, from <https://scienceforukraine.eu/d/U961>

⁸²Science for Ukraine. (n.d.). U849 – Research opportunity in RNA-mediated gene regulation at the Institute of Molecular Biology and Biotechnology. Retrieved 17 February, 2025, from <https://scienceforukraine.eu/d/U849>

⁸³Science for Ukraine. (n.d.). U850 – Research opportunity in developmental cell biology at the Institute of Molecular Biology and Biotechnology (IMBB-FORTH). Retrieved 17 February, 2025, from <https://scienceforukraine.eu/d/U850>

⁸⁴Center for Hellenic Studies in Greece. (2023, January 24). Scholarships awarded to students of the Aristotle University of Thessaloniki from Ukraine. <https://el.greece.chs.harvard.edu/news/auth-ukraine-scholarships>

⁸⁵Special Account for Research Funds of the Aristotle University of Thessaloniki. (2023). Awarding scholarships of excellence to affected Ukrainian students of the Aristotle University of Thessaloniki with funding from outside sources. <https://rc.auth.gr/proskliseis-gia-apasholisi-se-erga/74111horigisi-ypotrofon-aristeias-se-plittomenoys-oykranoyoys>

⁸⁶Center for Hellenic Studies in Greece. (2022, May 19). Collaboration of the Aristotle University of Thessaloniki (AUTH) with Harvard University's Center for Hellenic Studies (CHS) in the context of AUTH's initiative for supporting its Ukrainian students. <https://greece.chs.harvard.edu/news/AUTH-ukrainian-students>

⁸⁷Ionian University. (2022, March 4). The Ionian University as a "foster parent" of students from Ukraine and Russia. <https://ionio.gr/gr/news/23560/>

⁸⁸Ionian University. (2022, March 8). Humanitarian support for undergraduate students of the Ionian University from Ukraine and Russia begins immediately. <https://ionio.gr/gr/news/23578/>

2.2.3. Conclusions

Overall, even though Greece has not received a large number of displaced people from Ukraine compared to other European states, the country has taken various measures both at a policy and at a university level to facilitate Ukrainian academics' integration. At a policy level, the integration of Ukrainian members of academia was part of the overall strategy of the Greek government to support the Ukrainian people coming into the country. At the university level, Greek HEIs employed numerous different strategies such as offering scholarships, providing hosting and other type of services, organisation of events, study visits and educational programmes, as well as collaboration-seeking with Ukrainian universities.

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2.3. ITALY

2.3.1. Introduction

CESIE ETS conducted a thorough analysis on the response of the Italian government and academic institutions in the weeks and months that followed the full-scale invasion of Ukraine.

For the purposes of this investigation, the main point of reference for the recollection of policies and best practices at a state and regional level was the website of the Ministry of Education, Universities and Research⁸⁹ (thereafter referred to as “MUR”). The website represents a pivotal source of information for initiatives related to the Higher Education Sector.

At first glance, it was possible to notice how institutional aid was provided swiftly: after having published an official message signed by the MUR calling for total support of Ukrainian academic community⁹⁰, on 29 March 2022 the Ministry opened a section named ‘Emergenza Ucraina’⁹¹ (Ukraine Emergency). As it is explained in the introductory page, a total budget of € 1 million was allocated for initiatives to help Ukrainian researches, scholars, and students to continue their academic activities despite the war.

2.3.2. State Level

The first tool provided alongside economic support was the creation of a specific e-mail address⁹² (helpforacademics@mur.gov.it) with the aim of providing a platform where every entity in the Higher Education sector in Italy could flag any initiative (scholarships, research fellowships, visiting professor positions) opened by their institution to welcome Ukrainian academic staff and students whose career had been affected by the Russian invasion.

As member of the European Union, Italy also adhered to the ERA4Ukraine initiative. In the section dedicated to the country⁹³, information such as housing, job offers, recognition of diplomas was provided for Ukrainian researchers.

In the effort to provide a set of information allowing Ukrainian researchers and students when ac-

⁸⁹ Ministero dell’Università e della Ricerca (n.d.). Ministero dell’Università e della Ricerca. <https://www.mur.gov.it/it> (Accessed on 10/03/2025)

⁹⁰ Ministero dell’Università e della Ricerca (27 February 2022). Nota Ministro Università e Ricerca n. 3177 del 27 febbraio. <https://www.mur.gov.it/sites/default/files/2022-03/Nota%20Ministro%20Università%20e%20Ricerca%20n.%203177%20del%2027%20febbraio%202022.pdf>

⁹¹ Ministero dell’Università e della Ricerca (2022, March 29). Emergenza Ucraina. Ministero dell’Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina> (Accessed on 10/03/2025)

⁹² ibidem

⁹³ Euraxess (n.d.) ERA4Ukraine – Italy. Euraxess. <https://www.euraxess.it/ukraine> (Accessed on 10/03/2025)

cessing the country, the MUR connected with other Ministries and Governmental Departments. Most notably, the Civil Protection Department created, through the information provided by the Ministries, a booklet called ‘Information for People from Ukraine’⁹⁴. The document (available in Ukrainian, English, and Italian) offers comprehensive assistance on aspects like necessary documents, immigration services, healthcare, emergency numbers and education⁹⁵. Particularly, in the section dedicated to education, brief tutorials are provided on how to enroll in Italian universities. Useful links and platforms have also been reported. An example is constituted by the platform ‘University’⁹⁶, specifically conceived as a repository useful for ‘Procedures for entry, residency and enrolment of international students and the respective recognition of qualifications for higher education courses in Italy’⁹⁷.

2.3.3. University Level

The section dedicated to the ‘Ukraine Emergency’ at the MUR offers an overview of initiatives and support that has been provided by HEI in Italy.⁹⁸ As the forms of integration support are so manifold, for this research, 2 institutions for each of the three main areas of the peninsula (Northern, Central, and Southern) have been selected for analysis (in total 6 universities).⁹⁹ This sample is believed to be a representation of how different institutions across the country have coordinated with the MUR and other governmental and regional entities, especially throughout the first phase of the emergency. The selected HEIs have been comparatively examined through the presence of the following initiatives: welcome centers, scholarships, language support, academic mentorship, collaboration with Governmental Bodies, NGOs, and Other Higher Education Institutions (HEIs).

I) Welcome Centers

Several of the sampled Italian universities have implemented initiatives to provide Ukrainian stu-

⁹⁴ Civil Protection Department (n.d.). Information for people from Ukraine. Civil Protection Department. <https://www.protezionecivile.gov.it/en/pagina-base/information-people-ukraine/> (Accessed on 10/03/2025)

⁹⁵ Civil Protection Department (2023, January 16). Information for people from Ukraine. <https://www.protezionecivile.gov.it/static/7e2779cc019790f4dddfdd41edf43e7/opuscolo-eng-16-gennaio-2023.pdf>

⁹⁶ UniversItaly (n.d.). UniversItaly. <https://www.universitaly.it/> (Accessed on 10/03/2025)

⁹⁷ UniversItaly (n.d.) Procedures for entry, residency and enrolment of international students and the respective recognition of qualifications for higher education courses in Italy. UniversItaly. <https://www.universitaly.it/studenti-stranieri> (Accessed on 10/03/2025)

⁹⁸ Ministero dell’Università e della Ricerca (n.d.). Iniziative. Ministero dell’Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative> (Accessed on 10/03/2025)

⁹⁹ Full list of the institutions sampled: Università degli Studi di Milano, Università degli Studi di Padova, Università degli studi di Pisa, Sapienza Università di Roma, Università degli Studi di Palermo, Università degli Studi della Basilicata.

dents and scholars with accommodation and essential services. The University of Milan¹⁰⁰ has made free housing available in its student residences for both current students and those arriving from Ukrainian universities. Similarly, the University of Pisa¹⁰¹ has offered free lodging in the dormitories provided by the regional entity for the rights to university education (Tuscany DSU), prioritizing refugee students, along with free meals at the university canteen. The University of Palermo¹⁰² has also assigned free accommodations in its student residences to Ukrainian students, ensuring they had a place to stay. Meanwhile, the University of Basilicata¹⁰³ has facilitated the integration of eight Ukrainian students by offering them free enrolment in courses, along with meals and housing provided through their own regional agency for university education rights (ARDSU).

II) Scholarships

For Italian HEIs, financial aid has played a crucial role in supporting Ukrainian students during the war. In 2022, the University of Milan¹⁰⁴ has established twenty scholarships, each worth € 6 000 for Ukrainian students already enrolled at the university or planning to enrol in the following academic year. In addition, it has offered four positions for at-risk visiting scholars from Ukraine, granting them a scholarship of € 8 400 for a minimum stay of three months. The University of Padova¹⁰⁵ has allocated up to fifty scholarships for Ukrainian students enrolling in single courses for the 2021/22 academic year, with each recipient receiving € 3 100 and an exemption from tuition fees. Furthermore, it has introduced seventy-five scholarships for students enrolling in full degree programs in the 2022/23 academic year, covering tuition fees and providing an annual stipend of € 6 200. The University of

¹⁰⁰ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Milano. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative/universita-degli-studi-di-milano> (Accessed on 10/03/2025)

¹⁰¹ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Pisa. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-di-pisa> (Accessed on 10/03/2025)

¹⁰² Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Palermo. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-di-palermo> (Accessed on 10/03/2025)

¹⁰³ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi della Basilicata. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-della-basilicata> (Accessed on 10/03/2025)

¹⁰⁴ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Milano. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative/universita-degli-studi-di-milano> (Accessed on 10/03/2025)

¹⁰⁵ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Padova. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-di-padova> (Accessed on 10/03/2025)

Pisa¹⁰⁶ has distributed thirty-seven lump-sum scholarships of € 1 500 to Ukrainian students enrolling in single courses or degree programs, while the University of Palermo¹⁰⁷ has provided thirty scholarships of € 3 600 covering living expenses and educational materials. Palermo has also announced plans to introduce sixteen additional scholarships for the 2022/23 academic year, each covering similar costs. For the academic year 2023-2024, the Sapienza University of Rome launched the EUkraIT program offering 15 scholarships for students enrolled in Ukrainian HEIs¹⁰⁸. Moreover, Sapienza University has also allocated funds for 25 visiting professors from Ukrainian universities and carry out research activities for 4 months under different disciplines such as medicine, psychology, and computer science.

III) Language Support

Recognizing the importance of language proficiency in academic integration, an effort has also been made in the provision of linguistic assistance to Ukrainian students and academic staff. The University of Pisa¹⁰⁹ has organized free Italian language courses through its linguistic center to facilitate communication and learning for those who have recently arrived. The University of Palermo¹¹⁰ has taken significant steps in this regard by offering over 500 hours of Italian language instruction through its School of Italian Language for Foreigners (ItaStra), reaching around seventy Ukrainian refugees in need of language support. The University of Padova¹¹¹, through the Erasmus+ Programme and the 'European Solidarity Corps' initiative, every person in the Ukrainian education system could make full use of the open access version of the 'Online Language Support' platform run by the University offering linguistic support for different languages such as English, French, German, Spanish, and Italian.

¹⁰⁶ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Pisa. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-di-pisa> (Accessed on 10/03/2025)

¹⁰⁷ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Palermo. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-di-palermo> (Accessed on 10/03/2025)

¹⁰⁸ Sapienza Università di Roma (n.d.). EUkraIT. Sapienza Università di Roma. <https://www.uniroma1.it/en/pagina/eukrait> (Accessed on 10/03/2025)

¹⁰⁹ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Pisa. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-di-pisa> (Accessed on 10/03/2025)

¹¹⁰ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Palermo. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-di-palermo> (Accessed on 10/03/2025)

¹¹¹ Università degli Studi di Padova (n.d.). Unipd 4 Ukraine. Università degli Studi di Padova. <https://www.unipd.it/unipd-4-ukraine> (Accessed on 10/03/2025)

IV) Academic Mentorship

Italian universities have also ensured that Ukrainian students receive academic guidance and support. The University of Pisa¹¹² has set up a structured support system to help students from Ukrainian institutions continue their studies without interruption. It has allowed them to enrol in single courses free of charge, with the possibility of having their credits recognized later. To assist with academic transitions, Ukrainian students have been encouraged to submit their academic records, including transcripts and syllabi, for evaluation. In addition, the university has provided personalized academic advising to guide students through enrolment and credit recognition processes.

V) Collaboration with Governmental Bodies, NGOs, and Other Higher Education Institutions

Many of these initiatives have been carried out in collaboration with governmental agencies, non-governmental organizations, and international institutions. The University of Milan¹¹³ has aligned its efforts with the national initiatives coordinated by the Conference of Italian University Rectors (CRUI) and the RUniPace network. The University of Palermo¹¹⁴ and the University of Basilicata¹¹⁵ have partnered with regional and local authorities, including the Civil Protection Department and local governments, to facilitate the reception and support of Ukrainian students and researchers. Additionally, Sapienza University of Rome¹¹⁶ has worked closely with government entities to provide opportunities for at-risk visiting professors affected by the war, offering them positions with financial support of up to € 3 000 per month for a period of six months. Moreover, the latter also offered services of psychological counselling to members of the Ukrainian academic community¹¹⁷.

¹¹² Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Pisa. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-di-pisa> (Accessed on 10/03/2025)

¹¹³ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Milano. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/emergenza-ucraina/iniziative/universita-degli-studi-di-milano> (Accessed on 10/03/2025)

¹¹⁴ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi di Palermo. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-di-palermo> (Accessed on 10/03/2025)

¹¹⁵ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Università degli Studi della Basilicata. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/universita-degli-studi-della-basilicata> (Accessed on 10/03/2025)

¹¹⁶ Ministero dell'Università e della Ricerca (n.d.). Iniziative – Sapienza Università di Roma. Ministero dell'Università e della Ricerca. <https://www.mur.gov.it/emergenza-ucraina/iniziative/iniziative-di-accoglienza/sapienza-universita-di-roma> (Accessed on 10/03/2025)

¹¹⁷ Sapienza Università di Roma (n.d.). Counseling psicologico. Sapienza Università di Roma. Ministero dell'Università e della Ricerca. <https://www.uniroma1.it/node/24091> (Accessed on 10/03/2025)

2.2.5. Conclusions

Through these reported comprehensive measures, it was possible to demonstrate a coordinated effort among Italian HEIs and institutions that spread from North to South. Out of the sample universities, the highlighted best practices showed how a consistent effort has been shown across the different levels and categories reported. The research work has exemplified how financial, academic, and logistical resources proved to be necessary to allow the Ukrainian academic community to continue their education and research despite the ongoing brain drain caused by the war.

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2.4. POLAND

2.4.1. State Level

This section highlights key strategies and initiatives that have successfully facilitated the integration of displaced Ukrainian academics, students, and researchers into the international scientific community in Poland. It provides a comprehensive overview of Poland's coordinated response, emphasizing best practices in institutional cooperation, academic mobility, and long-term inclusion within global research networks.

Poland's efforts have been particularly impactful, as evidenced by the significant presence of Ukrainian scholars and students in the country. In the 2022/2023 academic year, Ukrainians accounted for nearly 50% of all foreign students, with their numbers increasing by 12 119 individuals. They also made up the largest group of foreign doctoral candidates (18.6%), while Ukrainian academics constituted almost 29% of all international faculty members in Poland.¹¹⁸ It is estimated that in May 2022 there were between 3000 and 6000 Ukrainian scientists in Poland coming to the country since the beginning of Russia's invasion of Ukraine.¹¹⁹ These figures underscore not only Poland's role as a key hub for displaced Ukrainian academia but also the effectiveness of the country's policies in integrating them into its higher education system.

One of the most impactful initiatives supporting this integration has been the Network of Coordinators to Help Ukrainian Academic Community, established on 4 March 2022, by the Conference of Rectors of Academic Schools in Poland (CRASP). Bringing together 310 universities and research institutes, this network has played a crucial role in shaping policies that facilitate the seamless inclusion of Ukrainian academics. It supports knowledge-sharing, organizes coordination meetings, and systematically collects data on Ukrainian students, PhD candidates, and faculty in Poland. Through its efforts, the network has helped create a structured framework for supporting displaced academics and ensuring their continued engagement in Polish and European higher education institutions.

CRASP allocated significant financial and logistical resources to support Ukrainian academics and students:

- Accommodation in dormitories
Polish universities provided housing for 10 000 refugees, primarily mothers with children.
- Humanitarian assistance
This included medical care, medicine, transport, food, housing supplies, and kindergarten/nursery fees.

¹¹⁸ <https://radon.nauka.gov.pl/analizy/cudzoziemcy-na-uczelniaach-w-Polsce-2022>

¹¹⁹ <https://naukawpolsce.pl/aktualnosci/news%2C92246%2Cprezes-pan-w-polsce-przebywa-od-3-do-6-tys-ukrainskich-naukowcow.html>

- Support for already present Ukrainian students and employees
Aid was given to the 50,000 Ukrainian students already in Poland before the war, as well as assistance in reuniting families of students and university staff.
- Employment opportunities
CRASP helped connect 600 Ukrainian academics with job opportunities at Polish universities.
- Recruitment and long-term cooperation
CRASP, in cooperation with Polish universities, supported new Ukrainian students (6,000 applicants) by providing recruitment assistance and integrating them into academic programs.
- Reconstruction efforts and academic exchange
CRASP worked with Ukrainian institutions to ensure that displaced researchers could continue working, with the potential to return and contribute to Ukraine's post-war reconstruction.¹²⁰

Additionally, under the Special Act of the Polish Parliament, students and doctoral candidates arriving after 24 February 2022, were granted free tuition, and academic staff benefited from simplified work permit procedures. A key component of Poland's response has also been facilitating academic mobility, including the organization of entrance exams for Ukrainian universities conducted in Poland. Institutions such as AGH University of Krakow, Jagiellonian University, and Gdańsk University of Technology hosted examination centers, allowing Ukrainian students to continue their education while maintaining their ties to their home institutions.

Several other Polish institutions and organizations have played essential roles in supporting Ukrainian academia:

- Ministry of Education and Science (MEiN)
Launched a helpline and an informational chatbot for refugees, funded scholarship programs, coordinated entrance exams for Ukrainian university applicants, and adapted regulations to facilitate refugee inclusion in Polish academia.
- National Agency for Academic Exchange (NAWA)
Managed the Solidarity with Ukraine scholarship program, allowing thousands of Ukrainian students and researchers to continue their education in Poland, and ran various other academic exchange programs.¹²¹
- National Science Centre (NCN)
Provided grants and scholarships for young Ukrainian researchers and funded international research collaborations, such as the Dioscuri program in partnership with the Max Planck Socie-

¹²⁰ <https://www.eua.eu/downloads/events/jerzy%20lis.pdf>

¹²¹ <https://www.gov.pl/web/nauka/solidarni-z-ukraina--program-nawa-dla-studentow-i-naukowcow-z-ukrainy>

ty.¹²²

- National Centre for Research and Development (NCBR)
Supported Ukrainian researchers through employment in Polish-Norwegian research teams and helped integrate Ukraine into European R&D&I networks.¹²³
- Polish Academy of Sciences (PAN)
Established a support program for Ukrainian researchers, funded long-term research projects, and secured international funding to sustain academic collaboration.¹²⁴
- Non-Governmental Organizations (NGOs)
Organizations such as the ‘Perspektywy’ Educational Foundation and the Foundation for the Development of the Education System provided scholarships, preparatory courses, and recruitment platforms for Ukrainian students.¹²⁵

Poland’s coordinated efforts in integrating displaced Ukrainian academics, students, and researchers into its higher education system offer a replicable model of institutional solidarity. By providing scholarships, employment opportunities, and academic mobility programs, Poland has set a precedent for proactive support of scholars affected by conflict. The integration of Ukrainian academia into the Polish and broader European research ecosystem demonstrates how a swift and structured response can mitigate the risks of knowledge loss and ensure the continuity of scientific inquiry and education.

Despite these successes, sustaining long-term academic inclusion requires continued commitment and adaptability. Research funding and institutional cooperation must be expanded to enable Ukrainian scholars to contribute meaningfully to both Polish and global academia. Moreover, digital infrastructure development—such as remote learning platforms and collaborative research networks—can help maintain connections between Ukrainian academics and their home institutions, ensuring that their expertise remains accessible for Ukraine’s post-war reconstruction.

Academic exchange programs and cross-border partnerships between Polish and Ukrainian institutions will be crucial in fostering resilience within the Ukrainian academic sector. Beyond immediate crisis support, structured collaborations should focus on joint research projects, dual-degree programs, and faculty exchanges to strengthen the long-term academic ties between the two countries. These initiatives not only support displaced scholars in the present but also lay the groundwork for Ukraine’s future reintegration into the global scientific landscape.

¹²² <https://ncn.gov.pl/en/for-ukraine>

¹²³ <https://www.gov.pl/web/ncbr/nowa-inicjatywa-wsparcia-ukrainskich-naukowcow-scheme-support-for-ukrainian-researchers-under-bilateral-fund-of-applied-research-programme>

¹²⁴ <https://naukawpolsce.pl/aktualnosci/news%2C97366%2Cprezes-pan-powstal-najwiekszy-program-wsparcia-dla-ukrainskich-badaczy-na>

¹²⁵ <https://www.pism.pl/publikacje/polskie-wsparcie-dla-ukrainskiego-srodowiska-akademickiego-po-rosyjskiej-pelnoskalowej-inwazji-na-ukraine>

At the same time, addressing challenges such as language barriers, bureaucratic complexities, and long-term career stability for displaced academics remains essential. Language training programs tailored for academic professionals, simplified credential recognition processes, and long-term funding commitments will ensure that Ukrainian researchers and students can fully integrate into their host institutions while preserving their professional trajectories.

Finally, Poland's experience underscores the importance of international collaboration in crisis response. The support extended by Polish universities, research institutions, and non-governmental organizations has been instrumental in mitigating the disruption caused by the war. However, the sustainability of these efforts depends on broader European and global engagement, with increased funding from international academic bodies, philanthropic organizations, and multilateral institutions.

2.4.2. University Level

The subsequent section on responses to the displacement of Ukrainian members of academia will focus on the efforts by the Adam Mickiewicz University in Poznań. Adam Mickiewicz University in Poznań has been committed to assisting Ukraine and Ukrainian universities at many levels. Undoubtedly, the university can be considered a leader among Polish HEIs in supporting academic freedom in Ukraine after 24 February 2022.

During the first months of the war, AMU's assistance was ad hoc and spontaneous. However, a system of institutional support for the Ukrainian academy was established and organized consecutively.

Detailed information on AMU's support for Ukrainian refugees, including in particular the enhancement and promotion of academic freedom the Report on the participation of Adam Mickiewicz University in Poznań in helping Ukraine and Ukrainians after 24 February 2022.

Among many initiatives and good practices undertaken by AMU academic community during the first year of the fully-fledged Russian invasion of Ukraine the following should be highlighted:¹²⁶

1) Expressions of Solidarity and Events

- 'Solidarity with Ukraine' campaign launched on 24 February 2022, which included both numerous individual initiatives, and institutional assistance provided by the university with all information available on a special homepage;¹²⁷
- Public statement of the academic community in reference to Russia's aggression against

¹²⁶https://amu.edu.pl/__data/assets/pdf_file/0031/586912/Raport-Zaangazowanie-UAM-na-rzecz-pomocy-Ukrainie-PL.pdf

¹²⁷ <https://amu.edu.pl/en/solidarity-with-ukraine/the-report-on-the-commitment-of-the-adam-mickiewicz-university-poznan,-to-support-ukraine-and-ukrainians-after-24-february-2022;> https://amu.edu.pl/dla-mediow/komunikaty-prasowe/universytet-im.-adama-mickiewicza-w-poznaniu-dla-ukrainy/_recache

Ukraine 25 February 2022 expressing solidarity;

- Charity concerts in support of Ukraine, including in particular two editions of the 'In one voice with a free Ukraine' concert.

II) *Institutional Cooperation*

- Cooperation with municipal institutions in assisting refugees;
- Establishment of the AMU Coordination Group for Assistance to Ukraine.

III) *Practical Assistance Including Providing Information and Financial Support*

- Assisting Ukrainian students with the translation of their documents;
- Providing psychological help for students from Ukraine in crisis (offered by the AMU Counselling Centre for Psychological Support and Development in Ukrainian and English);
- Collecting aid for Ukraine;
- Establishment the fund 'Assistance for families from Ukraine' through an order of the Rector of the Adam Mickiewicz University in Poznań;
- Providing legal support by the AMU Legal Department for Ukrainian students, doctoral students, employees and their families who became refugees due to the war in Ukraine, as well as their family members;
- Assistance to scientists and doctoral students from Ukraine to be informed about research positions by establishing two databases on a) research internships within the framework of research projects, and b) foreign scholarship programmes offered by AMU partner institutions;¹²⁸
- Special Polish language courses within the framework of the AMU Open University;
- Ukrainian House in Poznań established by non-governmental organisations, with the support of the Poznan City Council and AMU (the institution gives shelter to about 50 people, mostly mothers with children.¹²⁹

IV) *Admission*

- Admission of Ukrainian and foreign students who have crossed the border Poland before 24 February 2022, and wanted to continue their studies at Adam Mickiewicz University (42 stu-

¹²⁸<https://amu.edu.pl/solidarni/aktualnosci/pomoc-dla-naukowcow-z-ukrainy2;>

<https://amu.edu.pl/solidarni/aktualnosci/tajwanske-stypendia-dla-studentow-i-doktorantow-z-ukrainy>

¹²⁹ <https://gloswielkopolski.pl/dom-ukrainski-powstal-w-poznaniu-przyjal-blisko-50-uchodzcow-z-ukrainy--glownie-matki-z-dziecmi/ar/c1-16794527;> <https://poznan.naszemiasto.pl/dom-ukrainski-powstal-w-poznaniu-przyjal-blisko-50/ar/c1-8964995>

dents from Ukraine were admitted to UAM as part of the transfer programme);¹³⁰

V) *Grants and Scholarships*

- Scholarships for 12 students from Ukraine as part of a grant from the European Molecular Biology Organisation;
- Establishment of the grant initiative 'ID-UB support for researchers from Ukraine' within the framework of the ID-UB programme (Initiative for Excellence) aimed at creating an opportunity to conduct research, teach, and facilitate the maintenance or establishing scientific cooperation with AMU, as well as encouraging Ukrainian researchers to work at the university;
- Competition 'Doctoral Internships for Ukraine,'
- Dr Jan Kulczyk's scholarships for Ukrainian students studying at AMU;¹³¹
- ID-UB Students internships for Ukraine' within the framework of the ID-UB programme (Initiative for Excellence);
- AMU Foundation's support for #ScienceForUkraine (a special AMU fund to help students and researchers from Ukraine who wish to continue their studies or research at AMU)

VI) *Projects, Initiatives and Cooperations*

- From January 2023 to the present day, the UAM has implemented 50 significant projects supporting academic system in Ukraine for the benefit of Ukrainian lecturers, doctoral students and students. The initiatives involved 1 348 participants, and their total cost amounted to nearly PLN 4 mio.¹³²
- AMU activities were mainly possible within the framework of grant competitions such as:

NAWA BPI/UE/2022/4-00: 'Cooperation between AMU and Ukrainian universities in the framework of the European University Alliance,' 11 events, 356 participants;

NCBR 'UNIVERSITY OF TOMORROW II: An integrated programme for the development of the Adam Mickiewicz University of Poznań,' No. POWR.03.05.00-00-Z303/18', 21 events, 607 participants;

NAWA BNI-UE-2023-23: 'Cooperation between Adam Mickiewicz University and Ukrainian

¹³⁰ <https://amu.edu.pl/solidarni/aktualnosci/warunki-przeniesienia-przed-24-lutego>

¹³¹ <https://www.onet.pl/informacje/codziennypoznanpl/stypendia-przyznane-nagrodzono-polskich-i-ukrainskich-studentow/7gd2ekf,30bc1058>

¹³² For details see: Support of Adam Mickiewicz University of Poznan for higher education reform in Ukraine January 2023-February 2025, https://amu.edu.pl/_data/assets/pdf_file/0037/586846/Wsparcie-UAM-dla-reformowania-szkolnictwa-wyszego-w-Ukrainie_PL.pdf

universities in the framework of the European Universities Alliance,' 10 events, 280 participants; UAM involvement,' 7 events, 105 participants.

- The list of AMU's initiatives targeting on enhancing the academic system of Ukraine in 2023-2025 includes:

1st Erasmus+ Staff week for Ukraine

2023.02.19-25 Interdisciplinary learning: how to study in an interdisciplinary structure

2023.02.26-03.04 Cultural heritage

2023.03.05-11 History and the state. European heritage in public discourse

2023.03.12-18 Interdisciplinary workshop 'Interdisciplinary approaches for Polish-Ukrainian cooperation - EPICUR Alliance experience in interdisciplinary educational and research projects'

2023.03.19-25 International Polish studies

2023.03.26-04.01 Presentation of the Doctoral School of Exact Sciences

2023.04.02-08 Interdisciplinary research in the humanities

2023.04.16-22 Multilingualism and multilingual education

2023.04.23-29 Project involvement and management

2023.05.12-19 Psychology of thinking: theory, practice and application

2023.05.21-27 Difficult neighbourhood: Poles and Ukrainians in the 20th century

2023.05.21-27 Migration from Ukraine in media coverage - people, images, narratives

2023.05.28-06.03 New multidisciplinary methods in archaeological practice

2023.06.04-10 Heritage and identity in Europe

2023.06.04-10 Presidential rhetoric in Ukraine

2023.06.11-17 Scientific communication

2023.06.18-24 Education for the community

2023.06.25-07.01 Ukraine and the world. Crises, migrations, identities in contemporary culture

2023.07.02-08 Inspiration and manipulation of public opinion as algorithms for gaining and retention of political power in Europe (I)

2023.07.23-29 Magnetism, interaction and complexity: innovative ideas on the dynamics of spin waves and transport properties in low-dimensional materials

2023.08.13-19 Modern problems of urban development

2023.08.27-09.02 Environment and civilisation

2023.09.03-09 Startups, transfer and digital research

2023.09.24-30 Physical culture and sport in the system of higher education

2023.10.01-07 From Uman to Poznan: the border is not an obstacle, the common unites

2023.10.08-14 Cultural and scientific popularisation of the university

2023.10.15-21 Administrative units of the university

2023.10.22-28 Educational management and creation of a new educational offer

2023.10.29-11.04 University library and digital transformation
2023.11.05-11 Social responsibility of the university
2023.11.12-18 Involvement of students in university life

2023.11.23-24 Discussion on the future of Ukrainian universities in Poznan
2023.12.03-09 Polish language school for students from Ukraine
2023.12.16-19 Winter school on mediation
2024.03.13 Joint event on European and Ukrainian university cooperation in the European Parliament in Strasbourg (France)
2024.04.09-12 Selected research issues in the humanities
2024.04.14-20 Interdisciplinary model of research
2024.04.21-27 Sustainable development and social innovation
2024.05.7-10 Sports Day on the occasion of the 105th anniversary
2024.05.11-21 Research trip to the Balkans: Greece and Macedonia
2024.05.12-18 Internationalisation and internationalisation at home through virtual exchange: Creating a motivational environment for collaborative online international learning (COIL) I
2024.06.16-22 Internationalisation and internationalisation at home through virtual exchange: Creating a motivational environment for collaborative online international learning (COIL) II
2024.06.23-29 Together for the future
2024.06.30-07.06 Inspiration and manipulation of public opinion as algorithms for gaining and maintaining political power in Europe (II)
2024.07.07-13 Internationalisation and internationalisation at home through virtual exchange: Creating a motivational environment for collaborative online international learning (COIL) III
2024.07.14-20 Internationalisation and internationalisation at home through virtual exchange: Creating a motivational environment for joint Creating a motivational environment for collaborative online international learning (COIL) IV
2024.07.21-25 Workshop 'Liberal Arts'
2024.11.14-18 Introduction to Negotiations and Process Management
2025.02.06-09 Study visit of representatives of university councils from Ukraine¹³³

The list of Ukrainian universities collaborating with and supported by AMU after 24 February 2022
50 entities:

- 1) Бердянський державний педагогічний університет
- 2) Вінницький державний педагогічний університет імені Михайла Коцюбинського
- 3) Вінницький національний аграрний університет

¹³³ https://amu.edu.pl/__data/assets/pdf_file/0037/586846/Wsparcie-UAM-dla-reformowania-szkolnictwa-wyszego-w-Ukrainie_PL.pdf

- 4) Вінницький національний технічний університет
- 5) Волинський національний університет імені Лесі Українки
- 6) Державний університет «Житомирська політехніка»
- 7) Дніпровський державний технічний університет
- 8) Дніпровський національний університет імені Олеса Гончара
- 9) Донбаський державний педагогічний університет
- 10) Донецький національний університет імені Василя Стуса
- 11) ДПТНЗ «Дніпровський центр професійно-технічної освіти туристичного сервісу»
- 12) Дрогобицький державний педагогічний університет імені Івана Франка
- 13) Житомирський державний університет імені Івана Франка
- 14) Запорізький національний університет
- 15) Ізмаїльський державний гуманітарний університет
- 16) Кам'янець-Подільський національний університет імені Івана Огієнка
- 17) Київський національний лінгвістичний університет Київський національний університет імені Тараса Шевченка
- 18) Київський столичний університет імені Бориса Грінченка
- 19) Криворізький державний педагогічний університет
- 20) Львівський національний університет імені Івана Франка
- 21) Мелітопольський державний педагогічний університет імені Богдана Хмельницького
- 22) Національна академія внутрішніх справ
- 23) Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського»
- 24) Національний університет «Києво-Могилянська академія»
- 25) Національний університет «Львівська політехніка»
- 26) Національний університет «Одеська політехніка»
- 27) Національний університет «Острозька академія»
- 28) Національний університет «Чернігівська політехніка»
- 29) Національний університет біоресурсів і природокористування України
- 30) Ніжинський державний університет імені Миколи Гоголя
- 31) Одеський національний університет ім. І. І. Мечникова
- 32) Південноукраїнський національний педагогічний університет імені К. Д. Ушинського
- 33) Прикарпатський національний університет імені Василя Стефаника
- 34) Сумський державний педагогічний університет імені А.С. Макаренка
- 35) Сумський державний університет
- 36) Тернопільський національний педагогічний університет імені Володимира Гнатюка

- 37) Українська академія друкарства
- 38) Український католицький університет
- 39) Уманський державний педагогічний університет імені Павла Тичини
- 40) Університет Григорія Сковороди в Переяславі
- 41) Університет імені Альфреда Нобеля
- 42) Харківський національний педагогічний університет імені Г.С. Сковороди
- 43) Харківський національний університет внутрішніх справ
- 44) Харківський національний університет імені В. Н. Каразіна
- 45) Херсонський державний університет
- 46) Хмельницька гуманітарно-педагогічна академія
- 47) Хмельницький національний університет
- 48) Черкаський національний університет імені Богдана Хмельницького
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3. CONCLUSIONS

Russia's invasion of Ukraine and the resulting war continued to have deeply damaging consequences for higher education,¹³⁵ which is manifested, particularly in the loss of human capital. The outflow of highly qualified scientists and students puts the scientific field in a difficult position. Restoring this capital can take decades and may require significant external investment in developing scientific talent and creating conditions for their return and reintegration into the scientific community. Restoring Ukraine's scientific potential requires comprehensive measures aimed at minimizing the negative effects of the war, supporting scientists who remained in the country, encouraging the return of those who emigrated, and developing opportunities for remote work. International cooperation plays a key role in this process, helping to preserve scientific potential and accelerate the recovery of the scientific sector after the war.

Austria, Greece, Poland and Italy have all demonstrated academic solidarity and a rapid mobilization of resources and institutional support. A clear multi-level coordination between government agencies, universities, and NGOs is evident. Key differences arise in the scale and formalization of the support systems. Austria and Poland have developed more comprehensive systems, while Greece relied more on institutional autonomy and targeted initiatives. Poland has effectively leveraged its large Ukrainian student community and pre-existing integration mechanisms. Language training in the host countries plays a crucial role, emphasizing the importance of linguistic integration. The most effective government interventions combine clear legal frameworks, funding mechanisms, and simplified administrative procedures. Successful examples highlight that seamless integration requires not just the permission to enter the country, but also targeted actions to address the specific needs of the academic community. However, the analysis also reveals persistent challenges, particularly in terms of long-term funding. This indicates the need for transition mechanisms from emergency responses to sustainable integration policies to avoid difficulties once temporary measures come to an end. It is crucial to acknowledge that the labor market conditions for academic positions in European countries are characterized by a limited number of vacancies and intense competition, which present objective challenges to the integration of newly arrived scholars, especially those who must adapt to new circumstances and may need to undergo additional qualification validation procedures.

The analysis of integration practices in the four EU countries studied – Austria, Greece, Italy, and Poland – highlights significant achievements in developing and implementing mechanisms to support displaced Ukrainian scientists. Despite different approaches and national contexts, there are common

¹³⁵ Free to Think. Report of the Scholars at Risk Academic Freedom Monitoring Project (2024) <https://www.scholarsatrisk.org/resources/free-to-think-2024/#section1>
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strategies that deserve special attention as being successful and potential models for other countries to follow. However, despite the positive efforts made, challenges to the full and sustained integration of displaced members of the Ukrainian academia persist.

It is beyond the scope of this mapping to empirically evaluate the positive or negative impact of specific measures. As has been pointed out, the objective of this mapping is to provide the interested reader with an overview of efforts, approaches and specific initiatives that have been adopted by the EU member states and their HEI represented in the consortium. Yet, despite the need to further look into their effective impacts, our desk research allows to make certain assumptions regarding the positive effects of a measure and certain challenges persisting. Additionally, certain recommendations can be made.

3.1. POSITIVE EXAMPLES

Multi-Tiered support systems, that operate simultaneously at several levels, ranging from national policy to institutional implementation

Austria demonstrated a coordinated approach between the Federal Ministry of Education, Science and Research (BMBWF), the Austrian Agency for Education and Internationalisation (OeAD), which promotes inclusive, equitable, and high-quality education on behalf of the ministry, and universities, creating a comprehensive support system.

Poland showed strong coordination between ministries, the Conference of Rectors of Academic Schools in Poland (CRASP), and individual educational institutions.

Italy engaged the Ministry of Education, Universities and Research (MUR), other ministries, government departments, including the Department of Civil Protection, and universities to provide coordinated support.

Greece integrated support for displaced academics into the government's overall strategy for Ukraine.

Financial support mechanisms

Direct financial support through various grants, scholarships, tuition fee waivers, and dormitory accommodation proved to be a critical intervention in all four countries.

Academic integration actions

Countries developed a variety of approaches to academic integration, including flexible admission policies, the elimination of requirements for certain types of documentation, adaptation of admission procedures, accelerated document evaluation processes, structured academic mentoring, and research integration by including Ukrainian researchers in ongoing projects.

Language and cultural support

Language barriers are significant obstacles and focal points for integration. Countries offered specialized language courses, including those provided by universities, integration courses, and language support elements within general assistance packages.

3.2. CHALLENGES TO THE INTEGRATION OF DISPLACED MEMBERS OF ACADEMIA

Yet, despite the efforts made certain challenges to the successful and sustainable integration of displaced members of Ukrainian academia can be identified.

Fragmentation of University Support

There is inconsistent participation of various types of higher education institutions in support initiatives, with differing approaches across regions and an absence of a cohesive strategy among institutions.

Temporary and Project-Based Funding

While funding has been provided through grants etc., many initiatives are limited in duration and rely on specific funding commitments. This raises issues of sustainability and concerns about long-term career integration in particular for the period after 2026 when the protection on the Temporary Protection Directive expires and the status of displaced members of the Ukrainian academia will be re-evaluated. However, as has been pointed out, even though there is a need to ensure the transition from emergency support to sustained and long-term careers, this shift has to be addressed together with the general problem of the underfinancing of academia and the general lack of permanent academic positions or scholarships.

Language and Bureaucratic Barriers

Language and bureaucratic barriers continue to pose a major challenge. Professional proficiency in the host country's academic language is a significant hurdle, and some university entrance exams are often offered only in the official language.

Insufficient Psychological Support

While displaced members of academia regularly suffer from trauma related to the war or the displacement experiences, psychological support is inconsistent across institutions and existing mental health services are not always specialized in dealing with trauma or displacement experiences.

Lack of Monitoring and Evaluation Mechanisms

The lack of a central system to evaluate the impact of support measures makes it difficult to improve or expand the most effective programs. Resources should be used to assess the long-term impact of integration initiatives also from the perspective of the states and HEI in order to make the integration of displaced members of academia mutually beneficial.

3.3. RECOMMENDATIONS

Based on the identified achievements and challenges in integrating Ukrainian scholars into the academic environment of European countries, a series of recommendations are proposed to enhance existing support mechanisms and develop new initiatives. These recommendations are addressed to a wide range of stakeholders – from Ukrainian to EU (HEI) institutions and national governments to European funds and international organizations – and aim to ensure more effective and sustainable support for Ukraine’s scientific potential in times of war.

Drawing on international experience in supporting displaced academic communities during armed conflicts, the following recommendations are proposed.

Structured Remote Integration into Research Systems

- Implement formalized virtual mobility programs with clearly defined participation criteria, funding mechanisms, and workload accounting.
- Create specialized digital platforms for collaborative research.
- Introduce a system of dual affiliation for researchers, allowing scholars to maintain ties with Ukrainian institutions while working on European projects.
- Develop mechanisms for integrating Ukrainian research institutions into European consortia with distributed funding.

Institutionalization of Hybrid Employment for Researchers

- Establish a legal framework for cross-border scientific activities regulating intellectual property, workload distribution, and social security.
- Introduce contracts with flexible mobility terms that allow temporary relocation between Ukrainian and European institutions without losing the primary place of employment.
- Legalize dual employment for Ukrainian scholars during martial law, with appropriate tax mechanisms (based on the EU’s temporary protection model).
- Integrate into European systems for recognizing scientific qualifications.

Transforming Temporary Initiatives into Sustainable Partnerships

- Institutionalize academic partnerships through long-term inter-university agreements with defined quantitative exchange indicators.
- Create joint research centres with mixed funding and rotational leadership.



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