sciendo

Shared Endeavours: Universities and Communities Join Efforts for Ukraine's Post-War Recovery

Iryna Sikorska

Mariupol State University & Ukrainian Association of Professors and Researchers of European Integration, email: irinasikorskaya0207@gmail.com

Tamila Gerasymchuk

Rivne State Humanitarian University & Ukrainian Association of Professors and Researchers of European Integration email:gtf.polit.education@gmail.com

Abstract

This article explores the pivotal role that university-community partnerships can play in fostering sustainable development and resilience within Ukraine in wartime and in its path to recovery and rebuilding the country. By leveraging the intellectual resources, research capabilities, and community engagement initiatives of universities, this collaborative approach seeks to address multifaceted challenges ranging from infrastructure rehabilitation to social cohesion. The article examines the potential impact of such collaborations on educational advancement and the well-being of communities affected by conflict and displacement drawing valuable insights and lessons applicable to Ukraine's unique context. It also highlights the significance of fostering interdisciplinary collaboration among academic institutions, governmental bodies, non-governmental organizations, and local communities to create holistic and sustainable solutions. Key themes include the importance of knowledge transfer, capacity building, and inclusive community participation in Ukraine's rebuilding process. Moreover, the article explores potential hurdles and challenges that may arise in implementing such partnerships, offering strategic recommendations for overcoming these obstacles. Ultimately, the article advocates for a comprehensive and integrated university-community partnership model as a catalyst for Ukraine's recovery, emphasizing the transformative potential of education, research, and community engagement in shaping a resilient and prosperous future for the nation.

Keywords: university-community partnership, university third mission, Ukraine's rebuilding, post-war recovery

1. 1.Introduction

The expansion of the role of universities beyond educational and research functions is not new in the academic field. The 'universities third mission' concept was formed and evolved as the economic and social mission of universities regarding their contribution to the development of communities and territories, including those related to the implementation of sustainable development goals. In the ever-evolving landscape of higher education, universities are increasingly recognized not only for their traditional roles in teaching and research but also for a distinctive

mission that extends beyond the boundaries of academia. Termed the "third mission," this facet of a university's identity encompasses a range of activities geared towards societal engagement, knowledge transfer, and direct contributions to community development.

Integrating knowledge transfer as well as an increased societal engagement has become part of what is typically referred to as the 'third mission' that, in addition to teaching and research, has created new roles for universities as active players in regional development activities geared towards stimulating innovation-based growth and improving the quality of life for their communities.

Today, the university 'third mission' reflects a more outward-facing role for universities, acknowledging their broader impact on society. It emphasizes the importance of universities as dynamic institutions that actively contribute to addressing societal challenges, fostering innovation, and promoting the well-being of communities beyond the academic realm.

2. Theoretical background

Through the years, international scholarship has emphasized that university third mission refers to its role in societal development beyond the traditional functions of teaching and research (Etzkowitz, 2001, De Jong et al., 2014; Secundo et al., 2017; Agasisti et al., 2019) and involves the application of knowledge and expertise for the benefit of society. Within the broad area of research on higher education, recent decades have witnessed strong interest in the social responsibility of higher education institutions (Larrán Jorge and Andrades Peña 2017; Godonoga and Sporn 2022); third mission performance, and the development of third mission assessing criteria (Siegfried et al., 2007; Ramos-Vielba et al., 2010; Secundo et al., 2017). The literature on the missions of universities has examined how their core missions (research and teaching) have been expanded to incorporate a third mission more oriented towards industry and society at large (Morphew, Fumasoli, and Stensaker, 2018). Scholars internationally have been increasingly referring to the social responsibility of universities in relation to the engagement between these and the external environment (Godonoga and Sporn, 2022), and the mission and impact of higher education institutions (Phillips, Moutinho, and Godinho, 2018).

The theoretical framework of a university's social commitment encompasses various perspectives and concepts that guide and justify the institution's active engagement with the broader society. In this convention, universities commit to contributing to the public good through education, research, and service. The reciprocal nature of this relationship implies that society, in turn, provides support and resources to sustain the university.

Firstly, from the economic perspective, human capital theory suggests that education is an investment that enhances individuals' skills and knowledge, contributing to overall societal development (Rasmussen and Borch, 2010). Universities, as the principal providers of education, are seen as instrumental in building and enhancing human capital leading to improved economic and social

outcomes. In this regard, "educational leadership is crucial today as it is a learning-focused leadership for successful education with performance guarantees in a socio-educational context. Central is the development of competencies, which can also include and encompass other competencies more specific to professional practice and linked to the business" (Figus and Spulber, 2022).

Secondly, the role of universities in promoting civic participation, democratic values, and social justice cannot be underestimated. Through education and research, universities contribute to the development of the informed and engaged citizens who can actively participate in democratic processes and contribute to the advancement of society.

Thirdly, universities contribute to the creation of social capital by fostering collaboration, knowledge exchange, and community partnerships. This framework highlights the role of universities in building social cohesion and resilience, as well as networks, relationships, and shared values within a community. Universities also commit to providing students with opportunities to apply their academic knowledge and skills to address real-world issues. This hands-on approach fosters a sense of social responsibility and encourages a commitment to community well-being.

The practices that prove community-university engagement can include service-learning experience, community-based research, engaged scholarship, community-university research partnership, co-production of knowledge, knowledge mobilization, knowledge exchange and transfer, etc.

It would be fair to notice, that the concept of the third mission proved to be a complex and multidimensional concept that underscores the idea that universities have a broader responsibility to contribute to the public good and address societal challenges.

In our opinion, the university third mission can be defined through several key dimensions (tab.1):

Dimension	Description
Knowledge Transfer	Dissemination of knowledge generated within a university to external stakeholders, including industry, government, and general public. This can take the form of technology transfer, consultancy services, and collaborative projects that apply academic expertise to address practical challenges.
Innovation and Entrepreneurship	Universities support the development of startups, spin-off companies, and incubators, contributing to economic growth and job creation. Universities play a vital role in fostering innovation and entrepreneurial activities.
Community Engagement	Universities actively engage with local communities and society at large. This includes collaborative initiatives, outreach programs, and partnerships with community organizations to address social, cultural, and economic issues. Community engagement is a key aspect of the third mission, promoting a mutually beneficial relationship between the university and its local community
Lifelong Learning	Universities can provide educational opportunities beyond degree programs. This includes continuing education, professional development courses aimed at upskilling or reskilling individuals throughout their lives. Lifelong learning initiatives contribute to the educational needs of the broader community.
Social Responsibility and Sustainable Development	Universities contribute to societal well-being and sustainable development. This can involve research and projects that address environmental issues, social inequalities, and other challenges, promoting a sense of social responsibility among both the institution and its members.
Policy Engagement	Universities engage in informing and influencing public policy through research findings, expert opinions, and collaborative projects with governmental and non-governmental entities. This dimension of the third mission ensures that academic expertise contributes to evidence-based policymaking.

Tab.1: Key dimensions defining the university third mission.
Source: authors

Thus, the role of universities is fundamental not only to producing knowledge and professional skills, but also to molding an informed, critical, democratically and civilly evolved society that can welcome and contribute to economic and social development (Ronsisvalle et al.,2021). However, a review of the international literature reveals that mostly universities generally embed their community engagement agenda in broader discourses on transformation, public service, social

responsibility and responsiveness, inclusion, solidarity, social cohesion and social justice (Compagnuci, 2020).

Also, it should be pointed out, that understanding and emphasis on the third mission can vary across countries due to a combination of historical, cultural, economic, and institutional factors.

This study takes the perspective above and focuses on aspects of university engagement and mission orientation in Ukraine as a particular case under particular circumstances.

3. University - community partnership in Ukraine: national context

In Ukraine, due to a rigid and heavily centralized nature of its higher education system prior to 2014, the social commitment of the universities was underestimated and largely overshadowed by the missions of teaching and research. In recent years, the role of universities has been rethought in Ukraine, and the theme of partnership between universities and communities has become especially relevant when cooperation with stakeholders has acquired a practical dimension in the context of approximation to the norms and standards of the European Union. The decentralization processes in the field of HE management, launched after the Revolution of Dignity (2014) and aimed at granting HEIs' autonomy, have resulted in the National Higher Education Development strategy 2022-2032 (adopted by the Ministry of Education and Science of Ukraine just before the full-scale invasion) declaring the raise of Ukrainian higher education institutions (HEIs) social responsibility and social influence amongst its strategic goals of the National Higher Education Development Strategy 2022 (the strategic goal 1, operational objective 1.4).

Currently, the conceptualizing the third mission of the university in Ukraine has become topical and relevant in Ukraine, in the context of the modernization of higher education according to the intensified European integration processes on the one hand, and on the other - the fight against the Russian aggression and the planning of economic recovery and national revival of Ukraine in the post-war period.

While implementing the Association Agreement between Ukraine and the European Union and preparing for the start of the negotiation process with the EU, Ukraine must implement a number of reforms in social policy, including in the area of inclusiveness for people with disabilities, in order to comply with the EU *acquis communautaire*. Given that Russia's full-scale war against Ukraine has led to a sharp increase in the number of people with disabilities in need of social integration, it is important to answer the question: what role does the university play in inclusion? How does the university promote inclusiveness? Who are the university's partners on this path?

By ensuring the quality of higher education in wartime, Ukrainian universities fulfil a social, cultural, and environmental mission by implementing various volunteer projects. The synergy of universities' interaction with

communities, local authorities, and Civil Society Organizations (CSOs) defines important steps towards the inclusion of people with disabilities in active social life and bringing Ukraine closer to EU standards.

The Ukrainian scholars (Berkh, 2014, Kurbatov, 2015, Orzhel, 2022, Sych, 2022) explore the rise of the social role of universities in the knowledge society and its revision during the war and for the post-war nation's revival. In contrast to the Western academic discourse, in Ukraine the active discussion of the social mission of the university has received due attention of Ukrainian scholars, policy makers and stakeholders of higher education, during conflict and post-conflict reconstruction since 2014.

Orzhel argues, that it is only within the war context that the performance gaps in planning, delivering, and assessing the HEIs' social impact through their third mission strategies have become obvious (Orzhel, 2022). The ongoing war in Ukraine and the dreadful impact it has been casting upon the country's social, economic and cultural spheres, has urged Ukrainian HEIs to reconsider and enhance their mission as knowledge providers, centers of expertise and social resilience facilitators.

Under current circumstances the concept 'university-community' partnership has become highly critical. This concept refers to a collaborative relationship between a university and the surrounding community or communities. This partnership involves mutual engagement, cooperation, and shared efforts to address various social, economic, cultural, and educational needs within the community. The university and the community work together to leverage their respective strengths, resources, and expertise for the benefit of both entities. The 'university-community' collaboration can take on various forms and can be built on shared goals and objectives. For instance, among the key objectives of university social commitment the following goals could be mentioned:

- Enhancing education targeted at societal needs;
- Development of the academia, contributing to the community;
- Cooperation with local business and engagement with the stakeholders;
- Research and development: more focus on local needs;
- Development of civil society, based on the principles of democracy, EU values.

Due to the evolving academic autonomy, Ukrainian universities can define independently the scope of their social commitment which can include:

- conducting research aimed at studying the problems and needs of local community;
- joint search for solutions contributing to the development of civil society and democratic initiatives;
- Generation, dissemination and application of knowledge needed for the reconstruction of Ukraine;

- creation of the innovative ecosystems aimed at solving urgent problems of the local communities;
- provision of the support to innovative start-ups and entrepreneurial activities of local community residents;
- organization of public events (conferences, forums) involving stakeholders for the exchanging opinions and experiences.

In a long run the universities' social commitment impact favourably on the academia and community. The 'University-Community' partnership acts as a mechanism of interaction that contributes to the social, economic, and cultural development of both parties, contributes to the creation of a stable and mutually beneficial environment, and deepens interaction with local authorities. Therefore, such partnership can be considered as a relationship strategy aimed at achieving common goals and mutual benefit.

The key advantages of the university-community partnership can be presented in table 2.

Benefits for a university	Benefits for the community
- University ranking - Array of the possibilities for students and faculty professional development - Formation of active citizenship among students and faculty - Widening research horizons - Fundraising - Innovation and creativity - Social responsibility under focus	- Access to expertise, research and innovation - Education programs, tailor-made trainings and courses for community residents - Promotion of entrepreneurship, increasing employment in the region - Joint infrastructure, development projects - Cooperation between students, faculty and community residents

Tab. 2: Key advantages of the university-community partnership
Source: authors

A strong university-community partnership recognizes the interdependence between the university and the community acknowledging that both entities play vital roles in each other's success and well-being. The 'University-Community' partnership, which includes the reconstruction of Ukraine and the support of communities that were attacked by the Russian aggressor has acquired special relevance in the conditions of war. Communication and interaction of universities with local authorities, business, stakeholders lead to the exchange of experience, ideas and technologies and can contributes to a better understanding of the current problems and needs of the community, affects the effectiveness of decisions, and provides an opportunity to build a new partnership system. The university becomes a key player in regional development.

The 'University-Community' partnership can be defined by common goals and specific tasks for both parties. The main goals can be: ensuring quality education for community residents, availability of training programs and resources for

different segments of the population; implementation of joint research aimed at solving certain community problems, as well as facilitating access to the university's research opportunities; participation in joint infrastructure projects, development and implementation of infrastructure construction and reconstruction projects to ensure a comfortable life in the community (e.g. public digital spaces that community residents can use for receiving digital services and communication). Such interaction is based on mutual respect, trust and openness, which contributes to sustainable development and improving the quality of life in the community. Partnerships are more effective and long-lasting, the wider range of directions they cover and the wider range of stakeholders from both sides join them.

The reconstruction of Ukraine is also determined by the global trends of world development, which actualizes the problem of critical understanding of digital reality and concentration of efforts and resources to solve the tasks that have arisen before the states, communities, and the higher education system. In order to provide and receive quality knowledge and form competences in accordance with the needs of the labour market, digital technologies come to the rescue, the mastery of which is not only a requirement of time, but in turn forms the competence to manage digital identity and use information and communication technologies in professional activities. On the one hand, these are unique opportunities for expanding the forms and methods of providing educational services, and on the other hand, there are a number of challenges facing communities, especially those affected by war. The university can provide such services, building digital skills of public servants, as well as different target groups, depending on the needs of the community. Taking into account the successful digitalization reform in Ukraine, on the one hand, and on the other hand - restrictions due to the war on the physical access of citizens to receive electronic administrative services, the need for improving the qualifications and forming the digital skills of ordinary citizens is constantly growing.

Despite the fact that the war destabilized the situation in the education system, universities ensure the quality of education and perform various social, cultural, and environmental projects. Universities implement joint projects with authorities and the public sector in the field of digital technologies and adult education. Universities integrate into the life of the community and become drivers of change, providing high-quality educational services that meet modern trends in the labour market.

Development of economic opportunities and promotion of entrepreneurial initiatives through the development of programs and training courses for local or relocated businesses. As long as the war continues, this becomes especially relevant. After all, the reconstruction should take place using the latest technologies and the best global practices aimed at improving the quality of life in the community. Under such conditions, the chances of returning to Ukraine a significant part of citizens who received temporary protection in the EU member states and beyond will increase.

Strengthening social capital through the development of initiatives and projects aimed at deepening social interaction through the organization of events that contribute to the strengthening of the national spirit and strengthening of stability, since Ukraine is going through one of the most difficult periods of its statehood - the struggle for independence, important social, cultural, economic and political transformations Strengthening Ukraine's stability is the focus of long-term counteraction to Russia's military and humanitarian aggression. Ukraine was and still is attacked by Russia not only at the front, but also in information and cyberspace. Under such conditions, Ukraine must face security threats and challenges at the level of the state and society, and on the other hand, overcome internal problems that pervade various spheres of social life and require strengthening the stability of state authorities, local self-government and society. Universities can act as mediators, raising the national spirit, promoting European values.

Each of the above-mentioned directions can have specific, measurable goals that correspond to the interests of the university and the community. In this way, the university receives additional partnership opportunities in dual education, and the community provides the needs of qualified labour for local or relocated businesses.

Looking ahead, towards the post-war period, in addition to their main functions, universities should become regional educational centres for retraining specialists, providing psychological assistance, implementing projects and expanding cooperation in such important areas as inclusiveness, social cohesion, sustainability, entrepreneurship, ecology, mental health, etc.

Having stepped in for resolving humanitarian crisis of the first stage of the war by providing food, shelter, legal aid, and psychological support to vulnerable social groups, as well as taking a proactive position in its more traditional role of a cultural hub, social interaction platform and knowledge transfer centre, Ukrainian academia has gained a unique experience yet to be summarized. As stated in the Ukraine Recovery Plan 2023 (topical sections on Education and Science, Culture and Information), social programs launched by universities to raise the accessibility of educational services and products, as well as multidimensional university-community interaction in the fields of expert knowledge transfer, cultural and memory politics, digitalization and ecology, will play a significant role in the country's post-war recovery. In this process the cooperation between academic and civil society sectors has already shown its essential advantage.

4. University-community partnership: challenges

While partnerships between the academic and civil society sectors can yield numerous benefits, they also face several challenges that can impact the effectiveness and sustainability of this collaboration.

Academic institutions and CSOs often have distinct missions, goals, and timelines. Balancing the academic pursuit of knowledge with the immediate, real-world needs and priorities of civil society can be challenging. Misalignment in

objectives may hinder effective collaboration. Among other challenges differences in language, communication styles, and organizational cultures can lead to misunderstandings and misinterpretations can be mentioned. Bridging communication gaps is essential for establishing trust and ensuring that the knowledge generated by academics is effectively communicated and utilized by civil society partners.

One of the persistent issues both academic institutions and CSOs face is the fact that they often operate with limited resources. Funding constraints, time limitations, and competing priorities can pose challenges to sustaining collaborative projects. Adequate financial support and resource-sharing mechanisms are crucial for the success of partnerships. Different timeframes for research and actions can also cause the gap. Academic research often follows a longer timeframe, while CSOs may need timely and immediate responses to address pressing issues. Balancing the rigorous timelines of academic research with the urgency of civil society actions can be a persistent challenge. Power imbalances should be also mentioned as one of the barriers that can exist between academic institutions and civil society organizations. Academia's hierarchical structures and expertise can inadvertently marginalize the voices and perspectives of civil society partners.

Collaborative projects between academic and civil society sectors often face challenges in terms of sustainability of their cooperation. Developing effective exit strategies and ensuring that the benefits of the collaboration endure in the long term can be complex, especially when projects rely on external funding or specific personnel. Institutional bureaucracy within academic institutions and CSOs can also impede the flexibility required for effective collaboration. Navigating administrative processes, obtaining approvals, and overcoming institutional barriers may slow down the progress of joint initiatives. Resistance to change within academic institutions or CSOs can hinder the implementation of innovative approaches. Traditional mindsets and resistance to interdisciplinary or unconventional methods may pose challenges to the success of collaborative projects.

Measuring and evaluating the impact of collaborative efforts can be challenging to a great extent. Academic institutions often prioritize traditional metrics, such as publications and citations, while CSOs may focus on real-world, tangible outcomes. Developing evaluation frameworks that satisfy both perspectives can be difficult.

Today, most of Ukrainian HEIs are involved in mitigating humanitarian emergencies caused by war as part of their operational practices. However, standards and approaches to address these emergencies are lacking. Challenged to adapt to new realities HEIs are to redefine their roles in society they need to develop new humanitarian and peace-building programs and to contribute to local communities according to their specific needs. Under current terms of hardship and immense problems HEIs need an assistance from the government, stakeholders and wider society to be capable not only to fulfil their primary missions but also to contribute to the post-war future. Cooperating with civil society sector (SCOs, associations,

foundations, etc.) is an opportunity to make this plan doable. makes this plan doable. These activities aimed to empower the Ukrainian HEIs through joint efforts with CSOs for undertaking concrete steps needed for Ukraine's post-war recovery.

Addressing the abovementioned challenges requires proactive communication, mutual understanding, and a commitment to building resilient partnerships. Establishing clear expectations, fostering trust, and recognizing the value of each sector's expertise are essential steps towards overcoming these obstacles.

5. University-community partnership: case of APREI

University-community partnership has been immensely developed thanks to the international assistance. The major donors (World Bank, European Commission, USAID) through their various granted programs and funds support the Ukrainian academic-civil society cooperation recovery plan have a strong international dimension.

One of the illustrative examples of such initiatives can be mentioned here activities of Ukrainian Association of Professors and Researchers of European Integration, APREI (aprei.com.ua) that was founded in 2015 with the aim to enhance cooperation between civil society and academic community for knowledge-transfer and the best practice exchange. Through its actions and events, the Association has contributed to the Europeanization of higher education in Ukraine, it has provided relevant academic and professional experience for scholars and CSOs activists. It has cooperated intensely with civil society entities through jointly implemented educational and research projects, enhancing the role of educators as social actors, engaging academia and CSO activists into mutually beneficial knowledge transfer.

Being supported by the EU Erasmus + Programme, APREI has been implementing a few projects targeted precisely at intensifying the 'university-community' partnership:

"EU–EaP future avenues: boosting joint initiatives of academia and civil society in Ukraine" 620395-EPP-1-2020-1-UA-EPPJMO-SUPPA ((aprei-eu-eap2020.com.ua)

"Universities - Communities: strengthening cooperation" Erasmus+: KA2 CBHE (https://aprei-unicom.com.ua/)

Through implementing the abovementioned projects, the Association has widely shared the academic research findings, being engaged in policy advocacy in collaboration with the community, advocating for policies that address local issues and promote positive social change. It has offered training programs that have practical applications for addressing local challenges and benefit both academic and civil society sectors. Since the outbreak of the war, APREI has launched its own volunteering initiatives, as well as a number of other projects to raise public awareness of the academia's social commitment and the role of higher education in

achieving the postwar recovery objectives and reinforcing sustainable development in the long run.

6. Conclusions

The 'University-Community' partnership plays an important role in the process of rebuilding Ukraine and for sustainable development of the country in future. Universities can play a crucial and multifaceted role in the rebuilding of Ukraine, contributing to various aspects of societal recovery and development. The role of the Ukrainian HEIs has been seen to change over time, from preservers of culturally revered forms of knowledge, through producers of skilled labour associated with a workforce-planning approach, to a more recent perception as agents of social change and development. Here are several ways in which universities can actively participate in the reconstruction efforts:

Research and Innovation:

Universities can conduct targeted research to address key challenges facing Ukraine, including infrastructure rebuilding, economic revitalization, and social cohesion. Research findings can inform evidence-based policies and solutions for sustainable development. Additionally, fostering innovation and technology transfer can contribute to economic growth.

Educational Programs and Skill Development:

Universities can design and implement educational programs that address the specific needs of the population during the rebuilding process. This includes offering courses on relevant topics such as construction engineering, urban planning, and entrepreneurship. Training programs can also focus on building skills needed for the reconstruction efforts.

Capacity Building and Training:

Collaborating with local communities, government agencies, and non-profit organizations, universities can engage in capacity-building initiatives. This involves providing training and support to individuals and organizations involved in the reconstruction, empowering them with the knowledge and skills necessary for effective participation.

Community Engagement and Partnerships:

Establishing partnerships with local communities is essential for successful rebuilding. Universities can actively engage with communities through outreach programs, participatory planning, and collaborative projects. By involving community members in decision-making processes, universities can ensure that reconstruction efforts align with local needs and priorities.

Policy Advocacy and Expertise:

Universities can serve as hubs of expertise, providing informed analyses and recommendations to policymakers involved in the reconstruction process. Researchers and academics can contribute valuable insights on economic policies, urban planning, and social development, influencing the direction of reconstruction initiatives.

Cultural Preservation and Heritage Conservation:
Given Ukraine's rich cultural heritage, universities can play a role in preserving and promoting cultural assets. This may involve research on cultural preservation methods, educational programs on heritage conservation, and collaboration with cultural institutions to safeguard and celebrate Ukraine's history and identity.

International Collaboration:
Universities can foster international collaboration by partnering with academic institutions, research organizations, and CSOs from around the world. This collaboration can bring in diverse perspectives, resources, and expertise to support Ukraine's rebuilding efforts.

Psychosocial Support and Well-being:
Recognizing the mental and emotional toll of conflict and displacement, universities can contribute to psychosocial support programs. This may include counselling services, mental health awareness campaigns, and initiatives aimed at fostering community resilience.

Environmental Sustainability:
Reconstruction efforts can benefit from a focus on environmental sustainability. Universities can conduct research on eco-friendly technologies, sustainable urban planning, and environmental conservation, contributing to long-term resilience and minimizing the environmental impact of rebuilding (Open AI, 2023).

By embracing these roles, universities can act as catalysts for positive change and contribute significantly to the comprehensive rebuilding of Ukraine, addressing the diverse needs of the nation and its people. HEIs are indispensable in turning sustainable development from concept into practice by building capacity for sustainable development planning and management They could play the most critical role in the implementation of the SDGs as they provide the intellectual guidance, capacity- building and strengthening and scientific evidence needed to support policymaking. HEIs have a role to play in ensuring national prosperity as well as a broader responsibility to contribute to the creation of dynamic and sustainable global communities.

In conclusion, the vibrant diversity of the 'university-community' partnerships in Ukraine not only reflects a shared commitment to rebuilding physical infrastructure but, more importantly, underscores the profound dedication to fostering human resilience, unity, and sustainable progress. As universities continue to extend their reach beyond classrooms and laboratories, and communities embrace the wealth of knowledge and resources emanating from HEIs, the synergy created is a beacon of hope for the Ukrainian nation's revival. The collaborative spirit witnessed in this endeavour stands as a testament to the transformative power of education and community engagement, as well as strong foundations of a thriving and resilient society. The journey towards renewal may be ongoing, but with the enduring partnership between universities and communities, Ukraine has all the

chances to emerge stronger, more connected, and ready to face the opportunities and challenges that lie ahead.

References

Agasisti, T., Barra, C., & Zotti, R., (2019). Research, knowledge transfer, and innovation: the effect of Italian universities' efficiency on local economic development 2006−2012. *J. Reg. Sci.*

Cabinet of Ministers of Ukraine. (2022). Розпорядження Кабінету Міністрів України від 23.02.2022 р. №286 "Про схвалення Стратегії розвитку вищої освіти в Україні на 2022-2032 роки" [Decree of the Cabinet of Ministers of Ukraine, February 23, 2022, №286 "On the Approval of the Strategy for the Development of Higher Education in Ukraine for 2022-2032"].

Compagnucci, L., Spigarelli, F. (2020). The Third Mission of the university: A systematic literature review on potentials and constraints. *Technological Forecasting and Social Change*, Volume 161, 2020. https://doi.org/10.1016/j.techfore.2020.120284.

De Jong, S., Barker, K., Cox, D., Sveinsdottir, T., &Van Den Besselaar, P. (2014). Understanding societal impact through productive interactions: ICT research as a case. *Res. Eval.* 23 (2), 89–102.

Etzkowitz, H. (2003). Innovation in innovation: the triple helix of university-industry-government relations. *Soc. Sci. Inf.* 42 (3), 293–337.

Godonoga, A., Sporn B.(2022). The Conceptualisation of Socially Responsible Universities in Higher Education Research: A Systematic Literature Review. *Studies in Higher Education*, pp.1–15.

Grishnova, O., Bekh, S. (2014). Social'na vidpovidal'nist' universytetiv Ukrayiny': porivnyal'nyj analiz ta osnovni napryamy rozvytku [Social responsibility of Ukrainian universities: comparative analysis and main directions of development]. *Visnyk Kyyivs'kogo nacional'nogo universytetu imeni Tarasa Shevchenka*, 5(158), 11–18 [in Ukrainian]

Figus A., Spulber. D. (2022) The competence leadership from philosophical and political direction and the challenges in education. *Geopolitical, Social Security and Freedom Journal*, Volume 5 Issue 2, 2022. Doi: 10.2478/gssfj-2022-0016

Larrán J., Peña A. (2017). Analysing the Literature on University Social Responsibility: A Review of Selected Higher Education Journals. *Higher Education Quarterly* 71 (4): 302–319. doi:10.1111/hequ.12122.

Kurbatov, S. (2011). Istorychni transformatsii universytetskoi misii [Historical Transformations of the University Mission]. *Liudynoznavchi studii – Anthropological Studies*, 24, 16–29 [in Ukrainian]

Morphew, C., Fumasoli T., & Stensaker B. (2018). Changing Missions? How the Strategic Plans of Research-Intensive Universities in Northern Europe and North America Balance Competing Identities. *Studies in Higher Education* 43 (6): 1074–1088. doi:10.1080/03075079.2016.1214697

Phillips, P., Moutinho, P., & Godinho P. (2018). Developing and Testing a Method to Measure Academic Societal Impact. *Higher Education Quarterly* 72 (2): 121–140. doi:10.1111/hequ.12154.

On the approval of the Strategy for the Development of Higher Education in Ukraine for 2022–2032: Decree of the Cabinet of Ministers of Ukraine dated February 23, 2022. 286. [Online] Available: https://www.kmu.gov.ua/npas/pro-shvalennya-strategiyi-rozvitkuvishchoyi-osviti-v-ukrayini-na-20222032-roki-286-

Open AI (2023). ChatGPT https://chat.openai.com

Orzhel O., (2022). University Social Mission in the Wartime under Knowledge Society № 13 (2022): International Scientific Journal "University and Leadership". https://doi.org/10.31874/2520-6702-2022-13-26-36

Rasmussen, E., Borch, O., (2010). University capabilities in facilitating entrepreneurship: a longitudinal study of spin-off ventures at mid-range universities. *Res. Policy 39* (5), 602–612.

Ronsisvalle,G., Francesco Coniglione, F., and Ronsisvalle S. (2021). Why universities need a renewed focus on their third mission? *University World News.* 09 October 2021. https://www.universityworldnews.com/post.php?story=20211008130256181

Secundo, G., Martinaitis, Z., & Leitner, K. (2015). An intellectual capital maturity model (ICMM) to improve strategic management in European universities: a dynamic approach. *J. Intell.* Cap. 16 (2), 419–442.

Siegfried, J., Sanderson, A., & McHenry, P. (2007). The economic impact of colleges and universities. *Econ. Educ. Rev.* 26 (5), pp. 546–558.

Sych. T. (2023). The role of the government in implementing the third mission in Ukrainian universities

War and education. (2023). How a year of full-scale invasion affected Ukrainian schools. [Online]. Available: https://cedos.org.ua/researches/vijna-ta-osvita-yak-rik-povnomasshtabnogo-vtorgnennya-vplynuv-na-ukrayinski-shkoly/