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# **AN ANALYTICAL REPORT**

**on the results of a comprehensive  
student survey from TOT of Ukraine  
regarding the educational  
needs and problems  
related to receiving education**

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# **An analytical report on the results of a comprehensive student survey from TOT of Ukraine regarding the educational needs and problems related to receiving education**

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# CONTENTS

A LIST OF SHORTENINGS	4
INTRODUCTION	5
BRIEF CONCLUSIONS	10
GENERAL RESULTS OF THE STUDENT SURVEY	15
1.    SOCIAL-DEMOGRAPHIC PORTRAIT OF THE RESPONDENT	15
1.1. Quantitative component	15
1.2. Regional component	19
2.    PREREQUISITES FOR ADMISSION	24
2.1. Motivation to enter Ukrainian educational institutions	24
2.2. Making a decision to enter Ukrainian educational institutions	26
2.3. Channels and sources of information about the possibilities of admission to Ukrainian educational institutions	27
2.4. Completeness and clarity of information	28
2.5. Communication on admission to Ukrainian education institutions for TOT residents	34
3.    ADMISSION, STUDYING, ADAPTATION	36
3.1. General assessment of the difficulty of admission	36
3.2. Language integration and adaptation	37
3.3. Adaptation to the educational process. The need for preparatory courses	38
3.4. Social adaptation	40
3.5. Housing	43
RECOMMENDATIONS	45
Appendix 1. Student questionnaire	47

# A LIST OF SHORTENINGS

**AR of Crimea and the city of Sevastopol** — Autonomous Republic of Crimea and the city of Sevastopol

**IDP** — an internally displaced person

**NGO “CCE “Almenda”** — Non-governmental organization “Center of civil education “Almenda”

**State Statistics** — State Statistics Service of Ukraine

**DPA** — state final examination

**ZNO** — external independent examination

**HEI** — an institution of higher and professional pre-higher education

**IGSE** — an institution of general secondary education

**LU** — Law of Ukraine

**CMU** — Cabinet of Ministers of Ukraine

**MES** — The Ministry of Education and Science of Ukraine

**The Ministry of Integration** — The Ministry for Reintegration of the Temporarily Occupied Territories of Ukraine

**NMT** — national multi-subject test

**EC** — “Crimea-Ukraine”/“Donbas-Ukraine” educational centers

**RF** — The Russian Federation

**TOT** — Territory of Ukraine Temporarily Occupied by the Russian Federation

**Comissioner** — Ukrainian Parliament Commissioner for Human Rights



# INTRODUCTION

## THE CONTEXT OF A QUESTIONNAIRE

Since 2014, an international armed conflict has been ongoing on the territory of Ukraine, which was the result of the aggression of the Russian Federation and led to the temporary occupation of the territories of the AR of Crimea and the city of Sevastopol and parts of the Donetsk and Luhansk regions. And after the full-scale invasion in February 2022, parts of the temporarily occupied territories of Donetsk and Luhansk regions increased: parts of Zaporizhia, Kherson and Kharkiv regions were added to the earlier TOT.

According to the data collected by the NGO “CCE “Almenda”, there are more than 615,000<sup>1</sup> school-age children who, due to objective and subjective reasons, have limited access to Ukrainian education.

It is important for Ukraine to attract children from TOT to study in Ukrainian higher educational institutions. Studying in Ukrainian higher educational institutions, even remotely, makes it possible to integrate them into Ukrainian society, influence the formation of their system of values, and remove them from the environment of anti-Ukrainian propaganda and disinformation. Over time, male and female students can become ambassadors or role models for young people in the temporarily occupied territories and a personnel reserve for the reconstruction processes of the de-occupied territories.

Since the beginning of the war and until now, Ukraine has been shaping its state policy, creating relevant normative acts that should ensure access to Ukrainian education and eliminate discrimination artificially and deliberately created by the occupation authorities of the Russian Federation. MES generates two directions for implementation of the right to education of children from TOT: ensuring equal access to general secondary education through the development and improvement of distance education, ensuring equal access to higher and pre-higher education through adaptive admission conditions.

At the same time, within almost 10 years, the Ukrainian government has not developed a comprehensive approach to ensuring the educational rights of the residents of the TOT, and individual initiatives, which were implemented chaotically and unsystematically, are not able to cover all the challenges faced by the residents of the temporarily occupied territories, trying to fulfill their constitutional right to education.

Since the temporary occupation (2014), there have been many obstacles to the preparation and admission of children to Ukrainian universities. In the first two years after the beginning of the armed aggression of the Russian Federation, Ukraine did not have a policy of supporting entrants from the TOT. Children had to enter Ukrainian educational institutions on a general basis, which effectively deprived them of equal access to higher education due to limited access to Ukrainian general secondary education.

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1 Due to limited access to the occupied territories, statistical information is taken from open sources and statistical data of the Russian Federation. The actual number of children may be different.



In 2016, the Ukrainian authorities began to implement a targeted policy to facilitate the entry of applicants from TOT. The state introduced quotas and benefits for the admission of applicants from TOT, provided the opportunity to graduate from a Ukrainian school, in particular externally or remotely, simplified the procedure for obtaining a Certificate of Basic and Complete General Secondary Education and admission to Ukrainian institutions of pre-higher, professional (vocational-technical) and higher education.

The special Admission Procedure for obtaining higher, professional pre-higher and professional (vocational and technical) education for persons living on territories where it is impossible to ensure the fulfillment of Ukrainian education standards and/or a stable educational process,<sup>2</sup> contains a simplified algorithm for admission through the EC. Taking into account that the applicants did not have educational documents certifying the level of basic and complete general secondary education and the presence of which is a mandatory condition for admission to HEI, on the basis of EC, IGSEs and HEI were united.

For admission under the simplified procedure through the EC, it became possible to avoid a double burden and not have to pass examinations in all subjects of the school course in order to obtain a Certificate of Basic and Complete General Secondary Education. You can take only an annual assessment and/or DPA (except in cases of dismissal from DPA) **in the Ukrainian language and history of Ukraine**. It is also not necessary to take the ZNO/NMT exams. Instead of them, you can take an exam in a major subject at the EC where the applicant plans to enter. The competitive score is determined based on the results of the annual assessment and/or DPA in the Ukrainian language, history of Ukraine and a major subject at the university where the EC operates.

Also, in order to ensure equal opportunities during the competitive admission of residents from TOT to higher education institutions of Ukraine, the state established certain benefits (the so-called quota-2) in the amount of 10% of guaranteed budget places, but not less than one place at a university.

In 2023, the list of educational centers included 171 educational institutions (including universities, academies, institutes, colleges, technical schools, and medical schools). This is about a third of their total number, according to the State Statistics,<sup>3</sup> in 2023 there were 314 HEIs (130 of which were private universities, academies, institutes and 338 colleges, technical schools, vocation schools).



A quota-2 is a defined portion of the maximum number of budget places (for open competitive proposals) or the total number of budget places (for fixed competitive proposals), which can be used for admission of applicants based on the results of complete general secondary education and the National Ranking of Knowledge (NRK5), whose place of residence as of February 24, 2022, is declared (registered) in the temporarily occupied territory or in settlements classified as areas of active hostilities (active hostilities where state electronic information resources operate) as of July 01, 2024, or whose temporary occupation by the Russian Federation ended after February 24, 2022, and who are staying there or have internally displaced from there in the calendar year of admission.

2 <https://zakon.rada.gov.ua/laws/show/z0505-21#Text>

3 <https://www.ukrstat.gov.ua/>

The implementation of such changes was supposed to provide applicants from TOT with equal opportunities for admission to HEI and the opportunity to choose two ways of admission to Ukrainian universities - according to general rules or according to a simplified procedure.

The only difference is that, when applying in accordance with a general competition, applicants can apply for a maximum of 5 specialties in any HEI (respectively, you can choose a maximum of 5 educational institutions), and you can apply for a simplified system and quota-2 for a maximum of 5 specialties in only one educational institution — the EC of which the applicant used while entering.

At the time of the research, there are no official data on students from TOT who entered other HEIs of Ukraine on general terms.

Despite the positive actions of the state, a recent study<sup>4</sup> by the NGO “CCE “Almenda” revealed a significant decrease in the number of applicants from TOT of AR of Crimea who choose higher education in Ukraine. The need to find out the factors that influenced the decrease in the number of applicants from TOT was the reason for the survey of the above-mentioned students of the 2022-2023 admission year.

Students were interviewed within the framework of cooperation with the Commissioner and with the assistance of the MES.

## WORKING HYPOTHESIS

Systemic representative comprehensive studies on the experience of training and admission, on the admission procedure, motivation, choice of HEI, adaptation and living conditions of students from TOT have not been carried out before. At the same time, it is worth noting two studies before a full-scale invasion.

“Vox Ukraine” (authors: Tetiana Tyshchuk, Ksenia Alekankina, Vira Ivanchuk) within the framework of the German Ukrainian Researchers Network (GURN) project in 2020 prepared a study<sup>5</sup> in which they analyzed the entry of children from TOT to HEI and identified several critical points that may limit their access to the Ukrainian educational system.

In the spring and summer of 2021, the team of the educational research project under the mentorship of Cedos investigated<sup>6</sup> the path that male and female applicants from TOT take when entering Ukrainian universities. The purpose of the study was to find out which factors

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4 Analytical report "Evaluation of the implementation of the state policy aimed at the educational reintegration of the temporarily occupied territories", [https://almenda.org/wp-content/uploads/2023/11/Аналітичний-звіт-Альменди\\_Оцінка-імплементції-державної-політики-спрямованої-на-освітню-реінтеграцію-TOT.pdf](https://almenda.org/wp-content/uploads/2023/11/Аналітичний-звіт-Альменди_Оцінка-імплементції-державної-політики-спрямованої-на-освітню-реінтеграцію-TOT.pdf)

5 Through thorns to knowledge. Evaluation of the implementation of the state policy of supporting applicants from the Crimea and separate areas of the Donetsk and Luhansk regions during admission to Ukrainian universities, <https://voxukraine.org/labirint-minotavra-dlya-vstupnikiv-z-krimu-ta-ordlo>

6 Female students from temporarily occupied territories in Ukrainian higher educational establishments: what influences the entry and integration, [https://cedos.org.ua/researches/student\\_ky-z-tymchasovo-okupovanyh-terytorij-v-ukrayinskyh-zvo-shho-vplyvaye-na-vstup-ta-integraciyu/](https://cedos.org.ua/researches/student_ky-z-tymchasovo-okupovanyh-terytorij-v-ukrayinskyh-zvo-shho-vplyvaye-na-vstup-ta-integraciyu/)

have a positive effect on the integration of youth from TOT, and which factors have a negative effect; what the general level of integration of IDP students into the new community is, and what challenges they face.

There is a hypothesis that after the full-scale invasion in 2022, the situation with the implementation of equal access to education has changed, and the current rules and procedures do not meet the needs of male and female applicants and students from TOT. This is connected, firstly, with the increase of TOT (26% of the territory of Ukraine), secondly, with the complication of physical movement, thirdly, with limited access (absence of the Internet, blocking of websites, etc.) to both formal and informal Ukrainian educational space, low level of knowledge of the state language. We also assume that there are difficulties in the adaptation and integration of young people from the occupied territories in the communities that welcome them, which during admission separate young people from TOT from other applicants and contribute to the emergence of prejudices against them.

This research is designed to study problems, challenges, obstacles, motivation for admission, to evaluate study and living conditions and other important indicators of the level of satisfaction with study and admission conditions.

## RESEARCH DESIGN

**The purpose of this study** is to identify which factors have a positive effect on the decision to enroll in Ukrainian HEI and the integration of students from TOT, and which factors have a negative effect, as well as to establish the general level of its integration into the new community and challenges that require quality decisions by the authorities, universities, public organizations, and based on the received data, develop appropriate recommendations.

### Objectives of the study

1. Compile a socio-demographic portrait of the entrant and determine their motivation for entering a Ukrainian HEI.
2. To identify and analyze the problems faced by young people from TOT before and after entering HEIs of Ukraine.
3. Identify and analyze problems during adaptation to the educational process and integration into the communities that host such youth.
4. To determine the quality of educational services provided by ECs and the level of satisfaction of applicants with them.
5. To single out the factors that influence the decision to enter a higher education institution and the integration of male and female students — IDPs.

The object of the study is the students of Ukrainian HEIs, who were at the TOT of Ukraine until 2022-2023.

On the basis of the received information, it is possible to determine the exact steps of advocacy activities, develop relevant provisions for the educational concept and reintegration

plan of Ukrainian men and women from TOT, as well as introduce relevant provisions into the rules and conditions of admission to HEIs.

The results of the survey can be used for the further development of an information and communication campaign and recommended to subjects of educational activity.

## RESEARCH METHODS

The following methods were used during the research.

Cabinet analysis — a study of the regulatory and legal framework related to the admission of male and female entrants from TOT to HEIs in Ukraine, documents that regulate other important aspects for them, such as: the procedure for drawing up documents for admission, an ID card with confirmed citizenship of Ukraine, other documents for entering the controlled territories of Ukraine.

Quantitative sociological research using an online survey method with formalized tools: questionnaires in Google Forms (Appendix 1. Student questionnaire). The use of such a research method together with an official cover letter to educational centers ensured the effective distribution of the survey questionnaire only among the representatives of the research object. In addition, the formalized toolkit has significant research potential due to its ability to use a variety of question types (open-ended, multiple-choice, multiple-choice table).

The questionnaire contained four structural blocks related to research tasks.

- BLOCK A A socio-demographic portrait of the respondent.
- BLOCK B. Prerequisites for admission.
- BLOCK C. Training, adaptation, living conditions.
- BLOCK D. Preparatory courses.

The survey lasted from 26 February, 2024 to 23 March, 2024.

## SAMPLE

In order to determine a representative sample of respondents to the survey, the number of entrants from TOT in 2023 at Ukrainian HEIs was investigated. According to the letter of the MES (dated 09 October, 2023 No. 3/5664-23) at the request of the CCE “Almenda”, the number of people who entered HEIs of Ukraine in 2023 during the admission campaign is:

- persons whose place of residence is registered (declared) at the TOT of the AR of Crimea and the city of Sevastopol, or who moved from there after 1 January, 2023 — 86 persons;
- persons whose place of residence is registered (declared) in settlements belonging to the territory of active hostilities as of 1 July, 2023, or whose temporary occupation of the RF ended after 24 February, 2022 — 3,589 persons.

This number (3,675 people) was confirmed in the response of the MES to a request by the [ZMINA](#) publication with reference to the data of the Unified State Electronic Database on Education.

#### *Criteria for entering survey participants*

The criteria for entering the survey participants were determined on the basis of the goal and research tasks. Male and female students of the 2022 and 2023 enrollment years who were previously at TOT or moved after 1 January of the enrollment year were invited to the survey.

#### *Channels of recruiting respondents*

Male and female respondents were recruited through EC. The total number of male and female respondents who took part in the survey is **1,909** (86 of them entered HEIs of Ukraine until 2022). During the compilation of the socio-demographic portrait of the respondent, all their answers were analyzed.

As for other blocks of the survey, the answers of male and female students who entered HEIs in 2022 (166) and in 2023 (1657) were analyzed, which is **1823 people**.

Therefore, the representativeness of the sample is **45% (1657 people)** of the total number of entrants in 2023 (**3675 people**). Therefore, we believe that the sample fully and reliably represents the characteristics of the general population, which are important for achieving the goal of the analysis.

## BRIEF CONCLUSIONS

Admission of male and female applicants from TOT to educational institutions on the territories under the control of Ukraine is part of the national strategy of de-occupation and restoration of the occupied territories. Attracting young people from TOT to higher education is an opportunity for the state to fulfill its constitutional duty to protect the right to education, strengthen ties between people on both sides of the conflict line, and influence the consequences of Russian propaganda. And in the global dimension, this is competition for the youth.

The line of contact is a conditional line on the surface of the earth between the temporarily occupied territory and other territories of Ukraine, in adjacent territories where hostilities are ongoing<sup>7</sup>

According to the data of the Unified State Electronic Database on Education ([USEDE](#)), in [2023](#), 3,675 children from TOT entered Ukrainian HEIs. This **number of entrants is only 1.7% of the total number of education seekers enrolled at the “bachelor” educational level in 2023**. Unfortunately, the lack of official statistics on the number of school graduates at TOT in 2023 does not make it possible to determine the percentage of male



and female applicants from TOT who chose to apply to Ukrainian HEIs. But, for example, if we use the information of the occupation authorities about the number of graduates in 2023 at the TOT of the AR of Crimea and the city of Sevastopol, then only 0.5% of school graduates entered Ukrainian HEIs. This is a rather low indicator, which proves the presence of subjective and objective factors that influence the decisions of residents of TOT.

Analysis based on a comprehensive survey of male and female students from TOT **revealed factors (negative and positive) that influence the decision to enter Ukrainian HEIs, and the general level of integration into Ukrainian society**. After analyzing student answers, it was possible to identify challenges and problems that require high-quality solutions from authorities, educational institutions, and NGOs. The survey had a high level of representativeness and made it possible to establish the characteristics of the general population of the target group.

The vast majority of entrants from TOT who choose Ukrainian educational institutions are from TOT after 24 February, 2022. Entrants from the AR of Crimea and the city of Sevastopol, a part of the territories of the Donetsk and Luhansk regions occupied since 2014, almost do not choose education in Ukraine. This is explained by the length of their stay in the temporary occupation under the influence of Russian propaganda, the pressure and intimidation of the occupation authorities, assimilation processes and the loss of civic and national identity in children and their parents.

The almost equal ratio of men and women (in percentages of 40 to 60) among the respondents allows us to conclude that belonging to a certain gender does not influence the decision and that this decision does not depend on the “intimidation of future mobilization” or the difficulties of leaving the TOT.

In general, many respondents made the decision to move to the territories controlled by Ukraine immediately after finishing school or during their studies in the final classes, when they joined Ukrainian distant education or moved to safer territories of Ukraine.

The results of the analysis give reasons to single out several factors that influence the decision to enter a HEI and the integration of students — IDP.

The first of them is the presence of motivation to move from TOT. And here it is necessary to indicate both internal motivation (this is the **preservation of civic identity, a sense of belonging to the Ukrainian people and the state**), and external motivation — **respondents generally saw studying and living in Ukraine as more promising for their future than at TOT**. Also, the **legitimacy of Ukrainian educational documents** and the ability to continue studying abroad (Europe, USA, etc.) or the possibility of employment in other countries were of great importance for every second respondent.

It is important to note that, in general, **the decision to study in Ukrainian higher education institutions was made by the entrants themselves**, but **the position of parents, family, friends**, and, in cases of long-distance connections with the higher education institution, teachers, **is of great importance for its adoption**. Accordingly, it is important to take this influence into account when developing information and communication strategies at the state level and at the level of activities of public organizations.

Studying the preparation for admission and admission of male and female students from TOT, we can conclude that **the state, HEIs and public organizations have made a lot**

**of efforts in recent years to simplify policies and procedures** that enable these young people to obtain higher education in Ukraine. At the same time, these policies and procedures must be refined to meet the challenges that have arisen since a full-scale invasion. In particular, it is **to preserve and improve the consulting work of the EC**, make the procedure for obtaining benefits more transparent and understandable (quota-2).

Despite all the achievements in the created system of admission of applicants from TOT, **there is still a lack of quality information about admission conditions and other opportunities available to them** through a single information resource or through unified information materials. According to the authors of the report, they should be written in “understandable language” for those who have been outside the Ukrainian educational field for a long time.

**A special role** in the formation of a unified information and communication policy regarding the admission of youth from TOT **belongs to specially created ECs**, but the number of entrants through ECs was only 26%, which indicates insufficient use of this resource.

In addition, higher educational institutions with ECs, can provide more oriented educational services, taking into account the regional characteristics of students, since **one of the important factors** that affects studying in Ukrainian HEIs **is the possibility to choose a distance or mixed learning format**.

The survey made it possible to analyze the main problems faced by young people from TOT when entering HEIs of Ukraine and adapting to the educational process and integrating into the communities that welcome them.

**General conclusions about the complexity of the admission procedure indicate that 67% of respondents consider it uncomplicated, but the rest had difficulties with admission.** At the same time, when evaluating the answers, it should be taken into account that they were provided by male and female respondents who have already obtained higher education in Ukraine. For example, according to the answer of the MES, provided by the NGO “CCE “Almenda”, out of 86 applicants from the AR of Crimea and the city of Sevastopol, only 57 people became students. Almost one in three applicants failed to overcome barriers to entry.



The main problems during admission were:

- information availability,
- recognition of documents that confirm identity, in particular,
- a very large list of documents, a complicated procedure for their registration,
- departure from the TOT,
- obtaining a certificate of stay at the TOT,
- electronic signature and processing of documents in electronic form,
- prejudiced attitude,
- DPA to get educational documents on obtaining general secondary education.

All these problems have a **negative** impact on the involvement of young people from TOD in HEIs.



**As for the process of integration of male and female students after entering a HEI, according to the authors of the study, little attention is still paid to it.** At the same time, young students face many problems after moving, which are often difficult for them to cope with on their own, so they can potentially drop out of university due to the financial situation, unsuccessful search for housing, difficulties in social integration, and return to TOT.

One of the factors that affects the integration of students from TOT **is their financial stability**, since, unlike their fellow students, male and female students from TOT are unable to receive help from their parents due to their difficult financial situation at TOT or due to the inability to receive cashless transfers. Every second student has enough money only for food and travel, and every fifth one does not have enough even for those. In order to have money to live, a third of respondents work and study at the same time, which, probably, affects the quality of their studies. In such conditions, academic and social scholarships, as well as social benefits for IDPs, are important for their support. Many respondents mentioned this help from the state.

**Integration can be negatively affected by a prejudiced attitude towards students who were under temporary occupation and came to study at the territories under the control of the Ukrainian authorities.** Most of them do not have difficulties with the social environment (teachers, fellow students and group mates) during the educational process. However, it is worth paying attention to the fact that almost every fifth student felt “special” treatment. However, the collected data is not enough to reach a general conclusion about the biased attitude towards students from TOT. This needs further investigation through interviews or focus groups.

Factors that influence the process of integration of youth from TOT are **language adaptation to the educational process**. Analyzing the answers of respondents about the influence of knowledge of the Ukrainian language on the decision to enter Ukrainian higher education institutions, we can conclude that this is a very important factor. The majority of respondents indicated that their level of knowledge of the Ukrainian language is high. Therefore, we can conclude that the selection of those who plan to enroll takes place at the decision-making stage: readiness to study in the state language. Those who did not have the opportunity to learn the Ukrainian language do not make the decision to enroll in Ukrainian HEIs. This is indirectly confirmed by a detailed study of the responses by region.

At the same time, **every second respondent needs additional adaptive programs and preparatory courses**, and not only in subjects that are not studied at TOT (Ukrainian language and history of Ukraine), but also in other academic disciplines. Therefore, **a long stay outside the educational process according to Ukrainian state standards and the need to overcome educational gaps** should also be taken into account when improving access to the realization of the right to education of the residents of TOT.

The general admission procedure is the admission procedure that corresponds to the general rules for admission to higher educational institutions in Ukraine, approved annually by the MES.

**The general conclusion of the analytical report** is that, despite the fact that after the full-scale invasion in 2022, the situation regarding the implementation of equal access to education has changed, the current rules and conditions of admission have not been adapt-



ed according to the needs of applicants and students from TOT. The “outdated” admission procedure through the EC has not become a priority for entrants from TOT, since most of them who came from TOT after 24 February, 2022 enter according to the general rules of the admission campaign.. But if the military-political situation does not change in the near future, the educational gap for the mentioned group will become catastrophic, as well as for the youth living at TOT since 2014.

So, according to the results of the survey, it was possible to identify the following challenges:

- an increase in the number of potential entrants from TOT, who need to change the information and communication activities of HEIs, in particular ECs;
- the possibility of leaving the TOT for persons who need improvement and development of the distance education format is complicated;
- a decrease in the quality of education of students who left the TOT, due to forced employment in the first years due to the impossibility of receiving help from the family during studies;
- educational losses and educational gaps at the level of general secondary education among children at TOT make it difficult to obtain educational documents on obtaining basic and full general secondary education;
- insufficient integration of first-year students who have a traumatic life experience in the occupation due to a lack of support, particularly psychological.

Therefore, the state policy regarding the involvement of the youth from TOD in HEIs requires significant improvement and consideration of the following factors: difficulty in physical movement, limited access (lack of the Internet, blocking of websites, etc.) to both the formal and informal Ukrainian educational field, low level of proficiency in the state language.

**At the same time, the foundation laid by the state in 2016–2023 can become the basis for the development of a unique model of maintaining ties with young people in the temporary occupation, realizing the right to education, and countering russian aggression.**

# GENERAL RESULTS OF THE STUDENT SURVEY

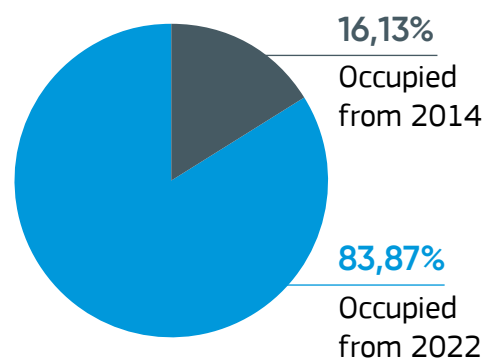
## SOCIAL-DEMOGRAPHIC PORTRAIT OF THE RESPONDENT

### 1.1. QUANTITATIVE COMPONENT

To determine the socio-demographic portrait of the respondents, the data of the responses of the total number of students who took part in the online survey, that is 1909 people, were used.

Students from TOT from 103 HEIs where ECs operate took part in the survey. According to the place of residence before entering Ukrainian educational institutions, the respondents were divided into 9 regions of the TOT. The number of respondents from the territories that have been **temporarily occupied since 2014 is 16.13%** of the total number (TOT of AR of Crimea and the city of Sevastopol — 2.67%, TOT of Donetsk region — 9.11%, TOT of Luhansk region — 4, 35%, from **territories temporarily occupied after 24 February, 2022 — 83, 87%**). For more details on the distribution by TOT regions, see table 1.1.1.

**Diagram 1.** Place of residence before entering by date of beginning of occupation



**Table 1.1.1.** Place of residence of respondents before entering Ukrainian HEIs by region

Place of residence	Number of people
TOT of AR of Crimea and the city of Sevastopol	51
TOT of Donetsk region (before 24 February, 2022)	174
TOT of Donetsk region (after 24 February, 2022)	380
TOT of Luhansk region (before 24 February, 2022)	83
TOT of Luhansk region (after 24 February, 2022)	275
TOT of Zaporizhia region	448
TOT of Kherson region	284
TOT of Kharkiv region	163
TOT of Mykolaiv region	51
<b>Total</b>	<b>1909</b>

The gender distribution is as follows: **40% of respondents are men, 60% are women.**

**Table 1.1.2.** Gender of respondents by region

	Жіноча	Чоловіча	Разом
TOT of AR of Crimea and the city of Sevastopol	33	18	51
TOT of Donetsk region (before 24 February, 2022)	101	73	174
TOT of Donetsk region (after 24 February, 2022)	246	134	380
TOT of Luhansk region (before 24 February, 2022)	41	42	83
TOT of Luhansk region (after 24 February, 2022)	153	122	275
TOT of Zaporizhia region	283	165	448
TOT of Kherson region	172	112	284
TOT of Kharkiv region	94	69	163
TOT of Mykolaiv region	32	19	51
<b>Total</b>	<b>1155</b>	<b>754</b>	<b>1909</b>
<b>%</b>	<b>60</b>	<b>40</b>	

### Age of respondents

The main number of respondents is **16-21 years old (92%)**. Accordingly, respondents aged over 22 — 8%; by the age of 22, **the largest number (71%) is at the age of 17–18**, therefore, **the majority of respondents (95%) are studying in the 1st–2nd year**. This distribution of results is explained by the design of the study, which was aimed at the entrants of 2022 and 2023. Regional features of age distribution are presented in table 1.1.3.

**Table 1.1.3.** Age of respondents in the context of regional distribution

	under 16	17	18	19	20	21	22 +	total
TOT of AR of Crimea and the city of Sevastopol	3	7	19	11	3	3	5	51
TOT of Donetsk region (before 24 February, 2022)	2	54	69	15	11	9	14	174
TOT of Donetsk region (after 24 February, 2022)	5	131	157	33	18	7	29	380
TOT of Luhansk region (before 24 February, 2022)	4	27	25	11	3	5	8	83
TOT of Luhansk region (after 24 February, 2022)	6	87	99	22	13	10	38	275
TOT of Zaporizhia region	7	152	187	41	24	6	31	448

TOT of Kherson region	2	101	112	36	14	9	10	284
TOT of Kharkiv region	0	53	62	22	11	3	12	163
TOT of Mykolaiv region	2	10	14	5	6	8	6	51
<b>Total</b>	<b>31</b>	<b>622</b>	<b>744</b>	<b>196</b>	<b>103</b>	<b>60</b>	<b>153</b>	<b>1909</b>
<b>%<sup>8*</sup></b>	<b>2</b>	<b>33</b>	<b>39</b>	<b>10</b>	<b>5</b>	<b>3</b>	<b>8</b>	

### Year of completion of basic or full general secondary education at TOT

73% of respondents completed basic or full general secondary education at TOT after the full-scale invasion; 4% — before the beginning of Russian aggression (2013) and 23% — in the period between 2014-2021.

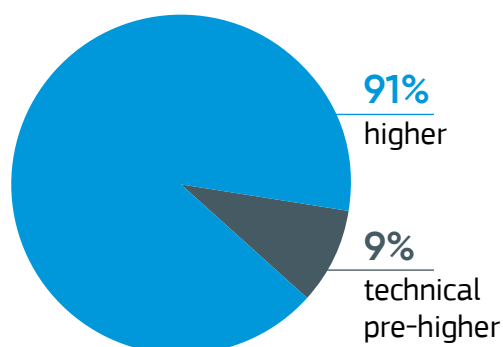
**40% of respondents** entered a Ukrainian educational institution **immediately after finishing school in a temporary occupation**, there was a break between entering and leaving school at the TOT, during which they did not study anywhere – 9% of the respondents and 5% tried to study at a HEI at the TOT or in foreign universities (not finished). A significant number of respondents (45%) indicated “other” to the question regarding the educational trajectory between leaving school and entering a HEI. The peculiarities were mostly related to the fact that in order to finish school, they moved from TOT to the territory controlled by Ukraine; most often in Ukraine; there are occasional cases of entry after college or high school, obtaining education through an externship, studying abroad, and responses that do not refer to finishing school.

### Level, form and format of education of the respondents

Regarding the level of educational attainment of male and female respondents, 91% received higher education, 9% received professional pre-higher education.

**Diagram 2.**

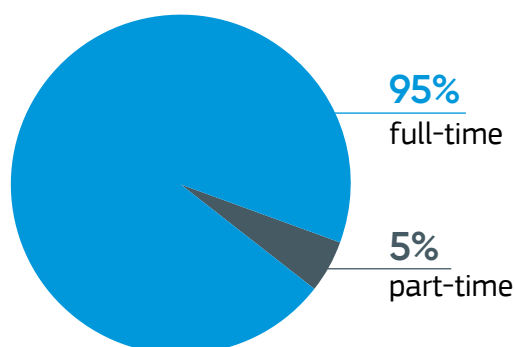
The level of education



Regarding the choice of the form of education of male and female respondents, 95% chose the full-time form of education, 5% – the part-time form. At the same time, distance and mixed formats were chosen by 57% of respondents, face-to-face format by 43%.

**Diagram 3.**

Form of acquisition



When comparing the number of respondents in the context of regional distribution regarding the choice of study format, about 50% of male and female students from TOT choose the distance format, except for TOT of Zaporizhia region, where this indicator is 11%, which significantly affected the overall indicators. More details about them are in table 1.1.4.

**Table 1.1.4.** The training format of respondents in the context of regional distribution

	Full-time	Distant	Mixed form	Total
TOT of AR of Crimea and the city of Sevastopol	24	22	5	51
TOT of Donetsk region (before 24 February, 2022)	58	85	31	174
TOT of Donetsk region (after 24 February, 2022)	127	210	43	380
TOT of Luhansk region (before 24 February, 2022)	37	36	10	83
TOT of Luhansk region (after 24 February, 2022)	113	127	35	275
TOT of Zaporizhia region	271	48	129	448
TOT of Kherson region	126	121	37	284
TOT of Kharkiv region	45	93	25	163
TOT of Mykolaiv region	29	12	10	51
<b>Total</b>	<b>830</b>	<b>754</b>	<b>325</b>	<b>1909</b>
<b>%</b>	<b>43</b>	<b>39</b>	<b>18</b>	

### Sources of income and well-being of respondents

The respondents' answers to the questions related to the financial situation are as follows: one out of five (20%) claims that during education there is not enough money for basic needs, 46% – only have money for travel and food, 15% find it difficult to answer, 17% can afford spending on clothes and entertainment. And for only 2% of respondents, the available income is sufficient for everything needed (in particular, for the purchase of gadgets, equipment, etc.).

For 31% of the respondents, one of the sources of income during education is parental assistance, another 60% talk about a scholarship, and 43% about social benefits at the territory under the control of Ukraine. A third of respondents (31%) work part-time or full-time. 6% indicated "other", where information about other types of support is indicated - parental assistance (these are parents who do not live at the TOT), work of family members and even service in the Armed Forces (1 — Zaporizhia region, 2 — Donetsk region, 1 — Luhansk region, 1 — Kharkiv region), as well as social benefits abroad. At the same time, it should be noted that the respondents were able to provide several answers at the same time, so their number is not equal to the number of respondents.

To clarify the level of well-being, male and female respondents were asked to answer the question **"What is the total amount of your budget per month?"**. To summarize the results in the table, the authors of the study used the criteria **"living wage for able-bodied**

**persons in 2024 — 3,038 UAH” and “minimum wage in 2024 — 8,000 UAH”** at the time of the survey. The results are presented in table 1.1.5.

**Table 1.1.5.** The level of well-being of respondents by regional distribution

	Under 3028	Under 8000	Over 8000	Other*	Total
TOT of AR of Crimea and the city of Sevastopol	8	15	13	11	47
TOT of Donetsk region (before 24 February, 2022)	59	63	28	16	166
TOT of Donetsk region (after 24 February, 2022)	100	174	52	37	363
TOT of Luhansk region (before 24 February, 2022)	24	23	19	9	75
TOT of Luhansk region (after 24 February, 2022)	83	119	40	26	268
TOT of Zaporizhia region	134	192	28	78	432
TOT of Kherson region	74	140	44	16	274
TOT of Kharkiv region	57	69	17	16	159
TOT of Mykolaiv region	12	22	5	0	39
<b>Total</b>	<b>551</b>	<b>817</b>	<b>246</b>	<b>209</b>	<b>1823</b>
<b>%</b>	<b>30</b>	<b>45</b>	<b>14</b>	<b>11</b>	

\* Refused to answer or gave an inaccurate answer.

## 1.2. REGIONAL COMPONENT

### 1.2.1. TOT OF AR CRIMEA AND THE CITY OF SEVASTOPOL

The number of male and female **respondents** who took part in the survey is **51**, 33 of whom are women and 18 are men. Age: from 16 to 18 years old — 29 people, from 19 to 21 years old — 17 people, over 22 years old — 5 people.

Regarding forms of education, 90% of respondents chose full-time; in particular: 43% — distant, 9% — mixed, 48% — face-to-face. 86% of respondents chose the level of obtaining a higher education, 14% of the respondents chose a professional pre-university. 92% entered after a full-scale invasion, 43% — immediately after graduation, 35% — had breaks between graduation and entry, and also made attempts to study at TOT or foreign universities. Others chose an educational path — moving to Ukraine to finish school or an externship, and then entering (“After the move, I finished half of the 11th grade in Ukraine, and then entered the university”, “Immediately after finishing school in Uzhhorod”, “I moved from the occupied territory, began to study at a lyceum, and after that entered the university”).

Answers to the questions regarding the financial status of the respondents are as follows: 13% do not have enough for basic needs during education, 41% have money only for travel and food, 13% have difficulties answering, 27% can afford expenses for clothes and entertainment, 6% indicated other. The main sources of personal budget for 47% are parents’ help, 43% are forced to combine study and work.

### 1.2.2. TOT OF DONETSK REGION (BEFORE 24 FEBRUARY, 2024)

The number of male and female **respondents** who took part in the survey was **174**, 101 (58%) of whom were women and 73 (42%) were men. Age: from 16 to 18 years old — 125 people, from 19 to 21 years old — 35 people, over 22 years old — 14 people.

As for the forms of education, 93% chose full-time, in particular: 49% — distance learning, 18% — mixed, 33% — face-to-face. 87% chose the level of obtaining a higher education, 13% of the respondents chose a professional pre-higher education. 95% entered after a full-scale invasion, 30% immediately after graduation, 20% had breaks between graduation and entry, and also made attempts to study at TOT or foreign universities. Others (51%) chose an educational path — moving to Ukraine to finish school or an externship, and then admission (*“I graduated from school in the city of Berehove after leaving the occupied territory”, “I completed the 4th grade in the occupation, studied from the 5th to the 11th grades in the city of Pokrovsk, Donetsk region, and after that I entered the university”, “I left at the beginning of the war for a safe territory”, “I finished the 11th grade in the city of Zaporizhia”*).

The answers to the questions regarding the financial status of the respondents are as follows: 24% do not have enough for basic needs during education, 36% have money only for travel and food, 14% have difficulties answering, 22% can afford clothing and entertainment expenses, 4% indicated other. The main sources of the personal budget for 32% are parental assistance, 60% — scholarships and 42% — social benefits, 33% are forced to combine study and work.

### 1.2.3. TOT OF DONETSK REGION (AFTER 24 FEBRUARY, 2024)

The number of male and female **respondents** who took part in the survey is **380**, 246 (65%) of whom are women and 134 (35%) are men. Age: from 16 to 18 years old — 293 people, from 19 to 21 years old — 58 people, over 22 years old — 29 people.

91% chose full-time. Regarding the format of education: 55% — distant education, 11% — mixed, 34% — face-to-face. The level of obtaining a higher education was chosen by 90%, professional pre-higher education — by 10% of respondents. 95% entered after a full-scale invasion, 34% — immediately after finishing school, 14% — had breaks between finishing school and entering, and also made attempts to study at TOT or in foreign universities. Others (51%) chose an educational path — moving to Ukraine to finish school or an externship, and then admission (*“Since the beginning of the Great War I moved and studied in a Ukrainian school, with this education I entered a higher educational institution”, “At the time of finishing school the city was already deoccupied. I entered immediately after finishing school”, “Immediately after finishing school, but in Lviv region; I left the city with my family due to hostilities and transferred to another school in the 11th grade”*).

The answers to questions concerning the financial status of the respondents are as follows: 22% do not have enough for basic needs during education, 49% have money only for travel and food, 13% had difficulties answering, 12% can afford clothing and entertainment expenses, 4% indicated other. The main sources of the personal budget for 28% are parental assistance, 57% — scholarships, 43% — social benefits, 24% are forced to combine study and work.

#### 1.2.4. TOT OF LUHANSK REGION (BEFORE 24 FEBRUARY, 2024)

The number of male and female **respondents** who took part in the survey was **83**, 41 (49%) of whom were women and 42 (51%) were men. Age: from 16 to 18 years old — 56 people, from 19 to 21 years old — 19 people, over 22 years old — 8 people.

95% chose full-time. Regarding the format of education: 43% — distant education, 12% — mixed, 45% — face-to-face. 87% chose the level of obtaining a higher education, 13% of the respondents chose a professional pre-higher education. 86% entered after a full-scale invasion, 31% - immediately after graduation, 19% had breaks between graduation and entry, and also made attempts to study at TOT or foreign universities. Others (48%) chose an educational path — moving to Ukraine to finish school or doing an externship, and then admission (*“I finished 10th grade at the occupied territory, and then I finished 11th grade at an online school in Kyiv and immediately enrolled”, “I entered the institution when I was in Zaporizhia”, “After finishing school, I passed the external examination and entered a university at the territory controlled by Ukraine, obtained a bachelor’s degree and entered a master’s degree”, “I entered after graduating from a Ukrainian school as an external student”*).

The answers to questions about the financial status of the respondents are as follows: 18% do not have enough for basic needs during education, 47% have money only for travel and food, 14% had difficulties answering, 19% can afford clothing and entertainment expenses, 2% indicated other. The main sources of the personal budget for 31% are parental assistance, 52% — scholarships, 43% — social benefits, 27% are forced to combine study and work.

#### 1.2.5. TOT OF LUHANSK REGION (AFTER 24 FEBRUARY, 2024)

The number of male and female **respondents** who took part in the survey is **275**, 153 (56%) of whom are women and 122 (44%) are men. Age: from 16 to 18 years old — 192 people, from 19 to 21 years old — 45 people, over 22 years old — 38 people.

93% chose full-time. Regarding the format of education: 46% chose distant education, 13% — mixed, 41% — face-to-face. The level of obtaining a higher education was chosen by 93%, professional pre-higher education — by 7% of respondents. 97% entered after a full-scale invasion, 30% — immediately after graduation, 15% — had breaks between graduation and entry, and also made attempts to study at TOT or foreign universities. Others (53%) chose an educational path — moving to Ukraine to finish school or an externship, and then admission (*“Enrolled in a HEI after completing school remotely in Ukraine”, “Moved to Germany, but submitted documents in Ukraine in order to send by mail”, “She finished the 11th grade remotely (at her school), being in the city of Lviv. After that, she immediately entered a HEI”*).

The answers to questions about the financial status of the respondents are as follows: 20% do not have enough money for basic needs during education, 45% have money only for travel and food, 15% had difficulties answering, 14% can afford expenses for clothes and entertainment, 6% indicated other. The main sources of the personal budget for 24% are parental assistance, 65% — scholarships, 47% — social benefits, 25% are forced to combine study and work.

### 1.2.6. TOT OF ZAPORIZHIA REGION

The number of male and female **respondents** who took part in the survey is **448**, 283 (63%) of whom are women and 165 (37%) are men. Age: from 16 to 18 years old — 346 people, from 19 to 21 years old — 71 people, over 22 years old — 31 people.

96% chose full-time. Regarding the format of education: 11% — distant education, 29% — mixed, 60% — face-to-face. The level of obtaining a higher education was chosen by 90%, professional pre-higher education — by 10% of respondents. 96% entered after a full-scale invasion, 49% immediately after graduation, 11% had breaks between graduation and entry, and also made attempts to study at TOT or foreign universities. Others (38%) chose an educational path — moving to Ukraine to finish school or an externship, and then admission (*“After the occupation, I entered a school in the unoccupied territory, where I finished my studies”, “I left the occupied territory, finished the 11th grade in the city of Zaporizhia and entered Zaporizhia National University here for the first year”, “After finishing school online in the city of Melitopol”, “Studied remotely at the Energodar Multidisciplinary Lyceum (the teachers left the occupied territory and were able to continue teaching), when I had already left the occupation”*).

The answers to questions about the financial condition of the respondents are as follows: 19% do not have enough for basic needs during education, 46% have money only for travel and food, 13% had difficulties answering, 17% can afford clothing and entertainment expenses, 5% indicated other. The main sources of the personal budget for 31% are parental assistance, 42% — scholarships, 31% — social benefits, 21% are forced to combine study and work.

### 1.2.7. TOT OF KHERSON REGION

The number of male and female **respondents** who took part in the survey is **284**, 172 (61%) of whom are women and 112 (39%) are men. Age: from 16 to 18 years old — 215 people, from 19 to 21 years old — 59 people, over 22 years old — 10 people.

99% chose full-time. Regarding the format of education: 43% — distant education, 13% — mixed, 44% — face-to-face. The level of obtaining a higher education was chosen by 94%, professional pre-higher education — by 6% of respondents. 96% entered after a full-scale invasion, 51% immediately after graduation, 12% had breaks between graduation and entry, and also attempted to study at TOT or foreign universities. Others (36%) chose an educational path — moving to Ukraine to finish school or an externship, and then admission (*“I entered the 11th grade as an IDP in the city of Krasyliv, Khmelnytskii region”, “After some time, I left for the territory controlled by Ukraine, entered the 11th grade and, after finishing it, entered the university”, “After leaving, I studied both at a foreign lyceum and remotely at a school in the city of Lviv, which I graduated from”, “I finished the 10th grade in Nova Kakhovka, and the 11th grade in Zaporizhia, at the Cossack Lyceum”*).

The answers to questions about the financial status of the respondents are as follows: 19% do not have enough for basic needs during education, 47% have money only for travel and food, 4% had difficulties answering, 14% can afford expenses for clothes and entertainment, 16% indicated other. The main sources of the personal budget for 36% are parental assistance, 67% — scholarships, 49% — social benefits, 20% are forced to combine study and work.

### 1.2.8. TOT OF KHARKIV REGION

The number of male and female **respondents** who participated in the survey was **163**, 94 (58%) of whom were women and 69 (42%) were men. Age: from 16 to 18 years old — 115 people, from 19 to 21 years old — 36 people, over 22 years old — 12 people.

97% chose full-time. Regarding the format of education: 57% — distant education, 15% — mixed, 28% — face-to-face. The level of obtaining a higher education was chosen by 93%, professional pre-higher education — by 7% of respondents. 97% entered after a full-scale invasion, 39% immediately after graduation, 14% had breaks between graduation and entry, and also attempted to study at TOT or foreign universities. Others (45%) chose an educational path — moving to Ukraine to finish school or an externship, and then admission (*"I entered the university after finishing school at a dangerous territory — in the Sumy region", "I left the occupation and during the 11th grade I studied in the Lviv region", "I left the occupied territory, entered a school in the Rivne region, where I finished the 11th grade, wrote the NMT in the Czech Republic, after that I returned to the liberated territory to enter a university", "Before the war, I studied at the Kupiansk road vocational school", "He graduated from it last year, when he left Kupiansk and entered HEI — KNAHU"*).

The answers to questions about the financial situation of students are as follows: 22% do not have enough for basic needs during their education, 45% have money only for travel and food, 17% had difficulties answering, 12% can afford expenses for clothing and entertainment, 4% indicated other. The main sources of the personal budget for 29% are parental assistance, 61% — scholarships, 37% — social benefits, 20% are forced to combine study and work.

### 1.2.9. TOT OF MYKOLAIV REGION

The number of male and female **respondents** who took part in the survey was **51**, 32 (63%) of whom were women and 19 (37%) were men. Age: from 16 to 18 years old — 26 people, from 19 to 21 years old — 19 people, over 22 years old — 6 people.

94% chose full-time. Regarding the format of education: 23% — distant education, 20% — mixed, 57% — face-to-face. The level of obtaining a higher education was chosen by 90%, professional pre-higher education — by 10% of respondents. 76% entered after a full-scale invasion, 35% immediately after graduation, 7% had breaks between graduation and entry, and also made attempts to study at TOT or foreign universities. Others (56%) chose an educational path — moving to Ukraine to finish school or an externship, and then admission (*"Enrolled when I moved to Ternopil", "Immediately after finishing school in the Kyiv region", "At the beginning of the 11th grade, I left the temporarily occupied territory, entered a HEI already in Ivano-Frankivsk"*).

## PREREQUISITES FOR ADMISSION

### 2.1. MOTIVATION TO ENROLL IN UKRAINIAN EDUCATIONAL INSTITUTIONS

To analyze the prerequisites for admission, only the answers of students studying in years 1-2 and enrolled after the full-scale invasion of the Russian Federation were used. The total number of respondents was **1,823 people**, who were distributed by regional component as indicated in table 2.1.1.

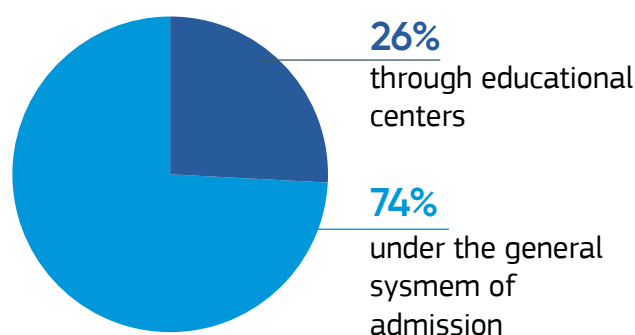
**Table 2.1.1.** The number of students who entered after 2022 (by regional component and year of study)

	Year I	Year II	Total
TOT of AR of Crimea and the city of Sevastopol	44	3	47
TOT of Donetsk region (before 24 February, 2022)	144	22	166
TOT of Donetsk region (after 24 February, 2022)	329	34	363
TOT of Luhansk region (before 24 February, 2022)	71	4	75
TOT of Luhansk region (after 24 February, 2022)	250	18	268
TOT of Zaporizhia region	413	19	432
TOT of Kherson region	245	29	274
TOT of Kharkiv region	132	27	159
TOT of Mykolaiv region	29	10	39
<b>Total</b>	<b>1657</b>	<b>166</b>	<b>1823</b>
<b>%</b>	<b>91</b>	<b>9</b>	

Among the surveyed respondents who entered in 2022 and 2023, only **26% entered under the simplified system** through the EC, the rest (**74%**) **entered under the general system of admission (through passing the NMT)**, but with the possibility of using quota-2.

**Diagram 4.**

The path to admission to HEIs of Ukraine



Analysis of the answers to the question **“Did you enter through EC?”** by region shows that, in percentage terms, the simplified system is used more by male and female applicants who live on the TOT, who have been in temporary occupation since 2014. For example, 38% of the students from the AR of Crimea and the city of Sevastopol entered through the EC, and 0% from the TOT of the Mykolaiv region. For more details, see table 2.1.2.

**Table 2.1.2.** The path to admission to HEIs of Ukraine by regional distribution

	EC	General system	Total
TOT of AR of Crimea and the city of Sevastopol	29	18	47
TOT of Donetsk region (before 24 February, 2022)	49	117	166
TOT of Donetsk region (after 24 February, 2022)	67	296	363
TOT of Luhansk region (before 24 February, 2022)	46	29	75
TOT of Luhansk region (after 24 February, 2022)	201	67	268
TOT of Zaporizhia region	37	395	432
TOT of Kherson region	33	241	274
TOT of Kharkiv region	3	156	159
TOT of Mykolaiv region	0	39	39
<b>Total</b>	<b>465</b>	<b>1358</b>	<b>1823</b>
<b>%</b>	<b>26</b>	<b>74</b>	

Analysis of answers to the question ***“What best describes your motivation for entering an educational institution of Ukraine?” (several options can be chosen)*** shows that the main factor for admission to HEIs of Ukraine is civic identity (they consider themselves citizens of Ukraine).

*“I **definitely** wanted to study in a Ukrainian educational institution”,* — 70.8% (1292 answers).

At the same time, among other dominant incentives there are also:

- Prospects of Ukrainian education for future life

Table 2.1.3.

I see more prospects for employment after graduating from a Ukrainian educational institution	<b>40 %</b> (733 answers)
I believe that studying in Ukraine is more promising	<b>31 %</b> (567 answers)
Total	<b>71,3 %</b> (1300 answers)

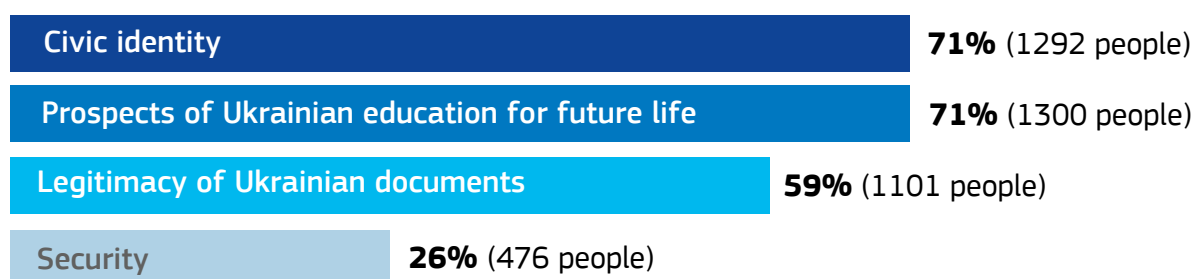
- Legitimacy of Ukrainian documents

**Table 2.1.4.**

A Ukrainian diploma is recognized at the international level	<b>38%</b> (698 answers)
I wanted to get education abroad (Europe, USA, etc.) and I can do it only after graduating from a Ukrainian educational institution	<b>6%</b> (126 answers)
I want to go work abroad after graduation	<b>15%</b> (277 answers)
Total	<b>59%</b> (1101 answers)

Also, 26% (476) of the answers indicate that the **respondents feel more secure** while studying in Ukraine than at the occupied territories.

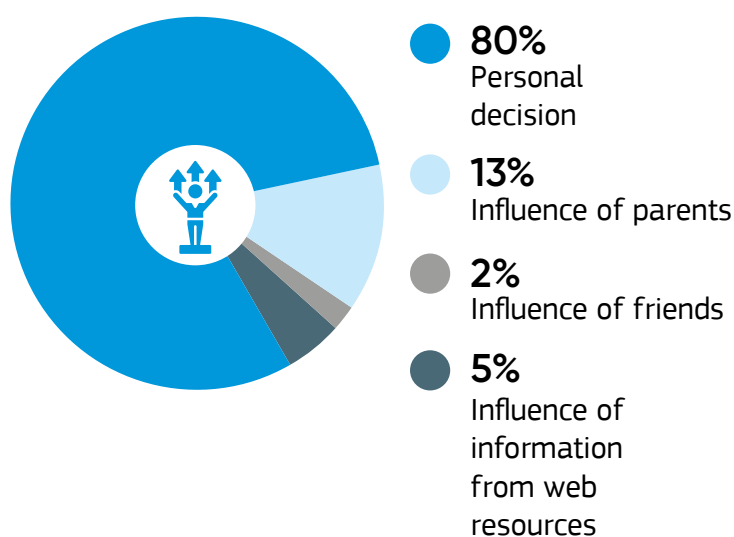
**Diagram 5.** Motivation for admission



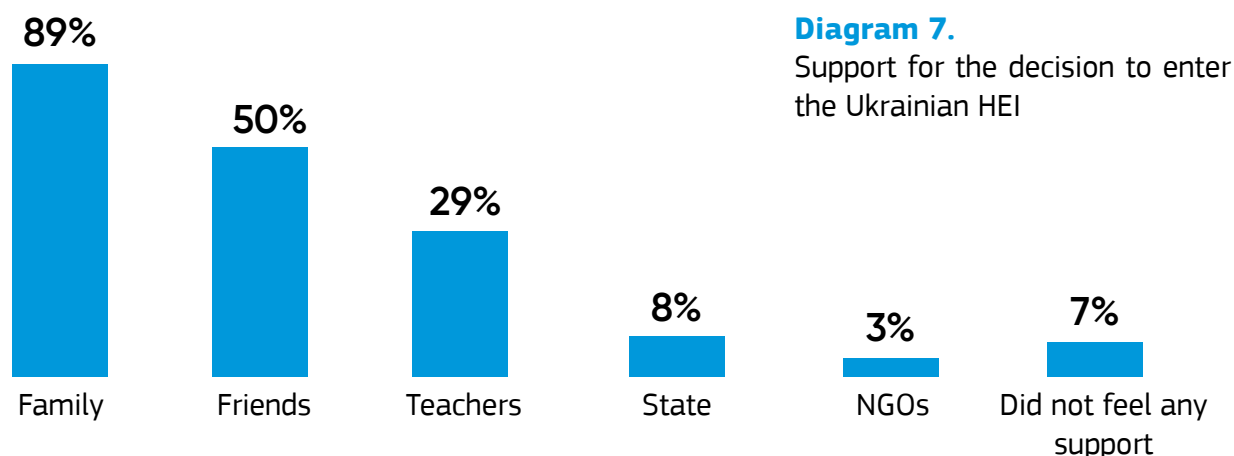
## 2.2. MAKING A DECISION ON ADMISSION TO UKRAINIAN EDUCATIONAL INSTITUTIONS

During the survey, the question was asked **“How did you decide on admission to a Ukrainian educational institution?”**. The vast majority (**80%**) of male and female respondents answered that it was a **personal decision**, while **13%** noted **the influence of parents**. The influence of friends who are already studying in Ukraine among the respondents' answers was insignificant (2%): even information from state and non-state web resources influenced a larger number (5%).

**Diagram 6.** Making a decision on admission to Ukrainian educational institutions



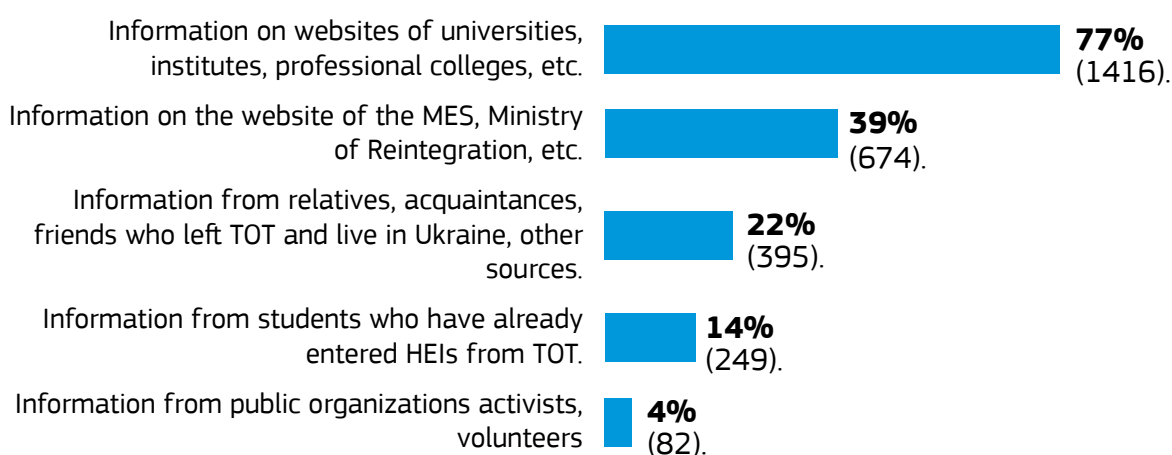
At the same time, we believe that it is worth comparing the answers to the question with the previous ones: **“Did you feel supported in your decision to enter an educational institution in Ukraine? (you can choose several answers)”**. Among the responses “I felt the support of my family and relatives”, 89% of respondents answered positively, which indirectly indicates the influence and importance of family support for young people. The situation is similar with respect to the support of such a decision by friends (50%) and teachers (29%). Only 8% felt the support of state bodies of Ukraine, in particular the MES, and 3% of respondents felt the support of public organizations and volunteers. In general, 7% did not feel support for such a decision, and 4% refused to answer this question.



## 2.3. CHANNELS AND SOURCES OF OBTAINING INFORMATION ABOUT THE POSSIBILITIES OF ADMISSION TO UKRAINIAN EDUCATIONAL INSTITUTIONS

The Internet (**websites**) is the main source of information when making a decision on admission to a Ukrainian HEI. Especially information on the Internet, posted on the websites of universities, institutes, professional colleges, etc. (77% of respondents received information from this source). In addition, every third of the respondents (39%) received information on the websites of state authorities. At the same time, personal networks are important: 22% received information from friends/relatives who left TOT, and 14% — from students from the Crimea who are already studying at HEIs in Ukraine. The share of information from public organizations, activists, volunteers is very low — 4%.

**Diagram 8.** Sources of information about studying in Ukrainian HEIs





64% of the respondents indicated that the information from the mentioned sources was sufficient, while every third of the respondents **(29%)** stated that despite the fact that the information “was enough”, they did not know “important details for admission before they arrived to enroll”. For another **7%**, the information was generally or completely insufficient.

## 2.4. COMPLETENESS AND COMPREHENSIBILITY OF INFORMATION

Analyzing the block of questions related to the assessment of the quality of the provided information, one should pay attention to the difference in the assessment of its completeness and comprehensibility. And it is also worth analyzing what problems arose in the respondents after receiving “sufficient” information.

According to the respondents, there was mostly enough information in various sources where answers to questions about admission can be found. The majority of applicants preferred the **websites of universities, institutes, professional colleges and the website of the MES**. If you compare the score according to **the type of information that explains the admission procedure, there is no significant difference**. For example:

- regarding the completeness of information from the MES, more than 70% of respondents answered that the information was generally complete and comprehensive, while every fifth respondent **(20%)** claimed that the information lacked important clarifications. This is mainly what concerns the **“List of higher education institutions with ECs”, “Information on social guarantees (scholarships and housing)”, “Information on the possibility of distant learning”**;
- regarding the comprehensiveness of information from the HEIs: more than 75% of respondents answered that the information was complete and comprehensive, while 25% claimed that the information lacked important clarifications regarding **“Information on social guarantees (scholarships and housing)”**.

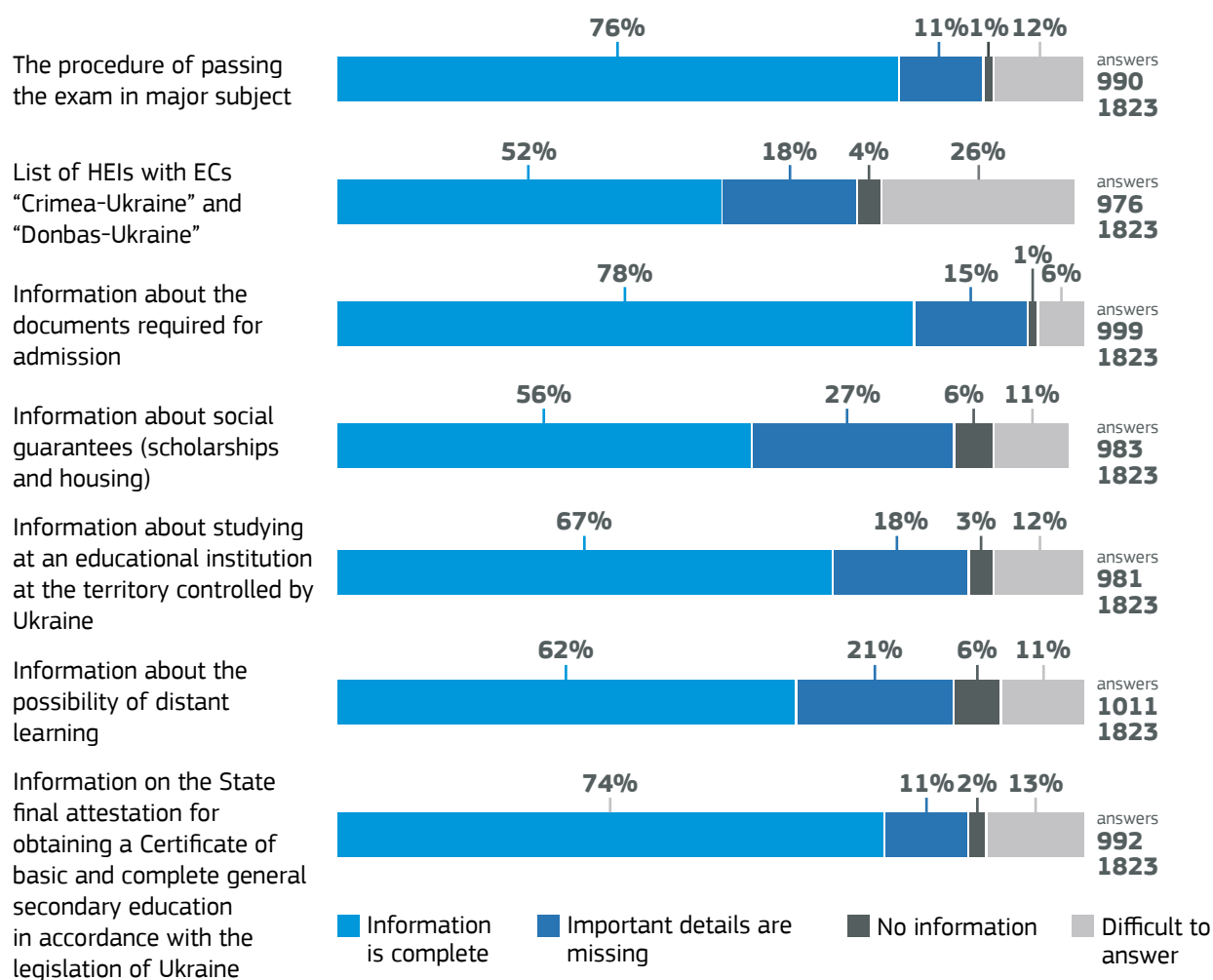
Every second respondent (about 50%) was satisfied with the completeness of information from public organizations, activists, and volunteers. More details about this are in the given tables of respondents’ assessment of completeness of information.



## Tables for evaluating the completeness of information about admission on websites

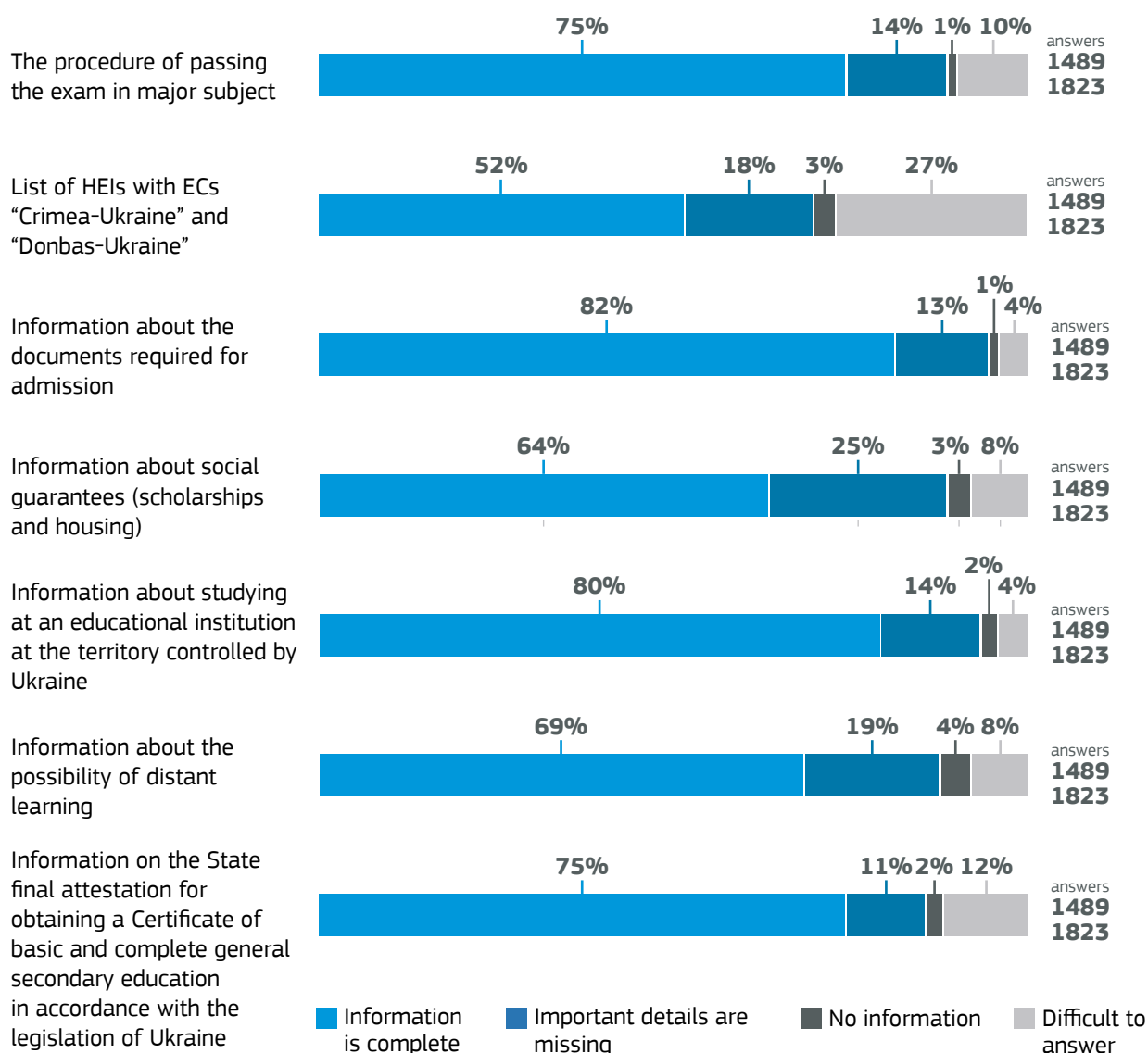
If you used the information posted on the website of the MES, the Ministry of Reintegration of the Temporarily Occupied Territories, etc., evaluate the completeness of the information on the admission procedure that you received from these resources

Diagram 9.



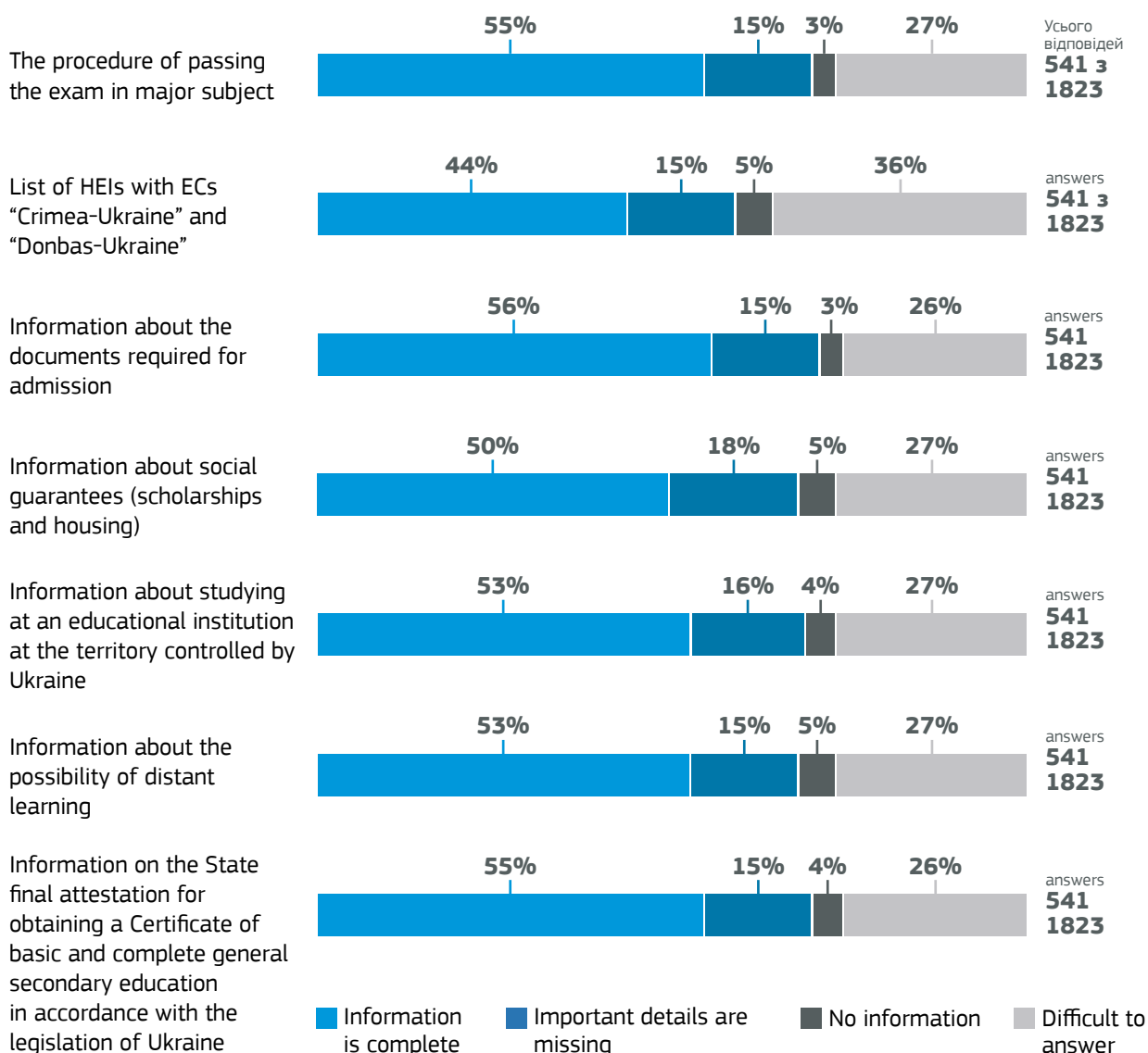
**If you have used the information posted on websites of universities, institutes, professional colleges, etc., evaluate the completeness of the information regarding the admission procedure that you have received from these resources**

**Diagram 10.**



## If you used information from NGOs, activists, volunteers, evaluate the completeness of the information regarding the admission procedure that you received from these resources

Diagram 11.



Despite the fact that the answers to the previous questions testify to a very high level of satisfaction of the respondents with the comprehensiveness of information on the websites of the MES, the Ministry of Reintegration, universities, institutes, professional colleges and from NGOs, activists, volunteers, the clarity of this information did not meet the expectations of students.

When answering questions regarding the comprehensibility of the information provided on the websites of the MES and/or the Ministry of Reintegration regarding admission to Ukrainian HEIs from TOT, the information was **completely understandable for 40% of respondents**, **32%** had difficulty understanding it or **did not understand it at all**, and **28%** of the respondents did not search for it on this resource.

As for the information from **the websites of universities, institutes, and professional colleges** about admission to Ukrainian educational institutions of applicants from TOT, **61%** understood the information, **33%** found it difficult or **did not understand** it, and **6%** did not search for information.

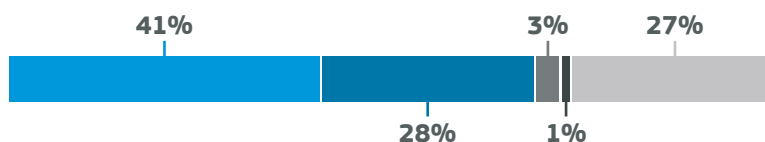
Evaluation of the comprehensibility of information on the websites of NGOs, activists, volunteers about admission to Ukrainian educational institutions from TOT: the information **was clear** — **32%**, it was difficult or unclear — **18%**. And every second (**50%**) of the respondents **did not search for information** on the web pages of NGOs. Read more about this in the tables with the results of evaluating the comprehensibility of information for respondents.



## Tables with the results of evaluating the comprehensibility of information on the admission procedure on websites

Diagram 12.

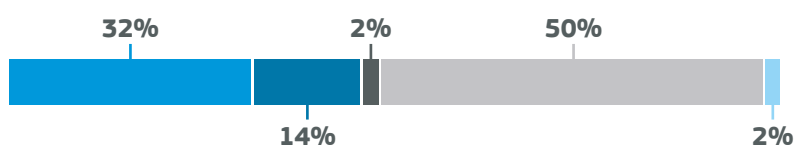
Information from the websites of the MES and/or the Ministry of Reintegration about admission to Ukrainian educational institutions from TOT



Information on the websites of universities, institutes, professional colleges, etc. about admission to Ukrainian educational institutions from TOT



Information on the websites of NGOs, activists, and volunteers about admission to Ukrainian educational institutions from the temporarily occupied territories



■ Information was as clear as possible

■ Not all information was easy to understand

■ Most of the information was too complicated to understand

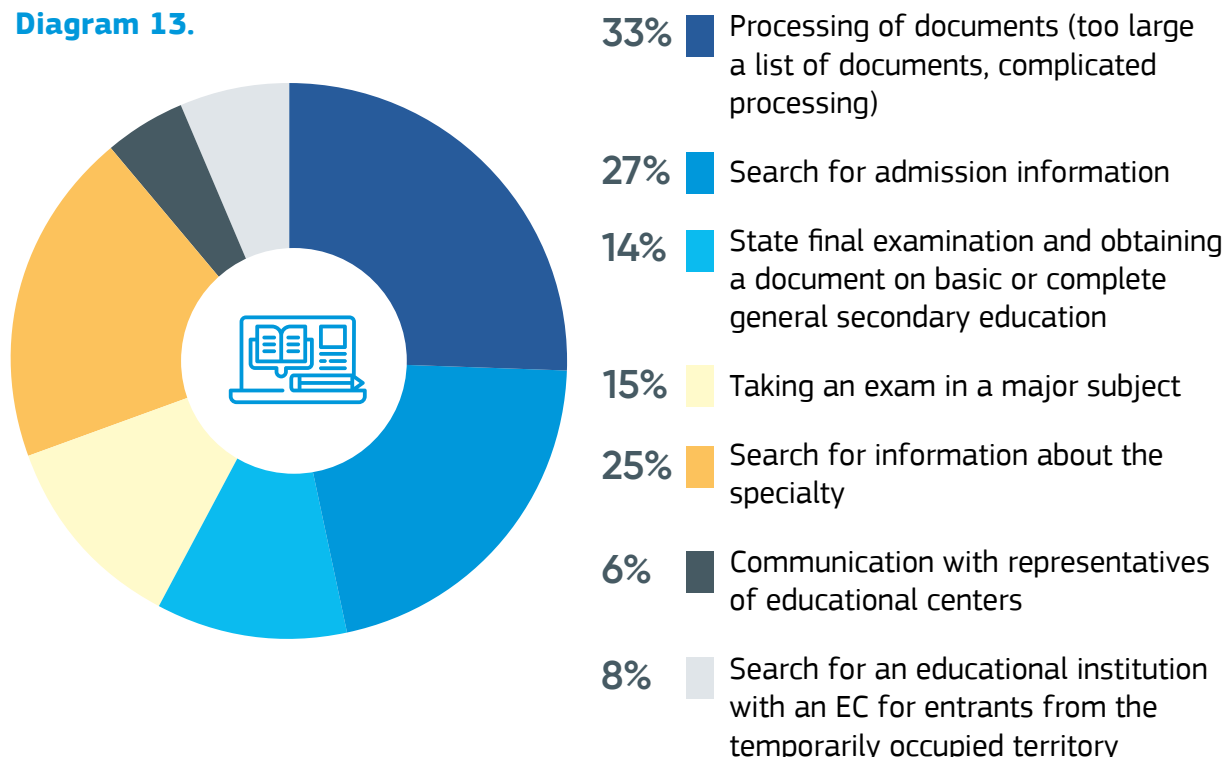
■ All information was too complicated to understand

■ I didn't search for information on such resources

■ Other

It is also worth noting the irrelevance to the previous results **about the completeness and comprehensibility of the information** in the answer to the question “**What problems did you face when preparing for admission?**”. Most of the problems encountered by the respondents are related to the quality of information posted on web resources.

**Diagram 13.**



Separately, it is worth talking about the problems that caused the greatest difficulties and which are not directly related to the information and communication activities of the HEIs.

**21%**

Problems with finding housing at the territory controlled by Ukraine during admission.

**20%**

Problems with leaving the TOT.

**4%**

Prejudiced attitude of representatives of state bodies/ educational institutions, with whom it was necessary to communicate during admission.

Respondents were also asked an open-ended question **“What caused the greatest difficulties during admission?”**. Here are the most common answers:

- *“I left the occupation in April 2022, it was the most difficult obstacle.”*
- *“Problems with finding housing at the territory controlled by Ukraine during admission.”*
- *“Problems with leaving the temporarily occupied territory.”*
- *“Confirmation of the quota from the occupied territory, because it is difficult to get a certificate of stay at the occupied territory.”*
- *“To make an electronic signature.”*
- *“The information regarding the approval of quota 2 and the scheme of accepting documents for consideration is hidden somewhere far away, because it was possible to confirm it only after conversations with representatives responsible for this category of confirmation.”*
- *“To collect all documents from different cities of Ukraine.”*



- *"I needed a certificate from Diia that I am really from TOT. "Diia" did not give me such a certificate, because I was at the occupied territory, and without this certificate, I was not accepted for an interview anywhere!"*
- *"Prejudiced attitude of representatives of state bodies/educational institutions with whom it was necessary to communicate for admission."*
- *"Bureaucracy!"*
- *"Issuing of documents in an electronic form".*
- *"The procedure of the state final examination and obtaining a document on basic or complete general secondary education. Also from some people whom I had to communicate with during admission and during the preparation of Ukrainian documents: caustic words/phrases slipped by, sidelong glances after they found out that I am from the Crimea (because of this you feel like a "second-class citizen")"*
- *"The state final examination and obtaining a document on basic or complete general secondary education."*

Thanks to the information from the open answers to the previously defined problems and difficulties, it is **also** worth adding departure from TOT, obtaining a certificate of stay at the TOT, electronic signature and processing of documents in an electronic form, prejudiced attitude, DPA procedure, and search for housing at the time of admission.

## 2.5. COMMUNICATION REGARDING ADMISSION TO UKRAINIAN HEIS BY RESIDENTS FROM TOT

A factor that affects the decision of an applicant from the TOT to enter a Ukrainian higher education institution is primary communication with representatives of the HEI, state bodies, in particular, the MES or the Ministry of Reintegration.

According to the survey, the vast majority of respondents (**83%**) did not contact representatives of the MES or the Ministry of Reintegration, because there was no such need. At the same time, **77%** of **respondents** had successful experience of communication with representatives of HEIs.

These indicators have certain signs of subjectivity, as they reflect the opinion and assessment of only those who entered Ukrainian HEIs.

Taking into account the peculiarities of the long stay of the remaining respondents outside the educational field of Ukraine, ECs were created for entrants from TOT, which provide special admission conditions.

To the question **"Are you satisfied with the number of HEIs where ECs have been created?"** **69%** of respondents from the total number of entrants after a full-scale invasion **answered affirmatively**. Another **27% found it difficult to answer**, which suggests that part of the respondents did not know about ECs. The share of those who are **not satisfied** with the number of ECs was insignificant (**2%**).

Among the respondents, the answer to the question “**Did you enter through the EC?**” only 465 people (**26%**) answered affirmatively. Most of the entrants entered through ECs from TOT of the AR of Crimea and the city of Sevastopol, TOT of the Luhansk region.

### Evaluation of the level of communication of ECs

In order to assess communication through specially created ECs to meet the educational needs of residents from TOT, a number of questions were added to the questionnaire.

Those who chose the educational path of entry through educational centers (465 people entered through ECs) provided the following assessment of their own communication with ECs.

**Table 2.5.1.** Evaluation by respondents of communication with ECs

	Not satisfied or partially not satisfied	Satisfied and rather satisfied	It is difficult to decide
Means of communication offered by the educational center to contact it	32 %	55 %	13 %
Means of communication	32 %	56 %	12 %
Completeness of information provided by the educational center	31 %	57 %	12 %
The level of communication of the educational center with you and interest in your admission	31 %	57 %	12 %
Effectiveness of providing information to the educational center	31 %	56 %	13 %

Despite the fact that 56% of respondents are satisfied or rather satisfied, it is worth paying attention to the fact that **every third entrant (31%) is completely or partially not satisfied** with the level of communication of representatives of the EC. The rest could not decide, which indirectly indicates certain difficulties in communication.

## ADMISSION, STUDYING, ADAPTATION







In addition to the procedure and organization of admission to HEIs for applicants from TOT, an important issue is the obstacles that respondents had to overcome during admission to HEIs at the territory controlled by Ukraine. Among them is the need for linguistic integration, since under conditions of occupation, especially long-term, linguistic ties may be lost; the need to take an exam on the history of Ukraine, which was not studied at TOT; the difference between programs of major subjects that are taken during admission. The study of students' opinions regarding the presence or absence of obstacles to admission is concentrated in the following parts of the questionnaire: "Studying, adaptation, living conditions" and "Preparatory courses".

### 3.1. THE OVERALL ASSESSMENT OF THE DIFFICULTY OF ADMISSION

for students from TOT by regional distribution is as follows (table 3.1.1). When analyzing the answers of the respondents, it should be taken into account that the questions were answered by male and female respondents who have already obtained higher education in Ukraine.

**Table 3.1.1.** General assessment of the difficulty of admission for students from TOT (by regional distribution)

TOT of AR of Crimea and the city of Sevastopol	9	26	5	4	3	47
TOT of Donetsk region (before 24 February, 2022)	32	86	32	4	13	167
TOT of Donetsk region (after 24 February, 2022)	79	183	62	10	29	363
TOT of Luhansk region (before 24 February, 2022)	18	31	19	2	5	75
TOT of Luhansk region (after 24 February, 2022)	51	122	67	2	26	268
TOT of Zaporizhia region	66	216	106	10	34	432
TOT of Kherson region	36	133	73	12	20	274
TOT of Kharkiv region	36	74	28	3	18	159
TOT of Mykolaiv region	6	21	8	2	2	39
<b>Total</b>	<b>333</b>	<b>892</b>	<b>400</b>	<b>49</b>	<b>150</b>	<b>1823</b>
<b>%</b>	<b>18</b>	<b>49</b>	<b>22</b>	<b>3</b>	<b>8</b>	

	Admission procedure is simple
	Admission procedure is rather simple
	Admission procedure is rather complicated
	Admission procedure is complicated
	Difficult to answer
	Total

## 3.2. LINGUISTIC INTEGRATION AND ADAPTATION

Respondents were given the opportunity to assess their level of Ukrainian language proficiency through a questionnaire. The vast majority has a high level of Ukrainian language proficiency (75%), average — 22%, low level — about 2%. No noteworthy regional differences were found.

**Diagram 14.** How do you rate your level of the Ukrainian language proficiency?



Regarding the preparation for the annual assessment, DPA and NMT in the Ukrainian language and history of Ukraine, the majority of respondents prepared independently (36%), 23% — with the help of tutors, 10% — with the help of online resources, did not have the opportunity - 7%, did not have desire - 2%. There is also a significant percentage (22%) of those who chose other.

The most common answers among applicants from TOT who were in the occupation after 2022: *"I was in the occupation for a short time", "I studied at a Ukrainian school at the same time", "When I finished the 11th grade, I was not in the occupation", "I have been speaking Ukrainian all my life", "I studied it, and at school after 2014 there was still Ukrainian language and history"*.

For those respondents who lived or have been living at the TOT occupied since 2014 before entering, answers related to poor access to websites and lack of internet were common. Respondents also pointed to the family's help in preparing for admission (*"My family helped me"*).

**Table 3.2.1.** Answers of respondents to the question “Did you study the Ukrainian language and/or the history of Ukraine while you were at TOT?” (by regional distribution)

TOT of AR of Crimea and the city of Sevastopol	22	9	5	7	1	3	47
TOT of Donetsk region (before 24 February, 2022)	50	37	13	16	8	42	166
TOT of Donetsk region (after 24 February, 2022)	106	90	31	18	6	112	363
TOT of Luhansk region (before 24 February, 2022)	27	21	4	8	1	14	75
TOT of Luhansk region (after 24 February, 2022)	97	61	19	14	2	75	268
TOT of Zaporizhia region	176	75	59	28	15	79	432
TOT of Kherson region	103	71	39	16	5	40	274
TOT of Kharkiv region	62	38	12	13	6	28	159
TOT of Mykolaiv region	12	10	2	3	1	11	39
<b>Total</b>	<b>655</b>	<b>412</b>	<b>184</b>	<b>123</b>	<b>45</b>	<b>404</b>	<b>1823</b>
<b>%</b>	<b>36</b>	<b>23</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>22</b>	

- Yes, I did it myself
- Yes, I did it with a tutor/teacher
- Yes, I did it with online resources, online courses, etc
- No, I wanted to, but I couldn't
- No, I didn't want to and I didn't do that
- Other
- Total

### 3.3. ADAPTATION TO THE EDUCATIONAL PROCESS. THE NEED FOR PREPARATORY COURSES

The selection of male and female respondents was based on the fact that students who entered Ukrainian HEIs, were outside the educational process according to Ukrainian state standards within a certain time (from 2014 or from 2022) and have a need to overcome educational gaps. Therefore, they were offered to evaluate the availability of adaptive programs.

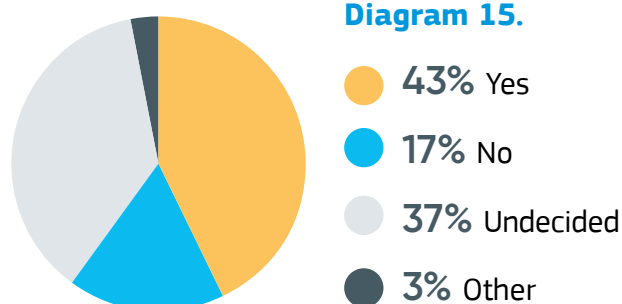
The respondents' answers indicate that such programs either do not exist (26%), or they are of low quality (19%). 20% found it difficult to answer the question “Are you satisfied with the availability of adaptation programs for entrants from the occupied territories?”. And only **32%** of respondents positively evaluated such programs.

To the proposed questions about preparatory courses and additional educational opportunities for entrants from TOT, the respondents answered: **54% consider it necessary** to introduce such courses, **11% think introduction is not necessary**, but most of them are **undecided – 35%**.

Despite the fact that paid preparatory courses are available in almost HEIs where the respondents are currently studying, the students **did not know** about preparatory courses for entrants from TOT (**82%**). However, a small number of students (**3%**) studied at preparatory courses for entrants from TOT. The respondents in the evaluation of the quality of the courses were divided into three groups: 60% were completely satisfied with the courses,

23% were satisfied with the courses in general, but there were certain nuances, and 18% were not satisfied with the courses.

Almost similar are the answers to the question **“Do you think that additional online express consultations are needed in authorized IGSE in the Ukrainian language and history of Ukraine for entrants from TOT?”**.



At the same time, the vast majority of students from TOT since 2014 consider such consultations necessary. For example, 66% of respondents from the AR of Crimea and the city of Sevastopol noted that such consultations would provide more opportunities during the DPA and entrance exam.

Only 26% claim that the HEI gave them the opportunity to improve their knowledge of the Ukrainian language free of charge during admission and study. On the other hand, 34% claim that there was no such opportunity, and they took additional paid lessons of the Ukrainian language, or studied it independently through online resources. 22% noted that they were not able to take additional lessons, but learned the Ukrainian language during lectures. 17% indicated “Other” when answering.

**Table 3.3.1.** Answers to the question “Did you have the opportunity to improve your knowledge of the Ukrainian language before admission or during your studies with the help of an educational institution?” (by regional distribution)

TOT of AR of Crimea and the city of Sevastopol	11	11	8	4	11	2	47
TOT of Donetsk region (before 24 February, 2022)	37	17	38	13	26	35	166
TOT of Donetsk region (after 24 February, 2022)	92	25	74	42	57	73	363
TOT of Luhansk region (before 24 February, 2022)	14	5	14	8	16	18	75
TOT of Luhansk region (after 24 February, 2022)	71	25	59	31	30	52	268
TOT of Zaporizhia region	123	32	107	51	62	57	432
TOT of Kherson region	69	25	46	44	43	47	274
TOT of Kharkiv region	43	9	44	10	27	26	159
TOT of Mykolaiv region	9	3	10	2	6	9	39
<b>Total</b>	<b>469</b>	<b>152</b>	<b>400</b>	<b>205</b>	<b>278</b>	<b>319</b>	<b>1823</b>
<b>%</b>	<b>26</b>	<b>8</b>	<b>22</b>	<b>11</b>	<b>15</b>	<b>18</b>	



Yes, there was such an opportunity, the educational institution gave me and other entrants from TOT the opportunity to study the Ukrainian language for free



No, there was no such opportunity, I took paid Ukrainian language lessons from a tutor



No, there was no such opportunity, I did not take additional classes, I improved my knowledge of the Ukrainian language during my studies at the educational institution



No, there was no such opportunity, I used available online resources to learn the Ukrainian language



No, there was no such opportunity, I had to improve my knowledge on my own









Other

Total

The majority of respondents (80%) have no problems with mastering major subjects that are taught in the Ukrainian language at an educational institution.

**Table 3.3.2.** Answers to the question “Do you have difficulties with learning major subjects that are taught in the Ukrainian language at the educational institution?” (by regional distribution)

TOT of AR of Crimea and the city of Sevastopol	5	9	32	1	0	47
TOT of Donetsk region (before 24 February, 2022)	5	25	131	5	0	166
TOT of Donetsk region (after 24 February, 2022)	9	46	291	14	3	363
TOT of Luhansk region (before 24 February, 2022)	2	6	64	2	1	75
TOT of Luhansk region (after 24 February, 2022)	5	45	205	11	2	268
TOT of Zaporizhia region	6	49	348	25	4	432
TOT of Kherson region	7	30	227	7	3	274
TOT of Kharkiv region	3	19	130	6	1	159
TOT of Mykolaiv region	1	5	32	0	1	39
<b>Total</b>	<b>43</b>	<b>234</b>	<b>1460</b>	<b>71</b>	<b>15</b>	<b>1823</b>
<b>%</b>	<b>2</b>	<b>13</b>	<b>80</b>	<b>4</b>	<b>1</b>	

-  Yes, I have significant difficulties, my level of the Ukrainian language negatively affects my success in major subjects
-  Yes, I have certain difficulties, but they do not affect my overall success in major subjects too much
-  No, I don't have any difficulties with mastering major subjects due to my level of knowledge of the Ukrainian language
-  Difficult to answer
-  Other
-  Total

### 3.4. SOCIAL ADAPTATION

For the processes of adaptation and reintegration, relations in the social environment of students who were under occupation and moved to study in territories controlled by Ukraine are of great importance. The majority of respondents (73%) are satisfied with the choice of educational institution and specialty.

**Table 3.4.1.** The level of satisfaction with the choice of an educational institution

TOT of AR of Crimea and the city of Sevastopol	11	3	0	12	20	1	47
TOT of Donetsk region (before 24 February, 2022)	24	8	10	45	78	1	166
TOT of Donetsk region (after 24 February, 2022)	65	6	18	85	186	3	363
TOT of Luhansk region (before 24 February, 2022)	8	4	2	23	37	1	75
TOT of Luhansk region (after 24 February, 2022)	42	4	15	70	135	2	268
TOT of Zaporizhia region	63	21	32	92	221	3	432
TOT of Kherson region	37	11	26	69	128	3	274
TOT of Kharkiv region	30	7	14	28	78	2	159
TOT of Mykolaiv region	9	4	2	11	12	1	39
<b>Total</b>	<b>289</b>	<b>68</b>	<b>119</b>	<b>435</b>	<b>895</b>	<b>17</b>	<b>1823</b>
<b>%</b>	<b>16</b>	<b>4</b>	<b>6</b>	<b>24</b>	<b>49</b>	<b>1</b>	

**Table 3.4.2.** The level of satisfaction with the choice of specialty

TOT of AR of Crimea and the city of Sevastopol	10	2	0	11	23	1	47
TOT of Donetsk region (before 24 February, 2022)	23	9	13	33	88	0	166
TOT of Donetsk region (after 24 February, 2022)	64	12	22	62	201	2	363
TOT of Luhansk region (before 24 February, 2022)	9	2	3	17	43	1	75
TOT of Luhansk region (after 24 February, 2022)	41	9	17	54	145	2	268
TOT of Zaporizhia region	62	21	21	87	238	3	432
TOT of Kherson region	41	7	23	48	152	3	274
TOT of Kharkiv region	33	5	15	23	83	0	159
TOT of Mykolaiv region	7	3	2	13	13	1	39
<b>Total</b>	<b>290</b>	<b>70</b>	<b>116</b>	<b>348</b>	<b>986</b>	<b>13</b>	<b>1823</b>
<b>%</b>	<b>16</b>	<b>4</b>	<b>6</b>	<b>19</b>	<b>54</b>	<b>1</b>	

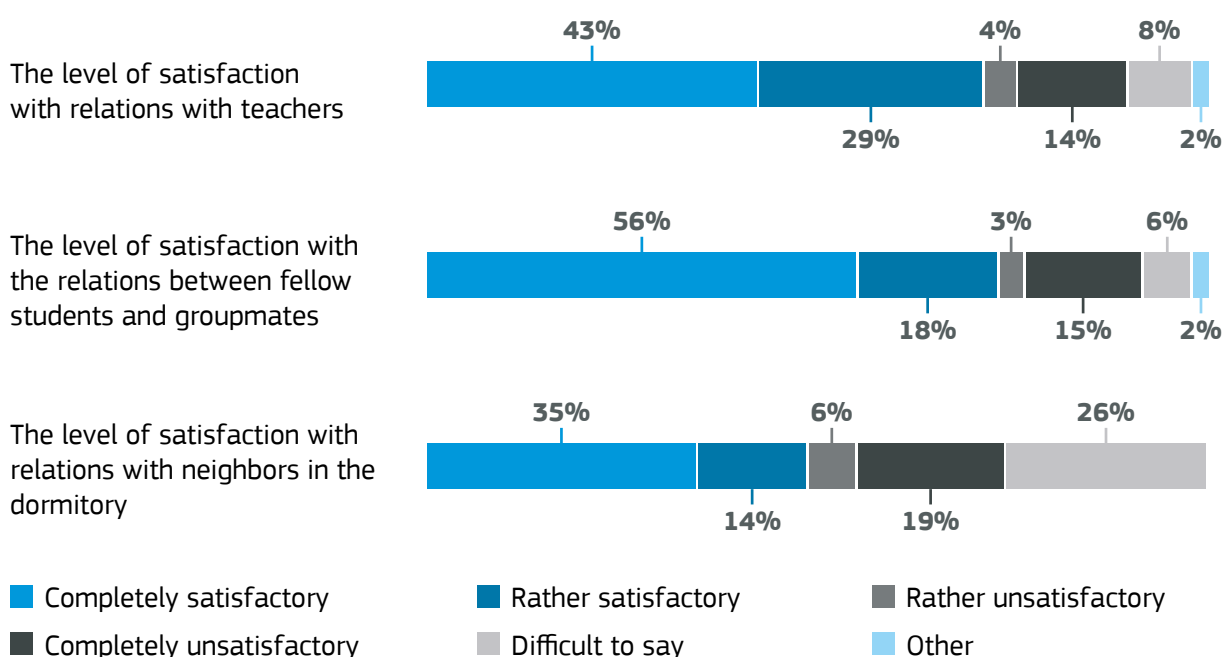
	Completely unsatisfactory
	Rather unsatisfactory
	Difficult to say
	Rather satisfactory
	Completely satisfactory
	Doesn't concern me
	Total

In order to reveal the level of satisfaction of the respondents with the environment in which they are studying, the following questions were included in the questionnaire:

- Assess the level of satisfaction with relations with teachers.
- Assess the level of satisfaction with relations with fellow students and groupmates.
- Assess the level of satisfaction with relations with neighbors in the dormitory (if you live in a dormitory).

The detailed distribution of answers is presented in the diagram.

**Diagram 16.** The level of satisfaction with the social environment



As can be seen from the previous diagram, the majority of respondents do not have any difficulties in relations with the people around during the educational process: 71% are satisfied with relations with teachers, 74% — with fellow students and group mates. But almost every fourth respondent experiences certain difficulties. Sometimes the respondents notice a prejudiced or intolerant attitude towards themselves because of their origin and attitude to TOT - about 20% feel a “special” attitude towards themselves.

**Table 3.4.3.** Answers to the question “Have you experienced prejudice or intolerance because you are from the temporarily occupied territory?” (by regional distribution)

TOT of AR of Crimea and the city of Sevastopol	3	2	4	33	3	2	47
TOT of Donetsk region (before 24 February, 2022)	4	6	28	108	17	3	166
TOT of Donetsk region (after 24 February, 2022)	12	14	61	252	15	9	363
TOT of Luhansk region (before 24 February, 2022)	5	0	7	55	6	2	75
TOT of Luhansk region (after 24 February, 2022)	9	9	45	183	17	5	268
TOT of Zaporizhia region	7	5	59	319	30	12	432
TOT of Kherson region	12	9	52	180	19	2	274
TOT of Kharkiv region	9	5	3	130	6	6	159
TOT of Mykolaiv region	1	1	4	28	3	2	39
<b>Total</b>	<b>62</b>	<b>51</b>	<b>263</b>	<b>1288</b>	<b>116</b>	<b>43</b>	<b>1823</b>
<b>%</b>	<b>4</b>	<b>3</b>	<b>14</b>	<b>71</b>	<b>6</b>	<b>2</b>	

	Yes, I felt this attitude of the teachers of educational institution or the directorate
	Yes, I felt this attitude of classmates/fellow students
	Yes, I felt this attitude of random passers-by
	No, I didn't feel that way about myself
	Difficult to answer
	Other
	Total

## 3.5. HOUSING

Considering the fact that most students from TOT are unable to visit their parents during the vacation period due to the difficulties of traveling to the occupied territories, important questions were those related to housing. 47% of respondents live in dormitories that are provided by HEIs. In general, 39% of those who live there are satisfied with the living conditions in the dormitory, 33% are not satisfied, and 29% are undecided.

**Table 3.5.1.** Assessment of housing in the respondents' dormitories (by regional distribution)

TOT of AR of Crimea and the city of Sevastopol	6	0	9	9	2	26/47
TOT of Donetsk region (before 24 February, 2022)	16	6	29	16	17	84/166
TOT of Donetsk region (after 24 February, 2022)	41	17	52	23	43	176/363
TOT of Luhansk region (before 24 February, 2022)	5	6	9	8	8	36/75
TOT of Luhansk region (after 24 February, 2022)	28	14	41	27	28	138/268
TOT of Zaporizhia region	34	26	48	28	38	174/432
TOT of Kherson region	23	13	36	29	27	128/274
TOT of Kharkiv region	23	6	18	13	18	78/159
TOT of Mykolaiv region	5	9	6	3	2	25/39
<b>Total</b>	<b>181</b>	<b>97</b>	<b>248</b>	<b>156</b>	<b>183</b>	<b>865/ 1823</b>
<b>%</b>	<b>21</b>	<b>11</b>	<b>29</b>	<b>18</b>	<b>21</b>	

	Completely unsatisfied
	Rather unsatisfied
	Difficult to say
	Rather satisfied
	Completely satisfied
	Total

*\* Only the answers of the respondents who live in the dormitory are taken into account.*

We consider the question related to the conditions of living outside the dormitory to be irrelevant for the evaluation, since it is very difficult to determine the number of those who get an education while staying at the TOT.

# RECOMMENDATIONS

## **TO THE MINISTRY OF SOCIAL POLICY OF UKRAINE, THE MINISTRY OF REINTEGRATION OF THE TEMPORARILY OCCUPIED TERRITORIES OF UKRAINE AND THE MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE:**

1. to develop and submit to the Cabinet of Ministers of Ukraine a draft regulatory act on the approval of the Program of Social Support for students who lived at the TOT and entered Ukrainian HEIs.

## **TO THE MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE:**

1. to develop and approve methodological recommendations regarding the improvement and development of distant education for children from TOT who enter Ukrainian HEIs, but are unable to leave for territories controlled by Ukraine;
2. to develop and approve methodological recommendations regarding the procedure and conditions for acquiring educational documents for obtaining basic and complete general secondary education, taking into account educational losses and educational gaps for those obtaining education from TOT;
3. to introduce a system of support for students from TOT through the development of mentoring and tutoring programs and special psychological support programs;
4. to develop and approve the Procedure for collecting and analyzing statistical data on students from TOT at various stages of their education;
5. to make changes to the order of the Ministry of Education and Science of Ukraine dated 01 March, 2021 No. 271 “On approval of the Admission Procedure for obtaining higher, professional pre-higher and professional (vocational and technical) education of persons living at the territory of Ukraine temporarily occupied by the Russian Federation”, which establish clear time intervals for conducting entrance exams, providing the opportunity to submit original documents to the admissions committee of the educational institution after the completion of the temporary occupation of the settlement in which the entrant’s place of residence is registered/declared;
6. to develop and submit to the Cabinet of Ministers of Ukraine a draft regulatory act on the approval of a comprehensive information and communication strategy aimed at supporting the civic identity of youth from TOT and their involvement in HEIs at the territories controlled by Ukraine.



## TO THE INSTITUTIONS OF HIGHER EDUCATION:

1. to ensure the implementation of systematic information campaigns about the existing educational services provided to citizens of Ukraine from the TOT, taking into account the challenges associated with the dissemination of information at the temporarily occupied territories;
2. to ensure the possibility of distant learning of students from TOT through the introduction of individual and group classes, the possibility of variation of synchronous and asynchronous studying in accordance with the needs of student youth who are at TOT, and the situation with security;
3. develop mentoring programs for students from TOT during the admission period (to prepare for the annual assessment and moving) and the first months of study (for integration in a new city and search for other educational programs according to their interests);
4. introduce internal training for teachers and employees of HEIs to prevent discrimination and prejudice based on any reason, in particular, based on the place of residence or birth of students;
5. to introduce adaptation programs for students from TOT in their 1-2 years of study in order to eliminate educational losses and gaps, in particular, in the Ukrainian language and subjects of the socio-humanitarian cycle.



# APPENDIX

## APPENDIX 1.

# STUDENT QUESTIONNAIRE

### BLOCK A

#### Socio-demographic portrait of the respondent

**A1.** Indicate your gender

Male - 1 Female - 2

**A2.** How old are you at the time of the survey?

\_\_\_\_\_ years old

**A3.** Write the name of the educational institution in which you study at the time of the survey \_\_\_\_\_

**A4.** Indicate which year of studying you are in at the time of the survey \_\_\_\_\_

**A5.** Choose the level of education which you are studying at

1. Professional pre-higher education (professional junior bachelor)
2. Higher education (junior bachelor, bachelor, master)

**A6.** Choose your form of study

1. Full-time
2. Part-time

**A7.** Choose your format of study

1. Face-to-face
2. Distant

**A8.** In which territory did you live before entering an educational institution of Ukraine?

1. TOT of the Autonomous Republic of Crimea and the city of Sevastopol
2. Temporarily occupied individual districts of the Donetsk region that were occupied before February 24, 2022
3. Temporarily occupied individual districts of the Donetsk region that were occupied after February 24, 2022



4. Temporarily occupied individual districts of the Luhansk region that were occupied before February 24, 2022
5. Temporarily occupied individual districts of the Luhansk region that were occupied after February 24, 2022
6. Temporarily occupied individual districts of the Zaporizhia region
7. Temporarily occupied individual districts of the Kherson region
8. Temporarily occupied individual districts of the Kharkiv region
9. Temporarily occupied individual districts of the Mykolaiv region

**A9.** You entered the educational institution in which you are currently studying

1. Immediately after finishing school in the occupation
2. I had a break between school and admission of 1 or more years (did not study anywhere during this period)
3. I entered a higher education institution at the temporarily occupied territory and studied there for some time - I did not graduate
4. I entered a higher education institution in a foreign country (indicate where) and studied there for some time - I did not graduate
5. I entered a higher education institution at the temporarily occupied territory and graduated from it
6. I entered a higher education institution in a foreign country (indicate where) and graduated it
7. Other \_\_\_\_\_

**A10.** What is the source of your personal budget now? (you can choose several options)

1. Parental assistance from the temporarily occupied territory (cash transfers)
2. Scholarship (indicate the amount of the scholarship you receive)
3. Social benefits on the territory of Ukraine (for example: housing allowance, disability allowance, allowance for large families) (specify which ones)
4. Part-time work
5. Full-time work
6. Other \_\_\_\_\_

**A11.** Choose the statement that best suits you

1. I barely have enough for basic needs (food, travel)
2. I have enough for basic needs (food, travel)
3. I have enough for basic needs, I can also update my wardrobe and spend money on entertainment



4. I have enough for everything I need, including buying gadgets, appliances, etc.
5. It is difficult to answer
6. Other \_\_\_\_\_

## BLOCK B

### Prerequisites for admission

**B1.** Indicate the year graduated from school \_\_\_\_\_

**B2.** Choose the statement that best describes your motivation for entering an educational institution of Ukraine (you can choose several options)

1. A Ukrainian diploma is recognized at the international level
2. I wanted to study in a Ukrainian educational institution
3. I feel in danger at the temporarily occupied territory
4. I see more prospects for employment after graduating from a Ukrainian educational institution
5. I wanted to obtain education abroad (Europe, USA, etc.) and I can do it only after graduating from a Ukrainian educational institution
6. I want to go and work abroad after receiving my diploma
7. My parents believe that studying in Ukraine is more promising
8. Other \_\_\_\_\_

**B3.** How did you decide to enter a Ukrainian educational institution?

1. This was my personal decision
2. I followed the decisions of friends who entered a Ukrainian educational institution
3. I received information about the admission campaign on the websites of the Ministry of Education and Science of Ukraine, higher education institutions, etc. and decided to enroll
4. I received information about admission on non-governmental web resources (NGOs, activists, volunteers, etc.) and decided to enroll
5. My parents (family) advised me to do so, I was not against it and agreed
6. My parents (family) advised me to do so, I was against it, but I agreed
7. Other \_\_\_\_\_

**B4.** Did you feel supported in your decision to enter an educational institution in Ukraine? (you can choose several answers)

1. I felt the support of my family and relatives



2. I felt the support of my friends
3. I felt supported by teachers from my school or my tutors
4. I felt supported by NGOs or volunteers
5. I felt the support of the state authorities of Ukraine (the Ministry of Education and Science of Ukraine, the Ministry of Reintegration of the Temporarily Occupied Territories of Ukraine or any other bodies that could help in the admission process)
6. I did not feel the support of my decision from all the persons listed above, because only a limited circle of people knew about my intentions to enter a Ukrainian educational institution
7. I did not feel supported in my decision
8. I don't want to answer this question
9. Other \_\_\_\_\_

**B5.** What sources of information did you use when making a decision to enroll in a Ukrainian educational institution (you can choose several answers)

1. Information posted on the website of the Ministry of Education and Science of Ukraine, the Ministry of Reintegration of Temporarily Occupied Territories, etc.
2. Information posted on the websites of universities, institutes, professional colleges, etc.
3. Information from NGOs, activists, volunteers
4. Information from students who have already entered the country's educational institutions from the temporarily occupied territories
5. Information from relatives, acquaintances, friends who left the temporarily occupied territory and live in Ukraine
6. Other sources \_\_\_\_\_

**B6.** Was the information received from the above sources sufficient for you?

1. This information was sufficient
2. The information was sufficient, but I learned the important details for the admission only during the admission itself
3. The information was not enough, but I managed to learn a certain minimum
4. There was not enough information
5. Other \_\_\_\_\_

**B7.** If you used the information posted on the website of the Ministry of Education and Science of Ukraine, the Ministry of Reintegration of Temporarily Occupied Territories, etc. (answer 1 in B4), evaluate the completeness of the information regarding the admission procedure that you received on these resources



	Information is sufficient	Missing important details required during entry	Information is absent	Difficult to answer
The procedure of passing the exam in a major subject	1	2	3	4
List of HEIs with educational centers "Crimea-Ukraine" and "Donbas-Ukraine"	1	2	3	4
Information about the documents required for admission	1	2	3	4
Information about social guarantees (scholarships and housing)	1	2	3	4
Information about studying at an educational institution at the territory controlled by Ukraine	1	2	3	4
Information about the possibility of distant learning	1	2	3	4
Information on the State final examination for obtaining a certificate of basic and complete general secondary education in accordance with the legislation of Ukraine	1	2	3	4

**B8.** If you used information posted on the websites of universities, institutes, vocational colleges, etc. (answer 3 in B4), evaluate the completeness of the information regarding the admission procedure that you received from these resources

	Absolutely complete information	Missing important details required during entry	Information is completely missing	Difficult to answer
The procedure of passing the exam in a major subject	1	2	3	4
List of HEIs with educational centers "Crimea-Ukraine" and "Donbas-Ukraine"	1	2	3	4
Information about documents required for admission	1	2	3	4
Information about social guarantees (scholarships and housing)	1	2	3	4



Information about the studying itself in an educational institution on the territory of Ukraine	1	2	3	4
Information about the possibility of distant learning	1	2	3	4
Information on the State final examination for obtaining a certificate of basic and complete general secondary education in accordance with the legislation of Ukraine	1	2	3	4

**B9.** If you used information from NGOs, activists, volunteers (answer 3 in B4), evaluate the completeness of the information regarding the admission procedure that you received from these resources

	Absolutely complete information	Missing important details required during entry	Information is completely missing	Difficult to answer
The procedure of passing the exam in a major subject	1	2	3	4
List of HEIs with educational centers "Crimea-Ukraine" and "Donbas-Ukraine"	1	2	3	4
Information about documents required for admission	1	2	3	4
Information about social guarantees (scholarships and housing)	1	2	3	4
Information about the studying itself in an educational institution on the territory of Ukraine	1	2	3	4
Information about the possibility of distant learning	1	2	3	4
Information on the State final examination for obtaining a certificate of basic and complete general secondary education in accordance with the legislation of Ukraine	1	2	3	4

**B10.** Assess the comprehensibility of the information posted on the website of the Ministry of Education and Science of Ukraine and/or the website of the Ministry of Reintegration of Temporarily Occupied Territories regarding admission to Ukrainian educational institutions from temporarily occupied territories

1. The information was as clear as possible
2. Not all information was easy to understand
3. Most of the information was too difficult to understand
4. All the information was too complicated to understand
5. I did not search for information on such resources
6. Other\_\_\_\_\_

**B11.** Evaluate the comprehensibility of the information posted on the websites of universities, institutes, professional colleges, etc. regarding admission to Ukrainian educational institutions from the temporarily occupied territories

1. The information was as clear as possible
2. Not all information was easy to understand
3. Most of the information was too difficult to understand
4. All the information was too complicated to understand
5. I did not search for information on such resources
6. Other\_\_\_\_\_

**B12.** Evaluate the comprehensibility of the information posted on the websites of NGOs, activists, and volunteers regarding admission to Ukrainian educational institutions from the temporarily occupied territories

1. The information was as clear as possible
2. Not all information was easy to understand
3. Most of the information was too difficult to understand
4. All the information was too complicated to understand
5. I did not search for information on such resources
6. Other\_\_\_\_\_

**B13.** Which of the following problems did you encounter when preparing for admission? (you can choose several answers)

Registration of documents (too large a list of documents, complicated registration procedure)	1
State final examination and obtaining a document on basic or complete general secondary education	2
Passing an exam in a major subject	3
Search for an educational institution with educational centers "Crimea-Ukraine" and "Donbas-Ukraine" for entrants from the temporarily occupied territory	4



Communication with representatives of educational centers	5
Search for information about the specialty	6
Search for information about the admission procedure	7
Problems with finding housing at the controlled territory of Ukraine during admission	8
Problems with leaving the temporarily occupied territory	9
Prejudiced attitude of representatives of government bodies/educational institutions with whom it was necessary to communicate for admission	10
Other _____	11

**B14.** Which of the selected caused the greatest difficulties? \_\_\_\_\_

**B15.** Have you contacted representatives of the Ministry of Education and Science of Ukraine or the Ministry of Reintegration of the Temporarily Occupied Territories of Ukraine to obtain or clarify information regarding admission?

1. Yes, I contacted them, I managed to successfully contact these authorities
2. Yes, it was successful, but there were difficulties (indicate what exactly)
3. I tried to contact them, but I could not get in touch with them
4. No, I had no such need
5. Other

**B16.** Have you contacted representatives of educational institutions to obtain or clarify information regarding admission?

1. Yes, I contacted them, I managed to successfully contact these authorities
2. Yes, it was successful, but there were difficulties (indicate what exactly)
3. I tried to contact them, but I could not get in touch with them
4. No, I had no such need
5. Other

**B17.** Did you enter through the educational centers “Crimea-Ukraine” or “Donbas-Ukraine”?

1. Yes
2. No

**B18.** If you answered “1-Yes” in the previous question B16, please rate the interaction of the Educational Center with you

	Completely unsatisfied	Rather unsatisfied	Difficult to say	Rather satisfied	Completely satisfied
Means of communication offered by the educational center for communication with it	1	2	3	4	5
Means of communication	1	2	3	4	5
The level of communication of the educational center with you and interest in your admission	1	2	3	4	5
The completeness of the information provided by the educational center	1	2	3	4	5
Effectiveness of providing information to the educational center	1	2	3	4	5
Other					

**B19.** Did you study the Ukrainian language and/or the history of Ukraine while at the temporarily occupied territory

1. Yes, I did it myself
2. Yes, I did it with a tutor/teacher
3. Yes, I did it with the help of online resources, online courses, etc
4. No, I wanted to, but I couldn't
5. No, I didn't want to and I didn't do that
6. Other

**B20.** Rate the overall complexity of the admission procedure

1. The admission procedure is simple
2. The admission procedure is rather simple
3. The admission procedure is rather complicated
4. The admission procedure is complicated
5. It is difficult to answer

## BLOCK C.

### Studying, adaptation, housing

**C1** Are you satisfied with the number of educational institutions where educational centers have been established?

1. Yes, I am satisfied
2. No, I am not satisfied
3. I applied to an educational institution that did not have an educational center (indicate the name of this educational institution) \_\_\_\_\_
4. It is difficult to answer
5. Other \_\_\_\_\_

**C2.** Were you provided with free housing during your admission to a Ukrainian educational institution?

1. Yes, I was given the opportunity to live in a dormitory
2. Yes, I was given the opportunity to live, but not in a dormitory (specify where) \_\_\_\_\_
3. No, I was not provided with accommodation during admission, although I needed it
4. No, I had no such need
5. Other \_\_\_\_\_

**C3.** Choose the level of satisfaction with the following areas on a 5-point scale, where 1 is not at all satisfied, and 5 is completely satisfied

	Com- pletely unsatis- fied	Rather unsat- isfied	Diffi- cult to say	Rather satis- fied	Com- pletely satisfied	It does not con- cern me
Choice of the educational institution in which you study	1	2	3	4	5	6
Choice of the specialty	1	2	3	4	5	6
Living conditions (if you live in a dormitory)	1	2	3	4	5	6
Living conditions (if you do not live in a dormitory)	1	2	3	4	5	6

Relations with teachers	1	2	3	4	5	6
Relations with fellow students and groupmates	1	2	3	4	5	6
Relations with neighbors in the dormitory (if you live in a dormitory)	1	2	3	4	5	6
The availability of adaptation programs for entrants from the occupied territories	1	2	3	4	5	6

**C4.** How do you assess your own level of the Ukrainian language proficiency?

1. Fluent
2. High level of proficiency
3. Average level of proficiency
4. Low level of proficiency
5. It is difficult to answer
6. Other \_\_\_\_\_

**C5.** Did you have the opportunity to improve your knowledge of the Ukrainian language before entering or during your studies with the help of an educational institution?

Yes, there was such an opportunity, the educational institution gave me and other entrants from the temporarily occupied territories the opportunity to study the Ukrainian language free of charge	1
No, there was no such opportunity, I took paid lessons in the Ukrainian language from a tutor	2
No, there was no such opportunity - I did not take additional lessons, I improved my knowledge of the Ukrainian language while studying at an educational institution	3
No, there was no such opportunity, I used available online resources to learn the Ukrainian language	4
No, there was no such opportunity, I had to improve my skills on my own	5
Other (indicate)	6

**C6.** Do you have difficulties with learning major subjects taught in the Ukrainian language at the educational institution?

Yes, I have significant difficulties, my level of the Ukrainian language negatively affects my success in major subjects	1
Yes, I have certain difficulties, but they do not significantly affect my overall success in major subjects	2
No, I don't have any difficulties with mastering major subjects due to my level of knowledge of the Ukrainian language	3
Difficult to answer	4
Other _____	5

**C7.** Have you experienced prejudice or intolerance because you are from the temporarily occupied territory?

Yes, I had to experience such an attitude from the teachers of the educational institution or the directorate	1
Yes, I had to experience such attitude from fellow students/groupmates	2
Yes, I had to experience this attitude from random passers-by	3
No, I didn't feel that way about myself	4
Difficult to answer	5
Other _____	6

## BLOCK D.

### Preparatory courses

**D1.** In your opinion, are preparatory courses needed for entrants from TOT?

1. Yes, they are needed
2. No, they are not needed
3. It is difficult to answer
4. Other \_\_\_\_\_

**D2.** Justify your answer in the previous question \_\_\_\_\_

**D3.** Do you think that additional online express consultations in the Authorized institutions of general secondary education for the subjects of the Ukrainian language and History of Ukraine are necessary for entrants from TOT?

1. Yes, they are needed

2. No, they are not needed
3. It is difficult to answer
4. Other\_\_\_\_\_

**D4.** Indicate which topics, in your opinion, may be relevant at such express consultations (e.g. terminology of the academic discipline, peculiarities of teaching the academic discipline, exam preparation program) \_\_\_\_\_

**D5.** Does the educational institution offer additional educational opportunities for entrants from TOT? (you can choose several answers)

1. Yes, it creates separate groups for entrants from TOT
2. Yes, additional free classes are held in \_\_\_\_\_
3. Yes, it is possible to get additional classes on a paid basis in \_\_\_\_\_
4. No, there are no such possibilities or I am not aware of them

**D6.** Does the educational institution where you study provide preparatory courses for entrants from the temporarily occupied territory?

1. Yes, they are provided
2. No, they are not provided
3. I do not have such information

**D7.** Did you take preparatory courses for entrants from the temporarily occupied territory?

1. Yes, I did
2. No, I did not
3. Other\_\_\_\_\_

**D8.** If you took preparatory courses for entrants from TOT, rate them

1. I am quite satisfied with the preparatory courses
2. Preparatory courses are generally okay, but there were certain nuances
3. I am not satisfied with the preparatory courses
4. I did not take the preparatory courses, so I cannot rate them
5. It is difficult to answer

**D9.** Indicate which subjects had preparatory courses for entrants from TOT in the educational institution where you study \_\_\_\_\_

