

RESEARCH ARTICLE



University Social Mission in the Wartime under Knowledge Society

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Abstract

The article is dedicated to the growing social role of universities under knowledge society and its revision during wartime and post-war revival. This role has not received due attention of Ukrainian scholars and higher education stakeholders; on the contrary, in western academic discourse university third mission (also referred to as social mission) is actively discussed and several studies on university roles during conflict and post-conflict recovery are available. The article aims at conceptualization of university third mission relevant for Ukraine's higher education of today as the country is striving towards knowledge society, higher education modernization and its alignment with European Higher Education Area, as well as fighting against Russian Federation aggression and planning economic recovery and national revival. Knowledge is a key concept in interpretation and definitions of three university missions: knowledge is generated or produced via research (second mission); it is disseminated and promoted via teaching and learning (first mission); the essence of the third / social mission is to apply knowledge for problem-solving and general societal benefit. Application of knowledge is not limited to technological innovations and know-hows and covers social, humanitarian, cultural, business and entrepreneurship, economic, political and other domains. Knowledge is becoming the major problem-solving tool; and demand for knowledge is growing among different categories of knowledge workers engaged in problem definition, decision-making and implementation in different economic sectors and spheres of life. Problems and challenges incurred by war make them the most serious grievances of today's Ukraine. Multiple challenges faced by Ukrainian society, economy, territories, industries will require the wisdom of all Ukrainian higher education institutions and knowledge workers and can only be addressed effectively via innovative approaches and mobilization of many partners: local and international, academic and non-academic, private and public, non-profit and commercial. Due to their specific features (multidiscipline expertise, access to international knowledge sharing and good practices exchange, non-profit focus, multiple perspectives and diversity of opinions), universities like no other institutions are well-positioned to establish and run partnerships, project consortia, lead innovation ecosystems, catalyse and contribute to reconstruction and revival processes.

Introduction

University third mission (also referred to as university social mission) is a popular theme in higher education discourse over the last 20-30 years. Different schools of thought propose numerous interpretations of university third mission, linking it to university social responsibility, community engagement, entrepreneurial university, extension programmes and other related issues.

The emergence of knowledge society and growing role of knowledge changes the conceptualization and interpretation of social mission, assigning to knowledge and knowledge institutions «transformative power» (Qureshi, Sutter, Bhatt, 2018). The role of universities as «centres of knowledge» (Sharing knowledge, n.d.) have not been explored in Ukraine to a full degree.

Keywords:

university third / social mission, knowledge society, community engagement, wartime and post-war revival, university social responsibility

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Russian invasion unleashed in February 2022 has impacted Ukrainian society, economy and institutions. Ukrainian universities, many of which have been bombarded, damaged, relocated from occupied territories, with educational infrastructure destroyed and students and staff fled abroad or to western parts of Ukraine, are going through difficult times. The overall political, economic, social situation in the country (30% to 50% expected fall of GDP, high inflation, reduction of state budget, curtail of economic activities, students and potential students staying abroad as refugees or on academic mobility programmes etc.) leave Ukrainian higher education institutions (hereinafter referred to as HEIs) little chances for a bright future (*The list of internet sources and social media explored and used during the preparation of the article is provided after the References*).

Instead of being the victims of this war, Ukrainian universities, other HEIs, their leadership, staff and students could restore / assume the role of change makers and drivers of social and economic development. The **purpose** of this article is to explore whether and how this can be arranged.

The **objectives** of the article are 1) to conceptualize university third / social mission under knowledge society and 2) propose its modification for Ukrainian universities, other HEIs during wartime and post-war revival of the country.

A number of methods was applied to achieve the above objectives:

- literature review and content analysis covering keywords: *university third / social university mission, knowledge society, community engagement, wartime and post-war revival, university social responsibility*;
- observation of developments in Ukraine's higher education sector since February 24, 2022;
- discourse analysis of societal dialogue on revival and renovation of Ukraine currently unfolding in social media;
- brainstorming for conceptualization of university third / social mission to match the current challenges and needs of Ukrainian society.

Previous research on the problem

Following traditions of global academic discourse, in this article, «university social mission» and «university third mission» are used interchangeably.

A significant impetus to the discussion of university social mission was provided by UNESCO World Conference on Higher Education of 1998 that stated that the mission of higher education is «to contribute to the sustainable development and improvement of society as a whole» (Higher Education in the Twenty-first Century: Vision and Action, 1998).

This vision of higher education role in the contemporary world was reaffirmed by UNESCO Communique of 2009: «higher education has the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, inter alia food security, climate change, water management, intercultural dialogue, renewable energy and public health» (Communique, 2009).

The Communique declares «service to the community» as a core function of higher education institutions (hereinafter referred to as HEIs), alongside with research and teaching, and emphasizes HEIs' responsibility to «contribute to sustainable development, peace, wellbeing and the realization of human rights, including gender equity», as well as «the education of ethical citizens committed to the construction of peace, the defence of human rights and the values of democracy» (Communique, 2009).

Concurrently with UNESCO, university third / social mission has attracted attention of hundreds of scholars, dozens of expert groups (Compagnucci, Spigarelli, 2020; Soeiro, Padfield, Andrés Carrión García, Pausits et al., 2012; Thorn, Soo, 2006) and has been practiced and tested by universities of all continents.

Alongside with the broad mission to contribute to the common good and provide service to community, there exist other interpretations of how universities can impact and benefit society. University social mission can manifest itself via:

- knowledge transfer, valorisation of research findings, boosting technological advancement (Blasi, Romagnosi, Ancaina, Malgarinr, Momigliano, 2019; Laredo, 2007; Mugabi, 2014);
- delivery of study programmes that meet the requirements of the labour market and contribute to economic growth and prosperity locally, regionally, nationally or globally (Laredo, 2007; *The Rise of Social Responsibility in Higher Education*, 2020; OECD, 2019);
- development of learners' life skills and 21st century competencies (e.g. entrepreneurship, critical thinking, good citizens etc.) via degree programmes as well as lifelong learning programmes (Gomez, 2014; Carrión, García-Gutiérrez, Bas, Carot, 2012:3; OECD, 2019);
- participating in problem-solving and responding to urgent needs of local communities, regions and global societies (Ronsisvalle, Coniglione, Ronsisvalle, 2021; Meyer, Sporn, 2018).

Scholars and practitioners agree that university social mission has numerous manifestations, allowing for its different interpretations and definitions. Due to the complexity of the phenomenon of social mission (Zomer, Benneworth, 2011), «one-size-fits-all» approach to its interpretation, definition and implementation is impossible.

The discourse on the social mission of higher education is closely linked to university social responsibility, engagement with and service to communities or society at large. Quite often third mission is defined as manifestation of university social responsibility or interpreted as community engagement activities or both (Waruru, Kigotho, 2021). For Hans. G. Schuetze «community engagement and partnerships of universities» are interchangeable with university third mission (Hans. G. Schuetze, 2012: 61). H. Mugabi interpret third university mission in the following way: «it utilises the knowledge capabilities and physical facilities of universities to serve society» (Mugabi, 2014: 14). The article «Leaving the Ivory Tower: Universities' Third Mission and the Search for Legitimacy» by M. Meyer links the rise of the third university mission with the «pressures» of responsibility and accountability (Meyer, Sporn, 2018: 44).

There is no consent among existing schools of thought regarding relationship between three university missions: some scholars consider that the first and second missions are implemented «on the campus», while the third university mission is implemented «beyond the campus» (Karlsen, Larrea, 2019; Compagnucci, Spigarelli, 2020).

We adhere to another school of thought that believes that three university missions are interrelated as all three unfold around knowledge and operations with knowledge as core university activities: «the heart of the third mission in all HEIs should be the same as for any other part of the academy—to discover, develop, transfer and indeed to exchange and apply knowledge» (Mugabi, 2014: 15).. The third / social mission is inherent in the first and second missions as well as other core university activities and operations: university governance, student engagement, quality assurance, internationalization, professional development programmes for staff, student and staff wellbeing programmes, sustainable campus or green university initiatives, knowledge transfer etc. (Zomer, Benneworth, 2011). Accordingly, social mission is revealed «on the campus» and «beyond the campus» (Blasi, Romagnosi, Ancaina, Malgarinr, Momigliano, 2019). Quite often it is difficult to differentiate between implementation of social mission via «on the campus» and «off the campus» activities. Such university initiatives, as Sustainable Campus (n.d.), Green Campus (n.d.), though practiced within university walls, have a broad societal impact as they teach students responsible and sustainable consumption, reduce waste for local communities and disseminate good practices beyond university walls. The same refers to Sustainable Development Goals: today, universities are encouraged by European Higher Education Area (Rome Ministerial Communique, 2020), UNESCO (Knowledge-driven actions: Transforming higher education for global sustainability, 2022), EUA (Universities without walls, 2021) to take the responsibility for achievement of Sustainable Development Goals. In achieving the Sustainable Development Goals, HEIs are to

rely on teaching and learning, upgrading curriculum, research and «co-producing knowledge» (Knowledge-driven actions: Transforming higher education for global sustainability, 2022:47), «engagement with community and nature» (Knowledge-driven actions: Transforming higher education for global sustainability, 2022:58).

On the campus, it is manifested in the course of implementation of the first mission as «relating teaching and learning to the wider world» (Gourley, 2012:34) and revealed as modernization of curricula, development of learners' civic and social competencies, community-based learning or service learning.

The second mission is exposed through community-based research (What is community-based research?, n.d.; Community Based Initiatives 2021, n.d.), «responsible research and innovations» initiatives (What is RRI?, n.d.), science with and for society projects (European Commission..., 2020). The above and similar initiatives aim to engage general public in research and innovation field, link R&D activities with social values and benefit, making research outcomes meet societal demand. For instance, a platform eu-citizen.science (<https://eu-citizen.science/>) established in the framework «science with and for society» contains references to 232 projects; among 206 organizations involved in citizen science activities, 90 are universities or their affiliates: laboratories, knowledge hubs etc. (eu-citizen.science organization search. <https://eu-citizen.science/organisations>).

«Beyond the campus» social mission is revealed as engagement with communities or society at large. Both terms «community» and «society» are interpreted by scholars broadly. For instance, an EU project «Towards a European Framework for Community Engagement in Higher Education – TEFCE» defines communities as groups of people united by «place, identity or interest» (Farnell et al., 2020: 5). In other words, university activities beyond the campus may target a) neighbouring communities and their local authorities; b) certain social groups, like one-parent families, ethnic minorities, learners with special needs; c) schools and civil society groups, professional associations, farmers' or teachers' unions, small business and employers' associations of the region or nationwide, or unfold on the global level, like University Climate Change Coalition (n.d.). Similarly, authors of another publication – Green Paper «Fostering and Measuring «Third Mission» in Higher Education Institutions» – interpret the term «society» very broadly: «We use the word society to cover all levels of human organisation outside the university itself»(Soeiro, Padfield, Andrés Carrión García, Pausits, Murphy, Hamalainen,at al., 2012:6).

The social mission of universities enhances under knowledge society when knowledge becomes the major asset, the tool for social-economic and human development (World Report: Towards Knowledge Societies, 2005:18; Zomer, Benneworth, 2011:8). For instance, knowledge economy enhances the social role of universities as contributors to economic growth via knowledge transfer and technological innovations, as well as training the labour force relevant for the needs of the labour market; knowledge democracy facilitates social cohesion, inclusion, equity, non-discrimination, rule of law etc. via proper application of knowledge generated by social science, political science, jurisprudence and international law, or psychology.

In the conceptual framework of knowledge society proposed by UNESCO, knowledge is interpreted broadly: UNESCO World Report «Towards Knowledge Societies» distinguishes descriptive, procedural, explanatory and behavioural types of knowledge (2005:60), as well as local and indigenous knowledge (p.147-148). Another UNESCO publication defines knowledge as «information, understanding, skills, values and attitudes acquired through learning. As such, knowledge is linked inextricably to the cultural, social, environmental and institutional contexts in which it is created and reproduced» (Rethinking Education: Towards a global common good. UNESCO, 2015: 16).

Special role under knowledge society is assigned to universities: «Institutions of higher education are destined to play a fundamental role in knowledge societies, based on radical changes in the traditional patterns of knowledge production, diffusion and application» (World

Report: Towards Knowledge Societies, 2005:87). Knowledge becomes the major asset and resource driving societal transformations; universities as «centres of knowledge» take responsibility for knowledge generation, storage and accumulation, dissemination, knowledge transfer and valorisation and acquire the role of change agents (Brenda M. Gourley, 2012:31-39; Petersen Il-haam, Kruss, 2021).

A more recent study «The Role of Universities in Regional Innovation Ecosystems» (Reichert, 2019) by EUA reiterates the central role of universities in knowledge generation that gives them «a pivotal role in society» (p.7). The publication draws attention to the «changing quality of the interactions between universities, companies, governmental agencies and other public organisations» and assigns universities the function of «multi-actor orchestration of innovation» (ibid. p.7). The latter is rooted in the nature and qualities of universities as impartial, responsive, flexible and adaptable autonomous institutions, with prominent research infrastructure, focus on long-term perspectives instead of commercial short-term goals, access to international research, extensive links with regional and international partners (p.7).

New role results in institutional transformations, impacting university first, second and third missions: third / social mission is strategically intertwined with teaching via relevant modifications of study programmes, service learning or challenge-based student projects; community-based and collaborative research aims to generate and apply knowledge for problem-solving; knowledge transfer is replaced by co-creation of knowledge; technological advancement is accompanied by social change and commitment to common good.

New institutional culture emerges spurring collaboration among different partners, generating new knowledge and innovation, bringing transformations in internal and external contexts of partner institutions, placing universities in the center of innovation ecosystems (Reichert, 2019:15).

Universities, other HEIs turn into «open knowledge institutions» (Montgomery, Hartley, Neylon, et.al., 2021). Open knowledge institutions provide individuals and groups access to knowledge as «an economic good» (Montgomery, Hartley, Neylon, et.al., 2021:39) and access to «networks and platforms for knowledge-making activities» (p. 37). By pooling resources, interacting with different communities, through coordinating networks and platforms, integrating open knowledge practices with broader digital culture, economics and innovation, universities create «new value propositions» for society at large (Montgomery, Hartley, Neylon, et.al., 2021:37-39). Having lost monopoly in «providing the knowledge and innovations» (Montgomery, Hartley, Neylon, et.al., 2021:38) to such giants as Google, Neurolink, Tesla, YouTube and others, universities can retain supremacy as institutions meeting the growing demand for knowledge among different circles, categories of users under knowledge society.

University «centrality» (Reichert, 2019:7) draws them to the frontline of societal transformations, which is also true for wartime and post-war period. Several publications dedicated to the role of universities in post-conflict recovery accentuate their impact, positive, as well as negative, on peacebuilding, post-war reconstruction and development (Feuer, Hornidge, Schetter, 2013; Barakat, Milton, 2015; Barakat, Milton, 2016; Russell, 2022).

The idea of higher education «as a peace-building tool» (Feuer, Hornidge, Schetter, 2013:2) has established itself in international post-conflict discourse in the last two decades concurrent with the knowledge society formation. Alongside with «re-envisioning higher education», post-conflict societies are envisioning their future and development (Feuer, Hornidge, Schetter, 2013:16). Ideally, «knowledge-led development» should become the center of reconstruction strategy (Barakat, Milton, 2015:10).

S. Milton and S. Barakat refer to higher education as «a long-term developmental investment crucial to recovery» (Barakat, Milton, 2016:9); they claim that «universities can play a crucial role in empowering individuals and communities by providing the advanced capabilities necessary for societies to assume genuine ownership of the recovery process» (p. 5).

Another publication by the same authors emphasises the transformative role of universities «in leading the transition from conflict to prosperity» (Barakat, Milton, 2015:10); it warns against «restoring the pre-conflict status quo» repeating «the ills of social and economic systems» (p.9) but opting for new opportunities and transformations.

Under knowledge society, universities and other HEIs are expected to perform a number of functions contributing to recovery and reconciliation during wartime and post-war period: stabilisation, securitisation, reconstruction, state-building, peacebuilding (Barakat, Milton, 2016), knowledge creation, academic socialization (especially of war veterans, combatants), nurturing reflexivity, developing environment for building tolerance, conflict mitigation and conflict resolution and others (Feuer, Hornidge, Schetter, 2013).

The above analysis has demonstrated that there exists substantial research on university third / social mission, its implementation and modifications under knowledge society, as well as the role of universities in wartime and post-war period, which allows to specify third / social mission of Ukrainian HEIs under current conditions of Russian Federation occupation and for post-war recovery.

Results/Findings

In this research, our objective is to propose a conceptual framework for university third / social mission consistent with contemporary European Higher Education Area and global perspectives on the purpose and role of higher education and suitable for the specific period in the history of Ukraine. During wartime and forthcoming post-war revival, Ukrainian universities, other HEIs are destined to play an outstanding social role in a complex environment responding to numerous social, economic, political, environmental, social, cultural and other challenges.

Drawing from the above analysis, university third / social mission can be defined as university contribution to common good while changing communities or society at large via generation, co-creation, dissemination, application, valorisation of knowledge in different spheres of life (social, cultural, political, environmental etc.) and economic sectors: industry, agriculture, transport, communication etc.

University third / social mission enhances under knowledge society as knowledge is recognized as an asset used for value generation: profit, personal benefit, public benefit or global common good.

Third / social mission is strategic and crosscutting and manifests itself in all HEIs' activities as a response to societal demand for better quality of life, cleaner environment, smarter technologies, more inclusive and cohesive society, responsible citizens or responsive government.

Russian Federation aggression, occupation of territories, material damages, environmental hazard, humanitarian crisis, physical and psychological traumas increase demand for knowledge as problem-solving tool and resource for revival, reconstruction, rehabilitation, reconciliation.

While acknowledging that university social mission can be implemented beyond operations with knowledge, knowledge generation, dissemination and application should be the core of university activities in today's Ukraine as destruction and damages caused by military aggression are so big and diverse, that they can only be fixed and overhauled effectively with proper application of knowledge, use of contemporary technologies and know-hows.

Implementation of university social mission should not be regarded as a peripheral activity and additional burden on committed students and staff. It should embrace teaching and learning, linking study programmes with reconstruction challenges or revival needs, designing relevant for nowadays assignments and involving community representatives into student assessment.

Similarly, research should address relevant for revival issues and provide solutions, know-hows that contribute to reconstruction and development, facilitate reconciliation and peacebuilding, impact local communities or society at large.

Today, Ukrainian universities are capable to develop robots for demining and soil purification after bombing; implement international projects boosting technological «green» / environmental transformations; offer individual counselling for students on internal academic mobility programmes or develop sophisticated healing programmes for citizens who lost housing, jobs, families and suffer from post-hostilities psychological traumas; deliver entrepreneurship courses to adults who lost jobs due to aggression and provide professional training programmes on request of employers, companies allowing to upgrade professional qualifications of workers, raise productivity, increase profits.

Yet, multiple challenges faced by Ukrainian society, economy, territories, industries will require further efforts and can only be addressed effectively via innovative approaches and in collaboration with many partners: local and international, academic and non-academic, private and public, non-profit and commercial. Due to university's specific features (multidiscipline expertise, non-profit focus, multiple perspectives and diversity of opinions), they like no other institutions are well-positioned to play the central role in establishing and running partnerships, alliances, project consortia that are to deliver knowledge services, provide solutions for land purification, wound healing or limb regeneration and similar challenging tasks.

Engaging in reconstruction and revival processes, steering social innovations, leading numerous partners, universities are placed at the centre of innovation ecosystems and reinvented into open knowledge institutions with transformative (capable to adapt to new circumstances and change surroundings), integrational (unite and attract partners, expertise, resources), and catalyst (facilitating innovations, revival, social change) powers.

Like other societies, Ukrainian citizens do not want the restoration of previous societal ills and weaknesses. Reinventing universities will ensure innovative development with involving millions of citizens into revival and reconstruction, agenda-setting and problem-solving, co-creation of knowledge, its verification and application for common good.

Currently, Ukrainian universities, like the rest of Ukrainian institutions, are encountering war losses and facing multiple risks: subsistence at the brink of poverty, closures, lack of development resources, emotional and psychological devastation of students and staff. Their survival during the wartime and post-war period to a significant degree will depend upon their capability to transform themselves and convince society in the transformative power of knowledge, engage with surrounding communities, unite with civil society, partner with business, and bring in international expertise for faster economic recovery and national revival.

Conclusions

The undertaken analysis has resulted in the following conceptualization of the third / social mission of Ukrainian universities during the wartime and post-war recovery period, as well as development of recommendations relevant for the current period of Ukraine's higher education.

1. Under knowledge society all university missions unfold around knowledge: its generation, co-creation with involvement of different users, accumulation, dissemination, promotion, valorisation and application. The essence of the third / social mission is to apply knowledge for problem-solving and general societal benefit, be it personal growth, social-economic progress, public security, civic activism, inclusion, social cohesion, or other common good. Making knowledge open to different communities, interest or social groups, universities are transformed into open knowledge institutions and centres of innovation ecosystems that benefit society and simultaneously benefit from cooperation with society. During wartime and post-war period knowledge is used as a peace-building tool and asset for reconstruction and revival. Broader citizens' access to knowledge in different domains: technology, humanities, medicine and neuroscience, logistics and business management, leadership and governance is to expedite victory in war and speed up post-war revival. Considering the level of destruction, damage, waste, physical and mental traumas, the

- entire Ukrainian society is to be involved in reconstruction and recovery, with due support of international community, including access to knowledge and expertise.
2. Today's discourse on Ukraine's higher education and universities should not focus on hardships, lack of funding and the need to succint the network of HEIs, but on reinventing Ukrainian universities, other HEIs, transforming them into leading knowledge institutions capable to facilitate recovery and revival of the country.
 3. To this end, universities are to review their missions, paying special attention to the third / social mission, and identify priorities for each mission considering where and how they can contribute to post-war revival and common good.
 4. Simultaneously, universities are to reconsider the list of their internal and external stakeholders, actual and potential, and identify their roles (innovators, developers, brokers, mediators, clients, partners, donors etc.), deciding when and how they will be involved in the formation of innovation ecosystem and engaged in implementation of university third / social mission.
 5. Establishment of innovation ecosystems focusing on wartime and post-war problem-solving are to facilitate reconstruction of physical, critical, social, educational infrastructures, environmental and economic recovery, revival of business activities, give boost to technological advancement, contribute to social cohesion, rehabilitation, peace. The above process will result in social-economic growth, increase university budgets, transform Ukraine into a strong democracy with well-developed knowledge economy on the way to prosperity.
 6. Transforming universities into open knowledge institutions and placing them at the centre of innovation ecosystems will empower Ukrainian universities, other HEIs, make them sustainable and powerful institutions.

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RESEARCH ARTICLE



Соціальна місія університету під час воєнного часу в суспільстві знань

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Анотація

Статтю присвячено соціальній ролі вищої освіти, її зростанню в умовах знанневого суспільства та модифікації під час воєнних дій та повоєнного відновлення. Дане питання не отримало належної уваги вітчизняних науковців, освітян та стейкхолдерів вищої освіти. Натомість, соціальна місія університетів (також відома як третя місія) активно обговорюється у західному академічному дискурсі; крім того, було здійснено кілька досліджень щодо ролі університетів під час військових конфліктів та у часи повоєнного відновлення. Метою статті є концептуалізація третьої (соціальної) місії університетів, актуальної для сучасного стану розвитку вітчизняної вищої освіти, коли Україна прагне розвивати знаннєве суспільство, модернізувати вищу освіту відповідно до настанов Європейського простору вищої освіти, боротись із повномасштабним російським вторгненням та планувати економічне відновлення та національне відродження. У тлумаченнях та визначеннях трьох місій університетів ключовим концептом є знання: знання генеруються завдяки дослідженням (друга університетська місія); знання поширюються завдяки викладанню і навчанню (перша місія); сутність третьої місії полягає у застосуванні знань, їх використанні для розв'язання суспільних проблем і загальнолюдського блага. Застосування знань не обмежується винаходами новітніх технологій та ноу-хау, але охоплює соціальну, гуманітарну, культурну сферу, стосується бізнесу, підприємництва, економічної, політичної та інших видів діяльності. Знання перетворюються на потужний актив та основний інструмент розв'язання проблем; запит на знання збільшується серед різних категорій знаннєвих працівників, залучених до виявлення проблем, ухвалення рішень та їх впровадження у різних секторах економіки та сферах життєдіяльності. Проблеми і виклики, спричинені війною Російської Федерації проти України, є найбільшим лихом сьогодення. Множинні виклики, з якими стикаються громади, території, промислові галузі та економіка в цілому вимагають зусиль і знань усього сектору вищої освіти та усіх знаннєвих працівників; наявні проблеми можуть бути подолані завдяки інноваційним підходам та мобілізації багатьох партнерів: локальних та міжнародних, академічних та експертно-фахових, приватних та публічних, неприбуткових та комерційних. Завдяки своїм специфічним характеристикам (мультидисциплінарності, доступу до міжнародних знаннєвих платформ та обміну кращими практиками, неприбутковості, сприйняття різних точок зору та поваги до розмаїття думок) університети найкраще пристосовані до того, щоб засновувати партнерства та консорціуми, скеровувати розвиток інноваційних екосистем, завдяки знанням сприяти та прискорювати процеси відновлення та відродження.

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