



**Report
on
A real convenient opportunity for displaced and
refugee students and academic staff to be
involved in education process**

Deliverable D4.9

2026

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Executive Summary

Deliverable D4.9 presents a comprehensive overview of how partner universities from Ukraine and the Republic of Moldova have ensured the continuity, accessibility, and quality of higher education for displaced persons and refugee students and academic staff within the framework of the ERASMUS+ DIGITRANS project. The report documents institutional measures, digital innovations, policy adaptations, and measurable impacts achieved during the project implementation.

In Ukraine, Kharkiv National Automobile and Highway University (KhNAHU), Chernihiv Polytechnic National University (CPNU), and Lutsk National Technical University (LNTU) faced significant disruptions due to the full-scale war. The DIGITRANS project became a structural mechanism for safeguarding academic continuity. These institutions modernized and developed courses adapted to distance and blended formats using Moodle and a Digital Learning Ecosystem (DLE). A key technological enabler was the Shared Remote Experimentation Environment (SREE), which allows remote execution of laboratory work with quality assurance, standardized analytics, and scalable access to equipment regardless of geographical location.

KhNAHU integrated AI tools and SREE into courses such as “Electric Machines and Devices” and “Electronics and Microcircuit Engineering,” ensuring uninterrupted learning for internally displaced students. CPNU modernized 43 ECTS credits across bachelor’s and master’s programs, implemented remote laboratory access, strengthened digital assessment mechanisms, and co-developed the electronic textbook *“Digital Control Systems: Modern Aspects in Modeling and Implementation.”* LNTU modernized transport-related curricula and co-authored the digital textbook *“Automobile Transport: An Integrated Course.”* Across all three institutions, measurable outcomes include sustained student participation, digital competence enhancement, improved quality assurance, and institutional resilience in crisis conditions.

In the Republic of Moldova, higher education institutions transitioned from emergency humanitarian response to structured academic integration of Ukrainian refugees. Cahul State University Bogdan Petriceicu Hasdeu (USC) established flexible admission policies, including compensatory Romanian-language preparatory years and expanded digital submission procedures. Institutional regulations for 2023–2026 explicitly address refugee access, including domestic tuition fees and proposed quota allocations. DIGITRANS supported this integration through SREE deployment, innovative curricula aligned with green and digital transitions, and opportunities for double diploma programs.

Alecu Russo Balti State University (USARB) enrolled 27 Ukrainian students (19 with refugee status) across bachelor’s and master’s programs. Beyond academic integration, USARB ensured housing for all requesting refugee students and facilitated extensive participation in scientific conferences, intercultural events, and cultural initiatives. DIGITRANS strengthened USARB’s digital infrastructure and hybrid learning capacity, enabling flexible participation and reducing administrative and mobility-related barriers.

Technical University of Moldova (TUM) integrated 72 Ukrainian students across ten faculties, with strong concentration in IT and engineering fields. The university established three accommodation centers hosting 158 individuals and provided structured support in ICT skills, language acquisition, and employability training. DIGITRANS contributed to curriculum modernization, inclusive teaching methodologies, and full academic integration of refugee students into standard study programs.

Across all partner institutions, Deliverable D4.9 demonstrates that DIGITRANS has evolved from a digital modernization initiative into a resilience-building framework. The project ensured:

-
- Continuity of education under crisis conditions.
 - Institutionalization of remote laboratory infrastructures (SREE).
 - Modernization of curricula aligned with labour market needs.
 - Strengthening of digital competences for academic staff and students.
 - Enhanced cooperation with enterprises and stakeholders.
 - Inclusive governance models supporting displaced and refugee populations.

The cumulative impact extends beyond short-term crisis mitigation. DIGITRANS has embedded sustainable digital transformation processes, reinforced quality assurance mechanisms, and created scalable models for blended and remote learning across Ukrainian and Moldovan higher education systems. Deliverable D4.9 confirms that digital transformation, when strategically implemented, serves as a powerful instrument for academic continuity, social inclusion, and institutional resilience in times of geopolitical instability.

UNIVERSITIES FROM UKRAINE

1. Kharkiv National Automobile and Highway University (KhNAHU), Ukraine

1.1. Context

Since the beginning of Russia's full-scale aggression against Ukraine in 2022, many citizens—including KhNAHU faculty and students—have been forced to leave their homes for safety reasons. Participation in the ERASMUS+ project “Digital transformation of HEIs education process in Ukraine and Moldova for sustainable engagement with enterprises (DIGITRANS)” has enabled these learners and Academic staff to remain fully involved in the educational process, adopt modern digital teaching methods, and apply AI in education, maintaining quality and continuity regardless of their location.

1.2. KhNAHU Participants

Academic staff from participating in the DIGITRANS project:



Two displaced students have been involved in the education process (distance learning) in the DIGITRANS project.

1. Master, Electrical Engineering (AE-51-25);
2. Bachelor, Electrical Engineering (AE-21-24).

1.3. Courses and Digital Infrastructure

Within DIGITRANS, KhNAHU faculty developed and adapted courses for distance and blended learning in Moodle:

- “Electric Machines and Devices”
- “Electronics and Microcircuit Engineering (Part 1)”

A key tool for practicals and labs is the Shared Remote Experimentation Environment (SREE) - a distributed digital infrastructure for remote experimentation that underpins the digital learning ecosystem and is available to all project participants. SREE ensures:

- remote execution of practicals and laboratory work with quality control;
- scalable access to equipment/emulators, independent of location;
- standardized analytics (logs, reports, automated checks).

1.4. Activities and Contributions

KhNAHU Academic staff designed and delivered modules in electric machines, electronics, and microcircuit engineering, integrating AI tools and SREE remote benches.

Students mastered digital learning methods, completed a series of remote laboratory/practical assignments, prepared reports, and defended them via online presentations.

1.5. Results and Impact

- Ensured continuity of learning for internally displaced persons and refugees without loss of quality.
- Enhanced the digital maturity of the educational process through SREE and AI tools.
- Built resilient educational pathways for learners and instructors, regardless of geographic constraints.
- Issued certificates to participants and trainers upon completion of the assigned tasks.

1.6. Conclusions

The DIGITRANS project has become a catalyst for the digital transformation of education at KhNAHU, particularly for IDP and refugee groups. The developed courses and the SREE infrastructure institutionalize remote practicals and laboratory work, securing continuity, academic integrity, and comparability of results. KhNAHU will continue to expand its course portfolio, support participant engagement, and integrate AI tools to further improve the quality and accessibility of education.

2. Chernihiv Polytechnic National University, Ukraine

2.1. Context

After the start of the war of the Russian Federation against Ukraine, a significant number of the population were forced to leave their homes and move to safer countries. Among these citizens, a significant number of young people, in particular students of CPNU. The implementation of the ERASMUS+ project “Digital Transformation of the Educational Process of Higher Educational Institutions in Ukraine and Moldova for Sustainable Interaction with Enterprises (DIGITRANS)” makes it possible to effectively conduct the educational process and ensure good communication between students and academic staff. The use of modern digital methods such as developed in project Digital Learning Ecosystem (DLE) that includes Sharing Modeling and Simulation Environment (SMSE) and Sharing Remote Experiment Environment (SREE) (<https://stu.cn.ua/wp-content/uploads/2025/05/sree-labs-pdf-en.pdf>), is especially important and effective, which makes it possible to maintain the proper quality of the educational process and remain its full-fledged participants for academic staff and students, regardless of their place of residence.

Also, due to the Russia’s aggression against Ukraine since 2022, many teachers and students from occupied cities have been forced to leave their homes universities for safety reasons. They joined to educational process in Chernihiv Polytechnic National University (CPNU), particular in framework of DIGITRANS project. So, some internal displaced teachers and students fully involved in the educational process and may continue learning modern digital teaching methods and apply them in your practice.

2.2. CPNU refugees’ participants

Internally displaced/ refugees’ persons which joined to of CPNU and involved in DIGITRANS project:

Academic staff:

1. A professor, department of information and computer systems;
2. A professor, department of Road Transport and Industrial Mechanical Engineering;

In total, 47 students from Software engineering, Computer engineering, Electronics, automation, robotics and Cyber security departments participate in the distance learning education process

2.3. Courses and Digital Infrastructure

As part of the DIGITRANS project, LNTU teachers have modernized and/or developed courses (https://stu.cn.ua/wp-content/uploads/2024/12/all_courses_sillabuses.pdf) that are adapted for distance learning in Moodle with SMSE and SREE ():

	Study program/ Course /Lab title	Updated or new	Level: Bachelor/Master	ECTS credit points	Mandatory of elected course
	Study program “Computer Engineering” (Bachelor), speciality F7 - Computer Engineering				

1	Microcontroller Systems Programming	new	Bachelor	5	elected
2	Systems on Chip	new	Bachelor	5	elected
3	Design of Digital Devices	new	Bachelor	5	elected
Study program "Telecommunications and Radio Engineering" (Bachelor) specialty G5 - Electronics, electronic communications, instrumentation and radio engineering:					
4	Electrical Circuit Design	updated	Bachelor	12	Mandatory
Study program "Telecommunications and Radio Engineering" (Master)					
5	Digital Systems of Telecommunications	updated	Master	5	Mandatory
Study program "Electronics of robotic systems and complexes" (Bachelor) specialty G5 - Electronics, electronic communications, instrumentation and radio engineering					
6	Digital electronics devices	updated	Bachelor	11	Mandatory
Total				43	

An electronic textbook "Digital control systems: modern aspects in modeling and implementation" that was developed by a team of authors from CPNU, RTU, KhNAHU, LNTU (leader CPNU), (https://drive.usercontent.google.com/download?id=1tIR_eecpBuUXwA_pi-qPeVK2ISXn6XVQ&authuser=0&acrobatPromotionSource=gdrive_chrome-list) is publishing..

DLE supports classes to:

- perform practical and laboratory work remotely with quality control;
- obtain scalable access to equipment and/or emulators regardless of the location of users;
- apply standardized analytics (logs, reports, automated results checks).

2.4. Activities and Contributions

Within the framework of the ERASMUS+ DIGITRANS project, CPNU organized a set of activities aimed at ensuring the continuity and quality of the educational process for students, in particular internally displaced persons and refugees, as well as strengthening digital interaction between the university and enterprises. The main areas of activity and contributions of CPNU include:

1) Digital modernization of educational components

CPNU teachers have modernized and/or developed a number of training courses and adapted them to distance and blended learning in the Moodle environment. This ensures structured teaching of materials, availability of resources, the possibility of asynchronous learning and conducting knowledge control regardless of the location of the participants.

2) Support for students in forced migration

Students who are temporarily outside of Ukraine are included in the educational process. The use of DLE makes it possible to maintain regular student-teacher communication, access to educational materials, completing tasks and passing final assessments in a transparent and controlled manner.

3) Deployment and application of SREE for practical training

CPNU provides the implementation of the Shared Remote Experimentation Environment (SREE) as a key tool for practical and laboratory work. Through SREE, remote access to

equipment/emulators and performance of laboratory work with quality control was organized, as well as the formation of journals and reports with the results of experiments.

4) Creation and dissemination of educational resources

CPNU's supports the access to electronic resources of DLE with training content, contributes to improving the quality of education process by creation of modern learning materials in digital Jupyter Notebook format.

5) Improvement of assessment methods and quality assurance

As part of the digital transformation, quality control tools for educational outcomes were strengthened: standardized approaches to assessment, digital journals, automated checks, reporting on the performance of practical/laboratory work and monitoring of student progress in the CPNU Moodle and SREE environments were applied.

6) Strengthening interaction with enterprises and practice-oriented training

Courses developed and/or modernized within the project are focused on the formation of applied competencies and can integrate examples of production tasks, cases and elements of interaction with industrial partners, particular SNT company, and stakeholders such as Chernihiv IT cluster. This enhances the relevance of training to the needs of the labor market and supports sustainable cooperation of the university with employers.

Expected effect of CPNU contributions:

The implemented activities ensure the accessibility of training in crisis conditions, increase the flexibility of the educational process, and also lay the foundation for long-term digital modernization of CPNU educational programs with an emphasis on practical training and partnership with enterprises.

2.5. Results and Impact

The implementation of the ERASMUS+ DIGITRANS project at CPNU provides noticeable results for both students and teachers, as well as for the university as a whole, strengthening the resilience of the educational process in the face of military challenges and accelerating the digital transformation of education.

1) Ensuring continuity and accessibility of education

The university supports a regular educational process for students, including internally displaced persons and refugees, regardless of their place of residence. Thanks to distance and blended learning formats, the possibility of studying subjects, completing assignments, receiving consultations and passing knowledge tests remains.

2) Improving the quality of the educational process in a distance format

Adapted courses in Moodle provide structured presentation of material, transparent assessment rules, regular monitoring of progress and improvement of academic discipline. The use of digital tools allows standardizing approaches to quality control and making assessment more objective and reproducible.

3) Strengthening the practical component of training through SREE

The implementation of the SREE allows for conducting practical and laboratory work remotely using equipment/emulators. This reduces the dependence of practical training on physical presence, expands access to resources, and contributes to the formation of students' applied competencies.

4) Strengthening the digital competencies of participants in the educational process

Students and teachers gain practical experience in using digital platforms, remote laboratories, and educational data analytics, which increases their readiness to work in a modern digital environment and promotes the development of self-organization, communication, and responsibility for the result skills.

5) Expanding and updating the educational and methodological base

The preparation and distribution of the electronic textbook " Digital control systems: modern aspects in modeling and implementation " has become a significant contribution to the modernization of educational resources. Materials created in cooperation with international partners provide access to consistent, up-to-date content for undergraduate and graduate students.

6) Institutional impact and long-term sustainability of changes

CPNU is forming a technological and methodological basis for the further development of a digital learning ecosystem, which can be scaled to other educational programs and disciplines. The project contributes to strengthening internal approaches to education quality management, digitalization of educational processes and increased the university's readiness for crisis situations.

7) Impact on interaction with enterprises and relevance of training

Modernization of courses and the possibility of remote experimentation create the prerequisites for closer ties with enterprises. This increases the practice-oriented nature of training and the compliance of graduates' competencies with the current needs of the labor market.

2.6. Conclusions

Within the framework of the ERASMUS+ DIGITRANS project, CPNU ensures continuity and accessibility of education for students, including IDPs and refugees, regardless of their place of residence. Modernized courses in Moodle increase the structure of education, transparency of assessment and efficiency of communication between students and teachers. The implementation of DLE enhances practical training through remote performance of laboratory work with quality control and standardized analytics. The preparation of the e-book "Digital control systems: modern aspects in modeling and implementation" expands the modern educational and methodological base and supports unified approaches to training specialists. Overall, the project becomes a catalyst for digital transformation and lays a solid foundation for the further development of blended learning and interaction with enterprises.

3. Lutsk National Technical University (LNTU), Ukraine

3.1. Context

After the start of the war of the Russian Federation against Ukraine, a significant number of the population were forced to leave their homes and move to safer countries. Among these citizens, a significant number of young people, in particular students, including students of LNTU. The implementation of the ERASMUS+ project “Digital Transformation of the Educational Process of Higher Educational Institutions in Ukraine and Moldova for Sustainable Interaction with Enterprises (DIGITRANS)” makes it possible to effectively conduct the educational process and ensure good communication between students and academic staff. The use of modern digital methods is especially important and effective, which makes it possible to maintain the proper quality of the educational process and remain its full-fledged participants for academic staff and students, regardless of their place of residence.

3.2. LNTU Participants

In total, five students (internally displaced persons/refugees) bachelor's and master degree students participate in the distance learning education process.

3.3. Courses and Digital Infrastructure

As part of the DIGITRANS project, LNTU teachers have modernized and/or developed courses that are adapted for distance and blended learning in Moodle:

- “Theory of operational properties of the car” for bachelor’s degree students, 2nd year of study;
- Road transport enterprises. Part 1. Design” for bachelor’s degree students, 3-4th year of study
- Road transport enterprises. Part 2. Organization and management” for bachelor’s degree students, 4th year of study
- Road transport enterprises. Part 3. Quality of production processes” for bachelor’s degree students, 4th year of study
- Technical operation of cars" for bachelor's degree students, 3rd year of study
- Management of transport processes" for master's degree students, 1st year of study.

An electronic textbook "Automobile transport: an integrated course" was prepared and published, which was developed by a team of authors from RTU, UDJG, KhNAHU, LNTU, TUM, USARB, USC. (<https://drive.google.com/file/d/1QicOv52hKkYKOA3GWM1Y-EJ6uWVvPB2S/view?usp=sharing>). This book is aimed at improving the quality of education for bachelor's and master's degree students in the specialty "Automobile transport".

The key tool for conducting practical classes and laboratory work is the Shared Remote Experimentation Environment (SREE) - a distributed digital infrastructure that ensures remote execution of experiments and is a basic element of the digital learning ecosystem available to all project participants. SREE provides the opportunity to:

- • perform practical and laboratory work remotely with quality control;
- • obtain scalable access to equipment and/or emulators regardless of the location of users;
- • apply standardized analytics (logs, reports, automated results checks).

3.4. Activities and Contributions

Within the framework of the ERASMUS+ DIGITRANS project, LNTU organized a set of activities aimed at ensuring the continuity and quality of the educational process for students, in particular internally displaced persons and refugees, as well as strengthening digital interaction between the university and enterprises. The main areas of activity and contributions of LNTU include:

1) Digital modernization of educational components

LNTU teachers have modernized and/or developed a number of training courses and adapted them to distance and blended learning in the Moodle environment. This ensures structured teaching of materials, availability of resources, the possibility of asynchronous learning and conducting knowledge control regardless of the location of the participants.

2) Support for students in forced migration

Students who are temporarily outside of Ukraine are included in the educational process. The use of digital tools makes it possible to maintain regular student-teacher communication, access to educational materials, completing tasks and passing final assessments in a transparent and controlled manner.

3) Deployment and application of SREE for practical training

LNTU joined the implementation of the Shared Remote Experimentation Environment (SREE) as a key tool for practical and laboratory work. Through SREE, remote access to equipment/emulators and performance of laboratory work with quality control was organized, as well as the formation of journals and reports with the results of experiments.

4) Creation and dissemination of educational resources

LNTU's contribution was participation in the preparation and publication of the electronic educational book "Road Transport: Integrated Course" in cooperation with international partners. The resource supports the standardization of educational content, contributes to improving the quality of education and provides students with access to modern materials in digital format.

5) Improvement of assessment methods and quality assurance

As part of the digital transformation, quality control tools for educational outcomes were strengthened: standardized approaches to assessment, digital journals, automated checks, reporting on the performance of practical/laboratory work and monitoring of student progress in the Moodle and SREE environments were applied.

6) Strengthening interaction with enterprises and practice-oriented training

Courses developed and/or modernized within the project are focused on the formation of applied competencies and can integrate examples of production tasks, cases and elements of interaction with road transport enterprises. This enhances the relevance of training to the needs of the labor market and supports sustainable cooperation of the university with employers.

Expected effect of LNTU contributions:

The implemented activities ensure the accessibility of training in crisis conditions, increase the flexibility of the educational process, and also lay the foundation for long-term digital modernization of LNTU educational programs with an emphasis on practical training and partnership with enterprises.

3.5. Results and Impact

The implementation of the ERASMUS+ DIGITRANS project at LNTU provides noticeable results for both students and teachers, as well as for the university as a whole, strengthening the resilience of the educational process in the face of military challenges and accelerating the digital transformation of education.

1) Ensuring continuity and accessibility of education

The university supports a regular educational process for students, including internally displaced persons and refugees, regardless of their place of residence. Thanks to distance and blended learning formats, the possibility of studying subjects, completing assignments, receiving consultations and passing knowledge tests remains.

2) Improving the quality of the educational process in a distance format

Adapted courses in Moodle provide structured presentation of material, transparent assessment rules, regular monitoring of progress and improvement of academic discipline. The use of digital tools allows standardizing approaches to quality control and making assessment more objective and reproducible.

3) Strengthening the practical component of training through SREE

The implementation of the Shared Remote Experimentation Environment (SREE) allows for conducting practical and laboratory work remotely using equipment/emulators. This reduces the dependence of practical training on physical presence, expands access to resources, and contributes to the formation of students' applied competencies.

4) Strengthening the digital competencies of participants in the educational process

Students and teachers gain practical experience in using digital platforms, remote laboratories, and educational data analytics, which increases their readiness to work in a modern digital environment and promotes the development of self-organization, communication, and responsibility for the result skills.

5) Expanding and updating the educational and methodological base

The preparation and distribution of the electronic textbook "Road Transport: An Integrated Course" has become a significant contribution to the modernization of educational resources. Materials created in cooperation with international partners provide access to consistent, up-to-date content for undergraduate and graduate students.

6) Institutional impact and long-term sustainability of changes

LNTU is forming a technological and methodological basis for the further development of a digital learning ecosystem, which can be scaled to other educational programs and disciplines. The project contributes to strengthening internal approaches to education quality management, digitalization of educational processes and increased the university's readiness for crisis situations.

7) Impact on interaction with enterprises and relevance of training

Modernization of courses and the possibility of remote experimentation create the prerequisites for closer ties with enterprises. This increases the practice-oriented nature of training and the compliance of graduates' competencies with the current needs of the labor market.

3.6. Conclusions

Within the framework of the ERASMUS+ DIGITRANS project, LNTU ensures continuity and accessibility of education for students, including IDPs and refugees, regardless of their place of residence. Modernized courses in Moodle increase the structure of education, transparency of assessment and efficiency of communication between students and teachers. The implementation of SREE enhances practical training through remote performance of laboratory work with quality control and standardized analytics. The preparation of the e-book "Road Transport: Integrated Course" expands the modern educational and methodological base and supports unified approaches to training specialists. Overall, the project becomes a catalyst for digital transformation and lays a solid foundation for the further development of blended learning and interaction with enterprises.

UNIVERSITIES FROM THE REPUBLIC OF MOLDOVA

4. Cahul State University “Bogdan Petriceicu Hasdeu” (USC)

4.1. Context

The crisis precipitated by the conflict in Ukraine has fundamentally altered the demographic and social landscape of the Republic of Moldova, necessitating a proactive and institutionalized response from the higher education sector. The Republic of Moldova has transitioned from a primary transit country to a host nation for thousands of displaced persons from Ukraine, a shift that requires the education system to move beyond emergency relief toward sustainable academic integration. This aspect highlighted the need for a paradigm shift within university governance.

For Cahul State University "Bogdan Petriceicu Hasdeu" (USC), the involvements of displaced/refugees students and academic staff in education process, represents a critical milestone in aligning regional academic capabilities with international humanitarian standards and national strategic goals.

At the institutional level, USC serves as a regional anchor in the south, where intercultural dialogue and the removal of social barriers are essential for maintaining community cohesion. Integration is no longer a peripheral humanitarian activity but a core institutional function that affects university autonomy, financial stability, and academic quality. The involvement of displaced students and academic staff provides a unique opportunity for USC to enhance its internationalization efforts and to demonstrate institutional resilience in the face of regional instability.

4.2. Official policies and documents supporting access of refugees from Ukraine to studies in Moldova

The legal framework for integrating refugees into the Moldovan higher education system is grounded in a combination of international treaties and specialized national legislation. This architecture ensures that the right to education is protected regardless of a student's citizenship or migration status.

For Cahul State University, the Charter (Carta) represents the supreme internal regulation that defines the university's response to the refugee crisis. USC operates as a public institution with financial autonomy, which allows it to tailor its services to the needs of its specific student body.

The Code of University Ethics and Professional Deontology at USC provides the moral basis for integration. Article 6 of the Code requires that members of the university community be treated fairly and correctly, with explicit provisions for the prevention of discrimination and the promotion of equal opportunities in access to education and resources. Furthermore, Article 25 prohibits racist, chauvinistic, and xenophobic manifestations, ensuring that the academic environment remains a safe space for displaced persons who may have experienced significant trauma.

4.3. Admission Policies and Academic Continuity at USC

The process of enrolling displaced students requires a flexible approach to administrative requirements, particularly regarding the recognition of qualifications and the submission of original documents.

Analysis of USC's internal admission regulations from 2021 to the projected 2025 cycle reveals an increasing institutional focus on foreign citizens and refugees. The 2023-2024 regulations (approved by Senate meeting on June 22, 2023) established that admission is based on criteria of knowledge in the profile subjects and language proficiency.

Regulation Year	Specific Provision for Refugees/Foreigners	Documentation Requirements
2021–2022	Allows the "compensatory year" for learning Romanian.	Standard diploma recognition for Lisbon Convention participants.
2023–2024	Expands the use of the "Methodology of recognition of periods of study".	Requires notarized translations into Romanian, English, or Russian.
2024–2025	Explicitly mentions Ukrainian refugees benefiting from domestic fee rates.	Increased digital submission options for initial registration.
2025–2026 (Draft)	Proposes a 10% quota for refugee students in specific programs.	Introduction of alternative proof of qualification for those with missing files.

The "compensatory year" (Anul compensator) is a vital tool for USC. It allows students who lack proficiency in Romanian to spend a year focusing on language acquisition and cultural orientation before entering their full-time degree program. This mechanism is essential for academic continuity, as it prevents students from failing due to language barriers rather than lack of academic ability.

4.4. Student at USC refugees from UA

FACULTIES	Number of students
Faculty of Economics, Engineering and Applied Sciences	1 (emigrated to EU countries)
Faculty of Law and Public Administration	3
Faculty of Humanities and Pedagogical Sciences	1

Total students	5
F	2
M	3

4.5. The Role of Digital Transformation: DIGITRANS and Erasmus+

Digitalization is a cornerstone of the "convenient opportunity" envisioned for integration of displaced/refugees students and academic staff in education process

The DIGITRANS project provides several mechanisms for integrating displaced students:

1. **Sharing Remote Experiment Environment (SREE):** This allows students to conduct engineering experiments and simulation modelling in a virtual environment. For students who are displaced or who are balancing study with work, SREE provides a flexible, safe, and cost-effective alternative to physical labs.
2. **Innovative Curricula:** The project involves the design of new curricula that are aligned with the Green and Digital transition, ensuring that graduates—including refugees—possess the skills demanded by modern industry.
3. **Double Diploma Programs:** By developing dual degree pathways with EU universities, DIGITRANS enhances the portability of degrees, making the "opportunity" for refugees truly convenient and internationally recognized.

5. Alecu Russo Balti State University (USARB)

5.1. Context

In the context of the crisis generated by the conflict in Ukraine, the Republic of Moldova has established a coherent normative and institutional framework that supports refugees' access to higher education. A central element is the temporary protection mechanism, which ensures the right to legal residence and access to public services, including education. This status creates the necessary legal premises for the academic integration of displaced persons.

At the sectoral level, the Ministry of Education and Research has adopted decisions and normative acts that regulate the admission of refugees to higher education institutions, promoting the principle of equitable access. The relevant ministerial orders provide for the application of financial conditions similar to those valid for citizens of the Republic of Moldova, thus facilitating access to studies by regulating fees and other administrative aspects.

At the same time, bilateral agreements on the recognition of diplomas and academic qualifications contribute to ensuring the continuity of the educational path of refugee students, reducing bureaucratic barriers related to the equivalence of educational documents. These measures are complemented by projects and collaboration memoranda aimed at supporting the enrollment and academic integration process, strengthening an educational inclusion framework adapted to the crisis situation.

5.2. Official policies and documents supporting access of refugees from Ukraine to studies in Moldova

In the Republic of Moldova, there are official policies and documents that support the access of refugees from Ukraine, including to higher education, through mechanisms that allow them to study at Moldovan universities and continue their education. Here are the most important ones:

- **Enrolment in universities in the Republic of Moldova**

The Ministry of Education and Research of the Republic of Moldova pays special attention to the process of including Ukrainian refugees in the country's educational system, including higher education. Thus, graduates from Ukraine can enrol in universities in the Republic of Moldova. The list of universities can be found here.

- Admission requirements are available on the website of each university in Romanian, English and Russian.
- Admission documents must be translated into Romanian, Russian or English and legalized by a notary.
- The number of places in dormitories at public and private universities is limited.
- According to Order 1043 and 1044 of 18.07.2024, Ukrainian refugees benefit from fees for citizens of the Republic of Moldova in both public and private universities. Dormitory accommodation fees are not included in the scholarship and are paid separately. Budget places are available for Ukrainians, including.

<https://edu.gov.md/ro/content/informatii-despre-accesul-la-educatie-pentru-copiii-refugiati-ucraineni>

- **Extended Temporary Protection for Refugees from Ukraine.** The Government of the Republic of Moldova has extended the temporary protection mechanism for displaced persons from Ukraine, which offers refugees the opportunity to legally remain in the country, work, access social and medical services, and study (including at the university level) during the period of temporary protection status.

https://gov.md/en/press-releases/moldova-extends-temporary-protection-displaced-persons-ukraine-until-1-march-2027?utm_source=chatgpt.com

- **Access to Higher Education Policy for Refugees.** The Ministry of Education and Research of the Republic of Moldova has officially announced that Ukrainian refugees can enrol in universities in the Republic of Moldova. This possibility is mentioned as part of a policy of including refugees in the national education system.

<https://edu.gov.md/ro/content/informatii-despre-accesul-la-educatie-pentru-copiii-refugiati-ucraineni>

- **Ministry of Education and Research Order on Fees and Conditions for Refugees**

According to an Order of the Ministry of Education and Research (Order 1043 and 1044 of 18.07.2024), Ukrainian refugees benefit from the same tuition fees as citizens of the Republic of Moldova at public and private universities. Dormitory accommodation fees are not included in this facility.

- **Documents on the recognition of qualifications and diplomas.** An Agreement on the recognition of educational documents and scientific titles between the Republic of Moldova and Ukraine (approved by the Government) was signed, which supports the recognition of diplomas and facilitates refugees' access to higher education and the transfer of credits.

https://mecc.gov.md/sites/default/files/en_text_refugiati_ucraineni_2025_su_trimiteri-copy_en-us.pdf?utm_source=chatgpt.com

5.3. Refugee students from Ukraine at USARB

At Alecu Russo Bălți State University, **27 students with Ukrainian citizenship are currently enrolled (13 male and 14 female students).**

Students from Ukraine study the following study programs:

No.	Program study	Number	Form of studies	Study cycle
1.	0114.9/0114.10 Ukrainian language and literature and English language	11	Full-time studies	Bachelor
2.	0231.2 Foreign languages. English and German	1	Full-time studies	Bachelor
3.	0231.2 Foreign languages. Foreign	1	Full-time studies	Bachelor

	languages. French and English			
4.	0413.1 Business and Administration	2	1-Full-time studies 1-Part-time studies	Bachelor
5.	0421.1 Law	3	Full-time studies	Bachelor
6.	011 Education Sciences. Educational Management	1	Full-time studies	Master
7.	011 Education Sciences. Didactics of Musical Disciplines	1	Full-time studies	Master
8.	031 Social and behavioural sciences. Psychological counselling in institutions and organizations	2	Full-time studies	Master
9.	0114.1/0114.2 Mathematics and Computer Science	1	Full-time studies	Bachelor
10.	0313.1 Psychology	1	Full-time studies	Bachelor
11.	0113.1/0114.10 Primary Teacher Training and English	1	Full-time studies	Bachelor
12.	0113.1/0112.1 Primary Teacher Training and Pre-Primary Teacher Training	1	Part-time studies	Bachelor
13.	0114.9 Russian language and literature	1	Part-time studies	Bachelor

Ukrainian students at USARB, 19 have refugee status and are studying at the following faculties:

- Faculty of Letters – 10
- Faculty of Real Sciences, Economics and Environmental Sciences – 2
- Faculty of Education Sciences, Psychology and Arts – 4
- Faculty of Law and Social Sciences – 3

All refugee students who requested housing received it.

Alecu Russo Balti State University offered a student dormitory to refugees from Ukraine (currently accommodating 72 adults)

5.4. Extracurricular activities involving refugees and displaced persons

Ukrainian students enrolled at USARB are actively involved in both academic and extracurricular activities, benefiting from opportunities for full integration into university life. They attend lectures, seminars, and practical activities specific to their study programs, and participate in research projects, student scientific conferences, and academic competitions.

At the same time, students are encouraged to engage in cultural, intercultural, and volunteer activities through student organizations and institution-wide events. Participation in workshops, training sessions, artistic and sports activities contributes to the development of transversal skills and facilitates their social and academic integration into the university community.

A few examples of activities involving refugees:

- USARB Days: Round Table “USARB for Students: Opportunities and Achievements”
- National Radio Dictation of Ukraine. Writing of the National Unity Radio Dictation
- Days of Ukrainian Cinema
- Republican Contest for Pupils “Young Researcher”, dedicated to the Day of Ukrainian Language and Culture
- Photo Contest “Youth’s View”
- Organization of the event “Andrii’s Evenings”
- Shevchenko Days in Balti. 14.03.2025 Organization of the International Scientific Conference “The Poetic Word in Exile and Repression: from the Era of Taras Shevchenko to the Realities of Today (Ukrainian–Moldovan Cultural Space)”. Alecu Russo Balti State University, Yuriy Fedkovych Chernivtsi National University
- Student Week at the Faculty of Letters, USARB:
 - 07.04.2025 Public lecture “Orthoepic Standard of the Ukrainian Language: History and Realities” Lecturer: Inna Horofianiuk, PhD in Philology, associate professor, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine
 - 08.04.2025 Public lecture “Culture of Oral Scientific Communication” Lecturer: Myroslava Bahan, Doctor of Philology, professor, Kyiv National Linguistic University, Ukraine
 - 10.04.2025 Public lecture “Neurolinguistic Programming: Basic Techniques of Influence”
Lecturer: Tetiana Kovalevska, Doctor of Philology, professor, Odesa I. I. Mechnikov National University, Ukraine
- Students’ participation in the Student Scientific Conference “Tradition and Innovation in Philological Research”
- Students’ participation in the International Student Scientific Conference “Interuniversitaria”
- Participation in exhibitions
 - Opening of the photo exhibition “Ukraine Before and After” Scientific Library of Alecu Russo Balti State University
 - Opening of the exhibition “Unissued Diplomas” Scientific Library of Alecu Russo Balti State University
 - Opening of the exhibition of icons on ammunition boxes (Ukrainian painters Olexandr Klymenko, Sonya Atlantova) “Vasile Alecsandri” National Theatre of Balti
- Organization of the International Vyshyvanka Day event “Vyshyvanka in Moldova”
- Organization of the scientific-didactic seminar “A Young Specialist in a Modern School of the Republic of Moldova: Challenges and Perspectives”

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- Stand Up Battle

Organizers: USARB students, Faculty of Letters, Center of Ukrainian Language and Culture, “My Opportunity / Моя можливість”, Science Section, Department of International Relations, USARB

5.5. The contribution of the DIGITRANS project

The DIGITRANS project played an important role in supporting refugee students at Alecu Russo Balti State University (USARB), particularly by strengthening the university’s capacity for digital transformation and inclusive academic integration.

Through DIGITRANS, USARB enhanced its digital infrastructure, modernized teaching and learning practices, and expanded the use of online and blended learning tools. These developments created a more flexible and accessible educational environment, which proved especially beneficial for students in vulnerable situations, including refugees from Ukraine.

The project contributed to the development of digital competences among both academic staff and students. This capacity-building component ensured that teaching activities could be delivered effectively in digital and hybrid formats, thus supporting continuity of studies regardless of external constraints. For refugee students, who may face administrative, social, or mobility-related challenges, such flexibility significantly reduced barriers to participation and academic progress.

DIGITRANS strengthened USARB’s institutional resilience and its ability to respond to crisis situations through sustainable digital solutions. While not exclusively targeted at refugees, the project had a clear positive impact on their academic integration by fostering an inclusive, modern, and adaptable educational environment.

6. Technical University of Moldova, R. Moldova

6.1. Context

The “Education 2030” Strategy of the Republic of Moldova prioritizes inclusive education, ensuring equal access to quality learning in alignment with SDG-4. Specific measures address vulnerable groups and Ukrainian refugee students through targeted national programs.

Moldovan universities have actively supported this objective by facilitating refugee integration into higher education. The Technical University of Moldova (TUM) established three accommodation centers hosting 158 individuals and providing essential support services.

Through dedicated initiatives, TUM delivers training in ICT, communication, employability, and Romanian language skills to strengthen academic continuity and labor market integration. Career guidance services further support Ukrainian students’ professional development.

These coordinated efforts enhance institutional resilience, promote inclusive education, and contribute to the sustainable integration of refugee students within Moldova’s higher education system.

6.2. Student at TUM refugees from Ukraine

FACULTIES	Number of students
Faculty of Energy and Electrical Engineering (FEIE)	2
Faculty of Computers, Informatics and Microelectronics (FCIM)	34
Faculty of Mechanical, Industrial and Transport Engineering (FIMIT)	6
Faculty of Food Technology (FTA)	3
Faculty of Urban Planning and Architecture (FUA)	1
Faculty of Construction, Geodesy and Cadastre (FCGC)	1
Faculty of Economic Engineering and Business (FIEB)	11
Faculty of Veterinary Medicine (FMV)	4
Faculty of Agricultural, Forestry and Environmental Sciences (FAES)	4
Faculty of Design (FD)	3
Compensatory year/high school	3
Total students	72
F	13
M	59

The table presents the distribution of 72 students across the university’s faculties. FCIM has the highest representation, with 34 students (47.2%), accounting for nearly half of the total sample. FIEB follows with 11 students (15.3%), forming the second-largest group. FIMIT includes 6 students (8.3%), while FMV and FAES each represent 4 students (5.6% each). FTA and FD account for 3 students each (4.2% per faculty). The smallest representations are recorded in FEI with 2 students (2.8%), and in FUA and FCGC with 1 student each (1.4% respectively). Compensatory year/high school category also includes 3 students.

Regarding gender distribution, the student population consists of 59 male students and 13 female students, indicating a significant gender imbalance in favor of male students. Overall, the data show a strong concentration of students in IT-related and engineering fields, particularly within FCIM.

6.3. Activities and Contributions.

Ukrainian students who are temporarily residing in the Republic of Moldova are fully integrated into the educational process and enrolled in full-time study programs at the Technical University of Moldova. They participate in all academic activities on an equal basis with local students, ensuring continuity of their studies despite the challenging circumstances in their home country. All Ukrainian students benefit from the right to temporary residence in Moldova and are provided with accommodation and meals financed through dedicated support funds. These measures aim to ensure their academic stability, social inclusion, and well-being during their period of study at UTM.

6.4. Conclusions

The implementation of the DIGITRANS, ERASMUS+ project at the Technical University of Moldova has significantly contributed to ensuring equal access to quality education for all students, while reinforcing the resilience and adaptability of the educational process in the context of ongoing military challenges affecting students from Ukraine.

By integrating modernized curricula, digital learning tools, and inclusive teaching methodologies, the project guarantees the continuity and accessibility of academic studies regardless of students' geographical location. All updated courses developed under DIGITRANS are fully integrated into UTM's academic programs and are accessible to the entire student body.

Furthermore, Ukrainian students are actively involved not only in academic activities but also in extracurricular events, industry meetings, and networking initiatives, promoting their academic integration, professional development, and social inclusion.

Overall, the DIGITRANS project strengthens institutional capacity, supports inclusive education, and contributes to the sustainable modernization of higher education at UTM.