

**Mental health solutions for educational inclusion in  
distressed Ukrainian VET (MIND)  
MIND – 101183228**

**EDUCATION AND TRAINING DEVELOPMENT  
STRATEGY FOR THE EDUCATIONAL AND  
REHABILITATION  
INSTITUTION OF HIGHER EDUCATION  
“KAMIANETS-PODILSKYI STATE INSTITUTE”**

**2026–2030**

**Work Package 2**

**Develop Capacity Building Program, Content and Tools**

**Deliverable No 2.2. Internal Strategies for growth and relevance of VET for Ukrainian  
(UA) VET Providers**



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## Executive Summary

### ***Development Strategy of ERIHE “Kamianets-Podilskyi State Institute” (KPSI) for 2026–2030***

The development strategy for 2026–2030 of Educational and rehabilitation institution of higher education “Kamianets-Podilskyi state institute” (KPSI) was prepared as a comprehensive response to the exceptionally challenging context in which the university operates. This context is linked, on the one hand, to the ongoing armed aggression against Ukraine and its socio-economic consequences, and, on the other, to the rapid development of European quality standards, digitalization, and inclusive education. The document integrates the logic of the MIND project (Erasmus+ CB-VET) with national and European policies in the areas of higher education, VET, mental health, and support for vulnerable groups.

KPSI is a higher education institution with a unique educational and rehabilitation profile. It combines the roles of an academic institution, an inclusive education center, and a center for comprehensive educational, psychosocial, and health rehabilitation. The institute offers undergraduate and graduate programs, vocational education (VET, professional college), scientific and research-and-development activities, and a wide range of rehabilitation services. KPSI's statutory mission focuses on ensuring equal access to education for people with disabilities (including hearing impairment), those with chronic illnesses and injuries, and, in wartime situations, also for internally displaced persons (IDPs), veterans, members of families of combatants, militarians, and students affected by trauma and loss.

Institute also provides special conditions of education and rehabilitation for orphans and students deprived of parental care and for students with musculoskeletal disorders, visual and hearing impairment. Institute performs a social function, developing youth initiatives, supporting Student council activity and creating events for the development of youth, in particular students with special educational needs and young people with disabilities. Institute educational policy advocates for more inclusive equity-related policy, admissions pathways and inclusive practices that support increased higher education access for the students, in particular, students with disabilities. Institute is committed to innovative, strategic



initiatives that extend the depth and impact of educational programs. This allows being responsive to changes in educational contexts and new opportunities to work with young people, namely, people with disabilities. The Institute implements educational, professional and educational-scientific programs at the first (bachelor's), second (master's) levels of higher education.

The strategy is based on a diagnosis that demonstrates that KPSI as it is only one higher educational institution in Ukraine, which provides the leading technologies of Institute education are health-preserving and valueological, which ensure the effectiveness of classes and quality professional training for students with disabilities, orphans and students deprived of parental care. Institute perform a social function, developing youth initiatives, supporting Student council activity and creating events for the development of youth, in particular students with special educational needs. KPSI serves also as a regional center of competence in inclusive education and rehabilitation, possessing unique experience in working with people with disabilities and other vulnerable groups, yet simultaneously operates in an environment marked by significant tensions, security risks, the psychological burden on the academic community, and state budget constraints. A SWOT analysis reveals strengths, such as a clearly defined educational and rehabilitation profile, a well-developed support infrastructure, and experience in inclusive education, as well as serious threats related to the ongoing war, the risk of student outflows, the psychological burden on staff and students, cybersecurity risks, and differences in digital equipment compared to the best-equipped universities.

In response to these challenges, the 2026–2030 Strategy envisions KPSI as Ukraine's leading and recognizable center for inclusive education, rehabilitation, and mental well-being, integrating higher education and vocational education (HE and VET), psychosocial support, rehabilitation, and equal opportunities. The Institute is to develop as a campus without physical, digital, educational and psychosocial barriers, where education, mental health, rehabilitation, and social inclusion are treated as interconnected components of a single ecosystem.

The mission, described in the Strategy, emphasizes KPSI's role in providing people with disabilities, internally displaced persons (IDPs), veterans, war-affected families, and other vulnerable groups with opportunities to continue their education,



develop professionally, and rebuild their psychosocial well-being, while adhering to high standards of quality, safety, and dignity. The institutional culture is to be based on values such as dignity, well-being, safety, inclusion, quality, partnerships, and social responsibility, which are reflected in both internal documents and the university's operational practices, including anti-discrimination policies, mechanisms for protection against violence, and the promotion of academic integrity.

The strategic objectives of the Strategy are grouped around several complementary dimensions. First, these are educational and scientific goals, which assume a transition to learning outcomes-based programs and linking qualifications to the European Qualifications Framework and the Horizontal Competence Framework. Second, psychosocial goals focus on building a coherent mental health support system and responding to PTSD, encompassing students, staff, internally displaced persons (IDPs), veterans, and their families, and on strengthening the resilience of the academic community. Third, rehabilitation and inclusive goals concern the development of rehabilitation, sports, and accessibility infrastructure, as well as specialized support for people with hearing impairment and other disabilities. Fourth, digital and innovation goals concern the digital transformation of teaching, the implementation of digital solutions, and the development of accessible, hybrid, and remote forms of education. Fifth, partnership and international goals focus on strengthening participation in projects such as MIND, Erasmus+, and other EU initiatives, and on KPSI's position as a national and regional competence center in the area of inclusive education, socialisation, rehabilitation, and mental health support. Finally, qualitative and management objectives include building a resilient, transparent and participatory governance model based on data, EU standards and risk management.

To achieve these goals, the Strategy defines a set of strategic development areas and directions of action. In the areas of education quality and program modernization, it assumes systematic auditing and updating of study programs, the development of VET-HE pathways, practical training, short-term courses, and micro-credentials, as well as the consistent integration of digital, entrepreneurial, and social and civic competences into curricula. In the area of mental health and PTSD, priorities include expanding the Psychological Support & Trust approach,



integrating modules related to coping with trauma into study programs, developing the Veterans Support Center and support programs for internally displaced persons and families affected by war, and building a culture of care, respect, and safety.

In the area of rehabilitation and a barrier-free environment, the Strategy envisages the modernization of physical and digital infrastructure, the development of a rehabilitation and sports center, and the construction of a model barrier-free campus whose best practices can be transferred to other universities. In the area of staff development and organizational culture, intensive professional development in inclusive education, PTSD, and mental health is planned, along with the development of digital competencies and innovative teaching methods, and systemic measures to prevent burnout and enhance staff well-being. In the area of digital transformation, priorities include the implementation and development of digital solutions, e-learning tools, the construction of a learning data collection system, and the implementation of learning analytics to support teaching and strategic decisions. Finally, the areas of international partnerships and cooperation, as well as the quality and risk management system, focus on building a network of collaborations with employers, the administration, and the "third sector," developing international projects, and implementing a comprehensive quality and risk management system (war, psychosocial crises, cybersecurity, business continuity).

The Strategy's implementation plan is based on the 2026–2030 timeframe and integrates activities related to education, mental health, rehabilitation, digitalization, and partnerships into coherent packages implemented in phases. The first phase includes the adoption of the Strategy and management structure, a review of programs and infrastructure, program modernization, an attempt to implement micro-credentials, and the implementation of digital solutions and mental health and PTSD support modules. In subsequent years, the focus will shift to scaling program modernization, systemic implementation of mental health/PTSD support, investments in rehabilitation and accessibility infrastructure, the development of learning analytics, and building the role of KPSI as a key institution on the educational map of Ukraine. In the final phase (2029–2030), the priority is to consolidate the developed standards, develop a new strategic perspective, and leverage best practices.



The implementation of the Strategy is supported by a transparent governance system that defines the roles of university management, heads of units, the IT department, the international relations office, and student representatives. The Strategy's financial framework assumes the use of a combination of state and local government budget funds, grants and international projects (including Erasmus+ and programs supporting reforms in higher education), as well as partnerships with businesses and social organizations.

A key element of the Strategy is the monitoring and evaluation system. This is an integrated quality assurance system for KPSI. For key areas such as the quality of education and graduate employability, mental health and inclusion, digital transformation, rehabilitation, and partnerships, realistic quantitative and qualitative indicators are defined, based on data on recruitment and completion, alumni outcomes, the scale of support service use, infrastructure availability, the degree of digitalization of teaching, the number and quality of partnerships and international projects, among others. The reporting system assumes regular data collection, analysis, and periodic reviews of the Strategy every 12/24 months. Particular emphasis is placed on incorporating the voices of students, lecturers, employees, persons with disabilities, IDPs, veterans, and external partners through various methods of information and data collection, consultations, thematic meetings, and the participation of their representatives in advisory bodies. The KPSI Strategy for 2026–2030 is a document that will take into account the changing war and post-war environments, the dynamic development of European quality standards and digitalization, and the new needs of the university community.



## **1. Introduction and Context**

### **1.1. Purpose, scope and time horizon of the Strategy**

The Education and Support System Development Strategy at Kamianets-Podilskyi State Institute (KPSI) for 2026–2030 was prepared as a document with both a developmental and adaptive nature. Its primary goal is to guide the Institute's transformation from a traditional educational and rehabilitation institution into a leading, modern educational and rehabilitation center that systematically combines education, rehabilitation, and psychological support, responding to the effects of war and the challenges of the European educational space.

The Strategy encompasses all key areas of the Institute's operation, from the development of educational offerings and study programs, the rehabilitation system and psychosocial support for students, staff, and alumni, the digitalization of educational and management processes, internationalization and cooperation with the socio-economic environment, to internal organization, quality management, and institutional culture. The document recognizes the Institute's close cooperation with Separated structural subdivision Kamianets-Podilskyi Professional College of ERIHE KPSI (Professional college) as a separate structural unit, adopting the perspective of a shared educational and rehabilitation ecosystem at the city and regional levels.

The time horizon of 2026–2030 was deliberately chosen as a critical period. These are the years during which Ukraine will most likely simultaneously continue its defense efforts, rebuild its infrastructure and economy, and accelerate its integration and cooperation with the European Union. In this context, the Strategy is intended to serve as a practical tool for translating national priorities (reconstruction, institutional reform, human capital development, inclusive policies) into concrete actions undertaken by the Institute and the College.

The document serves both a framework and an operational purpose. On the one hand, it outlines the long-term vision, mission, and development priorities of the KPSI, and on the other, it identifies the main implementation paths, linked to the system of monitoring, evaluation, and periodic reviews of the Strategy. It thus provides the basis for making decisions regarding resource allocation, preparing



national and international projects, planning staff training, and implementing mental health support tools within the academic community.

## **1.2. Post-war Context, Mental Health, and PTSD in the Academic Community**

The strategy is being developed in a country still suffering the direct consequences of the ongoing war. Ukraine is simultaneously experiencing infrastructural destruction, macroeconomic tensions, and profound demographic changes, including the emigration of several million citizens and large-scale internal displacement. All of this impacts the situation of students, academics, and administrative staff. Many have experienced, to varying degrees, bombings, the loss of loved ones, forced migration, interrupted education, and prolonged uncertainty about the future.

The post-war context is causing a sharp increase in demand for mental health support. Symptoms related to trauma and post-traumatic stress disorder (PTSD), chronic anxiety, sleep disorders, low mood, and burnout are increasingly observed in the academic community. This applies to students, teaching staff, and support staff alike. Particularly vulnerable groups include people with disabilities, students with internal migration experiences, and those who combine study with caring responsibilities, professional work, or military service.

As an educational and rehabilitation institution, KPSI holds a unique position in this context. For years, it has combined the educational process with an extensive rehabilitation system, encompassing physical, medical, vocational, social, and psychological-pedagogical components. After the outbreak of full-scale aggression, this system became a key resource in the region. KPSI supports youth with disabilities, individuals with special educational needs, and students with war experience, offering them continued learning and access to integrated forms of support.

The 2026-2030 strategy treats mental health and trauma response not as an additional area of activity, but as one of its core tasks. This means, among other things, developing universities as a community sensitive to war experiences, understanding the specifics of PTSD, and utilizing diagnostic tools, early



intervention, and long-term psychosocial support. This is fully consistent with the assumptions of the MIND project, which builds the capacity of Ukrainian VET/HE operators to recognize and address the psychological consequences of war.

### **1.3. Profile and role of ERIHE “Kamianets-Podilskyi state institute” (KPSI)**

ERIHE “Kamianets-Podilskyi State Institute” (KPSI) is a higher education institution with a unique educational and rehabilitation focus. It combines the functions of an academic center with those of a social and vocational rehabilitation center for young people with disabilities and other special educational needs. The institute provides undergraduate and graduate education, as well as scientific, research, and development activities, and a wide range of rehabilitation services.

KPSI's profile includes preparing specialists in special education, social work, finance, economy, public administration, rehabilitation, psychology, and other fields related to inclusive education and support for people both with special educational needs and people with disabilities. The Institute also serves as a regional competence center for inclusion and inclusive education. It organizes international scientific conferences on inclusion, rehabilitation, social support and cooperation between education, economy, social support and civil society, supports student research through regular conferences and international projects. International cooperation, including Polish-Ukrainian projects, initiatives with NGOs, and participation in Erasmus+ and Jean Monnet initiatives, strengthens the Institute's position as a partner capable of transferring modern solutions in the field of inclusive education and rehabilitation.

In the perspective of the Strategy 2026-2030, KPSI is therefore treated as a key actor in the country's, local and regional educational ecosystem, which not only provides qualifications, but also builds the social, professional and health potential of people particularly vulnerable to exclusion in the conditions of post-war reconstruction.

### **1.4. Linking the Strategy with the MIND project (resilient & responsive VET/HE)**



The strategy for KPSI is directly embedded in the logic and objectives of the MIND project, a capacity-building project for Ukrainian VET/HE operators co-financed by the EU under Erasmus+ (Capacity Building in VET). This project aims, among other things, to develop institutional competencies in recognizing symptoms of PTSD and other forms of mental health crises among pupils, students, and learners, create a safe learning environment, and strengthen organizations' capacity to apply European qualification, quality, and competency tools.

KPSI, as an educational and rehabilitation university, is one of the key partners of the MIND Project and serves as a pilot for the implementation of internal "Resilience and Outreach" strategies for VET/HE institutions. This Strategy represents such an internal development strategy. It combines the perspective of modernizing educational programs, digitalization, and internationalization with a clear component of building the psychosocial resilience of the academic community and a support system for people with trauma experiences.

The connection to the MIND Project also means that the KPSI Strategy incorporates mechanisms and tools developed at the project level with the participation of various stakeholder groups. This includes staff mobility and job shadowing experiences, the use of knowledge-sharing processes, and the systematic integration of recommended European tools (EQF, ESCO, EQAVET, EDCL, DigComp, EntreComp, LifeComp, GreenComp) into educational programs and institutional solutions. The development of mental health literacy and PTSD sensitivity is, on the one hand, a separate goal, and, on the other, a benchmark for all other areas of the Strategy.

### **1.5. Reference to the EU framework**

The KPSI strategy is rooted in the European framework for education and competency development. It is recognized that further modernization of the KPSI must be implemented in close relation to tools and standards such as the European Qualifications Framework (EQF), the EQAVET quality framework, the ESCO classification, and the DigComp, EntreComp, LifeComp, and GreenComp competency frameworks.



The EQF and EQAVET serve as a reference point for designing learning outcomes, qualification levels, and quality assurance systems, ensuring that qualifications obtained through the KPSI are comparable and understandable both nationally and across Europe. ESCO serves to systematically link educational programs to professional profiles and competency requirements in the labor market, including inclusive education, social work, rehabilitation, social services, and professions supporting people with disabilities.

DigComp provides a consistent language for describing and developing digital competencies for students and staff—from basic technology use, through the safe use of digital resources, to the creative use of AI tools in education and rehabilitation. LifeComp supports the inclusion of components related to well-being, resilience, self-regulation, collaboration, and civic responsibility in curricula—competencies that are crucial in coping with the experience of war and trauma. GreenComp, on the other hand, enables the integration of a sustainable development perspective into the training of professionals working with people with disabilities, in social services, and in education, thus strengthening the Institute's alignment with the EU's long-term climate and environmental policy, while fully recognizing that this is not a priority for Ukraine at this time.

All these frameworks are considered practical tools supporting the design of modern, transparent, and inclusive learning pathways. In line with the approach adopted by the MIND project, their implementation will be linked to the development of tools for validating and documenting learning (Europass, EDCL/digital learning credentials) and the expansion of the quality monitoring system.

### **1.6. Methodology for preparing the Strategy**

The methodology for developing the KPSI Strategy combines a systems-based, data-driven approach with broad stakeholder participation and the co-creation logic developed in the MIND Project. The document's development process was multi-stage and involved both analysis of the Institute's existing strategic materials and the use of data and information about the KPSI environment, including the results of socio-economic analyses and international best practices.



First, an analysis of Ukraine's macroeconomic and social context post-2022 was conducted, with particular emphasis on the challenges of reconstruction, the human capital crisis, migration, staff shortages, and pressure on the education and training system. This diagnosis was based on available national and international reports and an analysis of KPSI strategic documents, including the Institute's current vision, mission, and main directions of development.

Second, a review of KPSI's activities to date in the areas of inclusive education, rehabilitation, support for people with disabilities, international cooperation, and digitalization of educational processes was conducted. This was done using both quantitative data (number of students, structure of courses, participation of people with disabilities, forms of rehabilitation) and qualitative data (conclusions from conferences, international projects, opinions of experts and partners).

Third, the MIND Project utilized a participatory approach. Consultations were held with representatives of the Institute's authorities, teaching staff, rehabilitation specialists, psychologists, students (including individuals with disabilities and students with experience of forced migration), as well as representatives of local authorities, non-governmental organizations, and international project partners. These consultations took the form of workshops and co-creation sessions, during which the goals, priorities, and expected outcomes of the Strategy were jointly defined.

Fourth, the Strategy's content was developed using the results of the MIND Project, including workshop/training materials on strategy development, PTSD, mental health, and the implementation of European frameworks and tools (EQF, EQAVET, ESCO, DigComp, EntreComp, LifeComp, GreenComp). This allowed for the inclusion of specific solutions for psychosocial support for students and staff, as well as for planning paths for the Institute's further professionalization in this area.

Finally, the draft Strategy was subjected to internal consultations and verification by a group of experts involved in the MIND Project and by representatives of the Institute. The final version of the document reflects both the national and European context of educational policies and the experiences and aspirations of the KPSI community. The Strategy is a document that assumes



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periodic reviews and updates based on the results of monitoring, evaluation, and changes in the external environment, including in the areas of mental health and support for Ukraine's post-war reconstruction.



## **2. Profile and diagnosis of the institution**

### **2.1. KPSI profile, statutory mission and areas of activity**

ERIHE “Kamianets-Podilskyi state institute” (KPSI), as an educational and rehabilitation institution of higher education, occupies a special place in the Ukrainian education system. It is simultaneously an academic institution, a center for inclusive learning, and an institution providing comprehensive educational, psychosocial, and health rehabilitation. According to its statute and scope of activities, KPSI combines the functions of higher education (bachelor's and master's degrees), vocational education (VET, vocational college), and a support institution for people with disabilities, including hearing impairments, and other vulnerable groups.

The Institute's statutory mission is to ensure equal access to education for individuals who would be at risk of exclusion under traditional education models, including students with disabilities, individuals with chronic medical conditions, trauma survivors, and, in wartime situations, internally displaced persons, war veterans, families of soldiers, and students affected by trauma and loss. Unlike a typical academic institution, KPSI combines the functions of a teaching center with those of a comprehensive rehabilitation environment, encompassing psychological, social, physiotherapy, and community support. The Institute's structure includes units specializing in physical, psychosocial, and vocational rehabilitation, including a modern rehabilitation and sports center, as well as specialized laboratories and psychological counseling offices.

KPSI's areas of activity primarily include higher and vocational education in the areas of economics, management, digitalization, socio-psychological activity and rehabilitation, vocational education and special education, as well as broadly defined social sciences, health, and physical education. The Institute also conducts research in the areas of inclusive education, rehabilitation, special education, and the psychology of crisis and trauma. It also actively participates in international projects (including the MIND Project) focused on mental health solutions in vocational and higher education.

In the horizon of the Strategy 2026–2030, KPSI strengthens its position as a



specialized higher education center that at the same time:

- prepares highly qualified specialists capable of working in the conditions of post-war reconstruction and European integration,
- provides systemic support for mental health and rehabilitation of students, including those with disabilities, forcibly displaced persons and veterans,
- develops a model of inclusive education based on the principles of equality and respect for the dignity of each person.

By combining educational and rehabilitation functions, the Institute serves as a regional center for social innovation, responding to the challenges of war, humanitarian crisis, and long-term social and professional reintegration.

## **2.2. Fields of study and target groups**

KPSI's educational offerings include both traditional academic programs and programs strongly focused on practice and social and vocational rehabilitation. The curriculum includes programs in economics, management, finance, computer science and digital technologies, psychology, social work, vocational education, rehabilitation, physical education and sports, as well as health and safety studies.

KPSI offers bachelor's, master's, and doctoral programs focused on inclusive education, rehabilitation, and social sciences. An integral part of the Institute is the vocational college, which offers VET (vocational education and training) programs, preparing technicians and mid-level specialists for the needs of the regional labor market. This allows KPSI to create a coherent education system, from VET and vocational college levels, through higher education, to doctoral education and professional development.

The specific nature of KPSI is particularly evident in its target groups. Key groups include:

- ✓ People with disabilities (including those with hearing impairments). The Institute is designed as a barrier-free space, both architecturally and organizationally. KPSI has dedicated sections on "barrier-free learning spaces" and "support for people with hearing impairments," reflecting a consistently developed model of physical, communication, and digital accessibility.



✓ Students from Ukraine affected by the war, including internally displaced persons and veterans. Since 2022, the Institute has operated amidst a full-scale aggression by the Russian Federation, with a significant portion of the academic community experiencing trauma, loss of home, and the destruction of their former living and learning environment. Within the KPSI, there is a Veterans Support Center, which organizes support, counseling, and educational and professional reintegration programs. The Institute also serves as a safe space for students who have relocated to Kamianets-Podilskyi from areas particularly affected by the war.

✓ Students in bachelor's, master's, doctoral, and VET programs. In addition to specialized vulnerable groups, KPSI also serves traditional students interested in studies in economics, management, computer science, psychology, and social work. At the same time, each of these programs is designed with inclusiveness in mind, incorporating components related to mental health, resilience, social competences, and working in environments diverse in terms of war experiences, disability, and social status.

With these defined target groups, KPSI is becoming a university where traditional academic goals, the development of professional, scientific, and civic competencies, are combined with rehabilitation and the rebuilding of human capital in wartime and post-war conditions. The strategy for 2026-2030 assumes further diversification of educational offerings, including the development of various forms of education (e.g., short courses, micro-credentials) for veterans, trauma survivors, people with disabilities, and displaced persons, as well as intensified efforts to integrate these groups into mainstream academic life.

### **2.3. Organizational structure and key units**

The organizational structure of KPSI reflects its educational and rehabilitation function and enables the efficient integration of teaching, research, and support functions. At the academic level, the Institute primarily comprises units responsible for the main areas of education, including:

- a unit responsible for economics, management and digitalization,



which focuses on education in the areas of business economics, management in the digital economy, finance, accounting and the implementation of digital technologies in the public and private sectors,

- a unit dealing with socio-psychological activities, rehabilitation and vocational education, which includes psychology, social work, special education, rehabilitation and the preparation of teachers and vocational instructors to work in a social environment requiring external support and inclusiveness,
- a professional college, responsible for VET education and for preparing technicians and mid-level specialists for the needs of the local and regional labour market.

This structure is complemented by specialized departments and departments, tailored to specific fields of study and research areas. Among them, units specializing in psychology, special education, medical and physical rehabilitation, physical education, and vocational education in economic sectors important to the region play a particularly important role.

In addition to strictly academic units, KPSI operates a number of specialized centers and laboratories that create a system of psychosocial, rehabilitation and educational support:

- Students` support Centre, which is responsible for coordinating student support services, including counselling, adaptation of study conditions for people with disabilities, social and information assistance,
- Veterans Development Center - a unit dedicated to war veterans and their families, combining advisory, educational and rehabilitation functions, supporting their return to academic and professional life,
- Psychological counseling laboratories and offices providing individual consultations, support in crisis situations, group classes in coping with stress, trauma and adaptation,
- A rehabilitation and sports center developing programs in physical rehabilitation, health training, and adaptive sports, important both for students with disabilities and veterans, as well as for the entire academic community in the context of promoting health and well-being,



- units dealing with accessibility and support for people with hearing impairments, responsible for the accessibility of infrastructure, sign language translations, adaptation of educational materials and digital communication tools.

Another important element of the structure is the Young Scientists Council and other collegial bodies representing students, doctoral candidates, and young researchers. They create mechanisms for participation in university governance, allow for the submission of needs, initiatives, and proposals for change, and strengthen the culture of shared responsibility for the institution's development.

During the period of validity of the Strategy 2026–2030, it is assumed that the roles of individual units will be further clarified, including the formal establishment of structures responsible for mental health and psychosocial support, as well as the integration of digital solutions in the management of teaching and support services.

#### **2.4. Students, Staff, and Stakeholders**

The KPSI community comprises students, doctoral candidates, VET program participants, academic and non-academic staff, and a broad network of external stakeholders. The student population is exceptionally diverse. Alongside typical full-time and part-time students, there are individuals with various disabilities, including hearing impairments, individuals using rehabilitation services, internally displaced students from war-affected regions, veterans, and military family members.

This structure creates particular challenges, but also significant potential. On the one hand, it requires a high level of organizational flexibility, the availability of support services, and the adaptation of teaching methods and digital solutions to diverse needs. On the other, it fosters an educational environment based on diverse experiences, mutual learning, solidarity, and creativity. KPSI is consistently shaping an institutional culture in which students from diverse backgrounds, people with disabilities, IDPs, veterans, and local youth co-create a cohesive academic community.

The KPSI academic staff includes academics representing social sciences, pedagogy, psychology, rehabilitation, economics, management, vocational education, and related disciplines. Specialists in crisis psychology, special education, physiotherapy, social work, and social rehabilitation play a special role,



combining teaching with counseling and therapeutic activities. This staff, which includes psychologists, special education teachers, physiotherapists, career counselors, social workers, and technical staff, constitutes an integral element of the support system.

At the systemic level, the functioning of KPSI is part of a model of broad cooperation with the environment, in which key stakeholder groups representing the public sector, the business and employer sector, the science and education sector, and civil society co-create the environment for the institution's development.

In the context of KPSI, this model includes in particular:

- ✓ public administration: local government authorities of Kamianets-Podilskyi and Khmelnytskyi Oblast, regional employment services, structures responsible for social policy, health care and support for veterans,
- ✓ employers and business organizations, which include healthcare institutions, rehabilitation centers, educational institutions, non-governmental organizations providing social services, enterprises in the service, tourism, sports and recreation sectors, as well as organizations specializing in technologies supporting people with disabilities,
- ✓ the scientific and educational community, i.e. other universities, research institutes, training centers and teacher training centers with which KPSI cooperates in the field of research projects, academic mobility and the development of study programs,
- ✓ civil society represented by non-governmental organisations working for people with disabilities, veterans' organisations, initiatives supporting displaced persons, youth organisations, parents' and guardians' associations.

Strengthening relationships with these groups through advisory boards, project partnerships, apprenticeships, and joint educational and social initiatives is one of the pillars of the 2026-2030 Strategy. In the MIND Project, this model is particularly important for creating local mental health support ecosystems, in which universities, public services, NGOs, and employers share responsibility for the psychosocial well-being of youth, students, academic staff, veterans, and people with disabilities.



## **2.5. Current forms of psychosocial support, safety, and inclusion**

KPSI has an extensive infrastructure and a set of practices that, although formalized to varying degrees, create a coherent system of psychosocial support and inclusion. Accessibility, both physical and digital, is crucial here. University buildings are gradually being adapted to the needs of people with mobility limitations, and the Institute emphasizes the concept of accessibility in the educational space in its documents and communications.

Students with hearing impairments are a special group. For them, the Institute is developing a support system that includes sign language translation, adapting teaching materials, using subtitles, and individual consultations with teachers and communication specialists. At the digital level, the university is taking steps to ensure the accessibility of e-learning materials, including adapting its website to accessibility standards and supporting students in using assistive tools.

Existing forms of psychological support and counseling play a significant role. KPSI operates various forms of psychological counseling and offices where students can receive individual support in situations of crisis, stress, grief, or adjustment problems. In conditions of war and prolonged uncertainty, such services are crucial. Research on the mental well-being of students in Ukraine indicates a high rate of depressive, anxiety, and stress symptoms, with serious consequences for academic and social functioning.

In response to the new challenges of war, the Institute is also developing activities aimed at forcibly displaced students and veterans. The Support Center and the Veterans Support Center provide informational support, counseling on educational and career paths, support groups, workshops on stress and trauma management, and integration activities with the local academic community. The goal is not only to provide minimum conditions for continuing education but also to create an environment in which those affected by war can gradually rebuild their sense of agency, security, and belonging.

At the normative and cultural levels, KPSI pledges to develop a culture of anti-discrimination and protection against violence. The university implements mechanisms to prevent violations of dignity, including complaint procedures, information and training activities, and collaboration with social organizations to



counteract violence and discrimination. This culture promotes the principles of academic integrity, respect for diversity, and social responsibility, which are reflected in both internal documents and teaching and educational practices.

At the same time, the baseline diagnosis shows that many activities are fragmented and partially reactive. The psychosocial support system, although present, requires further standardization, better integration with the teaching process, staff reinforcement, and systematic monitoring of effectiveness. The 2026–2030 strategy, linked to the MIND project, assumes a transition from a model of fragmented practices to a coherent, systemic ecosystem of mental health and resilience support. including the development of clear procedures, competent intervention teams, risk identification tools and close cooperation with local health services, non-governmental organizations and international partners.

## **2.6. SWOT Analysis (with a focus on mental health, inclusion and digitalization)**

The SWOT analysis for Kamianets-Podilskyi State Institute summarizes the institutional diagnosis within the framework of the 2026–2030 Strategy. It considers both the traditional dimensions of the university's potential and limitations, as well as specific aspects related to its educational and rehabilitation profile, the context of war, mental health challenges, and digitalization processes.

### ***Strengths***

KPSI's key strengths include its clearly defined, socially relevant profile as an educational and rehabilitation institution specializing in working with individuals with disabilities, including musculoskeletal disorders, hearing impairments, and other vulnerable groups. The institute has experience in providing inclusive education, combining educational and rehabilitation functions, and developing a comprehensive approach to students as individuals requiring not only knowledge but also psychosocial and health support.

Another strength is the extensive support infrastructure and the presence of a Students Support Center, a Veterans Support Center, psychological counseling laboratories, a rehabilitation and sports center, and units responsible for



accessibility and support for people with hearing impairments. This structure makes KPSI an institution well-prepared to serve as a regional center of competence in the areas of mental health, rehabilitation, and inclusive education.

From a digital perspective, a key strength is the institution's willingness to develop an e-learning environment, utilize digital tools in teaching and counseling, and recognize the need to adapt digital solutions to accessibility standards. Initial experiences with remote learning, gained during the pandemic and war, provide a foundation for the systematic implementation of LMSs, e-portfolios, and learning analytics tools.

**Table 1. Strengths**

**Strengths (S)**

**o.**

1	A clearly defined educational and rehabilitation profile of KPSI as a teaching and rehabilitation institution of higher education.
2	Many years of experience in working with people with disabilities, including hearing impairments, and developed staff competences in the field of inclusive education.
3	Extensive support infrastructure: Support Center, Veterans Development Center, psychological counseling laboratories, health, rehabilitation and sports center.
4	Experience in ensuring environmental accessibility (architectural accessibility, gradual improvement of digital accessibility, support of sign language interpreters).
5	A diverse student community (people with disabilities, IDPs, veterans), fostering the development of social competences, empathy and resilience.
6	Strong ties with the local community, public authorities, rehabilitation institutions and non-governmental organizations.
7	The potential of KPSI as a regional centre for good practices in the area of inclusive education, rehabilitation and mental health support.
8	The presence of units and specialists providing psychosocial support (psychologists, special educators, rehabilitators, counselors).

**Weaknesses**

Significant weaknesses include limited financial and staff resources, which hinder the full modernization of infrastructure and digital systems, as well as the comprehensive expansion of psychosocial services. With public budgets burdened by the costs of war and reconstruction, the university—like many institutions in Ukraine—operates under strict investment and salary limits.

Another challenge, however, is the fragmented nature of existing solutions in the area of mental health and psychosocial support. While KPSI has a number of



valuable initiatives and units, it lacks a fully integrated system based on uniform procedures, clearly defined roles, monitoring tools, and a long-term plan for staff competency development. This applies particularly to early detection of mental health problems, working with PTSD, supporting staff exposed to secondary trauma, and systematically collecting data on the well-being of students and staff.

In the area of digitalization, a significant weakness is the lack of a unified, fully implemented LMS platform and integrated student data management systems, which limits the use of modern teaching methods, progress monitoring, and analytical tools to support decisions. Furthermore, some staff require support in digital literacy and online teaching to fully utilize the potential of technology in working with vulnerable groups.

**Table 2. Weaknesses**

**Weaknesses (W)**

**o.**

1	Limited financial resources for infrastructure modernization, digitalization and the development of psychosocial services and prevention programs.
2	Fragmentation and partial non-systemic nature of mental health support (lack of a fully structured, university mental health and PTSD “system”).
3	Insufficiently developed procedures for early identification of mental crises, PTSD and suicide risks, and the lack of a comprehensive crisis intervention system.
4	Limited integration of psychosocial support into mainstream management and teaching (diffuse responsibilities, lack of consistent standards).
5	Lack of a fully implemented and unified LMS platform and low use of learning analytics to monitor student progress and well-being.
6	Diverse levels of digital competence among staff, especially in the area of designing accessible content and working with vulnerable groups in the online environment.
7	Limited possibilities for long-term investment planning due to financial and macroeconomic uncertainty.
8	Insufficiently visible and structured anti-discrimination and anti-mobbing policies (requiring clarification and communication throughout the community).

**Chances (Opportunities)**

The context of Ukraine's post-war reconstruction and European integration presents KPSI with a number of strategic opportunities. The growing importance of mental health in public policies, including WHO and EU documents, and Ukrainian sectoral strategies, opens up opportunities to secure funding for the development of psychosocial, rehabilitation, and educational services. The MIND project, in which the Institute participates as a partner, provides a concrete platform for implementing



new tools, programs, and models of collaboration in the field of mental health in VET.

The development of national and international networks of cooperation between rehabilitation and educational institutions, support centers for people with disabilities and veterans, and non-governmental organizations also offers opportunities. KPSI has the potential to serve as a national center for good practices in inclusive education and rehabilitation, as well as an active participant in Erasmus+ projects, research programs, and professional networks.

In the area of digitalization, opportunities arise from the accelerated digital transformation of the education sector in Ukraine and access to national and European grants for modernizing IT infrastructure, implementing LMSs, digital accessibility tools, and data analytics. The development of hybrid and remote learning options, in turn, allows for reaching students from remote regions, people with mobility disabilities, forcibly displaced persons, and veterans whose physical mobility is limited.

**Table 3. Opportunities**

**N Chances (O)**  
**o.**

O1	The growing importance of mental health, PTSD and wellbeing in public policies of Ukraine and the EU – the possibility of obtaining funds for the development of psychosocial and rehabilitation services (including within projects such as MIND).
O2	Development of international cooperation (Erasmus+, CBHE projects, partnerships with universities with a similar rehabilitation and educational profile) and transfer of good practices in the field of mental health and inclusion.
O3	Possibility of building local and regional support ecosystems (university – health services – NGOs – local government – employers) around mental health, rehabilitation, reintegration of veterans and IDPs.
O4	Accelerated digital transformation of education in Ukraine and access to grants for modernizing IT infrastructure, implementing LMS, improving digital accessibility and developing learning analytics.
O5	Development of hybrid and distance learning options for students from remote regions, people with limited mobility, IDPs and veterans.
O6	An opportunity to strengthen KPSI’s position as a national and regional competence centre for inclusive education, rehabilitation and mental health support in the HE and VET sectors.
O7	Opportunities for the development of new programmes and fields of study (e.g. rehabilitation, psychosocial support, counselling, social services management) that respond to the needs of post-war reconstruction.

**Threats**



The most serious threat to the stability and development of the KPSI remains the ongoing Russian aggression and its resulting consequences, including threats to physical security, economic instability, energy outages, infrastructure damage, and ongoing uncertainty about the prospects for a return to normalcy. These factors directly impact the mental well-being of students and staff. Numerous studies indicate high rates of depression, anxiety, and stress among young people studying in Ukraine, which translates into a risk of dropping out of studies, decreased motivation, and poorer academic performance and health.

An additional threat is the phenomenon of systemic burnout, overloading academic staff and support staff responsible for an increasing number of tasks, often carried out under conditions of resource scarcity and prolonged stress. The lack of appropriate mechanisms for ensuring employee well-being can lead to increased absenteeism, job attrition, and a decline in service quality.

In the area of digitalization, the technological gap with European standards poses a threat. There is a lack of full system integration, limited cybersecurity, and the risk of internet and power outages. At the same time, growing demands on the protection of personal data and sensitive information (including the health data of students and veterans) require the Institute to implement increasingly advanced digital security solutions, generating additional financial and organizational burdens. Finally, the long-term uncertainty surrounding the war is fostering the migration of young people abroad and the transfer of students to universities in EU countries, which increases competition for students and may lead to a decline in enrollment.

**Table 4. Threats**

**N  
o. Threats (T)**

T1	Ongoing armed aggression and related security risks (physical threats, infrastructure disruptions – energy, communications), affecting the continuity of education and the functioning of KPSI.
T2	Strong psychological burden on students and staff (trauma, bereavement, chronic stress), increasing the risk of burnout, mental health disorders, absenteeism and dropout.
T3	The outflow of students abroad and competition from better-equipped European universities may lead to a decline in recruitment and a "brain drain".
T4	Budget constraints of the state and local governments resulting from the high costs of war and reconstruction, making it difficult to finance investments in infrastructure, digitalization and support teams.
T5	Growing risks in the area of cybersecurity and protection of sensitive data (health data, IDP status, information on psychological support) in the face of limited IT resources.



T6	Possible “fatigue” on the part of partner institutions and donors (declining interest, financial priorities), translating into more difficult access to external funds and support.
T7	The deepening digital gap between KPSI and the best-equipped universities, affecting the attractiveness of the educational offer and the possibilities of international cooperation.

The SWOT analysis shows that ERIHE “Kamianets-Podilskyi State Institute” possesses unique potential stemming from its educational and rehabilitation profile, experience working with people with disabilities and vulnerable groups, and a well-developed support infrastructure. At the same time, it operates in an environment of significant tensions and constraints that require a strategic approach to mental health, inclusion, and digitalization. The 2026–2030 strategy, grounded in the MIND project and European quality standards, aims to transform strengths and opportunities into sustainable development advantages, while simultaneously addressing weaknesses and responding to external threats systemically.



### **3. Socio-economic context, labor market and competence needs**

#### **3.1. Key socio-economic trends in the region and Ukraine**

The years 2026–2030 will be a period for Ukraine in which the process of reconstruction and profound institutional transformation will unfold alongside persistent security risks. Government documents and international analyses clearly indicate that the country faces the need to simultaneously restore critical infrastructure, rebuild housing stock, modernize the energy system, and strengthen the education and rehabilitation system on a scale never before encountered. Human capital development, including rebuilding the potential of those affected by war, displacement, and disability, is becoming one of the key conditions for the success of the entire reconstruction process.

The labor market in Podolia and the closely related Vinnytsia and Ternopil Oblasts is shaped by a specific combination of factors: a strong specialization in the agri-food sector, a significant, albeit lower-paid than the national average, industrial and service sector, and the region's role as a relatively safe base for internally displaced persons and relocated businesses. In the broader Precarpathian and Carpathian, Podillia region, encompassing the Vinnytsia, Khmelnytskyi, Ternopil, Lviv, Ivano-Frankivsk, and Chernivtsi Oblasts, these regions account for approximately 19.1% of Ukraine's territory and 23.5% of its population, demonstrating that this is an important area of concentration of the country's human and socio-economic potential.

The Podillia economy is largely based on agriculture and the agri-food industry, supplemented by energy, processing, and the services sector. Khmelnytskyi Oblast ranks sixth in Ukraine in terms of agricultural production, accounting for approximately 5.6% of national production, and, along with Vinnytsia and Ternopil Oblasts, is a leading producer of sugar beet (in 2019, Vinnytsia accounted for 19.3%, Khmelnytskyi for 13.8%, and Ternopil for 11.6% of the country's sugar beet production). Even before the full-scale invasion, agriculture was crucial to Ukraine's labor market. In 2021, it accounted for over 17% of employment and 10.89% of GDP. However, as a result of the war, its share in the economy declined, which is particularly felt in regions with high agricultural



specialization, such as Podolia.

Data for the Khmelnytskyi Oblast provide a good illustration of the employment structure in the Podillia labor market. The region's available labor force in 2020 was approximately 552,000, with the largest groups of employees working in agriculture (134,700), trade (115,100), industry (63,100), education (47,400), and healthcare (31,600). The region generated USD 3.0 billion in gross regional product, representing 2.1% of Ukraine's GDP, and exports amounted to USD 0.6 billion (1.3% of the country's exports). The unemployment rate was 10.5% (compared to the Ukrainian average of 9.9%), confirming that Podillia is a region with a moderately difficult labor market situation.

Wages in Podillia are consistently lower than the national average, though they do not differ significantly from other regions of Ukraine. In March 2021, the average gross monthly salary in Khmelnytskyi Oblast was UAH 11,892, in Vinnytskyi Oblast UAH 11,696, and in Ternopil Oblast UAH 10,973, with the national average being UAH 13,612. Similar data in dollar terms show that in 2020, the average salary in Ukraine reached approximately \$526, while in Khmelnytskyi Oblast it was approximately \$480, confirming the region's position as an area with average, but relatively lower, incomes compared to the center of the country. These differences reinforce migration motivations towards larger cities and abroad, while also making the region attractive to investors seeking a skilled but relatively cheaper workforce.

Russia's full-scale aggression in February 2022 brought a fundamental change to the labor market in Podillia. Although the Khmelnytskyi Oblast remains relatively remote from the front line, it has become a significant destination for internal migration. Since the beginning of the war, the Khmelnytskyi Territorial Social Services Center has become a haven for approximately 49,000 internally displaced persons (IDPs), and in 2023, a Council of IDPs was established in the region to represent the interests of IDPs in public policy. In the first nine months of 2024 alone, over 3,112 people from this group used the services of regional employment offices, illustrating the scale of the challenges associated with integrating forced migration into the local labor market.

Nationwide, one in ten working-age people lost their jobs between 2023 and



2025, and the latest research shows that approximately 7% of respondents report being unemployed, with 44% citing the lack of job offers as a major barrier to employment. In Podolia, these nationwide trends are taking a specific form. Some local residents and displaced people are taking jobs below their qualifications or in less stable sectors, with a growing share of employment in construction, logistics, social services, and healthcare. At the same time, agricultural logistics, sensitive to weather and war factors, generates periodic fluctuations in demand for seasonal labor. At the same time, in 2023, employment in the Ukrainian agricultural sector declined by approximately 22%, to 2.1 million workers, a decline particularly felt in rural regions, including Podolia, although the sector remains a major employer.

The region's labor market is increasingly influenced by trends related to reconstruction and the green transformation. Climate analyses indicate, among other things, medium-high water risk in the Khmelnytskyi and Vinnytsia regions, which necessitates investments in agricultural modernization, irrigation infrastructure, and water-saving technologies in the berry and nut value chains. This creates new employment niches for specialists in agro-innovation, environmental engineering, and agricultural consulting, as well as for graduates of technical and economic fields. Combined with the role of the Khmelnytskyi Nuclear Power Plant as the region's largest industrial plant and the development of logistics, food processing, and tourism (including the historical and cultural heritage of Kamianets-Podilskyi), this gives Podolia the potential for gradual economic diversification and job creation, while maintaining a strong, albeit transforming, agri-food base.

At the same time, Ukraine is experiencing profound changes in its demographic structure and labor market. The scale of external migration, military mobilization, and internal displacement has led to labor shortages in numerous economic sectors, primarily in construction, logistics, utilities, healthcare, social services, and technical and digital professions. Employers are increasingly reporting not only a shortage of workers but also a clear mismatch between candidate qualifications and current and projected needs related to infrastructure reconstruction, economic modernization, and integration with the EU market.

In this situation, pressure on the education and vocational training system is significantly increasing. The country must simultaneously compensate for the



educational losses of the generation whose education was interrupted by the war, provide retraining opportunities for veterans and internally displaced persons, and develop new educational offerings that are aligned with the recovery economy. This applies particularly to sectors related to physical and psychosocial rehabilitation, healthcare, social work, inclusive education, development project management, the green transformation of the economy, and the digitalization of public services and businesses.

### **3.2. Priority sectors and the role of KPSI**

The described context translates into a clear definition of priority sectors in which the demand for competencies will grow particularly rapidly, and in which KPSI has or can develop a competency advantage. Analysis of national documents indicates that these primarily include inclusive education and VET, rehabilitation, psychology and mental health, social work and social services, inclusive economics and management, as well as the digitalization of the economy and public services.

In the area of inclusive education and VET, Ukraine is implementing systemic solutions aimed at integrating people with disabilities and other vulnerable groups into mainstream education. As a university with a well-developed educational infrastructure and a dedicated support system, KPSI can be a natural leader in these changes. Simultaneously, the rehabilitation sector is growing, including medical, physical, psychosocial, and vocational rehabilitation. For years, KPSI has combined the educational process with a well-developed rehabilitation system. In wartime and post-war conditions, this model proved to be one of the region's most important resources.

Psychology and mental health support are also gaining particular importance. In response to the trauma crisis, KPSI is developing courses and programs in the field of psychology and psychological rehabilitation, and is also engaged in numerous initiatives related to psychosocial support, both at the institutional level and in collaboration with external partners. The role of programs preparing practicing psychologists, counselors, and specialists who can work with veterans, individuals with war experience, families of survivors, and youth burdened with chronic stress is growing.



Another area is social work and broadly defined social services. In a region with support programs for seniors, youth, and groups with limited mobility (e.g., the "SOS-Turbota 60+" project and the "Social Youth and Government" initiative, in which KPSI students actively participate), there is a clearly growing demand for social workers, community organizers, community service coordinators, and socio-professional integration specialists. Through its programs and project activities, the Institute is becoming a key supplier of such personnel.

Inclusive economics and management in the recovery economy constitute another key sector. KPSI runs programs that prepare economists, managers, and finance and accounting specialists to work in conditions of high uncertainty, fiscal pressures, and the need to combine economic goals with social and environmental objectives.

Finally, the digitization of the economy and public services is a horizontal development priority. Through programs in the areas of management and digitization, and through the development of digital infrastructure, KPSI contributes to the national strategy for the digitization of education and administration. Digital competences are treated not only as a separate area but as a common element across all programs, from rehabilitation and social work to economics and management. This direction is fully consistent with the Strategy's reference to the DigComp framework and European qualification tools.

### **3.3. Qualification maps and demand for graduate competencies**

In response to the complex labor market context, the KPSI Strategy for 2026–2030 adopts an approach based on systematic skills mapping. This consciously aligns the Institute's educational programs with professional profiles and labor market requirements. These skills maps serve as a link between the internal logic of study programs and the practical expectations of employers and public institutions.

In the area of inclusive education and VET, the qualification maps will primarily include profiles of inclusive education teachers, special education teachers, vocational instructors in inclusive environments, academic tutors for students with disabilities, and accessibility coordinators. Each of these profiles will



identify learning outcomes related to working in diverse groups, designing individual learning paths, using assistive technologies, and maintaining high standards of communication with family and the social environment.

In the rehabilitation sector, skill mapping will focus on preparing physiotherapists, sports rehabilitation instructors, occupational therapists, and community rehabilitation program coordinators. These qualifications must address not only the classic aspects of rehabilitation planning and implementation, but also the need to work under conditions of chronic trauma, collaborate with the healthcare system, and utilize digital tools to both monitor progress and conduct some activities remotely.

In the field of psychology and mental health support, qualification maps will outline career paths for practicing psychologists, counselors, trauma specialists, and student support consultants. Within these profiles, psychodiagnostic competencies, crisis intervention skills, the ability to work with high-risk groups, and the ability to integrate psychological interventions with educational and rehabilitation activities will be paramount. This requires consciously linking study programs with internships, placements, and collaboration with psychological support centers in Poland and abroad.

Social work programs will be mapped according to the profiles of social workers, social mediators, community service coordinators, and local community animators. In this regard, it will be important to consider the growing role of near-home services, work in the local community, cooperation with local governments and non-governmental organizations, and the use of digital tools (e.g., platforms for managing social benefits and services). Projects implemented by KPSI, such as "SOS-Turbota 60+" and "Social Youth and Government," already provide a living context in which students acquire practical skills, and these experiences will be formally incorporated into the qualification maps.

Finally, in the areas of economics, management, and digitalization, qualification maps will be constructed to reflect labor market needs related to project management in the recovery economy, inclusive entrepreneurship, data analytics, public and corporate finance, and the digitization of processes in enterprises and public institutions. Of particular importance will be preparing graduates for work in



an environment where economic decisions are inextricably linked to issues of social responsibility, transparency, sustainability, and the use of digital tools and AI.

### **3.4. Psychosocial and Digital Competency Requirements**

In the context of post-war reconstruction, horizontal competencies are becoming as important as professional qualifications. The KPSI strategy assumes that every educational program, regardless of field, should systematically develop psychosocial, digital, and green transformation competencies (with the caveat that the green transformation is currently hampered by warfare). These three frameworks provide a common language through which the Institute can design, describe, and assess learning outcomes in a manner comparable across Europe.

LifeComp is a framework of personal, social, and learning-to-learn competencies that addresses areas such as self-awareness, self-regulation, resilience, empathy, collaboration, responsibility, and the ability to pursue lifelong learning. These competencies are particularly important in the KPSI environment. Students, faculty, and administrative staff operate under conditions of prolonged stress, threat, and uncertainty, and many have experienced direct or indirect trauma. This necessitates the development of activities focused on resilience, emotional self-regulation, building supportive relationships, and experiential learning in both specialized and general education courses.

DigComp is a European digital competence framework that serves as a benchmark for defining the minimum and advanced levels of digital proficiency that graduates of all fields of study should achieve. The Strategy assumes that every KPSI student will develop the ability to search for and critically analyze information, communicate and collaborate online, create basic digital content, ensure data security, and utilize digital technologies to solve problems. In economics and management programs, this level will be further expanded to include elements of data analysis, working in cloud environments, and basic use of AI tools, while in psychology, rehabilitation, and social programs, it will include skillful integration of digital tools with client work, while maintaining the highest ethical and data protection standards.

GreenComp is a competency framework for sustainable development that



helps integrate environmental and climate perspectives into education in areas not traditionally associated with them, such as rehabilitation, social work, and psychology. For KPSI, this means demonstrating to students that the design of living environments, urban infrastructure, transportation, social services, and physical activity directly impacts health, well-being, and opportunities for participation in society. Graduates of the Institute, as future leaders of social, rehabilitation, and educational projects, should be prepared to consider sustainability criteria when planning interventions, utilizing resources, and shaping available space.

The use of LifeComp, DigComp, and GreenComp in the KPSI Strategy is closely linked to other European tools: EQF, ESCO, EQAVET, Europass, and EDCL (digital learning credentials). This makes the development of horizontal competencies part of a coherent system.

### **3.5. Conclusions for the development of KPSI's educational and rehabilitation services**

Analysis of the socioeconomic context, labor market structure, qualification maps, and competency frameworks leads to several key conclusions that guide the development of KPSI between 2026 and 2030. First, the Institute should consistently strengthen its educational and rehabilitation profile, treating mental health and psychosocial support not as an additional area of activity but as a cross-cutting dimension of all institutional programs and policies. This means further developing rehabilitation services integrated with the educational process, building specialized support centers, and establishing a system for monitoring the well-being of students and staff.

Secondly, given the persistent and growing demand for specialists in inclusive education, rehabilitation, psychology, and social work, the Strategy should prioritize these fields. This requires both updating program content (with a greater emphasis on PTSD, trauma, and working in culturally and socially diverse environments) and developing a practical component, particularly in collaboration with health and social welfare institutions, non-governmental organizations, and international partners.



Third, KPSI should aggressively develop its offerings in the areas of inclusive economics, reconstruction project management, and digitalization, to prepare staff capable of managing complex development projects at the local, regional, and national levels. In practice, this means, among other things, creating specializations in reconstruction project management, social economy and green transformation, and digital administration, as well as deepening graduates' digital and analytical competencies.

Fourthly, in the perspective of the Strategy, it is crucial to fully embed KPSI programmes in the European competence framework and qualification tools.

Fifth, the Strategy should strengthen KPSI's position as a university offering flexible educational paths for vulnerable groups. The development of short-term courses, micro-credentials, blended learning programs, and remote learning options, as well as the expansion of the educational and career counseling system, will enable the Institute to reach individuals who, for various reasons, cannot benefit from traditional full-time studies. This has direct implications for veterans, trauma survivors, and displaced persons.

Finally, qualification maps and the development of cooperation with employers should become one of the pillars of KPSI's future strategy. The institute has all the necessary prerequisites to build lasting partnerships with local and regional businesses, public institutions, and social organizations, ensuring that educational programs are designed and updated in close dialogue with the labor market. This will not only increase graduate employability but also strengthen KPSI's role as a key actor in the socio-economic development of Kamianets-Podilskyi, Khmelnytskyi Oblast, and all of Ukraine in the period 2026–2030.



## **4. Vision, mission, values and strategic goals**

### **4.1. KPSI's vision for 2030 as a center for inclusive education, rehabilitation and mental well-being**

By 2030, ERIHE “Kamianets-Podilskyi State Institute” aspires to be perceived as a leading and highly recognizable educational and rehabilitation center in Ukraine, where inclusive education, comprehensive rehabilitation, and mental health care form a coherent, mutually reinforcing system. The Institute's vision is based on the premise that KPSI is not just a traditional higher education institution, but a holistic system for the education and professional development of specialists in the context of developing inclusive education, capable of responding to existing social needs, initiating responses to future challenges, and remaining competitive in the Ukrainian educational market.

The Institute aims to strengthen its position as an educational and rehabilitation institution of higher education that combines academic and vocational training with a wide range of rehabilitation activities (physical, medical, psychosocial, vocational, and environmental) for students with disabilities, war experiences, trauma, chronic illness, and displacement. By 2030, KPSI aims for its campus and organizational structure to be a model example of accessible educational spaces, both architecturally and organizationally, digitally and socially, in line with its mission.

A central element of KPSI's vision is the university's role as a center for trauma, mental health crises, and other health disorders—an institution that consciously adapts its environment, procedures, and offerings to the realities of life and learning in a country ravaged by war. By 2030, the Institute aims to fully integrate mental health support, including early recognition of PTSD symptoms and other forms of psychological distress, into the daily functioning of the education and rehabilitation system. This means that KPSI students, trainees, and staff will operate in a space where concern for mental well-being is embedded in the organizational culture, not limited to individual projects or interventions. This vision aligns with KPSI's role in the MIND project, in which the Institute was identified as a key partner in building a resilient and responsive VET system in the area of mental



health.

By 2030, KPSI envisions itself as a regional center for science, education, and culture in Podolia, a place where innovative research and practices in inclusive education, rehabilitation, and psychology are developed, and a center that serves as a link between the worlds of education, the economy, local government, and civil society. The vision envisions closely linking the academic Institute and the Professional College into a single vertical education system, encompassing VET, bachelor's, master's, and (in selected areas) doctoral degrees, as well as continuing education, enabling the creation of individual paths for professional development and rehabilitation for people of all ages and health statuses.

A key element of KPSI's 2030 vision is strengthening the Institute's position in the European educational landscape. KPSI strives to ensure that its curricula are fully aligned with the European Qualifications and Competences Framework, and that its diplomas and competency certificates are recognized and valued both domestically and internationally. Participation in initiatives such as Erasmus+ and ongoing collaboration with partners from Poland, Italy, Belgium, Sweden, and other EU countries are intended to become a permanent element of the Institute's identity as an international university, open to the exchange of good practices and contributing to European standards in the area of inclusion and mental health in education.

#### **4.2. The Institute's Mission in the Area of Education, Mental Health, PTSD, and Inclusion**

The mission of the KPSI stems from the traditionally understood role of higher education as a provider of knowledge, expertise, and research. It has also been profoundly transformed by the realities of post-war reconstruction and the specific nature of inclusive education. At its core, the Institute's mission is to develop an inclusive education and research system by educating and developing highly qualified, competitive professionals capable of operating in a market economy, social partnership, and European integration. The Institute views this mission not as an abstract goal, but as a daily practice, implemented in lecture halls, laboratories, rehabilitation centers, consulting offices, and the academic



community.

The inclusive dimension of its mission is crucial. KPSI aims to ensure equal access to education and rehabilitation for groups most at risk of exclusion in the traditional education system: people with disabilities (including hearing impairment), people with chronic illnesses, people with injuries, internally displaced persons, war veterans, families of soldiers, and students affected by trauma and mental health crises. The Institute combines the role of a teaching center with that of a comprehensive rehabilitation environment, where the learning process is inextricably linked with the process of recovery, regaining agency, and rebuilding social identity.

In the context of war and post-war reconstruction, KPSI's mission includes a specific component related to mental health and PTSD. The Institute sees itself as an institution responsible for creating systemic solutions that enable early recognition of trauma symptoms, foster resilience, prevent burnout, and prevent the escalation of mental crises, as well as building the competencies of educational and rehabilitation staff in this area. Participation in the MIND project reinforces this direction, introducing a clear emphasis into KPSI's mission on the development of methods and tools for working in the field of mental health in VET and higher education, and on the systematic use of the European Competency Framework, which allows for the organization and documentation of these activities.

The Institute's mission also has a regional and social dimension. KPSI declares its ambition to be a leading center of science, education, and culture in Podolia, shaping an inclusive social imagination and promoting progressive and humanistic thinking about inclusion processes in society. This means both developing scientific research and expertise in this area and working daily with local communities, local governments, non-governmental organizations, and international partners.

#### **4.3. Values: dignity, well-being, safety, inclusion, quality, partnership, social responsibility**

KPSI's values are a direct extension of its vision and mission. They form the foundation of daily decisions, teaching and research standards, internal



relationships, and the way we collaborate with our external environment.

Dignity is a paramount value that guides how KPSI views its students, listeners, staff, and partners. This means unconditional respect for every person, regardless of their ability, health, war experience, social background, or economic status. In practice, dignity is expressed in the design of accessible infrastructure, the individualization of the education and rehabilitation process, a stigmatization-free language of communication, and the building of relationships in which no one is reduced solely to their disability or trauma.

Well-being and security are other key values that take on particular importance in times of war and post-war reconstruction. KPSI treats physical, mental, and social well-being as a prerequisite for its effectiveness. Security is broadly understood – as physical safety within the campus space, psychological safety in relationships and the way the educational process is organized, and information and digital security in the use of technology. The Institute strives to ensure that every member of the academic community feels protected, supported, and empowered.

Inclusion is a value that unites the Institute's educational and rehabilitation mission. It means consistently striving to remove architectural, digital, communication, organizational, and cultural barriers, and to design education so that it is accessible to the widest possible group of people, including those with the most complex needs. Inclusion, as defined by KPSI, is not limited to accommodating people with disabilities into existing structures; it also involves transforming these structures to truly become their spaces.

Quality is the value that gives institutional dimension to all other principles. KPSI references both national and European quality standards in higher education and VET, striving for continuous improvement of programs, teaching methods, management processes, and quality assurance systems. In practice, this means, among other things, systematic monitoring of learning and rehabilitation outcomes, using tools such as EQAVET, developing a culture of evaluation and openness to external reviews, and treating every initiative as an opportunity for learning and improvement.

Partnership and social responsibility guide KPSI's participation in the life of



the local community, the country, and Europe. Partnership is broadly understood as collaboration with students and staff, local governments, employers, non-governmental organizations, other universities, and international partners. Social responsibility, on the other hand, means recognizing that decisions made today regarding the directions of education, research, projects, and infrastructure development impact the quality of life of the local community, the career opportunities of vulnerable individuals, and the direction of post-war reconstruction.

#### **4.4. Strategic goals**

KPSI's strategic goals for 2026–2030 stem directly from its adopted vision, mission, and values, as well as from an analysis of the socio-economic context and labor market needs. The Institute strives to ensure that these goals form a coherent, multidimensional structure encompassing educational and scientific, psychosocial, rehabilitation and inclusive, digital and innovative, partnership and international, and qualitative and management areas.

In the educational and research areas, the strategic goal is to develop KPSI as a leading center for higher and vocational education in the fields of inclusive education, rehabilitation, social and economic sciences, psychology, and management in the recovery economy. The Institute intends to modernize and develop its bachelor's, master's, and doctoral programs, as well as its VET offerings, to ensure they are closely aligned with labor market needs and European frameworks (EQF, ESCO, DigComp, LifeComp, GreenComp). This means, among other things, systematic program reviews, introducing new specializations, developing short courses (short courses, micro-credentials) for veterans, IDPs, and people with disabilities, and strengthening research in areas key to inclusive education, rehabilitation, and mental health.

In the psychosocial area, encompassing mental health, PTSD, and resilience, the strategic goal is to build a sustainable institutional support system that encompasses students, faculty, and administrative staff. KPSI aims to ensure that by 2030, every curriculum includes a component developing psychosocial competencies in accordance with the LifeComp framework, and that the entire academic community has access to professional forms of psychological support,



counseling, and crisis intervention. The development of support centers, staff training programs in recognizing and responding to PTSD symptoms, and the implementation of solutions and methods developed within the MIND project are intended to foster an organizational culture in which mental health care is a constant priority, rather than a response to individual crises.

In the area of rehabilitation and inclusion, the strategic goal is to further develop KPSI as a comprehensive rehabilitation environment that combines education with physical, psychosocial, vocational, and environmental rehabilitation for students and trainees. The Institute intends to strengthen and expand the existing rehabilitation infrastructure, including the rehabilitation and sports center, specialized offices and laboratories, and to develop support programs for people with disabilities, with a focus on those with hearing impairment and limited mobility. In parallel, KPSI will deepen its role as a regional center of competence in inclusive education, supporting schools, VET institutions, and other universities in adopting inclusive practices and educational models.

In terms of digital and innovation, the strategic goal is to make KPSI an institution that systematically incorporates digital technologies and data-driven solutions into all aspects of its operations. This includes developing digital competencies for students and staff in accordance with the DigComp framework, as well as computerizing management, teaching, and rehabilitation processes. KPSI plans to expand its remote and hybrid learning offerings, utilize digital tools and AI elements in education and rehabilitation, and build a culture of pedagogical and organizational innovation in which new solutions are tested, evaluated, and scaled across the entire institution.

In the area of partnerships and international cooperation, the strategic goal is to strengthen KPSI as a reliable and active partner in national and international cooperation networks. The Institute intends to develop partnerships with local governments, employers, non-governmental organizations, and public institutions, as well as expand cooperation with universities and VET institutions in Europe and beyond. Participation in projects such as MIND, collaboration with international organizations specializing in trauma, and the development of offerings for international students and lecturers are intended to make KPSI a recognized actor



in the educational space, actively co-creating solutions in the areas of mental health, integration and social inclusion, and rehabilitation.

Finally, in the area of quality and governance, the strategic goal is to build an efficient, transparent, and resilient management model that will enable the effective implementation of all other objectives. KPSI will develop a quality assurance system based on national and European standards, strengthen the competencies of management and administrative staff, improve strategic planning, monitoring, and evaluation processes, and develop mechanisms for student and staff participation in decision-making. Of particular importance will be the integration of mental health, inclusion, and safety perspectives into key institutional policies, ensuring that these values are reflected not only in the content of programs but also in the management of the entire organization.

The strategic goals defined in this way constitute a framework for the subsequent chapters of the Strategy, in which they will be translated into specific actions, indicators and a timetable for implementation, taking into account the role of KPSI as a key partner in the MIND project and one of the most important educational and rehabilitation centers in Ukraine in 2026–2030.



### Synthetic summary of the vision, mission, values and strategic goals of KPSI (2026–2030)

<i>Strategy element</i>	<i>Synthetic description (target state 2030)</i>	<i>Keywords / accents</i>	<i>Strategic implications – sample courses of action</i>
<b><i>KPSI Vision</i></b>	KPSI is a leading educational and rehabilitation center in Ukraine and recognized in Europe for inclusive education, rehabilitation, and mental well-being. The institute operates as a university combining academic and VET education with a comprehensive system of mental health and rehabilitation support for people with disabilities, IDPs, and veterans.	A center for inclusive education; a trauma-informed campus; a barrier-free space; integrating education, rehabilitation, and mental health support; positioning as a regional hub in Podolia.	Development of integrated educational and rehabilitation services; strengthening barrier-free infrastructure; building the image of KPSI as a regional and national competence center; incorporating project results (e.g. MIND) into institutional practice.
<b><i>KPSI Mission</i></b>	KPSI develops an inclusive education and learning system by educating highly qualified professionals capable of working in war and reconstruction environments, while also providing comprehensive physical, psychosocial, and vocational rehabilitation for people with disabilities and trauma. The Institute works to promote equal access to education and build an inclusive, democratic, and humanistic social culture.	Inclusive education; multidimensional rehabilitation; PTSD and mental health; equal opportunities; development of human capital for recovery; role of the regional centre for science, education and culture.	Integration of educational, clinical, and social components into programs; development of counseling and support for vulnerable groups; research and implementation projects in the area of inclusion and mental health; cooperation with local governments and NGOs.
<b><i>Values – dignity</i></b>	Every student, student, and employee is treated with complete respect, regardless of health, disability, or wartime experience. A person's dignity trumps their limitations and socioeconomic status.	Respect; agency; anti-stigma; inclusive language.	Individualization of teaching and rehabilitation work; stigma-free communication standards; student participation in decision-making processes; procedures for responding to violations of dignity.
<b><i>Values – well-being and safety</i></b>	KPSI creates an environment in which physical, mental, and social well-being are the foundation of learning and rehabilitation. Safety is understood broadly: physical, mental,	Wellbeing; safe space; trauma-informed environment; data security.	Development of psychological support centers; crisis response protocols; infrastructure adaptation; standards for the protection of



<b>Strategy element</b>	<b>Synthetic description (target state 2030)</b>	<b>Keywords / accents</b>	<b>Strategic implications – sample courses of action</b>
<b>Values – inclusion</b>	informational, and digital. The Institute consistently removes architectural, digital, communication, organizational, and cultural barriers. Inclusion means transforming the entire institution to become a natural environment for people with disabilities, IDPs, and veterans, rather than simply "making existing structures accessible."	Barrier-free; accessibility; diversity; "education for all".	sensitive data; mental health and PTSD training for staff. Accessibility audits; investments in supporting technologies; assistant and translator system; staff training; inclusive support for schools and VET in the region (KPSI expert role).
<b>Values – quality</b>	KPSI develops a quality culture based on national and European standards (EQAVET, ESG, etc.), treating evaluation as a tool for improvement, not just control. Quality applies to programs, teaching, research, rehabilitation, and management.	Continuous improvement; evaluation culture; EU standards; transparency.	Systematic program reviews; involving stakeholders in quality assessments; developing monitoring tools; preparing for external accreditations and audits.
<b>Values – partnership and social responsibility</b>	The Institute understands itself as part of a broader ecosystem. It collaborates with local governments, employers, NGOs, schools, other universities, and international partners, sharing responsibility for shaping Ukraine's reconstruction and European integration.	Quadruple helix; collaboration networks; service to the region; social impact.	Projects with EU partners (e.g. MIND); local support programmes (senior citizens, youth, "60+", IDPs, veterans); involving students in social activities; reporting on the social impact of KPSI.
<b>Educational and scientific goals</b>	Developing KPSI as a leading educational and research center in the areas of inclusive education, rehabilitation, psychology, social and economic sciences, and management in the recovery economy. Educational programs are aligned with EQF, ESCO, DigComp, LifeComp, GreenComp, and labor market needs.	Curriculum modernisation; VET + HE; applied research; micro-credentials.	Updating study programmes; developing new specialisations; creating VET–Bachelor's–Master's–PhD pathways; research and implementation projects in the area of inclusion and rehabilitation.
<b>Psychosocial goals (mental health, PTSD,</b>	Building a sustainable system of institutional mental health support, including early PTSD recognition, resilience building,	Mental health; PTSD; resilience; trauma-informed education;	Establishment/development of support centers; staff training programs; integration of mental



<b>Strategy element</b>	<b>Synthetic description (target state 2030)</b>	<b>Keywords / accents</b>	<b>Strategic implications – sample courses of action</b>
<b>resilience)</b>	and crisis prevention. Each program of study develops psychosocial competencies in accordance with LifeComp, and psychological support and counseling are available to the entire KPSI community.	LifeComp.	health modules into programs; pilots and tools developed in the MIND project.
<b>Rehabilitation and inclusion goals</b>	Strengthening KPSI as a comprehensive rehabilitation environment integrating education with physical, psychosocial, vocational, and environmental rehabilitation. Expanding services and infrastructure for people with disabilities, and supporting schools and VET institutions in implementing inclusive education.	360° rehabilitation; integration of education and therapy; inclusive campus; specialization in working with people with hearing impairments.	Expanding rehabilitation infrastructure; internship and apprenticeship programmes in rehabilitation centres; training for schools and VET in the region; model accessibility solutions (good practice for other universities).
<b>Digital and innovation goals</b>	Transforming KPSI into an institution that systematically utilizes digital technologies and pedagogical innovations in education and rehabilitation. The digital competencies of students and staff are developed in accordance with DigComp; management and teaching processes are supported by digital solutions and—where appropriate—AI tools.	DigComp; e-learning; blended learning; pedagogical innovations; data-informed management.	Development of remote/hybrid learning platforms; digital training for staff; pilots of AI use in education and rehabilitation; digitization of processes (recruitment, student services, rehabilitation documentation).
<b>Partnership and international goals</b>	Establishing KPSI as an active partner in national and international cooperation networks. The Institute participates in Erasmus+ projects and other initiatives, develops student and staff mobility, and creates joint programs with universities and VET institutions in the EU, particularly in the areas of mental health, rehabilitation, and inclusive education.	Erasmus+; CB-VET projects; thematic networks; mobility; joint programmes.	Continuation and development of MIND-type projects; establishing new partnerships; building an offer in foreign languages; common modules/joint programmes; participation in international research on PTSD, inclusion, VET.
<b>Quality and management goals</b>	Creating a resilient, transparent, and participatory management model that ensures the implementation of KPSI's vision and	Governance; EQAVET/ESG; data-driven management; participation;	Improving the quality assurance system; training for management staff; mechanisms for student



**Strategy element**

**Synthetic description (target state 2030)**

**Keywords / accents**

**Strategic implications – sample courses of action**

mission. The quality system encompasses teaching, research, rehabilitation, psychosocial support, and resource management, with processes based on data and European standards.

risk management.

and staff participation in management (stakeholder council, consultations); incorporating a mental health and inclusion perspective into institutional policies.



## **5. Strategic development areas and directions of activities**

The 2026–2030 perspective requires KPSI to shift from reactively responding to the challenges of war and post-war reconstruction to proactively shaping the region's educational and rehabilitation ecosystem. For this reason, the Strategy focuses on several interconnected areas, such as educational quality and program modernization, mental health and responding to PTSD, rehabilitation and a barrier-free environment, staff development and a culture of care, digital transformation, partnerships, and the quality system and risk management. In each of these areas, KPSI leverages its educational and rehabilitation profile, the experience gained in the MIND project, and references to the European Qualifications, Quality, and Competence Framework.

### **5.1. Quality of education and modernization of programs**

The development of KPSI as a modern educational and rehabilitation institution assumes a gradual but consistent transition from a traditional educational model to one based on learning outcomes, transparency of qualifications, and close alignment of programs with the needs of the labor market and the reconstruction of Ukraine. This applies to both undergraduate and graduate programs.

#### **5.1.1. Learning Outcome-Based Programs**

Between 2026 and 2030, KPSI aims to align curricula with the European Qualifications Framework and national qualification standards, ensuring that each field of study—from special education, psychology, social work, and inclusive economics—is described in terms of learning outcomes, i.e., knowledge, skills, and social competences. This requires a systematic review of study plans, realigning the number of study and practical hours, and updating the content with components related to inclusion, rehabilitation, mental health, and working in post-war reconstruction conditions.

The programs will be regularly evaluated internally and externally, with the participation of students, employers, and social partners. The results of these reviews are intended to lead to actual changes in the content and methods of education, not just formal reporting. ESCO plays a key role in program



modernization as a tool for systematically linking qualifications to professional profiles. A key element of this process will be the alignment of curricula, sets of learning outcomes, and teaching modules. This will make the programs more transparent and understandable for students, employers, and certification bodies.

### **5.1.2. Dual learning, short-term courses and micro-credentials**

Between 2026 and 2030, KPSI will develop a system of short-term education options complementary to traditional studies, ranging from qualification and development courses to micro-credentials that can be accumulated and recognized as part of longer educational paths. Of particular importance here are programs aimed at teachers, psychologists, rehabilitation specialists, and social workers working in both the education system and in social services and non-governmental organizations.

Dual education will be developed through deepening collaboration with employers, rehabilitation centers, inclusive education facilities, hospitals and clinics, social service centers, and organizations supporting people with disabilities and veterans. Part of the curriculum will be delivered in a real-world work environment, allowing students to gain professional experience alongside theoretical modules. Micro-credentials will be designed in logical competency packages, for example, on the basics of occupational therapy, the basics of crisis counseling, working with people with hearing impairments and the use of assistive technologies, inclusive education in mixed classes, and the use of digital tools in rehabilitation and social work. This will align KPSI with the European trend of recognizing short-form learning opportunities and enable it to offer flexible paths for upgrading skills in response to the pace of socio-economic change.

### **5.1.3. Key competences: digital, entrepreneurial, social and civic**

The strategy assumes that educational programs, regardless of field, will gradually incorporate embedded components that develop key competencies in line with the European frameworks DigComp, EntreComp, LifeComp, and GreenComp. In practice, this means that future psychologists and special education teachers will not only be able to conduct assessment and therapy, but also use digital tools, understand the basic principles of social entrepreneurship, promote their own well-being, and consciously incorporate a sustainable development perspective into their



work with students, clients, and local communities.

At the digital competence level, the main goal is to advance from basic tool use to ethical, critical, and creative use of technology, including artificial intelligence tools, e-learning platforms, and remote communication systems. In the area of entrepreneurship, KPSI will develop modules dedicated to managing small social projects, establishing social economy entities, raising external funds, and intersectoral collaboration, which is particularly important for graduates working in the field of social and rehabilitation services.

LifeComp will serve as a framework for the systematic development of personal and social competencies, self-regulation, cooperation, empathy, coping with stress and uncertainty, and civic responsibility. These elements are essential in the post-war environment of Ukraine, where both students and staff repeatedly confront experiences of trauma, loss, migration, and long-term anxiety. GreenComp, in turn, will help integrate an environmental perspective into programs so that professionals working in social services and education consider ecological aspects, for example, in the design of barrier-free infrastructure, the organization of rehabilitation activities in nature, and local community initiatives.

## **5.2. Mental Health, PTSD, and Inclusion**

One of the Strategy's most distinctive and priority areas is the mental health of the academic community and responding to PTSD and other forms of stress and mental health crises resulting from full-scale aggression. As an educational and rehabilitation university, KPSI treats this area as a cross-cutting dimension of all its activities—from education and rehabilitation to international cooperation—and as a model module in the MIND project logic, which can serve as a reference model for other VET universities in Ukraine.

### **5.2.1. Systemic mental health support**

Between 2026 and 2030, KPSI will consistently develop systemic mental health support based on the integration of existing laboratories, psychological counseling offices, and support centers. The goal is to create a coherent network of services encompassing individual counseling, support groups, psychoeducational activities, crisis intervention, and support for teaching and administrative staff.



This system will be integrated into the educational process. Students of psychology, pedagogy, and social sciences will be able to complete some internships in support units, learning under supervision to work with individuals in crisis while simultaneously strengthening the institution's resources. A key element will be the development of procedures for identifying warning signs in student and staff behavior, such as declining attendance, concentration problems, social withdrawal, and anxiety symptoms, and translating these observations into rapid, integrated support actions.

### **5.2.2. Recognizing and Responding to PTSD in the Academic Community**

Within the direct logic of the MIND project, KPSI will implement solutions that will enable faculty to recognize PTSD and post-traumatic stress symptoms (PTSS) within the academic community and respond appropriately within their roles. This applies to both teachers and administrative staff who have daily contact with students and other students. In parallel, procedures will be developed for referring individuals with severe PTSD symptoms to specialized psychiatric and psychotherapeutic services. KPSI will build collaborative networks with local and regional mental health centers, non-governmental organizations, and social services to ensure seamless referrals and ensure students receive comprehensive support within a single, integrated chain of services.

### **5.2.3. Support for IDPs, war-affected families and other vulnerable groups**

A significant priority of the Strategy is systematic support for internally displaced persons (IDPs), students from families directly affected by war, and other vulnerable groups, including people with disabilities, families with multiple risk factors, and veterans and their loved ones. As an educational and rehabilitation institution, KPSI has an extensive range of rehabilitation, counseling, and social services, which will be targeted and personalized to these groups.

This includes the development of tutoring and mentoring programs for IDP students, flexible solutions for course organization (hybridity, individual study paths), financial and scholarship support, and close collaboration with local authorities and non-governmental organizations that work on behalf of these groups. KPSI will also



undertake informational and psychoeducational activities aimed at the entire academic community to foster empathy, solidarity, and understanding of the complex situations of those affected by war.

#### **5.2.4. Culture of care, respect and safety**

Building a culture of care, respect, and safety that includes counteracting violence, symbolic violence, harassment, discrimination, and all forms of exclusion is the foundation of KPSI's activities during the Strategy period. The Institute will continue and develop its internal regulations and procedures for responding to incidents of violence and discrimination, while also strengthening their awareness among students and staff and facilitating incident reporting.

A key element will be incorporating a culture of care into everyday teaching practices, including how classes are conducted, how feedback is provided, how group work is organized, and how assessments are conducted. Staff will be encouraged to adopt approaches based on empathy, constructive feedback, understanding students' life contexts, and a flexible approach to formal requirements in justified cases (e.g., trauma, family, or health situations).

#### **5.2.5. Integration of tools and materials developed in the MIND project**

The MIND project is a strategic resource of KPSI in the areas of mental health, PTSD, and inclusion. During the 2026–2030 period, the Institute will incorporate the tools, training materials, and recommendations developed during the project into its daily work with youth and adults. This applies to training modules, which will be hosted on the ADN platform, as well as potentially acquired or developed diagnostic tools, training scenarios, guidelines for creating a safe learning space, and models for collaboration with local stakeholders. KPSI will strive to ensure that MIND solutions are not limited to a narrow group of specialists but become part of the institutional culture, present in study programs, staff professional development, communication strategies, and psychosocial risk and crisis management practices.

### **5.3. Rehabilitation, barrier-free environment and support for people with disabilities**

KPSI is an institution with a unique educational and rehabilitation profile,



where the learning process is closely linked to a comprehensive system of physical, medical, vocational, social, and psychological-pedagogical rehabilitation. The 2026–2030 strategy further strengthens this area and focuses on creating a barrier-free environment, both physically and digitally, and on expanding support for people with various disabilities, veterans, and their families.

### **5.3.1. Development of physical and digital accessibility**

A priority is to continue to remove architectural and communication barriers on the KPSI campus. This will include adapting buildings, classrooms, laboratories, dormitories, pedestrian walkways, and sports spaces to the needs of people with limited mobility, sensory impairments, or multiple disabilities. Infrastructure development will take into account the pursuit of accessibility standards applicable in the European Union and best practices developed by institutions collaborating on international projects.

In parallel, digital accessibility will be developed, starting with a WCAG-compliant website and e-learning platforms, through accessible teaching materials (subtitles, sign language translations, alternative text formats, reading and writing tools), and finally, the use of assistive technologies (e.g., screen readers, magnification software, augmentative communication systems). KPSI will strive to ensure that every student, regardless of disability, can benefit from the full range of educational and rehabilitation services on an equal basis.

### **5.3.2. Specialized support for people with hearing loss and other disabilities**

KPSI has units specializing in supporting people with hearing impairments, responsible for adapting infrastructure and developing educational solutions, including sign language interpretation, hearing aid systems, and adapting teaching materials. The strategy envisions deepening these efforts by developing training programs for teachers and professionals working with people with hearing impairments, as well as expanding counseling services for families.

In a broader perspective, KPSI aims to create support models for people with various types of disabilities—sensory, intellectual, psychiatric, and multiple—that combine educational, rehabilitation, and social components. This includes designing individual learning paths, engaging families and the local community in the



rehabilitation process, and developing advisory services for integrating people with disabilities into the open labor market.

### **5.3.3. Support programs for veterans and their families**

Veterans and their families are a particular target group of the Strategy. The development of these services, including the creation of a dedicated unit combining advisory, educational, and rehabilitation services, will allow KPSI to better address the complex needs of this group—from medical and physical rehabilitation, through psychological support, to career planning and transition into the labor market. KPSI will develop specialized training programs for veterans, taking into account their experiences, health limitations, and family needs. Collaboration with veterans' organizations, local authorities, and employers will enable the creation of bridge solutions, such as short courses preparing for specific professions, mentoring and coaching programs, support networks, and social campaigns to challenge stereotypes about veterans with PTSD.

## **5.4. Staff development and an organizational culture of care**

Achieving the ambitious goals of the Strategy is not possible without the systematic development of teaching, research and administrative staff and the building of an organizational culture based on concern for well-being, trust, shared responsibility and high ethical standards.

### **5.4.1. Professional development in the area of mental health, PTSD, inclusive education and rehabilitation**

Between 2026 and 2030, KPSI will develop a comprehensive system of professional development (Continuous Professional Development), encompassing training in mental health, identifying and responding to PTSD, inclusive education, working with people with disabilities, and applying European tools (EQF, ESCO, EQAVET, DigComp, LifeComp, GreenComp, EntreComp). These training courses will be based on, among other things, the MIND project materials and methodology and the experiences of European partners. The development process will be cyclical and diverse, ranging from short webinars and workshops to longer courses, also including international mobility and job shadowing at partner institutions. Particular emphasis is placed on the development of practical skills, such as



conducting psychoeducational workshops, group work, designing support paths for students with trauma experiences, and adapting curricula to the specific needs of target groups.

#### **5.4.2. Digital competences and innovative teaching methods**

Developing staff digital competencies is one of the pillars of KPSI's transformation. The institute will systematically prepare teachers to utilize modern teaching methods, blended learning, e-learning, the "flipped classroom" model, project-based and problem-based learning using LMS platforms, online communication tools, multimedia resources, and AI tools that support the personalization of the learning process.

A key element will be the development of "digital pedagogy labs," where staff will be able to experiment with creating materials and interactive courses, and test new tools that support accessibility, including for people with disabilities. This will enable digitalization to drive a real transformation in group work methods.

#### **5.4.3. Burnout prevention, staff well-being support, and empathy-based leadership**

In post-war Ukraine, educational staff are at high risk of burnout due to emotional overload, environmental instability, the need to work with individuals in crisis, and balancing professional and family roles in conditions of constant uncertainty. The KPSI strategy involves developing a support system for employees, including access to psychological services, stress and burnout prevention programs, team-building activities, and the creation of a culture of caring for oneself and others.

In parallel, leadership competencies will be developed among the management team, based on empathy, dialogue, transparency in decision-making, and consideration of the perspectives of both employees and students. This management style is intended to foster trust in the institution, strengthen internal motivation, and create an environment in which all groups feel heard and share responsibility for the development of KPSI.

### **5.5. Digital Transformation and Learning Analytics**

Digital transformation at KPSI is viewed as a tool supporting the quality of



education, inclusion, governance, and development of a data-driven culture. During the 2026–2030 period, particular emphasis will be placed on building an integrated information and communication environment and developing learning analytics.

#### **5.5.1. Digital Learning Environment**

KPSI will consistently develop a coherent, accessible digital learning environment based on an integrated LMS, communication tools (including Microsoft 365 or equivalent packages), e-portfolios, and digital repositories of educational resources. The main goal is to provide students and staff with a single, user-friendly interface for accessing all key services, such as class schedules, teaching materials, assignments, grading systems, administrative information, and communication channels. A priority will be to incorporate Universal Design for Learning (UDL) principles and WCAG standards into the design of online courses, ensuring that the system also supports individuals with sensory and cognitive disabilities, as well as students with trauma experiences who may require a different pace and format of work.

#### **5.5.2. Learning Analytics and Data-Driven Decisions**

The next step in the transformation will be the development of learning analytics tools, enabling the monitoring of student learning paths, the identification of dropout risks, the analysis of attendance, performance, digital engagement, and the use of support services. This data will be processed in compliance with personal data protection and ethics principles, and its use will be focused on supporting students, not penalizing them. Learning Analytics will also enable better design of educational programs and teaching support activities, such as identifying the most demanding modules, monitoring the effects of implemented teaching changes, and assessing the effectiveness of new forms of psychological support or scholarships. This will become the basis for KPSI management to make strategic decisions regarding the development of courses, recruitment policy, infrastructure investments, and collaboration with partners.

#### **5.5.3. Digital Accessibility and Inclusion**

Digital transformation will consistently focus on including groups that may have previously had limited access to education, such as people with disabilities, residents of rural areas, and those combining study with work and family



responsibilities. Expanding remote and hybrid offerings, developing asynchronous online courses, flexible assessment options, and developing digital counseling and psychological services are intended to enable participation in education for individuals with varying temporal and spatial capabilities.

## **5.6. Partnerships, international cooperation and local community**

Thanks to its educational and rehabilitation mission and established regional presence, KPSI is a natural partner for local authorities, social services, the healthcare system, employers, and non-governmental organizations. At the same time, through its participation in international projects, Erasmus+ initiatives, and Jean Monnet initiatives, the Institute is an active participant in the European educational space.

### **5.6.1. Cooperation with employers, local governments, social and health services**

During the 2026–2030 period, KPSI will strengthen partnerships with local employers operating in sectors related to education, rehabilitation, social services, healthcare, and the inclusive economy. This collaboration will include the joint design of educational programs and micro-credentials, the organization of internships and apprenticeships, the participation of employer representatives on program committees, and the development of dual-education models. In parallel, close collaboration with local governments, social services, and healthcare institutions will be maintained and expanded, enabling KPSI to serve as an expert center of competence in the areas of inclusion, mental health, rehabilitation, and support for people with disabilities and veterans. This collaboration is a model in which the university works collaboratively with public administration, businesses, social organizations, and the local community.

### **5.6.2. Participation in international projects**

KPSI's participation in international projects is a key tool for transferring innovation and building institutional capacity. The strategy assumes continued and expanded involvement in the Erasmus+ program (including Capacity Building, KA2, and mobility activities), Jean Monnet projects, and other international initiatives in the areas of inclusion, mental health, rehabilitation, digitalization, and green



transition.

KPSI will actively seek new partnerships with universities, VET institutions, and social organizations across Europe to develop joint projects on topics such as trauma-informed education, digital psychological support tools, community rehabilitation models, and inclusive education in the context of post-war reconstruction. Participation in such projects will not only enable funding but also enable systematic learning from partners and raise KPSI's international profile.

### **5.6.3. The role of KPSI as a center for social support, rehabilitation and integration**

Thanks to its existing structures – the Support Center, the rehabilitation and sports center, the Veterans' Support Center, and specialized units supporting people with disabilities – KPSI serves as a key social support center in the region. The strategy reinforces this by developing programs and services for displaced persons, veterans, their families, and other groups affected by war. In practice, this means organizing training and advisory programs, support groups, integration events, information campaigns, and collaborating with other local entities to develop integration policies. KPSI strives to make its campus a meeting place for diverse communities, and for the university to become a real actor in the local support network and social reconstruction.

## **5.7. Quality Assurance System, Risk Management and Communication**

The final, yet cross-cutting, area of the Strategy is the development of a quality assurance system, risk management, and internal and external communication. These elements determine KPSI's ability to consistently achieve its goals, adapt to changing conditions, and build stakeholder trust.

### **5.7.1. Integration of the Strategy with the Quality System**

Between 2026 and 2030, the KPSI Strategy will be integrated into the existing quality assurance system, ensuring that the objectives and actions defined in this document are linked to specific indicators, monitoring and review procedures, and institutional-level reporting. The reference to EQAVET and ESG means that all key processes—from program design and updating, recruitment, teaching, assessment, student support, staff development, and international cooperation—will



be systematically analyzed for quality, and the results of this analysis will lead to documented corrective and development actions.

### **5.7.2. Internal and external communication**

Effective implementation of the Strategy requires transparent, two-way communication. KPSI will develop internal communication channels, including internal information portals, consultation meetings, and feedback mechanisms, to ensure that students and staff are kept up-to-date on plans, changes, and opportunities to participate in the Strategy's development process. Particular attention is paid to the voice of students and staff, which is considered a key source of information about the university's operations.

In terms of external communication, the Strategy assumes an active public presence for KPSI, both locally and internationally, through its website, social media, scientific and popularizing publications, conferences, and partner events. Communication will emphasize the institution's unique profile as an educational and rehabilitation institution of higher education, a leader in the field of inclusion, mental health, and rehabilitation, and a reliable partner in the country's reconstruction processes.

### **5.7.3. Risk management (war, physical and digital security, psychosocial crises, PTSD)**

In the Ukrainian context, risk management is becoming a key dimension of university management. The KPSI strategy specifically addresses risks related to the ongoing war, infrastructure instability, potential campus disruptions, threats to physical and cybersecurity security, and psychosocial crises within the academic community.

The Institute will develop a risk management plan encompassing the identification of key threats, an assessment of their probability and impact, and a set of preventative and response actions. In the area of physical security, this will include evacuation procedures, business continuity plans in the event of infrastructure disruptions, and mechanisms for rapidly informing the academic community. In the area of digital security, it will encompass the development of data protection systems, incident response procedures, and cybersecurity training for staff and students.



In the area of psychosocial crises and PTSD, risk management will be linked to the development of the mental health support system described earlier: implementing procedures for early crisis recognition, ongoing collaboration with external partners, and systematic data analysis to identify trends and areas requiring strengthening. This will enable KPSI not only to respond to crises but also to prevent them, building a more resilient and supportive educational and rehabilitation community.



## **6. Strategy implementation plan (2025–2030)**

The Strategy's implementation plan for 2025-2030 was designed to guide KPSI through the full transformation cycle – from preparation, through consolidation and scaling, to embedding solutions as the new standard for the operation of an educational and rehabilitation institution of higher education. The implementation logic is consistent with the assumptions of KPSI's development strategy, including the MIND project, which builds the institution's capacity in the areas of mental health, PTSD, and inclusion, and utilizes European tools and competency frameworks for educational development. The Strategy's implementation is based on three pillars: a phased action plan spanning three periods, a clear management structure, and an integrated approach to financing, combining national, local, and international funds. The entire process is linked to an internal quality assurance system and systematic monitoring of results.

### **6.1. Implementation stages (2026, 2027–2028, 2029–2030)**

The implementation of the Strategy is planned in three subsequent phases, which partially overlap with the implementation cycle of the MIND project and other international initiatives, but clearly go beyond their time horizon, so as to ensure the sustainability of the results and their mainstreaming into the functioning of KPSI.

In 2026, the preparatory phase is key. It primarily involves adopting the Strategy by the KPSI, identifying or establishing structures involved in management and implementation, refining operational plans, and conducting a baseline assessment in the areas of education, mental health, rehabilitation, digitalization, partnerships, and quality. During this period, the first descriptions of individual action lines are being developed, consistent with the logic of the MIND project, which includes the development of internal "Resilience and Outreach Strategies" for VET operators. It is during this phase that the first activities are launched, including the development and testing of mental health and PTSD support modules based on MIND materials, the commencement of modernization of selected curricula in line with EQF, EQAVET, and ESCO, the implementation of elements of the digital learning environment, and the initiation of new partnerships with employers and local government units. In parallel, the first project applications are being prepared to finance subsequent implementation stages. These include Erasmus+ and other



EU programs, as well as national instruments supporting higher education and social inclusion.

The years 2027–2028 constitute a phase of consolidation and expansion. Following a positive review, pilot activities from the first period are being scaled up to cover additional fields of study, organizational units, and target groups. Curricula are being systematically adapted to learning outcomes, internal modules on mental health and PTSD are becoming part of staff professional development programs, and digital components are being incorporated into teaching. During this period, more advanced models of practical training, short-term courses, and micro-credentials are being developed, and KPSI is leveraging the experiences and partnerships developed within various international projects.

The final phase, spanning 2029–2030, is consolidative and developmental. Solutions developed in previous periods are being integrated with the institution's policies, regulations, and standards. The strategy is no longer perceived as a project and becomes the foundation for the daily management of KPSI. In this phase, particular emphasis is placed on developing an organizational culture of care, further internationalization, improving the quality of scientific research, and preparing a subsequent strategy beyond 2030, based on the results of monitoring, evaluation, and conclusions from the implementation of the current document. Indicators regarding accessibility, quality of education, mental health support, and internationalization are analyzed on a multi-year basis, and the institution is building its position as a national and regional leader in inclusive education and rehabilitation.

## **6.2. Implementation Management Structure**

Effective implementation of the Strategy requires a transparent and stable management structure that combines the formal competencies of university authorities with the operational work of teams responsible for specific thematic areas. The draft Strategy's management structure is based on the existing management system of KPSI as an educational and rehabilitation institution of higher education, with a rector, vice-rectors, heads of departments and support units, and incorporates the experience of the governance model developed in the



MIND project (work package leaders, administration and reporting teams).

At the strategic level, the overall implementation of the Strategy is the responsibility of the KPSI board, heads of key departments (including education, rehabilitation, social work, psychology, economics, and digital technologies), the head of the quality unit, and representatives of the student community. Periodic reviews of progress, making directional decisions, approving annual implementation plans, and recommending changes to the Strategy in response to new challenges will be key.

At the operational level, the strategy is implemented by the international cooperation team, responsible for preparing annual action plans, collecting data for monitoring, communicating between units, coordinating activities financed from various sources, and preparing materials for the Institute's management. Team members may include thematic coordinators responsible for the main axes of the Strategy: education and quality of education, mental health and PTSD, rehabilitation and accessibility, digitalization and data analytics, partnerships and internationalization, and the quality system and risk management. In the area of mental health and PTSD, the coordinator also leads MIND activities at KPSI, ensuring full coherence between the internal Strategy and project outcomes.

Individual organizational units, such as departments, rehabilitation centers, psychological support units, the IT department, the international cooperation office, and the quality office, integrate the Strategy's goals into their own work plans and annual tasks. This means that responsibility for implementing the Strategy is distributed and embedded in the institution's daily processes, rather than limited to a single project team.

The implementation management structure remains closely linked to the quality assurance system. Monitoring teams collect data, prepare reports, organize reviews and internal audits, and propose operational adjustments. Qualitative and quantitative data are used at both the Management Board and team levels, and monitoring findings are translated into updated operational plans.

### **6.3. Main activities and schedule**

In 2026, the priority in the area of education is to translate the Strategy's



general objectives into changes in curricula. This means selecting the first fields and specializations to undergo modernization in the "outcomes-based education" approach, explicitly mapping learning outcomes, and incorporating the DigComp, LifeComp, and GreenComp frameworks into module descriptions. At the same time, the first short professional development courses for teachers, psychologists, rehabilitation specialists, and social workers are being developed, related to the topics of inclusion, PTSD, and mental health, including micro-credentials. Simultaneously, training materials developed within the MIND project are being adapted and piloted, including modules on recognizing PTSD, creating a "safe learning environment," and incorporating resilience and well-being into curricula. The first support groups for students and staff are beginning to operate, and some psychology and pedagogy students are completing internships within the new support structures. During this same period, key digitalization initiatives include promoting a digital learning environment, training staff in digital teaching, designing blended courses, and utilizing tools that support accessibility. At the same time, a basic system for collecting data on student progress and participation in various forms of support is underway. This will serve as the foundation for Learning Analytics in the coming years.

In terms of partnerships and internationalization, the first phase primarily involves consolidating and fully utilizing existing projects, including MIND, as well as preparing new applications for Erasmus+ and other initiatives. Local and regional stakeholder maps are being developed.

The years 2027–2028 will bring an expansion in scale and a deepening in quality of change. In the field of education, curricular modernization will be intensified, and dual learning paths, based on agreements with partners, will be developed, as well as the more widespread use of micro-credentials as a flexible tool for upgrading skills in response to labor market needs.

The mental health and PTSD support system is entering its operational phase during this period. Established procedures and standards are in place, trained staff are implementing the adopted solutions in their daily teaching practice, and the support offered is well-known to students and staff. KPSI is beginning to serve as a reference center for other schools and institutions in the region, sharing



solutions developed jointly with various partners and incorporating elements of the "resilience and outreach" strategy into activities for the local community. Digital transformation is underway, and digital systems are collecting information related to KPSI's activities, including attendance, progress, use of online resources, e-learning activity, and utilization of support services. The results of the analyses are used by both teaching staff (to individualize support) and the institution's management (to make strategic decisions).

In terms of partnerships, second-generation international projects are particularly important during this period, including the successive Erasmus+ initiatives (e.g., the new CBVET and KA2), bilateral and trilateral projects, and student and staff mobility. KPSI is leveraging the experience of the MIND Project to build further consortia, acting not only as a beneficiary but also as a partner, contributing expertise in inclusive education, rehabilitation, and mental health.

The years 2029–2030 are a period in which activities in key areas will take on a new standard. Curricula are being updated based on labor market analyses and university data. Modules on mental health, PTSD, resilience, and well-being are permanently embedded in student learning paths and the staff development system. The digital learning environment functions as a teaching management tool. KPSI continues to participate in international projects, initiates new thematic collaboration networks, and prepares a new strategy, drawing on the experience gained from implementing this document.

### Gantt Matrix – Implementation of the KPSI Strategy (2026–2030)

Key Action/Package	2026	2027	2028	2029	2030
1. Adoption of the Strategy and Management Structure	■	■			
2. Annual implementation plans and progress monitoring	■	■	■	■	■
3. Program audit and modernization pilot (EQF/ESCO, learning outcomes)	■	■			
4. Scaling the modernization of programs to most fields of study			■	■	■
5. Development of VET pathways and dual education	■	■	■	■	
6. Designing and implementing micro-credentials	■	■	■	■	■
7. Establishment/expansion of Psychological Support & Trust	■	■			
8. Piloting mental health and PTSD support (MIND modules)	■	■			
9. Systematic implementation of mental health/PTSD support for students and staff		■	■	■	■
10. Support programs for veterans, IDPs and families (Center for Veteran Development)	■	■	■	■	■
11. Campus Physical and Digital Accessibility Audit	■				
12. Investments in rehabilitation and accessibility infrastructure		■	■	■	■
13. A model campus without barriers – consolidating standards				■	■
14. Implementation of LMS and e-portfolio, first online/blended courses	■	■			
15. Expanding the range of distance and hybrid learning options	■	■	■	■	■
16. Building a learning data collection system (LA basis)	■	■			



17. Learning Analytics – Implementation and Use of Data		■	■	■	■
18. Consolidation of MIND and Erasmus+ projects	■	■			
19. New international projects and cooperation networks	■	■	■	■	■
20. Strengthening the role of KPSI as a regional hub (IDPs, veterans, NGOs, local governments)	■	■	■	■	■
21. Integration of the Strategy with the quality system (EQAVET/ESG, PDCA)	■	■	■	■	■
22. Building a risk management system (war, psychosocial crises, cybersecurity)	■	■	■		
23. Testing and Improving Business Continuity Plans		■	■	■	■
24. Evaluation of the Strategy and preparation of a new perspective after 2030				■	■

#### 6.4. Financial framework and sources of financing

Implementing the KPSI Strategy for 2025–2030 requires a stable, diversified financial framework that will cover both the institution's operating costs and additional investment in infrastructure modernization, human resources development, digitization, and innovation. The starting point is the concept of KPSI's financial and economic autonomy. Budgetary funds allocated to higher education institutions will remain the primary funding source. These funds secure the implementation of statutory tasks related to education, research, and, to some extent, rehabilitation. Within these funds, KPSI will shift its focus to increase the share of expenditures on improving the quality of education, mental health support, accessibility, and digitization, while maintaining necessary operating expenses.

The second key pillar of financing will be grants and international projects, in particular the Erasmus+ programme and other European and international initiatives aimed at the reconstruction of Ukraine, support for the education sector, social integration and mental health.

The third source is funding from the national and regional levels, directed toward priorities aligned with KPSI's mission, including programs supporting the integration of people with disabilities, the rehabilitation of veterans and those affected by war, the development of social services, the modernization of educational and rehabilitation infrastructure, and the digitization of the public sector. As an institution with a unique educational and rehabilitation profile, KPSI has a strong justification for applying for funding from relevant ministries, state and regional funds, and designated funds focused on supporting veterans.

The final, complementary pillar is partnerships with the private sector, non-governmental organizations, and foundations, which can contribute financial resources, in-kind support, and know-how to the implementation strategy. These



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partnerships can take various forms, including joint social projects, public-social partnerships, and public-private partnerships. This allows KPSI to expand the scale and reach of its activities, particularly in areas requiring larger investments, such as modernizing educational programs, purchasing specialized equipment, or developing digital tools.



## **7. Monitoring and evaluation of the Strategy**

Effective implementation of the KPSI Strategy for 2026–2030 requires systematic monitoring of progress, thorough evaluation of activities, and a willingness to make adjustments whenever results deviate from assumed goals or the socio-economic and security context changes. Monitoring and evaluation are treated as an internal learning tool for the institution, deeply embedded in its educational and rehabilitation profile and in the quality standards of higher education and VET.

### **7.1. Monitoring and evaluation logic (PDCA in practice, linking with the KPSI quality system)**

The KPSI monitoring and evaluation logic is based on a process encompassing planning, implementation, review, and adjustment. During the planning phase, the Strategy defines goals and intended outcomes in key areas: quality of education, graduate employability, mental health and inclusion, digital transformation, rehabilitation, and partnerships. These goals are then translated into unit operational plans, along with assigned responsibilities and proposed indicators.

The implementation phase involves implementing planned activities within annual work plans, taking into account the constraints and opportunities arising from the current military, infrastructure, and financial situation. During this period, it is particularly important to document the progress of activities and collect quantitative and qualitative data. This includes both hard indicators (number of modernized programs, course participants, completed projects) and soft data (student and staff feedback, case studies, results of consultations with the local community).

The verification phase involves systematically comparing achieved results with established goals and analyzing the causes of any discrepancies. This is accomplished through periodic unit reports, internal quality reviews, analysis of data from digital systems, and specialized studies, such as graduate tracking and mental well-being surveys.

The correction stage involves introducing appropriate changes and updates to the Strategy, and thus changes to educational programmes, modifying forms of psychological support, changing the allocation of financial resources and, if



necessary, revising the indicators themselves if they prove to be unrealistic or insufficiently adequate.

The KPSI quality system, developed in accordance with national requirements and European standards, provides the institutional framework for the entire process. The university is responsible for the consistency of adopted indicators, coordinating data collection, preparing cross-sectional analyses, and ensuring that monitoring the Strategy is not a parallel activity but an integral part of existing quality procedures.

## **7.2. Indicators for the quality of education and employability of graduates**

In the area of education quality and graduate employability, indicators are used to simultaneously capture program compliance with European frameworks, the effectiveness of the teaching process, and the real impact of the KPSI and the professional college on the labor market and the post-war reconstruction process. The basis for this is metrics related to the review and modernization of study programs and VET programs. The percentage of programs for which learning outcomes have been mapped to the levels of the European Qualifications Framework and program content referenced to the professional profiles described in ESCO is monitored. In practice, this means observing both the number of programs after modernization and the dynamics of growth, for example, over a two-year cycle.

Another important indicator of education quality is the degree of integration of horizontal competencies, such as digital, social, civic, entrepreneurial, and "green" competencies, into study programs. This isn't just about the presence of individual subjects, but also how often and in what form references to DigComp, LifeComp, EntreComp, and GreenComp appear in syllabi, project assignments, and professional internships. KPSI monitors the number of modules in which such competencies are identified, as well as the extent to which programs actually develop these skills in practice.

At the level of educational outcomes, indicators related to retention, graduation, and continuing education are crucial. Analyzed are the percentage of students who transfer from one year to the next, the percentage of those completing



their studies within the specified timeframe, and the rate of dropouts and withdrawals, particularly among vulnerable groups (people with disabilities, IDPs, veterans). This data is linked to information from digital systems and support units, allowing not only for the identification of problems but also for the identification of their causes and the implementation of preventive measures.

Graduate employability is monitored through career path surveys. Using both its own research tools and data available in higher education and labor market information systems, KPSI monitors the percentage of graduates working in professions consistent with their educational profile six, 12, and 24 months after graduation. It is particularly important to differentiate this data by area of specialization (special education, psychology, social work, rehabilitation, inclusive economics, management) and by employer type (schools, rehabilitation institutions, social services, NGOs, private sector). These indicators help assess the extent to which educational offerings actually meet the needs of the social and rehabilitation services market in the region and the country. Additionally, the scale of continuing education in second-cycle programs, doctoral programs, and continuing education courses is monitored.

### **7.3. Indicators for Mental Health, PTSD, Well-Being, and Inclusion**

In the areas of mental health, PTSD, well-being, and inclusion, the Strategy assumes a particularly sensitive approach to monitoring, based on ethics, confidentiality, and conscious avoidance of stigma. Indicators must be realistic and useful, while not violating the privacy of service users.

One key dimension is the availability and utilization of the psychological support system. Monitoring measures include the number of individuals receiving individual and group consultations, the number of crisis interventions, the waiting time for the first appointment, and the percentage of individuals who continue therapy or support programs as recommended. Interpretation of this data requires caution. For example, an increase in the number of people seeking help does not necessarily indicate a worsening situation; it may also indicate increased trust in the institution. Therefore, quantitative indicators are combined with qualitative information from anonymous satisfaction surveys and focus group interviews.



The second group of indicators is the level of psychosocial competencies of staff and students. It measures the number of academic teachers, administrative staff, and department heads who have completed training in recognizing PTSD symptoms, conducting classes in a trauma-informed manner, the fundamentals of crisis intervention, and building a psychologically safe environment. From the perspective of the MIND project, the percentage of staff who have completed the full training cycle and implemented elements of crisis-responsive education into their teaching practices is of particular importance.

The next layer of monitoring concerns the well-being and sense of safety of students and staff. Anonymous surveys will be implemented, in which respondents assess, among other things, their sense of physical and psychological safety on campus, the availability of support, the level of stress related to studying and the war situation, experiences of violence, and their sense of belonging to the academic community. These indicators are typically presented as a satisfaction scale or the percentage of those reporting positive experiences, with particular attention paid to the results for the subgroups of students with disabilities, students who are IDPs, veterans, and their family members.

In the area of inclusion, both the structure of the student and staff population (the percentage of people with disabilities, IDPs, veterans, and seniors studying under "60+" programs, such as the "SOS–Turbota 60+" project) and the practical implementation of inclusive solutions are monitored. The degree of utilization of facilities such as sign language interpretation, communication-enhancing technologies, individual study plans, educational assistants, and available forms of examinations and assessments are assessed.

#### **7.4. Metrics for Digital Transformation, Rehabilitation, and Partnerships**

Digital transformation, rehabilitation development, and partnerships are three closely related areas in which indicators allow us to assess both the level of technical and organizational advancement and the real impact on the quality of life of students, veterans, people with disabilities, and the local community.

In the area of digitalization, the primary focus is on monitoring the use of the LMS platform and e-learning tools. The percentage of courses and modules



delivered using the LMS, the number of active online and hybrid courses, and the extent to which students use e-portfolios as a tool for documenting progress and competencies will be measured. Of particular importance here are indicators related to digital accessibility, the percentage of teaching materials meeting WCAG standards, the number of courses with subtitles and alternative materials, and the level of use of tools that assist people with sensory disabilities.

In parallel, monitoring of staff and student digital competencies will be developed. KPSI utilizes both internal training results and self-assessments and diagnostic tests based on the DigComp framework. Progress is measured, for example, by the percentage of teachers who have completed training cycles in digital pedagogy, online course design, and the use of AI tools in education, as well as the number of teaching innovations implemented within digital learning laboratories.

In the area of rehabilitation, key indicators concern both the scale and quality of services provided. Monitoring includes the number of people using the rehabilitation and sports center's services, broken down by students, veterans, people with disabilities, and local residents, the number of rehabilitation sessions completed, the degree of infrastructure utilization, and the results of satisfaction surveys. Observing the links between participation in rehabilitation programs and educational outcomes is also crucial, allowing for better tailoring support to the needs of students with health and mental health challenges.

Indicators in the area of partnerships and international cooperation include both quantitative and qualitative measures. At the most basic level, we analyze the number of active cooperation agreements, the number of local and international partners, and the number of joint research, educational, and social projects. Initiatives such as the collaboration with the Israel Trauma Coalition and projects like "SOS–Turbota 60+," which combine educational, psychosocial, and rehabilitation dimensions, are of particular importance.

Another category of indicators is mobility and exchange, which will include the number of students and staff participating in Erasmus+ mobilities, the number of foreign guests visiting KPSI, staff participation in international conferences and seminars, as well as scientific publications and journals co-created by the institute,



such as "Inclusion and Society" or "Inclusive Economics", which constitute an important element of its presence in the European scientific space.

### **7.5. Reporting, Strategy Reviews and Correction Mechanisms**

The Strategy's reporting and review system has been designed to simultaneously meet national requirements regarding the quality of education, respond to the logic of international projects, and support an internal culture of learning and dialogue with the academic community and external stakeholders.

On an annual basis, all units, such as departments, centers, support units, the IT department, and the international cooperation office, will prepare summary reports on the implementation of tasks related to the Strategy. These reports will include a description of the activities implemented, an interpretation of indicators, identification of successes and challenges, and proposals for adjustments for the following year. The summary report will be presented to the KPSI authorities and, in a concise form, shared with the academic community, for example, via the institute's website and at informational meetings.

In-depth reviews of the Strategy will be conducted every 12 or 24 months (depending on the military situation). These reviews will include analysis of trends in key indicators, evaluation results, external stakeholder feedback, and changes in the social, economic, and security environment. These reviews may result in adjustments to sub-goals, updated indicators, shifts in financial emphasis, and modifications to the action plan in selected areas.



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## 8. Annexes



## 1. Descriptive schedule for implementing the Strategy (phases × areas)

Strategic area	2026 – preparation and pilot phase	2027–2028 – consolidation and expansion phase	2029–2030 – consolidation and scaling phase
<b>Education and quality of education</b>	Review of curricula in selected fields of study; piloting of the learning outcomes approach (EQF/ESCO); designing the first micro-credentials; piloting of dual learning	Extending the modernisation of curricula to most fields of study; systemic implementation of qualification maps; development of VET–HE pathways; popularisation of micro-credentials	Continuous updating of programmes in the quality cycle; full integration of the EQF/EQAVET/ESCO framework; preparation of a new perspective of the Strategy after 2030
<b>Mental Health / PTSD / Resilience</b>	Establishment/expansion of Psychological Support & Trust; adaptation of MIND materials; piloting of support modules for students and staff	Systematic implementation of trauma-informed modules in study programs and staff training; extension of support offers to families and veterans; KPSI as a reference center for the region	Consolidating the support system as an institutional standard; developing transnational research and programs; updating support models based on evaluations
<b>Rehabilitation and accessibility</b>	Physical and digital accessibility audit; infrastructure modernization plan; pilots of expanded rehabilitation services	Implementation of major infrastructure investments; development of programs for veterans and people with disabilities; inclusion of internships at a rehabilitation center in programs	Maintaining and updating infrastructure; developing KPSI as a model barrier-free campus; exporting good practices to other universities
<b>Digital Transformation and Learning Analytics</b>	Selecting and implementing an LMS; launching an e-portfolio; first online/blended courses; basic data collection system	Development of Learning Analytics; use of data in managing the learning process and support; popularization of digital teaching among staff	Integrating analytics with the quality system; using data for strategic planning; adopting AI solutions (where appropriate and safe)
<b>Partnerships and internationalization</b>	Consolidation of projects (MIND, Erasmus+); mapping of local stakeholders; preparation of new project applications	Expanding the portfolio of international projects; developing mobility; KPSI as an expert partner in the topics of inclusion and mental health	Consolidating the role of KPSI as a regional and European competence center; incorporating project results into public policies and local strategies
<b>Quality system and risk management</b>	Linking the Strategy to the quality system; creating a risk management framework (war, psychosocial crises, cybersecurity)	Operationalization of the PDCA cycle; regular Strategy reviews; testing of business continuity plans and crisis procedures	Mature data-driven quality system; updating the Strategy and risk plans; preparing the next strategic perspective



## 2. Action Plan Matrix – Main Action Packages

Action package (cluster)	Cel do 2030 r.	Priority actions 2025–2026	Priority actions 2027–2028	Priority actions 2029–2030	Key Indicators (Examples)
<b>Education and quality of education</b>	KPSI and College programmes fully based on learning outcomes, linked to EQF/EQAVET/ESCO, integrated with horizontal competences (LifeComp, DigComp, GreenComp)	Program audit; pilot modernization of 2–3 directions; design of the first micro-credentials	Extending modernisation to most fields of study; developing VET-HE pathways; dual education	Consolidation of the programme review cycle; preparation of a new Strategy; external accreditations	% of programmes updated; number of micro-credentials; number of students in VET-HE pathways
<b>Mental health / PTSD / rezyliencja</b>	A trauma-informed university with a sustainable support system for students, staff, veterans, and IDPs	Establishment/expansion of PSTU; piloting of MIND modules; first training for staff	Extending support to all units; prevention and resilience programs; KPSI as a reference center	Integration of psychological support into HR and QA policies; development of transnational research and programs	number of people supported; number of training sessions; results of well-being surveys; number of crisis cases handled according to procedures
<b>Rehabilitation and accessibility</b>	The KPSI Campus as a model educational and rehabilitation center and "barrier-free"	Accessibility audit; investment plan; pilot rehabilitation shifts for key groups	Implementation of investments; development of programs for veterans and people with disabilities; integration of practices at the center	Maintaining infrastructure; disseminating good practices to other universities and schools	the number of students with disabilities; the degree of infrastructure adaptation; the number of rehabilitation programs
<b>Digital Transformation and Learning Analytics</b>	An integrated digital environment supporting data-driven teaching, support, and management	LMS and e-portfolio implementation; digital teaching training; basic data collection system	Development of Learning Analytics; leveraging data to support students; expansion of online/blended courses	Integration of LA into the quality system; development of AI solutions (in line with ethics and safety)	% of courses on LMS; number of teachers trained; retention rates; use of LA reports
<b>Partnerships and internationalization</b>	KPSI as a recognizable partner in the European educational space and a local social and rehabilitation hub	MIND consolidation; partner mapping; new application development	New Erasmus+/international projects; mobility development; joint programmes and publications	Consolidation of networks; participation in policies and thematic networks; new international initiatives	number of projects; number of mobilities; number of local partnerships; publications and events
<b>Quality and risk management</b>	A mature quality and risk management system that supports the institution's resilience	Integration of the Strategy with the quality system; development of a risk management plan	Regular Strategy reviews; risk plan testing; approach adjustments	Updating the quality and risk system; preparing the Strategy for the next decade	number of audits; corrective actions implemented; incident response time; external review ratings



### 3. Financing matrix – sources and types of activities

Type of activity / cost	Budgetary (state) funds	National/regional funds (thematic programmes)	International grants and projects (Erasmus+, other EU)	Private Partnerships / NGOs
Modernization of study programs and VET	Basic financing of positions, teaching and program work	Projects for the modernization of higher education / VET	CBVET/HE, collaborative partnerships, thematic projects	Material and expert support, event sponsorship
Development of the mental health/PTSD system	Partial financing of psychologists/counselors' positions	Mental health and social integration support programs	MIND and other mental health projects	Foundations, NGOs, grant programs focused on mental health
Rehabilitation infrastructure and accessibility	Infrastructure maintenance costs	Funds for infrastructure modernization, programs for people with disabilities and veterans	EU investment-training projects, cross-border	Partnerships with businesses (equipment, technologies), CSR
Digital transformation (LMS, LA, hardware)	Basic IT maintenance	Public sector/education digitalization programs	Digital innovation projects in education, Erasmus+	Technology Vendors, Product Partnerships
Partnerships, mobilities, internationalization	Partial co-financing of mobility, personnel costs of the cooperation office	University internationalization support programs	Erasmus+, network projects, Jean Monnet	Joint programs with NGOs/businesses, international foundations
Quality system and risk management	Financing the Quality and Administration Unit	Higher education reform support programs	Institutional capacity building projects	Cooperation with consulting firms and think tanks



#### 4. Implementation matrix according to the 4-step plan/Strategy areas

Strategy Area	what are we planning?	how do we implement?	how do we monitor?	how do we correct?
<b>Quality of education and programmes (VET + HE)</b>	Defining the objectives of educational quality and employability; selecting priority courses; updating programmes in line with EQF, EQAVET, ESCO, DigComp, LifeComp, GreenComp.	Implementing modernized programs, micro-credentials, dual education; organizing internships and apprenticeships; training staff in OBE and the European framework.	Analysis of retention rates, graduation rates, exam results, student opinions; program reviews; and graduate studies.	Adjustments to program content, teaching methods, and forms of assessment; modification of the micro-credentials offer; decisions on opening/closing specializations.
<b>Employability of graduates</b>	Defining target employment and further education indicators; linking competency profiles with ESCO and labor market needs.	Development of cooperation with employers; designing VET-HE pathways; implementation of dual education and vocational training; transition to work courses.	Graduate follow-up (6/12/24 months); consultations with employers; analyses of the match between qualifications and positions.	Updating curricula and micro-credentials; shifting emphasis in educational profiles; developing new partnerships with employers.
<b>Mental health, PTSD, well-being</b>	Establishing a mental health/PTSD support model; defining the role of the Psychological Support & Trust Unit; goals for community resilience and well-being.	Launching and developing PSTU; conducting training for staff (MIND); implementing trauma-informed education modules; organizing support groups and preventive activities.	Monitoring the number and profile of people using support; researching well-being and sense of security; analysis of crisis incidents and their handling.	Modifying the support offer; increasing staff resources; changing intervention procedures; updating staff training programs.
<b>Inclusion, IDPs, veterans, people with disabilities</b>	Establishing targets for population structure (participation of vulnerable groups); setting standards for accessibility and support; defining the role of the Center for Veteran Development.	Implementation of individual learning paths; support programs for veterans, IDPs, and people with disabilities; integration and advisory activities.	Monitoring the number of students from vulnerable groups; analysing the use of facilities; surveying satisfaction and sense of inclusion; and data on the completion of studies by these groups.	Adapting recruitment and support procedures; adjusting accessibility solutions; developing dedicated programs and partnerships (NGOs, social welfare centers, services).
<b>Digital Transformation and Learning Analytics</b>	Defining the target model of the digital learning environment (LMS, e-portfolio, LA); defining digital	Implementation of LMS and e-portfolio; development of online/blended courses; staff	Analysis of LMS, e-portfolio, and online course usage metrics; digital competency	Modification of course architecture; additional training; development of support tools for groups with low digital



Strategy Area	what are we planning?	how do we implement?	how do we monitor?	how do we correct?
	accessibility standards and goals for the digital competences of staff and students.	training in digital teaching; construction of a learning data collection system.	self-assessment results; LA reports on dropout risk and engagement.	competences; updating of technology use policies.
<b>Rehabilitation and accessibility (barrier-free campus)</b>	Defining barrier-free standards; a plan for modernizing rehabilitation and sports infrastructure; and targets for the number of beneficiaries of rehabilitation services.	Implementation of investments; development of rehabilitation programs for students, veterans, and residents of the region; incorporation of rehabilitation practices into educational programs.	Monitoring the use of infrastructure and services; satisfaction surveys; analysis of the impact of participation in programs on educational functioning.	Adjustments to the rehabilitation offer; further investments; changes to the organisation of the centre's work; building and disseminating "good practice" models.
<b>Partnerships, internationalization and regional role</b>	Establishing goals for the number and type of partnerships (local, national, international); defining the role of KPSI as a regional hub.	Project implementation (MIND, Erasmus+); development of cooperation networks; organisation of conferences, seminars and social events; student and staff mobility.	Indicators of the number of projects, partnerships, mobility; assessment of the quality of cooperation by partners; visibility in national and international networks.	Adjustment of partnership strategies; creation of new consortia; change of geographic/thematic priorities; better integration of partnerships into educational programmes.
<b>Quality system and risk management</b>	Integration of the Strategy with the quality system; identification of a catalogue of risks (war, psychosocial crises, cybersecurity); definition of business continuity plans.	Implementation of quality procedures (EQAVET/ESG, PDCA); development and testing of risk management plans; training in physical and digital security.	Internal audits; incident analysis; risk plan reviews; business continuity plan test reports.	Updating the Strategy, quality procedures and risk plans; organizational changes; strengthening resources in critical areas.



## 5. Indicator matrix – education and employability

Area / Specific Objective	Example quantitative indicators (realistic)	Examples of qualitative indicators	Data sources	Frequency	Responsible entity
Quality of education programmes – programmes based on learning outcomes, linked to EQF/EQAVET/ESCO	Percentage of programmes with full mapping of learning outcomes to EQF and ESCO; number of programmes reviewed and modernised in a given year; number of active micro-credentials	Assessment of the adequacy of program content to the needs of the labor market (surveys of students, graduates, employers); assessment of the consistency of programs with the KPSI mission profile	Program documentation, program committee minutes, student and employer surveys	Annually; in-depth review every 24 months	Vice-Rector for Education, Departments, Quality Unit
Effectiveness of the educational process – retention, graduation	Year-to-year transition rate; graduation rate in nominal time; dropout rate, by field of study and vulnerable groups	Student opinions on support during the study process; assessment of the availability of consultations and teaching aids	Dean's office system, LMS, surveys, support unit reports	Semester-wise; cross-sectional analyses annually	Dean's Offices, Quality Unit, Psychological Support & Trust Unit
Graduate Employability – Transition to the Job Market	Percentage of graduates working in a profession consistent with their field of study after 6/12/24 months; percentage of graduates continuing their education (second cycle, doctorate, courses)	Graduates' assessment of the usefulness of acquired competencies at work; employers' opinions on the preparation of graduates	Graduate studies, graduate databases, employer surveys	Every 12–24 months	Career Office/Alumni Affairs Unit, Vice-Rector for Education, Quality Unit



## 6. Indicator Matrix – Mental Health, PTSD, Well-Being, Inclusion

Area / Specific Objective	quantitative indicators	qualitative indicators	Data sources	Frequency	Responsible entity
<b>Mental Health Support System – Availability and Utilization</b>	Number of people using individual and group consultations; number of crisis interventions; average waiting time for the first appointment	Level of satisfaction with services (anonymous surveys); sense of psychological safety; declared availability of information about help	PSTU registers, support center documentation, well-being surveys	Quarterly (operational data); cross-sectional studies once a year	Psychological Support & Trust Unit, Vice-Chancellor for Rehabilitation and Development
<b>Trauma-informed staff competencies</b>	Number and percentage of teachers, administrative and managerial staff trained in PTSD, resilience, and crisis intervention	Assessment of changes in attitudes and teaching practices (interviews, surveys, observations); sense of support reported by students	Training records, staff and student surveys, MIND reports	Annually; in-depth review every 24 months	Training team, quality unit, MIND coordinator
<b>Inclusion of vulnerable groups – IDPs, people with disabilities, veterans</b>	Percentage of students with disabilities, IDPs, veterans; number of people using accommodations (assistant teachers, translators, assistive technology)	Sense of belonging to the academic community; assessment of physical and digital accessibility; experience of discrimination or barriers (anonymous surveys)	Recruitment data, dean's office system, support registers, inclusion surveys	Annually; inspections every 24 months	Vice-Rector for Education, Representative for Persons with Disabilities, Center for Veteran Development
<b>Safety and counteracting violence/discrimination</b>	Number of reported incidents of violence, mobbing, discrimination; response time to reports; number of cases completed in accordance with procedures	Level of confidence in reporting procedures; subjective sense of safety on campus (physical and psychological)	Registration records, committee minutes, anonymous surveys	Annually; trend analysis every 24 months	Ethics and Safety Team, Psychological Support & Trust Unit, KPSI Authorities



## 7. Indicator Matrix – Digital Transformation, Rehabilitation, Partnerships

Area / Specific Objective	quantitative indicators	qualitative indicators	Data sources	Frequency	Responsible entity
<b>Digital transformation and e-learning</b>	Percentage of courses taught using an LMS; number of active online/blended courses; percentage of WCAG-compliant materials; number of teachers trained in digital teaching	Student evaluation of the quality of online/blended courses; subjective assessment of digital competences of staff and students	LMS statistics, training documentation, student and staff surveys	Semesterly (LMS); annually (surveys)	IT Department, Vice-Rector for Education, Quality Unit
<b>Learning Analytics</b>	Number of LA indicators used in management; number of LA reports generated and analysed per year; number of students identified as 'at risk' and provided with additional support	Assessment of the usefulness of LA reports by staff; student experiences with corrective actions (interviews, surveys)	LA systems, Coordination Team documentation, quality reports	Annually; inspections every 24 months	IT Department, Quality Unit, Strategy Coordination Team
<b>Rehabilitation and a barrier-free campus</b>	Number of beneficiaries of rehabilitation services (students, veterans, residents); number of sessions completed; degree of infrastructure utilization; percentage of buildings meeting accessibility standards	Satisfaction assessment of rehabilitation services; assessment of physical and communication accessibility of the campus	Rehabilitation center records, accessibility audits, satisfaction surveys	Quarterly (operational); annually (audits)	Rehabilitation Center, Vice-Rector for Rehabilitation and Development, Accessibility Officer
<b>International partnerships and projects</b>	Number of active international projects; number of partners (local, national, foreign); number of student and staff mobilities; number of joint publications and events	Assessment of the quality of cooperation by partners; visibility of KPSI in thematic networks; perception of KPSI's role as a regional hub	Project registers, cooperation agreements, reports, partner surveys	Annually; inspections every 24 months	Office of International Cooperation, Vice-Rector for Development, Strategy Council