Sustainable Development Goal No. 1 “No Poverty”

In the contemporary world, poverty increasingly extends beyond a purely economic concept. It manifests itself not only through a lack of financial resources, but also through limited access to education, culture, healthcare, a safe environment, professional development, psychological stability, and the opportunity to participate fully in social life.

These challenges become particularly acute for societies experiencing armed conflicts, forced displacement, economic instability, and security crises.In this context, the modern university is increasingly becoming an institution of social resilience, a space of support, intellectual protection, and social mobility.

In 2025, V. N. Karazin Kharkiv National University continued the systematic implementation of Sustainable Development Goal No. 1 “No Poverty,” considering it an interdisciplinary and value-based foundation of university policy.

For Karazin University, overcoming poverty means:

- ensuring equal access to quality education;
- supporting socially vulnerable groups;
- creating an inclusive academic environment;
- developing human potential;
- supporting mental health;
- facilitating the professional realization of young people;
- fostering a culture of mutual support and solidarity.

In 2025, the University operated under the challenging conditions of wartime, when the accessibility of education and the preservation of human capital acquired strategic significance for Ukrainian society.

EDUCATION AS A FOUNDATION FOR OVERCOMING POVERTY

The University traditionally regards education as one of the key instruments for overcoming intergenerational poverty and ensuring social mobility.

In 2025, Karazin University continued implementing its policy of equal access to education regardless of:

- financial status;
- place of residence;
- social background;
- physical abilities;
- consequences of military actions or forced displacement.

Special attention was devoted to supporting:

- internally displaced persons;
- students from temporarily occupied and frontline territories;
- orphans;
- students from low-income families;
- persons with disabilities;
- children of veterans and fallen military personnel.

The University provided informational and organizational support regarding:

- social scholarships;
- state assistance;
- accommodation benefits;
- academic support;
- psychological counseling.

In 2025, the University continued developing a culture of academic flexibility, enabling students to combine education with:

- employment;
- volunteer activities;
- family responsibilities;
- rehabilitation after traumatic wartime experiences.

An important aspect of the University's activities was maintaining the accessibility of distance and blended learning under security restrictions. The University invested in digital infrastructure, online course support, electronic libraries, and adaptive educational platforms.

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PSYCHOLOGICAL SUPPORT AND REDUCING SOCIAL VULNERABILITY

In 2025, the University paid particular attention to psychological support for students and staff.

The full-scale war significantly transformed the social and emotional condition of the university community. A considerable number of students experienced:

- forced displacement;
- loss of housing;
- separation from families;
- prolonged uncertainty;
- traumatic wartime experiences.

Under such circumstances, poverty also manifests itself through the loss of security, stability, and control over one's life.

Throughout the year, the University's psychological services provided:

- individual consultations;
- crisis counseling;
- psychological support groups;
- stress resilience training;
- adaptation programs for first-year students.



Special emphasis was placed on fostering a culture of responsible attitudes toward mental health as an integral component of academic and social success.

The University is gradually shaping a model of an environment in which psychological support is not merely an exceptional response to crisis, but an organic part of the educational process.

INCLUSIVENESS AND ACCESSIBILITY OF THE UNIVERSITY ENVIRONMENT



In 2025, Karazin University continued developing its inclusive education policy. Inclusiveness is regarded as a deeper principle of university culture, recognizing the value of human diversity and every individual's right to full participation in academic life.

The University ensured:

- support for students with special educational needs;
- adaptation of educational materials;
- assistance to academic staff working with inclusive groups;
- development of digital accessibility tools.

Throughout the year, the University organized:

- seminars on inclusive pedagogy;
- training sessions for academic staff;
- awareness-raising activities aimed at overcoming stigmatization.

Inclusiveness acquired particular importance during wartime, as the number of individuals affected by injuries, disabilities, or psychological consequences of military actions continues to grow. The University strives to remain a space where no individual feels excluded from the academic community.

SOCIAL RESPONSIBILITY OF THE UNIVERSITY COMMUNITY

In 2025, the Karazin community continued active volunteer and humanitarian activities.
Students, academic staff, and university employees participated in:

- *collecting humanitarian aid;*
- *supporting internally displaced persons;*
- *educational initiatives for children;*
- *charitable projects;*
- *public awareness activities.*

The University's social responsibility manifested itself both through official programs and through horizontal practices of mutual support within the community.
The University is increasingly aware of its role as a space for fostering civic solidarity and social ethics.



INTERNATIONAL COOPERATION AND SUPPORT FOR ACADEMIC RESILIENCE

In 2025, Karazin University continued participating in international programs supporting Ukrainian education and science.

International partnerships made it possible to:

- *support academic mobility;*
- *provide scholarship assistance;*
- *ensure access to international resources;*
- *implement joint research projects;*
- *support young researchers.*

International support also contributed to creating new opportunities for students from socially vulnerable groups.

CONCLUSIONS

The year 2025 became a period of further reflection for Karazin University on the social mission of the university under conditions of global instability and wartime challenges.

The University as a Space of Human Dignity

In 2025, Karazin University continued shaping a humanistic model of the university environment. At the center of this model stands the individual: their dignity, right to development, access to knowledge, and opportunity to belong to a community.

Overcoming poverty also means overcoming:
isolation;
social exclusion;
loss of perspective;
cultural marginalization.

The implementation of Sustainable Development Goal No. 1 within the University's activities was carried out through:

supporting access to education;
developing an inclusive environment;
providing psychological support;
strengthening international cooperation;
fostering a culture of solidarity;
supporting human potential.

For this reason, university policy is increasingly oriented toward creating an environment of trust, mutual support, and academic solidarity.
The University strives to remain a space where individuals can not only obtain a profession, but also preserve a sense of self-worth and future prospects.

The University views this issue as one of dignity, equality of opportunity, and society's ability to preserve humanity during periods of historical crisis. In this context, education serves as a means of restoring an individual's horizon of the future. Preserving this horizon remains one of the principal missions of Karazin University.