EUROPEAN INTEGRATION OF UKRAINE' HIGHER EDUCATION IN THE CONTEXT OF BOLOGNA PROCESS

20 years of Bologna Process in Ukraine: Achievements, Challenges and Prospects

CONFERENCE PROCEEDINGS
(TAM EVENT Follow Up)
XIV International conference:
NATIONAL BOLOGNA EVENT *"Bologna Process Principles and Tools"*
6 November 2025, Kyiv, Ukraine
TAM EVENT *"EHEA Values"*
7 November 2025, Kyiv, Ukraine

ЄВРОПЕЙСЬКА ІНТЕГРАЦІЯ ВИЩОЇ ОСВІТИ УКРАЇНИ В КОНТЕКСТІ БОЛОНСЬКОГО ПРОЦЕСУ

20 років Болонського процесу в Україні: досягнення, виклики та перспективи

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The Proceeding contains abstracts of the Conference's participants reports, which highlight current issues of the European integration of Ukraine' higher education in the context of Bologna Process, in particular the implementation of the Bologna principles and tools, and the EHEA values.

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Organisers:

▪ Ministry of Education and Science of Ukraine ▪ National Academy of Educational Sciences of Ukraine ▪ National Agency for Higher Education Quality Assurance ▪ National Qualification Agency	▪ Taras Shevchenko National University of Kyiv ▪ Institute of Higher Education, NAESU ▪ National Erasmus+ Office – Ukraine & HERE team ▪ British Council in Ukraine

Objectives. Discussion of achievements, challenges and prospects for implementing the Bologna principles, tools and EHEA values in line with the Sustainable Development Goals to improve competences for the higher education modernization.

Learning Outcomes
- Understand impact of the Bologna principles, tools and fundamental values in higher education on Sustainable Development;
- Identify ways and approaches to implement Bologna principles, tools and provide accepting fundamental values in higher education by academic community and wider society considering EHEA trends and actual emergencies & crises (pandemia, the martial law and large-scale war in Ukraine).

Materials: EHEA documents, Tirana Ministerial Conference documents; Ukraine Higher Education Development Strategy 2022-2032 (draft amendments 2024); IX International Cluster conference «European Integration of Ukraine' Higher Education in the context of Bologna Process» (*THE REVIEW – The 2005-2020 Bologna Process in Ukraine: Achievements, Challenges and Prospects*).

Moderators: Svitlana KALASHINKOVA, HERE; Zhanna TALANOVA, NEO – Ukraine

LINKs to the Conference:

NATIONAL BOLOGNA EVENT "Bologna Process Principles and Tools" (6 November 2025)
https://erasmusplus.org.ua/en/news/national-bologna-event-xiv-international-conference-european-integration-of-ukraine-higher-education-in-the-context-of-bologna-process-bologna-process-principles-and-tools/

TAM EVENT "EHEA Values" (7 November 2025)
https://erasmusplus.org.ua/en/news/tam-event-xiv-international-conference-european-integration-of-ukraine-higher-education-in-the-context-of-bologna-process-values-in-higher-education-20-years-of-bolo/

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SECTION 1
QUALITY
(Quality Assurance and Enhancement; Academic Integrity)

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QUALITY OF HIGHER EDUCATION IN THE CONTEXT OF A CHANGING ENVIRONMENT

In society (both at the level of laws, at the level of scientific knowledge, and at the level of the expert community) there is no single understanding of the concepts of "quality of education" and "quality of educational services".

The website of the Ministry of Education and Science of Ukraine provides the following definition: "The quality of education is a set of characteristics of the educational process that determine the consistent and practically effective formation of competence and professional awareness. This is a certain level of knowledge and skills, mental, physical and moral development achieved by graduates of an educational institution in accordance with the planned goals of education and upbringing" [1].

According to the Law of Ukraine “On Higher Education”, “the quality of higher education is the compliance of the conditions for conducting educational activities and learning outcomes with the requirements of the legislation and standards of higher

education, professional and/or international standards (if any), as well as the needs of stakeholders and society, which is ensured through the implementation of internal and external quality assurance procedures" (Article 1, Part 1, Clause 23). Thus, the quality of higher education covers a significant range of processes and phenomena in the field of higher education. [2]

Let's consider what "quality" is. Quality is the set of properties of goods (process, service) that determine their ability to satisfy certain human needs. [3]

We evaluate a product (and its quality) solely based on its consumer characteristics, not its manufacturing process, since we are simply not allowed to observe this process (production technology).

Consumer properties may be of good quality to some consumers and of poor quality to others. For example, "second-fresh" sturgeon may be unsuitable for consumption by people with high incomes and quite suitable for those who are not wealthy [1].

The provision of educational services is the leading direction of the education institution's activity. The procedure for implementing educational activities is regulated by the Law of Ukraine "On Education", clause 18, part 1, article 1 of which establishes that an educational service is a set of actions of an educational activity subject defined by legislation, an study programme and/or an agreement, which have a certain value and are aimed at achieving the expected learning outcomes by the students.

So, the main features of an educational service are:

1) provision by the subject of educational activity;

2) implementation by such a subject of a set of actions approved by legislation, educational program and/or agreement;

3) obtaining certain learning outcomes by the student [5].

The specifics of higher education complicate the process of determining the final result of the activities of higher education institutions, because the final result of the activities of a higher education institution (hereinafter referred to as a higher education institution HEI) can be considered their effective functioning, the provision of quality services to the population, the professional growth of education seekers, etc.

In view of this, it should be noted that the final result of the activities of HEI is a product, i.e. intellectual property in the form of textbooks, teaching aids, monographs, methodological materials, articles, publications of speeches at scientific and practical conferences of various levels, etc.; and a service as a process of transferring knowledge, skills, and abilities from the supplier (higher education institution) to the customer, the consumer (individual, enterprise, state, etc.) in the educational process.

The quality of educational services, or the quality of HEI services, is understood as a set of characteristics of an educational service that are able to satisfy the needs of its direct and indirect consumers and to form a competitive highly qualified specialist in the labor market, capable of continuing education throughout life [6].

From the first days of the war to the present day, the higher education system, like other spheres of public life, has suffered significant losses and serious destruction, while at the same time overcoming challenges related to the violation of the security of the educational environment, problems with human capital and funding, forced large-scale migration of participants in the educational process, and the loss of administrative control in territories located in the zone of active military operations and in temporarily occupied territories.

In recent years, the Ukrainian higher education system has undergone reforms and modernization processes related to the implementation of European standards for the creation and functioning of a system of external and internal quality assurance. These areas of state educational policy have not lost their significance today, but require updating and a conceptual vision for the further transformation of the higher education system, ensuring the quality of educational services and the effective functioning of HEIs, taking into account the consequences of the war.

An urgent problem for HEIs in wartime conditions was establishing contact with participants in the educational process, ensuring their involvement in learning/teaching, taking into account their location. The indicators obtained from the results of the study showed that the number of applicants participating in the educational process decreased by approximately 10 % compared to the period of distance learning during quarantine. In particular, 46,8 % of academic and teaching staff indicated that from 71 % to 100 % of

applicants participated in studying their courses, 37,1 % noted the actual participation of applicants in the educational process within 51-70 %, 13,5 % of respondents emphasized the involvement of 26 % to 50 % of applicants in the educational process. At the same time, among the reasons for the low level of involvement of applicants in learning were identified: lack of access to the Internet (55,8 %), insufficient self-organization (19,7 %), lack of equipment (17,3 %). [7]

Despite the prolonged military aggression by russia and the unprecedented challenges associated with it, Ukraine's overall sustainable development rating among 193 UN member states is gradually increasing: in 2024, Ukraine ranked 44th place.

The role of Education for Sustainable Development (ESD) is crucial, as it is through the education system that learners acquire the necessary competencies, knowledge, skills and understanding of the importance of achieving the seventeen Sustainable Development Goals (SDGs). The ESD Roadmap calls for national initiatives and identifies specific objectives and actions for Member States so that every education system leads the transformations needed for more equitable and sustainable development for each country and the world in general by 2030 [8].

Therefore, to improve the quality of higher education, HEIs should pay attention to and highlight: 1. Introduction of a grant system: Transition from the predominant budgetary form to a system of state grants, the size of which depends on the results of External independent evaluation/ National multi-subject test and the specialty (to increase the accessibility of quality education, especially for vulnerable categories). 2. Preferential loans and vouchers: Expansion of financial support mechanisms for students (preferential loans, vouchers for lifelong learning). 3. Academic integrity: Strengthening control, transparency and introducing zero tolerance for dishonesty. 4. Updating programmes: Close cooperation with employers to constantly update curricula and include practice-oriented, interdisciplinary courses and soft skills. 5. Support for teachers: Creating incentives for securing highly qualified personnel and continuous professional development (in-service training). 6. Recovery and security: Attracting international investment and public funds to restore damaged infrastructure and create appropriate security conditions (shelters).

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THE ECTS AS AN ELEMENT OF EUROPEAN EDUCATIONAL INTEGRATION

The pilot implementation of the ECTS took place in 1989 under the Erasmus Programme [3; 4, p.1]. During the first ten years of the system's existence, the number of higher education institutions participating in its pilot implementation increased from 146 institutions to over 900 [4, p.2].

The ECTS involves, firstly, the use of modules — logically complete parts of the educational material, and secondly, credits — units for measuring student workload. It has been established that 25–30 hours of student work, including lectures, practical classes, seminars, and independent study, correspond to one credit ECTS. Thus, the introduction of uniform criteria for organizing and assessing student workload contributed to the enhancement of academic mobility, as it facilitated the transfer of courses studied at partner institutions.

Ukraine's accession to the Bologna Process implied the implementation of European educational standards, and therefore, the ECTS [2, pp. 1-2]. At the legislative level, the implementation of the ECTS is enshrined in the Law of Ukraine “On Higher Education” (2014), which states that ECTS is a system of credit transfer and accumulation, used for granting, recognizing, and validating qualifications and learning outcomes (Art. 9, Part 1) [1].

The implementation of the ECTS in the Ukrainian educational area contributes to the improvement of the quality and transparency of higher education, ensuring uniform approaches to assessing student learning achievements. Moreover, it creates conditions for academic mobility: Ukrainian students can study for one or several semesters at a foreign university, and the credits earned there are transferred to their Ukrainian institution. This

significantly simplifies participation in international exchange programmes, particularly within “Erasmus+” and similar initiatives.

The introduction of the ECTS has also facilitated the recognition of students' learning outcomes at the national level, especially during transfers to another higher education institution or when resuming studies.

Thanks to standardized criteria for assessment and credit accounting, the ECTS promotes the international recognition of Ukrainian diplomas and qualifications, which facilitates graduates’ employment opportunities. The system supports individualized educational trajectories, focusing on learning outcomes and the development of competencies demanded by the modern labor market. Furthermore, it strengthens international cooperation between educational institutions and integrates Ukraine into the common European Education Area.

An important advantage of the system is its focus on learning outcomes: ECTS not only measures student workload but also emphasizes the competencies and results students are expected to achieve. This approach encourages higher education institutions to develop curricula that meet the needs of the modern labor market and foster critical thinking, creativity, and interdisciplinary skills.

Thus, the ECTS is not only a technical tool for recording study time but also a key mechanism for integrating Ukraine into the European Education Area. It ensures academic mobility, transparency, and clarity of qualifications, supports graduates’ employment, and creates conditions for deeper international cooperation in education. ECTS forms the foundation for the development of high-quality, competitive, and open higher education, oriented toward student needs and global standards.

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THE BOLOGNA PROCESS IN UKRAINE. EUROPEAN EDUCATION MODEL, BUT NOT EUROPEAN QUALITY

The Bologna Process is a key stage in the European integration of Ukrainian education, but its implementation remains superficial and formal. Despite the introduction of European standards, the Ukrainian education system remains dominated by Soviet models of management, corrupt practices, and low levels of academic integrity. The aim of this study is to identify the reasons for the formal implementation of the Bologna Process and to determine ways for its effective implementation in Ukraine.

The problem has been studied by Ukrainian and European scholars, including I. Ziazun, V. Andrushchenko, L. Gubersky, J. Brennan, and J. Knight, who emphasized the need for not only structural but also value-based changes in the education system.

Ukraine joined the Bologna Process in 2005, seeking to integrate into the European educational space, improve the quality of education, and create conditions for the academic mobility of students and teachers. The aim of this reform was not only to formally harmonize educational standards, but also to establish common European values of academic freedom, university autonomy, transparency of assessment, and respect for knowledge [1, p. 149].

However, two decades after the start of the reforms, Ukrainian education has still not reached European standards. Its development has revealed deep internal contradictions concerning not only managerial and financial aspects, but also the value orientations of the education system itself.

The Bologna Process provides for the adoption of a three-level higher education system (Bachelor's degree, Master's degree, Doctor of Philosophy), the unification of

educational programmes, the use of the ECTS, and the issuance of a standard diploma supplement. Ukraine has officially implemented these mechanisms by creating a national qualifications framework and a system for internal quality assurance in education [1, pp. 150-151].

An important achievement was the emergence of academic mobility: Ukrainian students were given the opportunity to study abroad, and teachers were able to participate in international research programs. However, these successes remained more external attributes of the reform than its real content.

One of the key problems was the preservation of the Soviet management model in education. Formally, universities gained autonomy, but real independence from state bodies was never achieved. The Ministry of Education and Science of Ukraine continues to centrally determine standards, workloads, and financial priorities, which contradicts the European principle of university self-government.

Another obstacle is insufficient funding. Universities remain financially dependent on the state, and low salaries for teachers lead to a decline in motivation, mass staff outflow, and the flourishing of corrupt practices [1, p. 152].

The Bachelor's degree, which in most European countries is considered a complete education, has also been devalued. In Ukraine, however, the bachelor's level is perceived as an intermediate stage, which indicates a formal rather than substantive adoption of the Bologna Process standards.

The most profound problem remains systemic corruption in higher education, which encompasses all levels, from university admission to thesis defense. As V. Melchenko notes, more than half of citizens admit their own inclination toward corrupt practices, which makes bribery and nepotism the norm in social relations [2, p. 40].

Corruption in education manifests itself in the sale of grades, the purchase of diplomas, manipulation of competitions for positions, and the absence of real accountability for plagiarism. Scientific and pedagogical workers are not civil servants, so most anti-corruption restrictions do not apply to them [2, p. 41].

As O. Drygol emphasizes, corruption in higher education is caused not only by financial difficulties, but also by the lack of internal ethical control mechanisms, the low legal culture of students, and society's tolerance of dishonesty [3, pp. 357-359].

The Bologna system is based on the principles of academic integrity, but in Ukraine this aspect remains the weakest link. Plagiarism in scientific works, commissioned dissertations, and fabrication of results have become commonplace, devaluing academic degrees and undermining trust in university science.

The lack of a unified mechanism for verifying academic integrity, the formal nature of anti-plagiarism systems, and the unwillingness of university administrators to bring scandalous cases to public attention have led to violators going unpunished. This state of play not only hinders the development of education but also fosters a culture of irresponsibility that contradicts European academic standards.

European education is based on three fundamental principles: autonomy, transparency, and integrity. In the Ukrainian system, these principles are mostly declared but rarely implemented in practice. As Drygol notes, "the fight against corruption and dishonesty in higher education institutions should be one of the first steps towards introducing European educational standards in domestic education" [3, p. 359].

Real approach to the European level is possible only if the changes affect not only normative acts, but also value orientations of the way of thinking of teachers, students, and administrators. The reform should be not an administrative, but a cultural transformation aimed at rethinking the very mission of education as a public good, not a commercial service.

To conclude, the Bologna Process in Ukraine has remained more of an institutional declaration than a profound reform. For Ukrainian education to truly become European, it is necessary not only to imitate external models, but also to adopt European values of responsibility, integrity, and professional culture, which form the basis of the modern university space.

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ACADEMIC MOBILITY AND INTERNATIONAL PROGRAMMES AS MEANS OF DEVELOPING FOREIGN LANGUAGE COMPETENCE

Contemporary educational settings are distinguished by a proliferation of internationalization, globalization of knowledge, and integration of academic communities. In this context, academic mobility occupies a special place, as it not only facilitates access to new sources of knowledge but also fosters an individua's capacity for effective intercultural interaction. Participation in educational programmes that are conducted in foreign countries, whether they are study-abroad programmes or internships, can offer participants significant opportunities to develop professional competencies and language skills. These abilities can enhance the competitiveness of programme participants in the global labor market. A notable outcome of participating in academic mobility programmes is the development of foreign language proficiency [1]. This competence, in its broadest sense, encompasses not only the mastery of linguistic structures but also the ability to communicate consciously in a foreign language environment, to understand cultural contexts, and to adapt to different sociolinguistic situations. Consequently, foreign language competence constitutes an integral aspect of the professional culture of a contemporary specialist.

Academic mobility is widely regarded as a pivotal element in enhancing educational quality and facilitating integration into the global educational landscape [1]. The programme fosters the exchange of experience among higher education institutions, establishes the foundation for the implementation of collaborative educational and scientific initiatives, and promotes the cultivation of language and communication

competencies. It is imperative to recognize that engagement in international programmes is not merely a catalyst for professional advancement; it is also instrumental in cultivating an open worldview. Immersive exposure to a foreign language environment facilitates the expansion of students' cultural contacts, fostering the development of tolerance, empathy, and mutual understanding [2]. Consequently, academic mobility emerges as a catalyst for the humanitarian development of the individual and a conduit for integration into the global academic community.

In contemporary European educational practice, the most prominent academic mobility programmes include Erasmus+ Programme (incl. eTwinning, and Jean Monnet), along with other European Union initiatives. The common objective of these entities is to establish the conditions for the international exchange of knowledge, experience, and cultural heritage. The Erasmus+ Programme, in particular, stands as a prime exemplar of this phenomenon, demonstrating a long-standing record of success in fostering inter-university collaboration. The Programme encompasses a vast cohort of participants pursuing academic or professional training opportunities at educational institutions internationally. Consequently, students are presented with the opportunity to enhance their linguistic proficiency in a natural language environment, thereby acquiring not only academic knowledge but also invaluable life experience [3]. Participation in such programmes enables students to engage in foreign language learning in authentic social and professional contexts, thereby facilitating more profound assimilation of vocabulary, grammar, and communication strategies. The eTwinning and Jean Monnet projects focus on facilitating remote cooperation between educational institutions in disparate countries, developing partnership projects, and creating integrated courses in foreign languages. These programs integrate elements of formal, non-formal, and informal education, fostering an environment conducive to mutual learning and the exchange of cultural traditions and language practices. Participants in such programmes have the opportunity to work in international teams, communicate with colleagues from different countries, and develop intercultural communication and collaboration skills. The experience of academic mobility facilitates the development of foreign language competence at several levels. First, at the academic level, participants master a foreign language as a means of

professional activity. They acquire the ability to utilize professional terminology, engage in scientific discourse, present research findings, and engage with authentic sources. Secondly, at the communicative level, interpersonal interaction skills are formed in a multicultural environment. Students develop proficiency in the target language through live communication, thereby overcoming language barriers and cultivating confidence in communication. This process also leads to improvements in pronunciation, comprehension, and written language skills. Thirdly, at the value-cultural level, tolerance, flexibility of thinking, and openness to new cultural codes are formed. Immersion in the language environment cultivates the development of holistic intercultural competence, wherein a foreign language functions not only as a medium of communication but also as a conduit for understanding the world [4].

In the contemporary context of information technology, academic mobility is undergoing a gradual transformation, assuming novel forms. The advent of virtual mobility models, joint online learning models, and international distance learning courses has led to a proliferation of educational opportunities that circumvent the constraints of physical travel. These formats provide students who lack the resources or time for traditional mobility but are eager for intercultural interaction with additional opportunities. Virtual projects promote the development of language skills among students by engaging them with authentic materials and facilitating interaction with native speakers in an interactive environment [4]. Concurrently, the advent of digital technologies has engendered a paradigm shift, offering a novel avenue for integrating learning, communication, and research within a unified intercultural domain.

The development of foreign language competence in the context of academic mobility should be a purposeful and systematic process. The following pedagogical strategies are regarded as effective. Firstly, audiovisual methods are employed to promote the development of speech perception skills through the use of authentic audio and video materials. Secondly, the case method is employed, which involves the analysis of real professional and cultural situations. Thirdly, project-based learning is employed, with a focus on joint activities of participants from different countries. Fourthly, a linguistic-cultural approach is employed, which allows for the combination of linguistic and cultural

components. Fifthly, a problem-based research method is employed, which fosters critical thinking, creativity, and the ability to articulate opinions in a reasoned manner [3; 4]. The integration of native speakers, participation in international seminars, collaborative online meetings, and language training significantly enhance the efficacy of learning and foster a sense of belonging within the global academic community among students. It is imperative to acknowledge that foreign language competence extends beyond linguistic knowledge. This ability encompasses the capacity to adapt socially, engage in intercultural dialogue, and coexist in a multilingual environment. In this sense, language functions as a conduit between cultures, facilitating the establishment of mutual understanding among representatives of disparate nations. Participation in academic mobility programmes enables students to enhance their language skills and cultivate intercultural sensitivity, which is a crucial prerequisite for effective professional activity in a globalized world. Such interaction contributes to the enrichment of personal experience, broadening cognitive horizons, and strengthening value orientations related to respect for cultural diversity. Despite its evident advantages, academic mobility is accompanied by a number of challenges. These include unequal access to international programmes, language barriers, limited funding, complex administrative procedures, and the psychological adaptation of participants to a new environment [1]. Concurrently, advancements in digital technologies, the emergence of blended learning methodologies, and the expanding role of distance education are generating novel opportunities to circumvent these constraints. The expansion of virtual partnerships and the implementation of language development support programmes have the potential to increase student participation in international initiatives. In this context, the issue of ensuring the quality of language training requires special attention. It is recommended that a system of continuous improvement of foreign language proficiency be established, and that integrated courses be developed which combine linguistic, professional, and cultural components.

Consequently, academic mobility emerges as a pivotal factor in the cultivation of foreign language competence, ensuring a harmonious integration of professional, cultural, and personal development. Participation in international programmes provides students

and teachers with new experiences, expands their communicative sphere, augments their language confidence, and cultivates a readiness to live and work in a globalized environment. Academic mobility functions as a catalyst for intercultural exchange, promoting the integration of Ukrainian education into the European academic sphere and enhancing the prestige of national science. This tool is not only effective for improving professional qualifications; it is also conducive to developing the key competencies of the 21st century, including communication skills, openness, flexibility of thinking, and the ability to cooperate. In light of these observations, the promotion of academic mobility programmes should be regarded as a pivotal component of the nation's educational policy framework. The implementation of the principle of "learning without borders" is contingent upon the provision of language training, the creation of accessible mechanisms for participation, and the development of partnerships between universities around the world. The formation of a modern specialist is predicated on three fundamental competencies: mobility, intercultural experience, and language competence. These competencies, when cultivated, engender an individual who is characterized by openness, flexibility, and the capacity to function effectively within the global educational community.

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PEOPLE-CENTRED STRATEGIES FOR STRENGTHENING HUMAN POTENTIAL OF HIGHER EDUCATION: EUROPEAN BEST PRACTICES

Developing human potential has become a defining strategic priority for higher education systems globally, particularly those navigating complex processes of transformation, modernization and structural recovery. In the European Higher Education Area (EHEA), universities increasingly adopt people-centred strategies that place staff wellbeing, professional development, inclusion and leadership cultivation at the core of institutional success. This shift reflects the recognition that human potential is the essential driver of educational quality, institutional resilience, innovation capacity and long-term competitiveness.

In the context of contemporary global challenges (digitalization, labour market and geopolitical instability, demographic changes) HEIs must rethink traditional models of academic work and human resource development. People-centred strategies represent a systemic response to these challenges, combining supportive work environments with sustainable performance expectations, strategic talent management and strong institutional cultures of trust and belonging.

This paper analyses best practices from five leading European universities: University of Cambridge, Imperial College London, University of Edinburgh, PSL Research University Paris, and the University of Amsterdam. These HEIs provide exemplary models due to their consistently high performance in global rankings (THE 2024 [1]; QS 2025 [2]) and their transparent, comprehensive approaches to human

potential development. The insights drawn from their strategies offer valuable guidance for higher education systems seeking to enhance competitiveness and resilience, particularly in countries undergoing post-crisis recovery and integration into the European academic space.

People-centred strategies in higher education are grounded in several interrelated principles:

– Humanistic value orientation, emphasizing dignity, equality, wellbeing, autonomy and academic freedom;

– Systemic alignment, ensuring that human resource policies support institutional missions and long-term strategic goals;

– Competence development, fostering pedagogical, digital, managerial, intercultural and research capacities;

– Inclusive excellence, ensuring that diverse staff can thrive and contribute to institutional success;

– Evidence-informed decision-making, integrating HR analytics into recruitment, retention and development processes.

Modern HEIs increasingly adopt holistic frameworks that integrate wellbeing, workload balance, transparent governance, and career progression. People-centred strategies not only address individual needs but also strengthen institutional adaptability and collective capacity.

University of Cambridge articulates a comprehensive institutional approach through its People Strategy 2024–2027 [3]. The strategy emphasizes building “a thriving, equitable community” and commits to fair recruitment, targeted talent development, inclusive work culture, and wellbeing support. Specific mechanisms include structured leadership programmes, transparent promotion pathways, anti-bias recruitment training,and expanded mental health services. Cambridge foregrounds data-driven HR management, using analytics to identify workforce trends, monitor engagement and inform policy decisions. It positions itself as an “employer of choice,” reinforcing its global academic competitiveness [3].

Imperial College London integrates human potential development directly into its Academic Strategy [4], reflecting the institution's commitment to innovation and excellence. Talent development is framed as a long-term pipeline that begins with early-career researchers and extends through senior leadership roles. The strategy promotes interdisciplinary collaboration, inclusive leadership and equal opportunities. Imperial prioritizes high-quality mentorship programmes, competitive career pathways and structured support for women and underrepresented groups in STEM fields. The emphasis on research-driven HR policy strengthens Imperial's global standing [4].

The University of Edinburgh situates people development within its institutional Strategy 2030, emphasizing wellbeing, belonging, and inclusive leadership. The People Strategy [5] promotes a "culture of warmth, care, and collaboration," where staff development is viewed as a shared institutional responsibility. Edinburgh's approach features comprehensive professional development programmes, regular engagement surveys, leadership training, and support frameworks for mental health and work-life balance. Its strong commitment to community, equality, and organisational culture highlights the central role of social sustainability in human potential development [5].

PSL Research University Paris exemplifies a networked model of human potential development. Its strategy centres on collaboration among member schools, shared research infrastructures, interdisciplinary mobility and integrated talent support systems. PSL has established competitive fellowship programmes for doctoral and postdoctoral researchers, promotes international mobility and strengthens joint supervision arrangements. This model enhances early-career support and facilitates the circulation of expertise across the institution. The emphasis on interdisciplinarity and cross-institutional cooperation aligns with European trends toward research integration and talent ecosystems [6].

University of Amsterdam's Strategic Plan 2021–2026 [7] foregrounds social responsibility, sustainability, and professional growth. Its people-centred approach emphasises inclusive culture, continuous learning, trust-based communication, and digital transformation. UvA invests in staff digital competencies, pedagogical innovation, and transparent governance systems. Its emphasis on environmental and social sustainability

reflects a broader European trend linking institutional responsibility to staff development and organisational identity [7].

Across the five universities, several common strategic orientations were identified:

– Strategic alignment: Human potential development is inseparable from institutional mission, research goals, and societal commitments.

– Leadership development: Structured programmes prepare future academic leaders and strengthen distributed governance.

– Wellbeing as strategy: Mental health, workload management, and supportive environments are treated as core enablers of performance.

– Inclusive excellence: Equity, diversity, and inclusion are embedded not as symbolic commitments but as measurable strategic priorities.

– Continuous learning: Professional development is positioned as an ongoing responsibility shared by institutions and individuals.

– HR analytics: Data-informed management enhances transparency, accountability, and planning accuracy.

– International mobility and collaboration: Partnerships and international networks expand opportunities for staff development and knowledge exchange.

These systems-level insights demonstrate that people-centred strategies are not auxiliary functions but key drivers of sustainable institutional excellence.

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TRAINING OF BACHELORS IN LAW: EXPERIENCE OF EUROPEAN COUNTRIES

The quality of education has been identified by the UN as one of the key goals of sustainable development of the world community (The Sustainable Development Goals. UN. Goal 4. Quality Education) [1]. By the Decree of the President of Ukraine "On the Sustainable Development Goals of Ukraine for the period up to 2030" [2] and a number of relevant legislative acts, Ukraine confirmed its course towards European integration. Article 431 of Chapter 23 of the Association Agreement sets out the course for intensifying cooperation between Ukraine and the European Union in the field of higher education, in particular, to promote convergence in the field of higher education within the framework of the Bologna Process and to improve the quality and increase the importance of higher education.

According to the National Action Plan for External Quality Assurance of Higher Education in Ukraine for the period 2022-2023: "The main goal of the higher education system of Ukraine is to prepare competitive human capital for the high-tech and innovative development of the country, self-realization of the individual, meeting the needs of society, labor market and the state in qualified specialists in conditions of enhanced cooperation of state bodies and business with higher education institutions on the principles of autonomy of higher education institutions, combining education with science and production.[3]

In turn, university rankings, which are developing intensively in the new millennium, can be considered an indicator of university competitiveness. At this stage, the leading world university rankings are the following: Shanghai Ranking (ShR), THE

World University Rankings (THE) and QS World University Rankings (QS), in this order they are recognized by the Ukrainian Government (Shanghai Ranking, 2024; THE World University Rankings, 2024; QS World University Rankings, 2024; Cabinet of Ministers of Ukraine, 2018). [4]

Taking this factor into account, the Shanghai Ranking (ShR) data for 2024 was examined in terms of identifying the 10 best European universities in terms of professional training of legal specialists. [5]

It was thus established that such universities in Europe include: University of Cambridge [6], University of Oxford [7], University College London [8], Leiden University [9], Utrecht University [10], University of Amsterdam [11], University of Portsmouth [12], King's College London [13], London School of Economics and Political Science [14], University of Copenhagen [15].

A study of the official websites of the highest-ranked universities in Europe according to the Shanghai Ranking (ShR) made it possible to identify the features and general approach to professional training of bachelors in law.

Based on an analysis of Bachelor's degree programmes in Law at the highest-ranked universities in Europe according to the Shanghai Ranking (ShR), the general and specific features of such training have been identified.

In general, this is a sustainable approach to the practical component of the curriculum and a move away from overly theorized and insufficiently adapted to the needs of the modern labor market programs. Also, there is a steady expansion of cooperation between universities with law firms and government agencies to provide practical training. At the same time, integration with European standards is noticeable through mobility programmes, namely international student internships. For this purpose, almost all of the higher education institutions listed above have programs taught in English, and knowledge of English is one of the main admission criteria. However, the Bachelor in Law programme itself takes a total of 3 years.

What is special is its multidisciplinary nature (the program combines the study of law with other subjects), emphasis on research, critical thinking, and analysis of contemporary global legal issues, tutorials or supervision (students meet with teachers in

small groups to discuss written work and complex legal issues), the opportunity to choose specialized disciplines according to your own interest and the opportunity to write a research paper instead of one of the modules.

In further research, the above information will be compared with the national approach to training Bachelors in Law with the further development of conceptual principles for the modernization of professional education of Bachelors in Law in the context of Ukraine's European integration and relevant recommendations.

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DIGITAL TRANSFORMATION, AI, AND QUALITY ASSURANCE: REDESIGNING HIGHER EDUCATION STANDARDS

The rapid acceleration of digital transition in higher education, intensified by global crises and the proliferation of Artificial Intelligence (AI), has redefined expectations for higher education quality, academic integrity, and institutional resilience. For Ukraine – currently modernising its higher education system amid the challenges of war – digitalisation and AI present both an urgent opportunity and a complex mandate for recovery and European integration. The interplay between AI-driven tools, digital pedagogies, and quality assurance (QA) frameworks requires a re-examination of standards, governance models, and ethical safeguards. International evidence demonstrates that AI can enhance administrative efficiency, improve teaching and learning processes, and expand access to higher education, yet its integration raises concerns around academic integrity, digital inequality, and the preparedness of HEIs to ensure trustworthy, transparent, and student-centred education systems.

This thesis synthesises current evidence to propose a renewed understanding of quality assurance in the AI-driven digital era. Drawing on recent studies by Stoyanova & Angelova [1], Manta & Militaru [2], and Nguyen et al. [3], the analysis connects global trends with Ukrainian practice to outline pathways for integrating AI responsibly within national and institutional quality systems.

Universities globally identify digitalisation as a strategic priority. According to Stoyanova & Angelova, the majority of HEIs surveyed have formal digitalisation strategies and recognise AI as a contributor to higher-quality teaching, administrative

efficiency, and improved institutional reputation [1, p. 45]. Students also expect universities to adopt advanced digital tools, reinforcing the need for continuous technological integration.

Manta & Militaru emphasise that digitalisation is not merely a technical upgrade but a systemic shift that transforms the behaviour, expectations, and competences of students and educators [2, p. 1]. They argue that digital transition introduces flexibility and better alignment with labour market demands, especially in rapidly changing economies.

Nguyen et al. provide empirical evidence that the strongest determinant of digital-era education quality is pedagogical integration, followed by student engagement and accessibility of digital resources [3, p. 2372]. This indicates that the value of technology depends not on its availability but on how effectively it is embedded into teaching and learning.

Despite the benefits, digitalisation and AI introduce several risks that affect higher education quality and academic integrity.

Manta & Militaru report that globally only about 5 % of the education market is digital with significant disparities in access to reliable devices, internet connectivity, and digital resources [2, p. 2]. For Ukraine, where infrastructure has been damaged and many students are displaced, ensuring equitable digital access is essential for maintaining quality standards.

Stoyanova & Angelova note that students increasingly rely on AI tools for learning, sometimes without fully understanding their limitations [1, p. 46]. This creates risks related to plagiarism, overdependence on AI-generated content, and decreased self-regulated learning. QA systems therefore require updated policies on acceptable AI use, ethical guidelines, and AI literacy training for both academic staff and students.

Lack of IT specialists, insufficient funding, and fragmented digital infrastructures remain major obstacles to effective AI implementation [1, pp. 45–49]. Academic staff resistance often stemming from limited digital skills further slows adoption. Strong leadership, professional development, and coherent institutional strategies are thus essential.

Nguyen et al.'s priority model identifies five core components influencing digital-age quality: 1) pedagogical integration, 2) student engagement, 3) accessibility of digital resources, 4) adaptability and innovation, 5) technological infrastructure [3, p. 2372].

These findings suggest that QA frameworks should prioritise:

- the quality of digital pedagogy (Teaching&Learning) and instructional design;
- interactive and student-centred e-learning;
- equity of access to digital resources;
- institutional capacity to innovate;
- reliability and security of technical systems.

Generative AI challenges traditional assessment methods. Institutions should be adopted:

- diversified assessment formats are not easily replicable by AI;
- integrity-by-design strategies;
- transparent policies regulating the use of AI in coursework;
- monitoring mechanisms using analytics and digital tools.

AI supports institutional QA through automated data collection, analytics, and decision-making. Examples include chatbots for admissions and student support [1, p. 47], predictive analytics for student progress, and digital monitoring systems. For Ukraine, integrating such tools could modernise internal QA and align accreditation processes with European standards.

Ukraine's post-war recovery and integration into the European Education Area require educational systems that are transparent, resilient, and future-oriented. Based on the evidence reviewed, the following priorities emerge:

- strengthening digital infrastructure, especially for remote and displaced students (aligned with [2]);
- supporting pedagogical innovation, ensuring digital tools enhance, not replace, meaningful learning [3].
- developing national guidelines on ethical and responsible AI use to protect academic integrity;

- expanding programmes for staff professional development in digital competence and AI literacy;
- embedding accessibility and equity requirements into national and institutional QA standards;
- adopting data-informed QA systems, including digital dashboards and analytics for monitoring higher education quality.

These steps will help Ukrainian HEIs rebuild internal QA systems in line with ESG and global best practices while responding to the realities of wartime and post-war conditions.

Conclusions. AI and digital transition is reshaping higher education and redefining the meaning of higher education quality. The most important factors in the digital era are pedagogical integration, student engagement, and equitable access – not technology alone. Challenges such as digital inequality, academic integrity risks, and institutional capacity gaps require updated QA standards and responsible AI management.

For Ukraine, AI-enabled digitalisation offers a strategic opportunity for recovery and European integration. Ukraine can build a more resilient, student-centred, and future-ready higher education system by revising QA frameworks, strengthening infrastructure, and developing ethical AI practices.

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GENERATIVE FUNCTIONALITY OF THE EHEA FUNDAMENTAL VALUES: IMPLEMENTATION FOR UNIVERSITY DEVELOPMENT

The Tirana EHEA Ministerial Conference on May 29-30, 2024 identified six fundamental values [1]. At the same time, their functionality needs to be clarified. After all, it is not enough to proclaim and accept values. It is necessary to realize the basic role of each of them in university development, primarily in order to create conditions for their

implementation in practice as a powerful mechanism for this development. Otherwise, values will remain only a call, a slogan, against which few people object, but in the role of a simple declaration of correct intentions.

In particular, values as basic priorities and principles of human activity [2, p. 165], when there are many of them, also need prioritization in view of their fundamental contribution and impact. Therefore, the EHEA fundamental values are analysed below in order of their priority for development (especially since they are listed in alphabetical order in the Tirana Communiques). For this purpose, the specific creative role of values as generators of development is revealed. In this case, development is usually interpreted as a movement from lower to higher, from simple to complex, from imperfect to perfect, from existing to new, and generation is (from Latin) the birth of such a new state. European values can be better understood by comparing them with their counterparts in the USA – the global university leader [3, p. 39-42; 4; 5].

It is important to note that the European fundamental values in the North American Higher Education Area (NAHEA) are simply called core principles by the leading Association of American Universities (AAU) definition, which "have guided the conduct of teaching, research, and scholarship at American universities, as well as the ways in which these institutions are governed" [4] and "have strongly contributed to the quality of American universities" [4]. However, with the difference that they are addressed primarily to leading universities. After all, it is unlikely that the values/ principles will be fully implemented in backward, underdeveloped higher education institutions (HEIs). In addition, the AAU emphasizes that "these core principles that have been central to the research university enterprise … are not well understood by the general public" [4].

Academic freedom. This value is the main one. After all, producing the new requires going beyond the old, which is impossible (at least, ineffectively in conditions of lack of freedom, that is, certain framework restrictions). Again, it is characteristic that academic freedom as a leading principle is protected in NAHEA by the conclusions of the Supreme Court of the United States (which, as the highest court, also performs the functions of a constitutional court) in order to ensure university creativity. That is, this

principle is elevated to the guaranteed constitutional freedoms of civil society, in particular as freedom of the press [3, p. 40; 4].

Institutional autonomy. This value is subordinate to academic freedom, because the latter serves, ensures and guarantees it. In the USA [3, p. 39-40; 4], according to the explanations of the same court, "universities occupy a special niche in our constitutional tradition" [4] and must be protected in the exercise of their rights from various kinds of external influences, "particularly federal or state governments but also industry and other external interest groups" [4]. "Institutional autonomy … remains a cornerstone of American higher education and a necessary condition to secure academic freedom" [4]. However, it is obvious that autonomous (i.e. individual) activity (as opposed to collective) requires its own powerful concentration of resources and university potential.

Participation of students and staff in higher education governance. It is an analogue of inclusive (distributed, shared) governance in NAHEA as a guarantee of both: institutional autonomy and academic freedom. In American universities "for example, some but not all governing boards include seats for student trustees" [4].

Academic integrity. In the American interpretation, it implies academic ethics and academic responsibility, without which the previous values/ principles cannot be implemented [3, p. 41]. After all, and this is noted in the Tirana Communique [1], it is much broader in functionality than the manifestation of integrity in conducting research. Therefore, it should be key to the activities of universities, especially in their global competitive competition.

Public responsibility for higher education. The value focuses on a nationwide awareness of the key role of higher education, especially leading universities, in human progress and the need for their systematic and consistent support. Here it is appropriate to recall the famous aphorism: "American universities are strong not because America is rich, but America is rich precisely because it has strong universities" (exact authorship is unknown). Therefore, American society supports universities.

Public responsibility of higher education. Value (priority) can be considered as a kind of expanded modification of academic integrity (which is often, at least until the clarifications of the Tirana Communique [1], interpreted narrowly as purely research) in

its broad sense, that is, with a view to the implementation of the holistic mission of higher education.

Collectively, the above values should (and this has been proven in practice) contribute to the development of higher education, the improvement of university activities, and the achievement of its competitive quality.

What, in this regard, is the measure of progress? World experience reveals at least two common measures: a relatively weak (mass) one – accreditation and a relatively strong (elite) one – ranking. Accordingly, these measures are based on two different motivational mechanisms: a low-effective one – obligation (to fulfill minimally sufficient criteria, to receive accreditation and public recognition as a higher education institution, and not, say, a vocational education institution) and a highly effective one – encouragement (to satisfy the most perfect requirements and, according to the results of the ranking, become the best among other universities, a real leader-creator of world progress).

Ideally, a generative positive feedback loop of development should work in the implementation of a hierarchical system of fundamental values (core principles). For example, in the leading Harvard University [5], the implementation of basic values / principles leads to powerful university progress, which, in turn, significantly improves the context of their implementation and impact. In general, the globally first Harvard University, given its extremely high potential, can serve as a model for the implementation of the generative function of values. In the EHEA, the University of Cambridge (4th in the world) and the University of Oxford (6th in the world) should be recognized as such models [5].

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ENSURING FLEXIBLE TEACHING, LEARNING, AND ASSESSMENT IN HIGHER EDUCATION

The contemporary stage of higher education development is characterized by intensive transformations driven by globalization, digitalization, rapid technological progress, increasing academic mobility, and the growing importance of the student-centred approach. Under these conditions, ensuring flexible teaching, learning, and assessment becomes particularly relevant, as it enables universities to adapt the educational process to diverse learners' needs and contributes to the formation of a personalized educational environment [1; 7]. Flexibility is understood as the ability of the educational system to respond promptly to changes in the external environment, students' needs, and societal demands while maintaining academic integrity and the overall quality of education [8].

The concept of flexible teaching refers to a set of strategies, methods, and instructional formats that ensure variability and allow for adaptation of the pace, format, and content of teaching. Modern students demonstrate diverse learning styles, levels of preparedness, and motivation, which necessitates differentiated methodologies [3]. In this context, blended learning plays a particularly important role, integrating traditional in-person and online formats [2]. The role of the teacher is transforming from a "knowledge transmitter" to a facilitator, mentor, and moderator of the learning process, supporting students' active and responsible engagement in learning [1].

Flexible teaching also involves the implementation of various pedagogical technologies, such as project-based learning, problem-based learning, the flipped

classroom model, case studies, collaborative learning formats, simulations, and situational modelling. The use of these strategies contributes to the development of critical thinking, learner autonomy, communication skills, professional mobility, and the ability to work in interdisciplinary teams [5]. An important aspect is the adaptation of educational materials for students with diverse educational needs, including ensuring accessibility for students with disabilities.

Flexible learning is grounded in the principles of autonomy and self-regulation, enabling students to influence their own educational trajectory, including course selection, pace of learning, preferred formats of instructional activities, and ways of interacting with learning content [7]. In this regard, the use of modular course structures, asynchronous learning opportunities, and digital educational resources—including LMS platforms such as Moodle, Canvas, and Google Classroom—is especially significant [6].

Digital technologies play a key role in enabling flexible learning. LMS platforms support adaptive learning, differentiated tasks, automated assessment, interactive resources, and data-driven analytics, which allow educators to respond quickly to students' needs, adjust learning trajectories, and enhance teaching effectiveness [6]. Learning analytics contributes to early diagnosis of academic difficulties and the formation of personalized recommendations [5].

Flexible assessment is a critical component of modern approaches to evaluating learning outcomes. It includes various forms of formative, diagnostic, and summative assessment: electronic quizzes, project-based assignments, case studies, portfolios, self-assessment and peer assessment, oral presentations, reflective essays, analytical reports, and interactive tasks [4]. Flexibility manifests in the ability to choose the time of task completion, formats of presenting results, and multiple pathways to achieving learning outcomes. Transparent rubrics, clear criteria, and constructive developmental feedback are essential elements of high-quality formative assessment [4].

Despite its advantages, the implementation of flexible teaching, learning, and assessment brings several challenges. These include the need to enhance educators' digital and pedagogical competence, update university infrastructure, ensure equal student access to technologies and the Internet, and maintain academic integrity in online environments

[8]. Institutional support is crucial and should involve updating regulatory frameworks, revising educational programmes, strengthening internal quality assurance systems, and creating conditions for continuous professional development of academic staff [7].

Thus, ensuring flexible teaching, learning, and assessment in higher education is a complex process that integrates pedagogical innovation, digital tools, institutional policy, and contemporary educational strategies. Effective implementation of flexibility will contribute to improving the quality of higher education, supporting individualized learning trajectories, developing 21st-century competencies, and facilitating integration of Ukrainian higher education into the global academic environment [1; 5; 8].

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CHALLENGES AND ADVANTAGES OF IMPLEMENTING THE POTENTIAL OF ARTIFICIAL INTELLIGENCE AS AN INNOVATIVE DIDACTIC TOOL IN HIGHER EDUCATION INSTITUTIONS

The urgent need to rethink and modernize the content of the educational process, including in higher education, is currently being substantiated in many research (V. Demianenko, I. Drach, A. Melnyk, G. Rozlutska, O. Panukhnyk). Indeed, thanks to such an innovative technology, its potential as artificial intelligence, the activity of a teacher of a higher education institution acquires a special functional content, but at the same time expresses a remarkable alertness. The ambiguity of the role of the above-mentioned innovation justifies the relevance of scientific reflection in the future. So, let's consider the main vectors that express the role of artificial intelligence as an innovative technology in the activities of a teacher of a higher educational institution.

The positive functionality of artificial intelligence is primarily revealed in the ability to automate and dynamize processes related to educational tasks (in particular, checking questions of both closed and descriptive nature, assessment, forecasting, keeping accounting journals, even data analytics), and the teacher should devote more time to high-quality meaningful study and communication with the student audience, as well as improving the teaching functionality and materials of the course itself. At the same time, wider opportunities for personalized learning on a variable basis are revealed, since artificial intelligence is able to adapt materials to the life situation of a particular student/applicant/cadet, taking into account his potential, individual characteristics, and interests. Also, chatbots based on artificial intelligence (we are talking about virtual

assistants like ChatGPT, Duolingo, Gamma, Tome, Gemini, etc.) will be able to orient the recipients of educational services (including the instructor) in general terms at any time, to some extent even providing feedback.

The use of artificial intelligence can stimulate the development of new learning methods, for example, the use of virtual or augmented reality, interactive simulations and so on. In general, it is artificial intelligent systems that can support decision-making on the organization of multifacetedness, as well as globalization of the educational process and improvement of teaching methods.

At the same time, it is especially important to emphasize the ethical aspects of the use of artificial intelligence products in education, which can be expressed in a negative perspective. Thus, it is clear that automation and the use of artificial intelligence can lead to a narrowing of the possibilities for the implementation of the functionality of certain specialists, their loss of jobs, including in educational activities.

The use of artificial intelligence in higher education can be accompanied by the collection of a large amount of personal information, and accordingly, this raises questions of security, privacy and protection. It is also important to mention the danger of psychological bias when a mistake can be made, for example, unfair processing and evaluation of students / applicants / cadets, we are talking about a situation when technology appeals to outdated or false information.

It should be noted that nowadays psychological science is aware of many different addictions, among which there may be one associated with the emergence of dependence on artificial intelligence technology, replacing the conditions where skills and critical thinking skills are developed, for example, only in traditional conditions. But the most significant drawback is still the lack of emotional communication (and at the same time, certain ethical aspects are actualized), which is levelled out in case of too frequent use of artificial intelligence. At the same time, we have evidence of attempts to eliminate this shortcoming by designing social emotional artificial intelligence – the SEAI system as an example – as a biomodular hybrid system with emotion modelling and thinking potential [1].

Taking into account the dangers and risks and developing effective strategies of anthropic regulation and control, there can be an extremely responsible and strictly ethical implementation of the potential of artificial intelligence as an innovative didactic toolkit in higher education institutions. Therefore, this will allow for better professional and personal growth of their participants, even in the case of inclusiveness, as well as the transmission of human-centered values and academic integrity. At the same time, it is important to emphasize the importance of balance in the use of traditional and innovative methods in the educational process in higher education in order to eliminate the danger, expressed, for example, in the sociopsychological consequences of the irresponsible use of artificial intelligence.

Therefore, today the role of artificial intelligence as an innovative technology in the activities (educational, methodological, research, educational) of a teacher of a higher education institution can be defined and reflected on the continuum "unambiguity – ambiguity" (and the problem is expressed precisely in its responsible and ethical use as an exclusively auxiliary product).

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FORMATION OF ACADEMIC CULTURE AND INTEGRITY AS KEY EUROPEAN VALUES

The article examines the significance of academic culture and integrity as key factors in Ukraine's integration into the European Higher Education Area. It is demonstrated that successful European integration necessitates not only institutional reforms but also a transformation of the value orientations within the academic community. The main challenges in implementing the principles of academic integrity are identified, and possible ways to address them are outlined with regard to European standards and practices.

Keywords: *academic culture, academic integrity, European Higher Education Area, Bologna Process, ethical standards.*

The integration of Ukraine into the European Higher Education Area requires not only structural reforms, but also a shift in the value orientations of the academic community. In the context of globalisation, academic culture and integrity become

indicators of the maturity of the university environment and trust in the outcomes of education and science. The problem is that while these principles are widely declared, they are not always consistently followed in practice.

Academic culture is understood as a system of norms, traditions, values, and behavioural models that regulate educational and research activities. It covers ethical standards, communicative norms, academic language practices, and patterns of interaction among faculty, students, and administrators. In the European context, the concept of academic culture is closely linked to the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers [1], as well as the Standards and Guidelines for Quality Assurance in the European Higher Education Area [2], which emphasise that educational quality is impossible without adherence to ethical norms and mutual trust. Thus, academic culture functions not only as a moral guideline but also as a mechanism for ensuring academic freedom, institutional autonomy, and the social responsibility of science.

Academic integrity refers to a set of moral and ethical principles and rules that all participants in the educational process are expected to observe, ensuring honesty, trust, respect, fairness, and responsibility. European standards of academic integrity are reflected in the Council of Europe's Code of Ethics for Universities [3], the documents of the European Network for Academic Integrity [4], and recommendations of the European University Association (EUA). These sources share the understanding that academic integrity is not merely compliance with rules, but a conscious personal stance.

In Ukrainian legislation, the principles of academic integrity are defined in Article 42 of the Law of Ukraine "On Education" [5], which establishes responsibility for plagiarism, fabrication, falsification, and other forms of academic misconduct. Key challenges to integrity include insufficient awareness of academic ethics among students and faculty, limited systematic instruction in academic writing, underdeveloped citation culture and research ethics, and the influence of the commercialisation of education, which can lower ethical standards. However, positive developments can be observed: the establishment of ethics committees, the introduction of courses on academic culture, and the implementation of plagiarism detection systems. Participation in Erasmus+

Programme and ENAI Integrity Labs supports the dissemination of European best practices.

The Bologna Process defines not only the structural compatibility of educational systems but also a shared set of values centred on academic freedom, mobility, trust, quality, and social responsibility. Academic culture ensures the practical implementation of these principles: without it, university autonomy loses meaning, and academic mobility becomes merely formal. Academic integrity is essential for the mutual recognition of degrees and qualifications, since educational and research outcomes cannot be accepted in the European academic space without guarantees of honesty. Thus, integrity functions as a practical tool for building trust among institutions across countries.

The formation of academic culture requires a deliberate socialisation process: involving students in research and volunteer activities and creating an environment where ethical behaviour is the norm. The example set by educators plays a crucial role, as they shape students' critical thinking, respect for authorship, and understanding of knowledge as a public good.

The development of academic culture must take place on several levels:

- *Institutional* (establishing academic culture centres, drafting codes of ethics, offering training for faculty),
- *Individual* (developing academic writing skills, source citation competence, awareness of the consequences of integrity violations),
- *National and international* (harmonising standards and participating in global academic networks).

Conclusions. Academic culture and integrity are not only moral categories but strategic factors in Ukraine's integration into the European Education Area. Their development requires coordinated regulatory measures, educational policy efforts, internal university culture, and personal responsibility among all participants in the academic process. The level of integrity is an indicator of a society's maturity, its capacity for critical thinking, responsible action, and equal partnership within the European academic community.

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PRINCIPLES OF THE EUROPEAN HIGHER EDUCATION AREA IN ART EDUCATION: CONCEPTUAL REFORMATTING OF PROFESSIONAL TRAINING IN THE "PERFORMING ARTS"

In the global realities of transformations of educational paradigms and European integration strategies of Ukraine, the understanding of radical changes in domestic art education is becoming more relevant, as it is emerging as one of the most dynamic areas of humanitarian knowledge, in which socio-cultural and pedagogical dimensions intersect. In light of the development of the European Higher Education Area and European integration educational transformations, which envisage the implementation of EU values in today's educational process, art education is experiencing a significant rethinking of the goals and content of training specialists in creative specialties. Modern challenges of socio-cultural reality involve the modernization of the principles of achieving a qualitatively new level of professional training, increasing the level of professional competence of modern professionals. The transformations taking place under the influence of the Bologna Process not only set the external parameters of the development of educational systems, but also form new cultural guidelines, in particular those related to mobility, autonomy of art institutions, interdisciplinarity, student-centeredness, and European quality of training.

In identification in the cultural space of today, producers and priorities of socio-cultural self-determination and humanistic interpretation of socialization, a key position is not simply given to art education, and the training of professionals capable of constructive creative self-expression, self-realization as an active force in the cultural processes that are

now intensified, more than ever before. “Culture and art in the sense of existential explications of existing reality are marked as one of the “most powerful players” and operators of meanings, developing artistic and intellectual tools for shaping the territory of the most relevant meanings and strengthening European identity through education and culture” [1].

In modern scientific discourse, art education is viewed as a special type of cultural practice aimed not only at reproducing professional competencies, but also at creating a new cultural experience. Art ceases to be just a sphere of individual expression but turns into a multicultural space where models of dialogue, social interaction, creative communication, and innovative thinking are formed.

The rapid development of modern culture, digital media, communication technologies, and interdisciplinary artistic practices is leading to significant transformations in the professional training of specialists in the arts. The specialty “Performing Arts”, which combines theatrical, choreographic, musical and stage, intermedia and experimental art forms, requires new methodological approaches focused on the synthesis of cultural, pedagogical and creative strategies. In the context of Ukraine's integration into the European Higher Education Area, the renewal of the architecture of educational processes is determined, ensuring the aforementioned academic mobility, transparency of qualifications, and flexibility of educational trajectories.

From the perspective of cultural and art studies, performance is a space for the formation of new meanings and social messages; accordingly, professional training should integrate not only performance techniques, but also the ability to critically interpret cultural processes, interaction with the audience, creation of authorial concepts, participation in social dialogue through art.

From the author's point of view, professional training in the specialty “Performing Arts” gravitates mainly towards a number of scientific concepts:

– a competency concept that considers the educational process as the development of an integral system of competencies: artistic and creative (mastery of movement, voice, stage presence techniques); analytical (ability to interpret dramaturgy, socio-cultural contexts); communicative (group work, partnership interaction, communication with the

public); digital (mastery of multimedia tools, stage technologies); reflective (self-analysis, evaluation of one's own creative dynamics). The advantage of the competency-based approach is the possibility of a structured description of learning outcomes, which meets the standards of the European Higher Education Area and allows for transparency of study programmes;

– a cultural concept, in the dimensions of which performative arts are considered as a mechanism for representing cultures in a broad sense: through corporeality, ritual structures, social actions, linguistic and non-verbal codes. This concept in the professional training of future performers provides for: a variety of methods of intercultural communication; the ability to adapt artistic practices in a multicultural environment; the formation of the ability to work with historical and cultural archives; understanding performance as a social and cultural act;

– constructivist concept, within which the student's activity as a subject who "constructs" his own knowledge and artistic experience is emphasized, which is implemented through: project-oriented learning; creation of his own performance projects; reflective practices; creative research as part of the educational process. The student appears not as a passive performer of pedagogical tasks, but as a creator of artistic expression, which corresponds to the student-centered principle of the Bologna Process;

– transdisciplinary concept, in which the performing arts actively interact with related fields – cultural studies, anthropology, psychology, sociology, philosophy, media design, technological sciences. The transdisciplinary approach allows for the integration of: digital tools (motion capture; VR/AR scenography; media performance; robotic and algorithmic systems in stage projections); digital media (video art, sound design); elements of physical theater, contemporary dance, site-specific practices; socially oriented performative projects. The transdisciplinary approach sees that performing arts professionals are increasingly involved in the fields of cultural management, festival movement, creative industries, art residencies, and social projects, identifying the need to develop business, communication, and managerial competencies as a means of building a creative economy;

– practice-as-research concepts as strengthening the role of research in art – a direction that is gaining increasing importance in the European Higher Education Area – research through artistic practice. Accordingly, educational programmes should include research and performative projects; analytical essays; scientific and practical laboratories; creation of own author's methodologies.

To summarize, it should be noted that the proposed pedagogical strategies in the principles of the European Education Area are focused on expanding the dialogue between local and global practices and forming a unique creative language of domestic performers – innovative search for ways to form an active position of the student, the formation of his individual repertoire of learning strategies. The implementation of the Bologna tools as a guarantee of quality must take into account not only formal criteria and the need for expert assessment by the professional community, but also the specifics of the artistic and creative process in professional training in the specialty "Performing Arts", the complexity of measuring creative results.

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STEM-BASED EDUCATION IN MICROPROCESSOR TECHNOLOGY AND IOT AS PART OF EUROPEAN INTEGRATION OF SOFTWARE ENGINEERING TRAINING

The European integration of Ukraine's higher education system entails updating the content and teaching methods in line with the standards of the European Higher Education Area. The Bologna Process guides universities in developing professional competencies that ensure graduates' readiness for innovation, mobility, and interdisciplinary collaboration. In the training of software engineers, this implies the necessity of combining theoretical knowledge with practical engineering activities, as well as developing creative and critical thinking skills and the ability to work with modern technologies.

The STEM approach is regarded as a methodological foundation for achieving these objectives. Its key idea lies in integrating scientific inquiry, technological thinking, engineering design, and mathematical analysis within a unified educational environment. This approach creates the conditions for integrating the content of technical disciplines into a practice-oriented system for the training of software engineers. The implementation of STEM education fosters the development of professional skills that meet the demands of the modern European Union labor market, guiding students toward gaining real-world experience in technical design.

STEM education emerges as a response to the challenges of digital transformation and the growing need for professionals who can think analytically, design technological solutions, and adapt to rapid changes in the technological environment. Its theoretical foundation is based on the integration of natural sciences, engineering, and mathematics

into a unified educational process focused on applying scientific principles to practical engineering tasks.

In European universities, the STEM approach is implemented through learning models that position students as active participants in the educational process. Its foundation lies in research-based and project-based methods that develop design, experimentation, critical analysis, and teamwork skills. These methods reflect the general principles of the Bologna Process – a focus on learning outcomes, the individualization of educational trajectories, and quality assurance through practical activity.

In the Ukrainian context, the implementation of STEM approaches in software engineering education helps bridge the gap between the theoretical foundations of academic disciplines and the real conditions of professional practice. The course on microprocessor technology provides an understanding of the fundamental principles of computer system design. In contrast, the Internet of Things technologies offer opportunities for practical application of this knowledge through projects that integrate hardware and software solutions. Combining these areas within the framework of STEM pedagogy fosters the development of engineering thinking, the ability to analyse interactions among system components, and the evaluation of technological solutions' efficiency.

Courses in microprocessor technology and the Internet of Things provide a natural environment for implementing the STEM approach in engineering education. Their methodological unity lies in an emphasis on practical design, modelling, and testing of real technical systems. Working with microcontrollers, sensor modules, data transmission tools, and control systems creates conditions for integrating knowledge in programming, electronics, physics, algorithm design, and systems analysis.

During the learning process, students undergo the full cycle of an engineering activity – from designing a hardware circuit to developing software for its control. This fosters the formation of competencies defined by the European Qualifications Framework, including analytical thinking, technological flexibility, the ability to plan systematically, and to evaluate the effectiveness of technical solutions. Work on educational projects also

contributes to the development of teamwork, resource management, and compliance with safety standards.

The use of Arduino, ESP32, and Raspberry Pi platforms in the learning process enhances the interdisciplinary nature of engineering education, as students integrate software methods of data processing with technical tools for data collection and transmission. Within this framework, the Internet of Things course serves as a logical extension of microprocessor technology, illustrating the principles of building networked systems and cloud services for integrating distributed devices. Learning organized according to STEM principles stimulates research activity, technological creativity, and the ability to apply acquired knowledge in innovative development contexts.

The modernization of technical education in Ukraine is taking place within the broader transition toward European standards, where competence-based learning and a practical orientation are key benchmarks. Implementing STEM education in microprocessor-related disciplines aligns Ukrainian educational programs with models applied in leading European Union universities. Educational initiatives such as Erasmus+, Horizon Europe, and the Digital Europe Programme create opportunities for the exchange of experiences, academic mobility, and the development of joint learning platforms focused on digital competencies.

Software engineers trained under STEM principles meet the demands of the modern European labor market, which values practical skills in embedded systems, automation, and data analytics. In this context, the study of microprocessor technology and Internet of Things establishes a foundation for developing the competencies outlined in the Descriptors of the European Qualifications Framework [1], including the ability to apply knowledge to solve complex technical problems, critically evaluate outcomes, and take responsibility for implemented solutions.

The European Higher Education Area emphasizes the integration of academic training with industrial practice – an approach reflected in STEM-based models, where learning is research-oriented and closely linked to real technological processes. Cultivating among students an engineering mindset, openness to collaboration, and an awareness of

ethical responsibility for technological decisions constitutes an essential component of Ukraine's European-oriented transformation of technical education.

The use of STEM-based approaches in teaching microprocessor technology and Internet of Things enhances students' technical competence and fosters interdisciplinary thinking. Involvement in practical projects with microcontrollers, sensors, cloud platforms, and automation systems helps students understand the full cycle of creating intelligent devices – from hardware design to software development and data analytics. This approach increases motivation for learning, stimulates independent activity, and promotes a culture of engineering experimentation. At the same time, integrated laboratory work using Arduino, Raspberry Pi, ESP32, and compatible IoT modules combines learning with research, aligning student training with European standards of engineering education.

The STEM approach in teaching microprocessor technology and Internet of Things serves as a key driver for modernizing engineering education in the context of European integration. Its implementation contributes to the formation of a new generation of software engineers capable of working with both hardware and software components of complex systems while thinking analytically, creatively, and systematically. Integrating education with research and innovative technologies ensures the competitiveness of graduates in the international labor market and advances the quality of Ukrainian technical education.

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QUALITY OF TRAINING FOR STUDENTS OF HIGHER MEDICAL EDUCATION DURING MARTIAL LAW

The reform of Ukraine's higher education system is closely linked to the Bologna Process and aims to ensure the quality of educational activities and compliance with the principles set out in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

It is important to understand the internal quality assurance system as a comprehensive policy, strategy, and set of procedures aimed at improving the quality of educational activities and learning outcomes. This approach involves sharing responsibility for improving the internal quality assurance system among all participants in the educational process, performing a set of tasks and procedures, and systematically monitoring and analysing performance at all levels of the higher education institution's organizational structure. Particular attention is paid to ensuring the formation of professional competencies of students in accordance with higher education standards and modern labor market requirements.

Objective. To identify conceptual directions for improving the quality of medical education under martial law based on the Bologna Process.

Materials and methods of study. Higher medical education is focused on achieving a number of strategic goals, including ensuring high-quality training and professional competence of future doctors, promoting their personal development and academic freedom. Academic freedom for students includes the ability to independently choose educational components that not only shape professional knowledge and practical skills but also contribute to the development of worldview guidelines and general cultural values. An important component of the effective functioning of the higher medical education system is the availability of a developed material, technical, informational, and educational-methodological base, which provides applicants with the opportunity to acquire knowledge and develop professional skills. The concept of quality is multidimensional and complex, and in higher education it is viewed as the result of interaction between teachers, students, and the institutional learning environment. The quality assurance process contributes to the formation of an educational environment in which the content of educational programs, learning opportunities, methodological and material and technical support meet the defined goals and contribute to the achievement of the expected learning outcomes [1]. The creation of an internal education quality assurance system (IQAS) involves the development and publication of a quality assurance policy, which is an integral part of the strategic management of a higher education institution. Quality policy and related processes form the basis of a comprehensive

institutional quality assurance system that defines the logic of the educational activity cycle and ensures the continuous improvement of the university as an educational organization.

The Kharkiv International Medical University (KhIMU) is implementing, systematically researching, and improving the IQAS, which covers the strategy (policy) and procedures for quality assurance, the definition and distribution of powers among all participants in the educational process, the system and mechanisms for ensuring academic integrity, as well as clearly defined and published criteria, rules, and procedures for evaluating students. The IQAS structure also includes published criteria, rules, and procedures for evaluating the scientific and pedagogical activities of university employees, as well as mechanisms for evaluating the effectiveness of the management activities of the institution's leadership. Particular attention is paid to ensuring the necessary resources for the organization of the educational process, including for the independent work of students, as well as the development and support of modern information systems that ensure effective university management and contribute to improving the quality of educational activities.

High-quality training for students pursuing higher medical education requires a radical transformation of the principles of organizing the educational process and the roles of teachers and students. The introduction of interdisciplinary integrated courses, the provision of opportunities for individual educational trajectories for students, the use of innovative teaching methods, and the conduct of classes in simulation centers and clinical bases expand the academic freedom of students in the formation of individual study plans, developing critical thinking, communication, and leadership competencies, as well as systematically forming the professional skills and practical abilities of future doctors.

The processes of ensuring the quality of education must be measurable, objective, manageable, and transparent. The university has created the necessary conditions for the implementation of these principles. In particular, an electronic form of the academic record book and information on the academic performance of higher education students has been introduced and is constantly being improved. Today, there is a single integrated database of educational components, teachers, and students, which correlates with the data

of the Unified State Electronic Database on Education (USEDE). This approach ensures transparency and reliability of educational results. Teachers have access to an electronic journal for the relevant educational component, which displays attendance, performance, make-up work for missed classes, and the results of current and final assessments. Students, in turn, can view their own academic achievements in real time, which fosters their responsibility for learning outcomes and increases their motivation to study.

The university pays considerable attention to fostering a culture of quality based on trust, respect for human dignity, academic integrity, transparency, partnership, the pursuit of excellence, and mutual responsibility. This culture is a conscious and consistent component of professional discourse in the field of educational policy and management of the educational process. The quality culture policy is integrated into the VSZYAO system and is a criterion of academic integrity. From an ethical standpoint, morally sound principles and rules of academic activity have been developed and enshrined in the relevant codes of ethics, and their effectiveness is assessed as a moral and ethical regulator of the behaviour of participants in the educational process. In theory and practice of management, academic integrity is considered a significant procedural criterion for the quality of educational, professional, and scientific activities [2].

Conclusions and prospects for further research. Analysis of the effectiveness of the VSYAO operating at the university shows that it contributes to the transformation of the educational process towards the formation of high-quality training for applicants. A comprehensive approach should cover all key aspects of the university's functioning: organizational and management mechanisms, research activities of students and scientific and pedagogical staff, information support, economic and financial processes, as well as the development of material and technical resources. The development of these components is aimed at realizing the personal and professional potential of students, integrating the academic mobility of students and teachers, increasing the competitiveness and international attractiveness of higher education, and ensuring compliance with the fundamental principles of the Bologna Process. Further research will focus on assessing the effectiveness of integrated educational trajectories, developing innovative teaching

methods in conditions of martial law, and improving systems for monitoring the quality of educational outcomes.

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INTEGRATING THE GREEN TRANSITION AND SDGS INTO EDUCATIONAL PROGRAMMES: CHALLENGES AND PROSPECTS FOR QUALITY ASSURANCE IN ECOLOGY AND ENVIRONMENTAL SCIENCES

As Ukraine marks its 20-year journey within the Bologna Process, its higher education system faces a profound twin mandate. The first is to sustain quality and academic continuity amidst the challenges of war and the critical need for post-war recovery. The second is to align with the defining global paradigm shift of our time the Green Transition [1] and the 2030 Agenda for Sustainable Development (SDGs) [2]. These two mandates are not separate; they are inextricably linked. A sustainable, «green» recovery for Ukraine is impossible without a workforce equipped with the necessary competencies, and the systematic development of these competencies is fundamentally a matter of quality assurance (QA).

The focus of our research was on the practical challenges and opportunities for integrating the Green Transition and the SDGs into Ukrainian educational programmes, in particular in Environmental Sciences. In our view, the established principles and tools of the European Higher Education Area (EHEA), such as the Quality Assurance Standards and Guidelines (ESG), the development of curricula based on learning outcomes and ECTS, are not bureaucratic hurdles but are, in fact, the most effective instruments available for achieving this integration substantively and systemically. Using the educational programs of the Educational and Scientific Institute of Environmental Sciences, Green Energy and Sustainable Development of V. N. Karazin Kharkiv National

University [3] as a practical example (for example, the specialty E2 Ecology at all three levels of education), we analyzed the key obstacles and propose individual components of a quality assurance system for such integration.

The maturation of the Bologna Process has seen its tools evolve from promoting mobility (like the Diploma Supplement) to ensuring deep, systemic quality. For the task of integrating sustainability, this evolution is critical. The EHEA's shift to a student-centred, outcomes-based approach provides the precise language and structure needed to embed complex, multi-disciplinary concepts like «climate action» or «circular economy» into formal education.

The ESG, in particular, demands that programs are fit for purpose and that their "intended learning outcomes are achieved" (ESG 1.3). When a university, and indeed a nation, commits to the Green Transition, this goal becomes part of its "purpose". Consequently, the national QA framework, managed by bodies like the National Agency for Higher Education Quality Assurance (NAQA), is mandated to assess how well this purpose is being served. This moves sustainability from a "desirable add-on" to a core component of educational quality.

Despite this clear mandate, implementation is fraught with challenges. The gap between the ambitious, holistic language of the SDGs and the structured requirements of accreditation is significant.

1.The Interdisciplinarity vs. Specialization Gap. The SDGs are, by definition, interdisciplinary and interconnected. SDG 13 (Climate Action) cannot be addressed without SDG 7 (Affordable and Clean Energy) or SDG 11 (Sustainable Cities). However, educational programs are often accredited within traditional, siloed specialities. This presents a major challenge for innovative programs. For example, an educational program like "Environmental control and audit" (under speciality E2 Ecology) is inherently interdisciplinary. It must equip graduates with skills in data analysis, geography, environmental economics, GIS, and strategic impact assessment. Its value lies in its contribution to multiple SDGs (e.g., SDG 11, SDG 13, SDG 15 "Life on Land"). The challenge for quality assurance is to properly evaluate a program whose learning outcomes

span multiple traditional fields, ensuring that its interdisciplinary strength is not misinterpreted as a lack of specialized depth.

2. The Risk of Formalism: "Greenwashing" and Academic Integrity. A second significant challenge, directly related to the conference's focus on Academic Integrity, is the risk of superficial integration, or "greenwashing". It is far easier to "keyword-map" a syllabus adding "SDG" or "sustainability" to course descriptions than it is to fundamentally re-engineer a curriculum. This formalism poses a direct threat to quality. QA bodies may see programs claiming alignment with a dozen SDGs, yet the actual student experience and assessment methods remain unchanged. This is not just poor pedagogy; it is a failure of academic integrity. True integration requires that sustainability principles are not just mentioned but are embedded in the core learning outcomes and assessment criteria of a programme.

3. The Measurement Gap: Assessing «Green» Competencies. This leads to the most difficult methodological challenge: how do we define and measure "green" competencies? Bologna's emphasis on learning outcomes is invaluable here but assessing a student's grasp of "systems thinking" or their "capacity to manage environmental projects" is more complex than assessing their knowledge of a specific chemical formula or ecological law. Programs in "Environmental Protection Technologies" (speciality G2), for instance, must produce graduates who can not only design a filter but also conduct a life-cycle assessment (LCA) and understand the policy implications of their technical choices. A robust QA system must therefore support and validate innovative assessment methods, such as capstone projects, real-world case studies, and impact-oriented portfolios that can genuinely measure these complex, high-order competencies.

These challenges are significant, but not insurmountable. The solution lies in using the Bologna framework, specifically the internal QA process to re-articulate program learning outcomes (PLOs) through the specific lens of the Green Transition and SDG targets. This is not about wholesale reinvention but about purposeful reframing.

Let's consider the educational programs of the Institute of Environmental Sciences, Green Energy and Sustainable Development of Karazin University. A programme like "Environmental control and audit" (speciality E2 Ecology) already possesses core learning

outcomes related to data collection, legal compliance, and impact assessment. The integration process would involve:

- Mapping PLOs to SDGs. The faculty's internal QA team explicitly maps existing PLOs to specific SDG targets. For example, a PLO on "conducting an environmental audit" is directly mapped to SDG 12.6 ("Encourage companies... to adopt sustainable practices and to integrate sustainability information into their reporting cycle").
- Identifying Gaps. This mapping exercise reveals both strengths and gaps. Perhaps the program is strong on monitoring (SDG 15) but weaker on the socio-economic aspects of sustainability (SDG 8 "Decent Work and Economic Growth").
- Targeted Enhancement. The curriculum is then enhanced, not replaced, to fill these gaps. This could be a new module on «Corporate Sustainability» or a joint project with the economics faculty, facilitated by the ECTS system.
- Demonstrating Public Responsibility. When this program undergoes external accreditation, the university can now present clear, evidence-based documentation to NAQA. It can demonstrate precisely how its program outcomes contribute to national and global sustainability goals. This transforms the accreditation process into a meaningful dialogue about the university's public responsibility and its contribution to «sustainable development, innovation and Peace».

Integrating the Green Transition into Ukraine's higher education is an imperative for its sustainable, post-war recovery. As we reflect on 20 years of the Bologna Process in Ukraine, we must see its tools not as rigid constraints but as powerful, flexible frameworks for change. By embracing a substantive, integrity-driven approach to quality assurance, Ukrainian universities can systematically embed sustainability into their educational DNA. This ensures that the principles of the EHEA and the goals of Green Transition are not parallel tracks but are fused into a single, cohesive strategy. This is how we «Move Forward Together», building a resilient and sustainable future for Ukraine by ensuring our graduates are competent and ready to lead it.

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VARIABILITY OF BACHELOR QUALIFICATION WORKS IN UKRAINIAN HIGHER MUSIC EDUCATION AND THE PROSPECT OF ARTISTIC RESEARCH INTEGRATION

When referring to the Bachelor's qualification work, it is generally understood as a written presentation of the results of an independent research project carried out by students within the educational programme. However, institutions of higher music education in Ukraine demonstrate diverse approaches to defining the form and content of this work.

The urgency of this issue is underscored by international initiatives, notably the Erasmus+ project REACT, 2020–2023, (Rethinking Music Performance in European Higher Education Institutions), the results of which highlighted the need to integrate performance experience with scholarly reflection.

For instance, at the Ukrainian National Tchaikovsky Academy of Music the qualification work for performance specialisations is defined as a performance-based concert programme[1]; at the Kharkiv I. P. Kotlyarevsky National University of Arts the final certification takes the form of a public performance of a concert programme[2]; the Glier Kyiv Municipal Academy of Music applies a hybrid model, in which the final

assessment may take the form of either a public creative project or a public defence of a Bachelor's research project in the major field[3].

Meanwhile, the Mykola Lysenko Lviv National Music Academy (LNMA) maintains a traditional approach, requiring the public defence of a written Bachelor's thesis, during which the student demonstrates knowledge in music theory, history, pedagogy, and psychology[4].

These discrepancies reveal the absence of a unified concept regarding the balance between performance and research components within the Bachelor's curriculum. Such variation reflects the specific nature of performance specialisations, where learning outcomes are often artistic and practice-oriented rather than purely theoretical or text-based. At the same time, certain institutions (notably LNMA) adhere to the academic model of research, aimed at developing analytical thinking and scholarly reflection in the future musician-researcher.

Accordingly, the diversity of institutional approaches indicates a transitional stage in reinterpreting the very nature of Bachelor's research in music education – a crucial shift from a purely academic understanding of "research" toward the model of artistic research, based on the integration of performance experience and reflective interpretation of the creative process.

Given this context, it appears timely to initiate a professional discussion on implementing the artistic research model within Ukrainian higher music education. This approach could serve as an intermediate format between a traditional academic thesis and a performance project, effectively combining creative experience with analytical reflection on performance practice.

The adoption of artistic research principles would enhance the reflective dimension of musical performance, positioning the concert not merely as a culmination of training but as a form of inquiry, in which the musician identifies and resolves an artistic problem through interpretation. Such a framework broadens the understanding of "learning outcomes," encompassing not only technical mastery and stage readiness but also awareness of interpretive strategies, creative decisions, and psychological mechanisms of performance.

Moreover, the institutionalisation of artistic research aligns closely with the principles of the Bologna Process, particularly its emphasis on academic mobility, interdisciplinarity, and learning outcomes. Implementing this model ensures direct complementarity with the standards of the European Higher Education Area (EHEA), where artistic research has long been recognised as a legitimate and integral mode of inquiry, bridging artistic practice and theoretical reflection. This alignment is critical for ensuring the transparency of qualifications and the international recognition of Ukrainian diplomas.

The experience of Swedish institutions – notably the University of Gothenburg and the Royal College of Music in Stockholm (Kungliga Musikhögskolan i Stockholm) – illustrates this integration. In these universities, artistic research is embedded across all educational levels, from Bachelor's to Doctoral studies, where public performances and creative projects are regarded as research processes accompanied by documentation, reflexive commentary, and critical self-analysis[5].

Thus, adapting this European model to Ukrainian higher music education would not only harmonise national standards with the EHEA but also raise the academic and artistic profile of Ukrainian music institutions. In the long term, this integration could foster a new culture of performance reflection, where the musician emerges as both artist and researcher, capable of articulating and substantiating the creative and interpretive dimensions of their art.

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SECTION 2

Autonomy & Academic Freedom

(Academic Freedom; Academic, Staff, Organisational, Financial Autonomy; Student and Staff Participation in Higher Education Governance)

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ACADEMIC FREEDOM AS THE FUNDAMENTAL PRINCIPLE OF ENSURING THE QUALITY OF HIGHER EDUCATION IN THE PROCESS OF EUROPEAN INTEGRATION OF UKRAINE: LEGISLATIVE REGULATION AND PROBLEMATIC ISSUES

Academic freedom is very important for the development of higher education, ensuring its quality, and is the condition for the implementation of tasks by higher education institutions. The concept of academic rights and freedoms was formulated at the end of the 17th century and is associated with the English philosophers John Locke and Thomas Hobbes, whose views on the need to reject restrictions in the field of scientific research and free teaching from any reservations formed the basis of the concept of

"academic freedom" in higher education institutions [1, p. 163].

In higher education institutions that operate and continue to provide educational services in the war condition, it remains extremely important to preserve the fundamental principles of the educational process, namely the academic freedom of participants in the educational process. The level of academic freedom and autonomy of educational institutions directly affects the models of management, financing, and organization of education, particularly in Western European universities. And they are base for democracy in the organization of the educational process and decentralization of management in universities are ensured [2, p. 56].

Legislative regulation of the concept of "academic freedom" in higher education institutions is based on the Law of Ukraine "On Higher Education"[3] according to Article 1, Clause 3 of which academic freedom is the autonomy and independence of participants in the educational process during the implementation of pedagogical, scientific-pedagogical, scientific and/or innovative activities, carried out on the principles of freedom of speech and creativity, dissemination of knowledge and information, conducting scientific research and using its results, and is implemented taking into account the restrictions established by law.

Article 54 of the Law of Ukraine “On Education”[4] stipulates that the right to academic freedom includes: freedom of teaching, freedom from interference in pedagogical, scientific-pedagogical and scientific activities, free choice of forms, methods and means of teaching, that correspond to the educational program; development and implementation of original educational programs, projects, educational methodologies and technologies, methods and tools, primarily competency-based learning methods; free choice of educational programs.

In the international context, academic freedom was first proclaimed in the Lima Declaration, which proclaimed broad autonomy for higher education institutions and established general principles of academic freedom. According to the Lima declaration, education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms [5, p. 206-207].

Regarding the principle of academic freedom, the Joint Declaration of the Ministers

of Education of Europe "The European Higher Education Area" states the need to achieve goals that are of primary importance for the creation of the European Higher Education Area and the spread of the European higher education system in the world. These include, in particular, the promotion of mobility by removing obstacles to the effective exercise of the right to free movement with the direct aim of: ensuring students have access to learning opportunities and relevant services; promoting the necessary European standards in higher education, in particular in terms of curriculum development, cooperation between educational institutions, integrated teaching, research and training programmes [6].

According to some experts, academic autonomy is an institutional form of academic freedom, and in order to properly exercise academic freedom, higher education institutions must have autonomy. Ukraine, in terms of academic autonomy, belongs to the medium-low group of higher education systems due to certain limitations, which are set for universities by the government or ministry when selecting students, implementing new educational programs, ensuring the quality of higher education. It is clear that the goals of educational activities of higher education institutions cannot be achieved in the absence of freedom in determining teaching methods, scientific research and pedagogical creativity, free search, teaching and dissemination of information [2, p. 58-61].

According to Slavko A.S., Chernyavsky A.L., academic freedom is not absolute and implies the possibility of interference with the same prerequisites as freedom of expression in general: the interference must be prescribed by law, pursue a legitimate aim and be necessary in a democratic society (proportionate). As experts note in their practice, the European Court of Human Rights special attention provide to the need to balance academic freedom and the right to privacy in the context of claims for the protection of honour, dignity and business reputation (defamation). The court emphasizes the "chilling effect" that entails the persecution of members of the academic community for their statements. Even the threat of such persecution may be regarded as a violation by the state of its obligations under Article 10 of the European Convention on Fundamental Human Rights. Even the threat of such persecution may be regarded as a violation by the state of its obligations under Article 10 of the European Convention on Fundamental Human

Rights. Employers of academics should take into account guarantees of academic freedom [7, p.777].

In order to improve the situation regarding academic freedom, experts and practitioners of the European University Association have developed practical recommendations in this area. As noted by Zayets S.V., although academic freedom is widely recognized as a basic, fundamental right of members of the academic community, its meaning varies depending on political, economic, socio-cultural, financial and institutional factors [8].

Therefore, the legislative regulation and problematic issues of academic freedom as a fundamental principle of higher education quality assurance in the process of Ukraine's European integration are analysed in this research.

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A PEER-TEACHING CLINICAL CASE DISCUSSION FORMAT AS A TOOL FOR FOSTERING EDUCATIONAL AUTONOMY AND CLINICAL REASONING IN MEDICAL STUDENTS

Medical student educational autonomy involves supporting students' sense of choice, self-direction, and engagement through strategies such as problem-based learning and gradually increasing responsibility in patient care. Promoting autonomy fosters deeper learning, better academic performance, and improved psychological well-being. It also requires educators to shift toward a more humanistic learning environment, where students' perspectives are valued, and initiative is encouraged. In many medical programmes, lectures and practical classes remain predominant, with students often acting as passive recipients of information. Active learning methods, which engage students directly in the learning process, offer an alternative. Active learning shifts the focus from teacher to learner and promotes higher-order cognitive skills through engagement in problem-solving, motivation, and the practical application of knowledge [1]. The clinical case discussion (CCD) method exemplifies this approach. CCDs are short, resource-efficient activities that encourage students to recall previously learned material and apply it to real-life clinical cases, bridging theory and practice while fostering critical thinking and lifelong learning skills [2].

This study aimed to assess the advantages of implementing the CCD format as a student-led, autonomous peer-teaching approach in place of traditional methods [3]. An example of such educational autonomy is the CCD Club, organized and coordinated solely by students at the Bukovinian State Medical University since September 2025. An

individual internship within the International Clinical Case Discussion Summer School (ICCDSS) was held at the Ludwig-Maximilians University of Munich (LMU Klinikum) and the Institute for Didactics and Medical Education, in collaboration with participants from Weill Cornell Medical College (USA), Washington University in St. Louis (USA), and the Technical University of Munich (Germany). The event focused on the analysis of complex clinical cases from the New England Journal of Medicine and emphasized student-driven preparation and presentation. This approach significantly increased student motivation, engagement, and efficiency. Participants from Kyiv, Vinnytsia, Lviv, and Chernivtsi (Ukraine) joined the ICCDSS in 2022, gaining international experience, professional networking opportunities, and improved skills in teaching clinical reasoning using virtual clinical cases. These experiences promote the integration of clinical reasoning into medical curricula and enhance student–tutor interaction in the context of digitalization.

Clinical cases for CCD sessions should be based on real patient stories, aligned with learning outcomes, and structured to promote decision-making, empathy, and critical thinking. Balancing student autonomy with appropriate supervision helps build competence and confidence. Autonomy-supportive teaching approaches are ethically important and more effective for fostering engagement and well-being than traditional authoritarian models. Such education leads to improved academic performance, deeper understanding, and stronger humanistic values, resulting in better patient outcomes [4].

Thus, the CCD method can be easily incorporated into existing medical curricula to encourage active learning without major structural changes. It provides opportunities for students to both teach and learn, acquiring didactic and professional skills simultaneously. Therefore, the CCD approach serves as a clear example of educational autonomy in medical education, supporting self-direction, critical thinking, and professional growth.

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ACADEMIC FREEDOM AS THE FOUNDATION OF THE DEMOCRATIC CULTURE OF THE UNIVERSITY IN THE EUROPEAN EDUCATION AREA

This paper examines academic freedom as a key condition for shaping the democratic culture of the university within the European educational area. Its significance is defined as a principle that ensures the autonomy, integrity, and accountability of universities to society. The provisions of the Magna Charta Universitatum and the Law of Ukraine "On Higher Education" are analysed with regard to the harmonization of European and national approaches to academic freedom. It is emphasized that the democratic culture of the university is built upon a combination of freedom and responsibility, ethical standards, and the active participation of the academic community in governance. It is noted that for Ukraine, the development of a culture of trust and partnership is particularly relevant as a prerequisite for effective university autonomy.

***Keywords**: academic freedom; university autonomy; democratic culture; academic integrity; European educational area; university governance.*

In the modern world, where knowledge is a strategic resource for development, academic freedom emerges not only as an educational but also as a social and moral phenomenon. It shapes the democratic culture of the university, based on the equality of participants in the educational process, freedom of thought, and responsibility for the results of intellectual activity. In the context of Ukraine's European integration, academic freedom is viewed as a system-forming principle of university functioning, ensuring its autonomy, integrity, and accountability to society [1].

The Magna Charta Universitatum [2] emphasizes that the university is an autonomous institution that has the right to independently determine its educational and research priorities based on the needs of society and the principles of scientific objectivity. This document highlights the inseparable connection between academic freedom and university autonomy, since freedom of research cannot exist without institutional independence. According to the Law of Ukraine "On Higher Education," academic freedom is defined as the independence of participants in the educational process in choosing the forms, methods, means, and content of learning, scientific research, and creative activity [3]. This provision reflects the gradual harmonization of Ukrainian educational legislation with European standards. However, its practical implementation remains problematic due to administrative constraints, excessive centralization, and a lack of a culture of trust within the university environment.

The democratic culture of the university develops through the constant interaction between academic freedom and responsibility and is manifested in the ability of the academic community not only to exercise its rights but also to uphold the principles of academic integrity, respect for others' opinions, and openness to criticism and innovation. European universities actively implement ethical codes that define the rules of research conduct, authorship, and interaction within the academic environment. These codes do not limit freedom but rather make it conscious and responsible. Western European universities also demonstrate a high level of integration between autonomy and accountability: they independently design curricula and determine staffing policies while publicly reporting their performance to society. In such systems, a strong culture of self-regulation operates

through internal quality control mechanisms — academic senates, student councils, and ethics committees.

In Ukraine, however, the establishment of academic freedom is a slower process. Despite the legal enshrinement of university autonomy, many decisions remain subject to external influence. Therefore, one of the key tasks for Ukraine is the formation of an internal culture of trust, which requires changes in governance models, a rethinking of the role of academic councils, and strengthening the participation of student self-government in strategic decision-making.

Conclusions. Academic freedom is not only a legal principle but also a philosophy of university life that shapes the moral foundations of democratic culture. It presupposes not only the right to freedom of thought but also the obligation to act with integrity, impartiality, and in the interests of knowledge and society. European experience shows that true university autonomy is possible only when it is supported by a culture of responsibility and partnership. For the Ukrainian higher education system, an urgent task remains the development of governance mechanisms that ensure the real participation of the academic community in decision-making, promote transparency, and affirm trust as a core value. Thus, academic freedom is not merely a condition for the development of higher education — it is the foundation of a democratic society, in which the university becomes a space of free thought, moral responsibility, and the creative pursuit of truth.

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STUDENT PARTICIPATION IN HIGHER EDUCATION GOVERNANCE

Governance in higher education refers to the structures, processes, and relationships through which institutions are directed, controlled, and held accountable. In public universities this governance traditionally involves administrators, faculty, government representatives, and increasingly – students. The active participation of students in governance is essential to ensure that educational institutions remain responsive to their primary stakeholders: the learners themselves.

Student participation in higher education governance is one of the fundamental values of European higher education, ingrained in the European model of shared governance which is collegial in nature, recognizing the contributions and requirements of all members of the higher education community to part-take in decision processes resulting in decisions that affect them all. Shared governance structures and collegial processes of decision-making foster partnership, sense of belonging, collective ownership of the higher education institution and knowledge production, and a shared interest in effective institutional policies, strategies and their implementation.

Students are nowadays an important player in the shared governance concept and therefore in the decision-making of higher education institutions. Students are the institutional clients and are at the core of the institutional attention. Higher education literature, both scholarly and reports published by the EU institutions and public agencies, define students` participation in terms of the level of enrolment at tertiary level. There are few studies that focus on student participation from a governing and managerial point of view. This is not the reality since students, in addition to the crucial role of human

resources, are an essential resource to be considered in the governance and management of higher education.

As from the 1999 Bologna process, the recognition of students as major stakeholders in shaping their own institutional destiny has been gaining significant importance [1; 2]. In the Berlin communication [3], the European Ministers of Education highlighted the stance that students are to be considered as full partners in the higher education governance. The Budapest declaration, which assessed students` participation and governance, focused on the importance of student participation which is ultimately the key for better performance and an increase in quality of higher education [4]. The declaration highlighted that:

"Students are not consumers of higher education, but significant components within it. Consumers are not involved in management of processes, but students are co-responsible of higher education management, as higher education is developed for students. Students are the main beneficiaries of increasing the quality of higher education. Students should have more impact in decision-making and governance of higher education, which must be a community of students and professors who are equally responsible for its quality" [4, p. 1].

According to the declaration, students have four stages of participation. The first stage involves open access to documents concerning institutional policies and decision-making structures, but no consultation process is actually in place. The second stage embraces a consultation process but there is no guarantee that the student opinions and their views are taken on board by the decision-making authorities. The third stage includes a dialogue between students and decision-making bodies but there is still no guarantee that decisions proposed by the students are implemented. The fourth stage is the highest level of participation where students are continuously involved in decision-making, from agenda-setting to the implementation of decision-making [4]. In addition to the levels of participation, the declaration stressed the problem of students` passivity in the decision-making process. Students are risking of being diluted by new stakeholders who became important key players as a direct result of new public management and changes in the governing structures.

Therefore, as early as 2001, students' participation has been recognised as part of higher education governance and as from 2003 onwards it has been a major pillar of the higher education modus operandi. This particular development has wiped the idea that students are just a 'passive receptor' and to the contrary have become primary agents who could help HEIs to achieve their main performance targets [5, p. 66]. Student participation became a core foundational value for European higher education [1].

Student participation in the governance and managerial engine of higher education institutions is also important because it helps to ensure that students themselves get the best possible experience while studying. It is an effective way of gauging the students' perceptions and explores ways on how HEIs can improve their internal structural arrangements in order to ensure quality and standards of the services provided by the institutions [6]. The perspectives adopted by scholarly authors focused on the determinants of student participation [7], the changing conceptions of student participation [1] and the degree of student participation in governing bodies [8].

The role of student participation can be extended after graduation. As from the nineteenth century, in anglophone countries alumni had an essential role in the governing machinery and were involved in electing the university's governors.

Students play a vital role in shaping the governance of public higher education institutions. Their participation fosters inclusivity, transparency, and accountability while enhancing the educational experience. Effective student involvement is not merely symbolic – it is a cornerstone of democratic education governance and institutional excellence. Strengthening this role ensures that higher education remains dynamic, equitable, and responsive to societal needs.

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FORMULATING LEADERSHIP POLICY IN HIGHER EDUCATION IN UKRAINE IN ACCORDANCE WITH THE PRINCIPLES AND VALUES OF THE BOLOGNA PROCESS

The article examines the role of leadership policy in higher education as a key factor in ensuring quality, innovation, and competitiveness. It highlights the importance of aligning governance with European standards, promoting autonomy, transparency, and sustainable development. Special attention is given to digital transformation and international cooperation as drivers of effective university leadership.

Keywords: *leadership policy, higher education, quality, autonomy, digital transformation, sustainability, European integration.*

The formation of leadership policy in higher education represents a key component of strategic management in educational institutions. Its primary objective is to ensure the provision of high-quality educational services, foster the innovative potential of universities, and enhance their competitiveness at the international level. Contemporary higher education management requires continuous adaptation to global challenges, technological development, and socio-economic transformations [1]. In this context, leadership in higher education assumes a strategic character, shaping long-term development visions aligned with societal needs and institutional missions. From an institutional perspective, leadership policy involves establishing flexible governance structures that facilitate effective interaction among academic, administrative, and student

communities. Effective leadership is founded on principles of transparency, collaboration, innovation, and academic freedom.

A critical factor in the advancement of higher education is the implementation of the Bologna Process and European Standards for Quality Assurance in Higher Education (ESG). Key elements include institutional autonomy, student-centered learning, increased transparency in assessment systems, academic mobility, and international cooperation. Ukraine's integration into the European educational space necessitates not only the alignment of curricula with ECTS requirements but also comprehensive reform of institutional governance. This reform encompasses the introduction of strategic management practices, ethical leadership, and transparent decision-making, while universities maintain their unique academic identities by combining national traditions with international best practices. In the post-war reconstruction period, higher education assumes a central role in social recovery. Leadership policies must therefore be guided by sustainable development principles, integrating economic, social, and environmental dimensions of educational activities. Sustainable development entails ensuring equal access to quality education, fostering green technologies and digital transformation, promoting inclusiveness and social equity, and implementing responsible resource management. Consequently, universities become not only educational but also social leaders centers of innovation, dialogue, and ethical engagement in national reconstruction.

Financial sustainability constitutes a fundamental prerequisite for effective leadership policies. Principal sources of university development include grants to support research, innovative projects, and international cooperation; state-funded programs to prepare specialists in strategically important sectors; and partnerships with industry to align educational programs with labor market needs. Attracting private and international investments facilitates the implementation of innovative educational models, digital platforms, and research initiatives. Simultaneously, the state acts as a regulator, ensuring transparency in resource allocation and promoting institutional autonomy.

Digital transformation plays a pivotal role in leadership within higher education [2]. It encompasses automation of administrative processes, development of electronic learning and assessment platforms, utilization of big data for educational performance analytics,

and deployment of blended and distance learning models. Innovative management approaches emphasize openness, networked collaboration, and flexibility, enabling universities to respond promptly to evolving student and labor market requirements.

International cooperation enhances leadership capacity by fostering academic mobility, participation in joint research projects, and the adoption of global quality standards. Partnerships with organizations such as UNESCO, the EU, the World Bank, and the European Higher Education Area (EHEA) facilitate professional development of academic staff, access to international educational resources, and the implementation of innovative teaching methods [3]. Such collaboration strengthens the role of Ukrainian universities as active participants in the European and global academic space.

Conclusions. The development of leadership policy in higher education is essential for modernizing the sector, improving educational quality, and enhancing international competitiveness. Priority areas for policy development include supporting institutional autonomy, strengthening management capacity, introducing innovative financial models, integrating European quality standards (ESG, Bologna Process), and advancing digitalization of educational and administrative processes. Expansion of international cooperation further contributes to quality improvement and sustainable development. Strengthening leadership capacity in higher education is fundamental for Ukraine's post-war reconstruction and successful integration into the European educational framework, ensuring sustainable growth and global recognition of its universities.

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SECTION 3

Public Responsibility

(Public Responsibility of Higher Education; Public Responsibility for Higher Education; Inclusion and Diversity: disabilities; health problems; barriers linked to education and training systems and to discrimination; cultural differences; social, economic barriers, geographical barriers; Equal Access to Quality Higher Education; Participation in democratic life, common values and civic engagement; Gender Equality; Digital Transition; Green Transition, Environment and fight against climate change)

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EUROPEAN GUIDELINES FOR STATE POLICY ON THE DIGITAL TRANSFORMATION OF EDUCATION IN UKRAINE

To ensure a balance between social needs, labor market requirements, and the capacities of the education system, which guarantees its flexibility and sustainability, it is essential to foster cooperation among public administration bodies, local governments, educational institutions, civil society organizations, and other stakeholders [1]. The state performs a strategic role in the education sector: it defines development priorities, establishes the regulatory and legal framework, sets quality standards, and carries out accreditation and certification of educational programs. Central and local authorities are responsible for implementing educational policy, monitoring compliance with standards, and ensuring the efficient allocation of financial and material resources. At the same time, education stakeholders (students, parents, teachers, employers, and civil society organizations) are increasingly engaged in planning, evaluating learning outcomes, and monitoring education quality, thereby enhancing transparency, trust, and democratic participation in governance processes.

Modern public management of education is inconceivable without digital transformation. Digitalization affects not only technical tools but also management paradigms, making governance more transparent, analytical, and adaptable [2]. Key areas of focus include developing electronic infrastructure (such as EDEBO and MES analytical dashboards), implementing information and analytical systems for data collection and analysis, expanding electronic services for interaction among participants in the educational process, and improving the digital competence of administrators and educators. These initiatives enhance transparency in decision-making, reduce bureaucratic barriers, and increase the system's responsiveness to emerging challenges.

The use of big data, analytics, and artificial intelligence enables a shift toward evidence-based policy-making. Educational platforms such as Moodle, Google Workspace for Education, and Microsoft Teams for Education integrate learning, administrative, and communication processes. Automated systems streamline reporting, documentation, accreditation, and financing procedures. Consequently, digital tools strengthen monitoring efficiency, facilitate labor market forecasting, and support strategic planning for educational development.

A crucial component of digital transformation is the implementation of e-governance, which enhances interaction between the state and citizens. Key instruments include open data, e-petitions, online consultations, and public discussions. In this context, digital technologies serve not only as tools of optimization but also as catalysts for democratization in governance. Public involvement increases the legitimacy of managerial decisions and fosters social trust in the education system.

The central government is responsible for establishing the regulatory framework, ensuring cybersecurity, and maintaining state digital infrastructure. Local authorities, which directly implement education policy, must possess advanced digital and analytical competencies. Leaders of educational institutions act as agents of digital change, cultivating a culture of innovation within their teams. Meanwhile, the public gains real opportunities to influence educational policy through digital participation channels.

Among the principal advantages of digitalization are increased transparency and accountability of management processes, reduced administrative burden, accelerated

decision-making, the development of a culture of open data and evidence-based approaches, and expanded opportunities for public engagement. However, digital transformation also entails a number of challenges, including institutional rigidity, outdated regulatory frameworks, low digital literacy among personnel, resistance to change, and uneven technical support - particularly in rural areas. Moreover, digital inequality poses risks of social exclusion for certain groups, contradicting the principles of inclusive education.

To enhance management efficiency, it is advisable to establish a national portal for education quality monitoring with open access to analytical data; introduce decentralized management models emphasizing stakeholder participation; develop interactive platforms for e-participation; and integrate digital tools into accreditation and certification processes. Equally important is the continuous development of digital competencies among education managers, particularly in the fields of data analytics, cybersecurity, and digital ethics.

Conclusions. Effective management of education quality is unattainable without modern digital solutions. Digitalization ensures transparency, efficiency, and the evidence-based nature of management decisions while promoting public participation and strengthening trust in the education system. A comprehensive approach that integrates technical, organizational, legal, and human resource support is key to successful digital transformation. The fundamental principles of modernized governance are openness, participation, evidence-based decision-making, decentralization, and result orientation. The harmonious combination of these elements will determine the competitiveness and sustainable development of education in the global digital era.

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IMMERSIVE TECHNOLOGIES IN MEDICAL EDUCATION

For the fourth year in a row, the Department of Physiology and Pathophysiology with the Medical Biology course has been conducting practical classes using immersive technology on the Labster platform. The world's leading platform for virtual laboratories and scientific modelling Labster provides students with access to realistic laboratory experience that allows them to conduct experiments and practice their skills in an interesting and safe learning environment.

To date, 46 virtual simulations have been implemented in the educational process for students of the specialties of Medicine, Pediatrics for the disciplines of Medical Biology, Physiology, Physiology with specific features of childhood and Contemporary problems of molecular biology. Modern medical education places the highest demands on the quality of training of future medical professionals, who must meet international standards and requirements for professional competence. This training is key to ensuring a high level of medical care in a globalized world, where the integration of knowledge and practical skills plays a decisive role. Successful implementation of this task is possible only under the condition of comprehensive, systematic and integrated practical training of future doctors, which is aimed at the development of clinical thinking, professional skills and ethical values.

One of the main expected learning outcomes in the disciplines is the formation of students' ability to use laboratory and instrumental research methods for an objective assessment of the functional state of organs and systems of the human body. This includes skills in calculating key indicators that reflect the level of health and functioning of the

body, as well as the ability to interpret the results obtained in the context of clinical practice.

The achievement of these results is ensured through practical classes, during which students have the opportunity to investigate the physiological processes underlying the work of organs and systems of the body, master modern diagnostic methods that are widely used in medical practice, and analyse the data obtained to determine the patient's health status. Practical classes are aimed at developing students' ability to integrate theoretical knowledge with practical skills, which contributes to their readiness for professional activity and adaptation to the realities of clinical practice.

Thus, medical disciplines are not only the basis for understanding the fundamental processes of the body's vital activity, but also a platform for developing skills that determine the professional skills of a future doctor. Distance education is a learning methodology free from restrictions related to place and time. Also important is the individual pace of learning and the ability to study in convenient and comfortable conditions. Building high-quality distance education is not so easy. It is not just replicating the offline format online. And this is probably the most difficult thing. But Sumy State University’s experts are confident that everything can be taught online. There is the most effective online learning toolkit used by Sumy State University’s teachers. This is the impeccable MIX platform and E-learning. Using the Labster virtual platform and Coursera online courses makes it possible to expand the content of learning.

Online learning is actively entering our lives, and we cannot work as before. The participation of students themselves in the creation of content is very important, when students teach themselves by creating various videos of practical skills. Technological tools are auxiliary tools of the online format. The online environment is very flexible, it is a constant movement, a constant process, rethinking our vision.

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CHALLENGES FOR EDUCATIONAL SYSTEM OF UKRAINE UNDER MODERN GLOBAL HYBRID CONFRONTATION AND ERA OF ARTIFICIAL INTELLIGENCE: VALUES APPROACH

Today, the vast majority of world's web traffic generated by AI powered bots is classified as malicious, prompting a shift away from traditional sets of rules, regulations, and methods toward adaptive behavioral analysis and threat intelligence integration [1]. The other challenge, a shift from reactive assistant to agent-based artificial intelligence. As individual models demonstrate real autonomy in context-aware decision-making, human oversight, modernization of monitoring systems, and ongoing auditing, are essential [2]. Furthermore, autonomous AI systems have become targets for actors who exploit technology vulnerabilities to scale their attacks abroad [3].

Implementing the axiological approach to study global hybrid confrontation, the report by the Atlantic Council (USA) notes that Russia is "poisoning" artificial intelligence tools and Wikipedia. As its proven, Russian actors are rewriting history of the war in Ukraine by posing authoritative sources, which are referenced by popular multilingual AI models. In the final, Western audiences perceive content with pro-Kremlin, anti-Ukrainian and anti-Western narratives in artificial intelligence chat-bots, which are translated by multilingual models trained on Wikipedia materials [4].

In terms of technology, joint report titled "Russia-Linked Pravda Network Cited by Wikipedia, Multilingual AI Models, and the X Network" [5] delivered by the Atlantic Council's Digital Forensics Lab and Finnish company the CheckFirst shows, the domains

of this network are regularly cited as sources by Wikipedia, chat-bots, and X messages. Moreover, publishing activity with hyperlinks to Pravda domains has increased exponentially since February 24, 2022. In fact, AI-generative algorithms are being trained. For example, Pravda content is present in the generated responses of the ChatGPT and Gemini chat-bots. During the period from late 2023 to early 2025, language analysis found, disinformation was most prevalent in English (~95 messages), Russian (~35), French (~20), Spanish (~6), German (~3), Polish (~3), and other (~5). Content analysis by recurring themes indicates the prevalence of disinformation related to Ukraine (~65 messages), false claims about celebrities and public figures (~25), political disinformation (~30), manipulated media and fake images (~20), and anti-NATO narratives (~8).

The interconnection between the development of AI-technology and its impact on global information area is discussed in the other study − "Russia, Artificial Intelligence and the Future of Disinformation Warfare", presented by the Royal Joint Institute for Defense and Security Studies (Great Britain) [6]. It notes, Russian actors are exploring the possibilities of AI for automating and amplifying content as a narrative tool, the basis of strategic asset. Among the characteristics of the technology in Russian expert environment, its ability to be a powerful tool for manipulating information, generating convincing content, amplifying messages, and overwhelming opponents with a significant amount of information, is highlighted. The importance of not only to follow how AI can be used in disinformation activities, but as well to understand how artificial intelligence technology is already shaping the way Russian actors are thinking, communicating, and positioning themselves, particular in digital domains.

It is obvious, artificial intelligence technology is vulnerable to growing amount of low-quality, self-referential AI-based content on Internet, which primarily pollutes information domain. As artificial intelligence models increasingly utilize online sources, the distinction between human-generated and machine-generated materials, is blurred. This trend affects the reliability and accuracy of results, particularly in critical areas, such as Public Administration system, education, healthcare, resulted in losing by user his self-identity.

The artificial intelligence content is becoming ubiquitous, and the influence of its products (results) extends to all social spheres. The values approach determines the directions of technological development, and at the same time, the content of artificial intelligence influences, firstly – as a human factor – on the value orientations of the users of this product, and secondly – as a machine factor – it serves as a source of self-learning, self-referencing of autonomous systems, artificial intelligence tools. The above "arguments for the formalization of factors, the factor of multi-domain environment in the conditions of global hybrid confrontation, under which AI-technology is currently developing simultaneously with the system of values, determine the dialectical perception of their interconnection. It proves the importance of the paradigm of values for the development of artificial intelligence [7]".

Theoretical studies of influence values approach on formation the development trajectory of artificial intelligence technologies are primarily aimed at preventing threats to humanistic principles, ideals, views and ideas.

In practical point, digitalization of educational process in domestic training domain, implementation artificial intelligence tools and products developed on the basis of an axiological approach, it will meet to more extent the requirements of ensuring stability of whole Public Administration ecosystem, and educational system as its part. To strengthen process of nation-centric State formation with regard to all spheres of human being and social activities.

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UNICOM PROJECT: IMPLEMENTATION OF THE THIRD MISSION AT THE VINNYTSYA NATIONAL PIROGOV MEMORIAL MEDICAL UNIVERSITY

Universities traditionally perform two key missions – educational and research. However, in the 21st century, a new concept is emerging – the third mission of the university, which involves expanding the social role of higher education and its direct impact on the development of society [1].

The third mission of universities covers a number of areas, including: cooperation with government bodies, business, and public organizations; transfer of knowledge and technologies to production; cultural and educational work and the formation of civic activity; support for innovative activities and entrepreneurship; development of the volunteer movement, environmental and social initiatives [2]. The essence of this mission is to strengthen the connection between the university and society, to enhance its role as a center of intellectual, cultural, and economic development of the region.

In turn, the Bologna Process, launched in 1999, aimed to form a single European Higher Education Area [3]. Its main principles are ensuring the quality of education, academic mobility, recognition of qualifications, and increasing the competitiveness of European universities. Today, the Bologna Process is gaining new substantive emphasis:

attention is paid to the social responsibility of education, inclusiveness, sustainable development, and the participation of universities in solving social problems [4]. Thus, the third mission becomes an organic component of the renewed paradigm of the Bologna Process, which promotes the integration of education, science and society [5].

Currently, the third mission of universities in Ukraine is gradually moving from a declarative level to practical implementation. It becomes a tool for increasing the effectiveness of university interaction with the external environment, contributing to the development of the knowledge economy and the formation of socially responsible education. In accordance with the principles of the Bologna Process, universities should be considered not only as centers of learning, but as active agents of change that shape the human, cultural and innovative potential of society. The implementation of the third mission becomes the key to the competitiveness of Ukrainian higher education in the European and global educational space.

Of particular importance in the implementation of the third mission are medical institutions of higher education. After all, the scientific and pedagogical staff is in close contact with the population. Thus, the results of our research demonstrate that over 88% of the structural units of the National Pirogov Memorial Medical University in one form or another cooperate with communities. The main areas of interaction are the provision of medical care to the population (since the majority of university teachers are practicing doctors) and educational activities, in particular, the promotion of a healthy lifestyle and disease prevention. Cooperation with local authorities is most often implemented through the expert participation of university representatives in industry commissions and consultations. An important component is also the system of postgraduate training for the continuous professional development of doctors [6].

Today, the third mission of the National Pirogov Memorial Medical University is very diverse. In particular, it is the creation of mobile medical teams to conduct free medical screening campaigns for the population in remote areas of the region. And conducting tactical medicine trainings for readiness to act in crisis conditions. Also, this includes the development of the online platform “All about Allergy”, which offers a weekly “Allergy Forecast” and contains an interactive visual module that displays hourly

levels of allergenic pollen on a map of Ukraine, which was nominated for the Ukrainian Community Initiative of the Year award within the Triple E Awards, established by the Council for Accreditation of Entrepreneurial and Engaged Universities (ACEEU). In addition, comprehensive mental health support programs have been created that help to internally displaced persons, veterans and other victims. No less important are student initiatives to raise funds to support medical battalions by purchasing the necessary equipment, which strengthens the university's commitment to national defense and community cohesion.

Since 2023, the National Pirogov Memorial Medical University has been involved in the international Erasmus+ project "Universities-Communities: strengthening cooperation (UNICOM)", which has streamlined and strengthened the National Pirogov Memorial Medical University's efforts in implementing the third mission, increased awareness of the third mission and its perception by university staff and students. Thanks to the UNICOM project, students and teachers from the National Pirogov Memorial Medical University have received a unique opportunity to realize their own responsibility to the community and participate in improving the quality of life of its residents.

Increasing the social role of universities through the activation of their interaction with the community, which is one of the results of the implementation of the UNICOM project, will contribute to the formation of a state policy to support the third mission of universities - as a tool for ensuring social cohesion, resilience and sustainable development of Ukraine [7].

The implementation of the UNICOM project will also ensure knowledge exchange by providing international benchmarks and best practices, will contribute to the integration of the objectives of the third mission into the educational and operational structures of the National Pirogov Memorial Medical University, supporting the development of educational programs and training modules. For example, within the framework of the UNICOM project, Training kits Public Health were created in 2024. The goal of this training module is to provide participants from different sectors - civil society organizations, educational institutions, health care institutions, local administrations and

other stakeholders - with the necessary knowledge and skills for the effective implementation of the third mission in the field of public health.

The implementation of the project also contributed to the deepening of interstate cooperation, which significantly expands the research capabilities of the university, providing access to global strategies and best practices in the field of public health.

Within the framework of the UNICOM project, a decision was made to establish the UNICOM Public Health Center at the National Pirogov Memorial Medical University, which will coordinate the initiatives of the third mission and promote partnership with communities. The main goals of the Center's operation are active interaction with local communities (informing, promoting, integrating efforts, etc.), building psychological resilience of different categories of the region's population, developing and implementing procedures and policies in the activities of local communities that have a positive impact on public health determinants, increasing the level of medical literacy of different population groups, developing social responsibility: promoting and developing initiatives aimed at increasing the social participation of students in various areas of community life, stimulating research in the field of public health, etc.

The Center will operate as an integrated platform for the creation, support, and implementation of initiatives aimed at enhancing the social role of the University in society. It is a place where ideas are transformed into actions, and joint efforts lead to the sustainable development and prosperity of Ukraine.

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UKRAINE'S ERASMUS+ PATHWAY: HISTORY, PROGRESS, AND FUTURE STEPS

The EU Erasmus+ Programme for education, training, youth, and sport remains the most comprehensive initiative with a systemic approach to building the capacity of all sectors of Ukrainian education. Ukraine as a country not associated to the Programme is actively involved in Erasmus+ fully benefiting from its international dimension. It ranks among the top three countries by the number of partners involved in projects [1] with nearly 40 calls for proposals available for Ukrainian entities.

As a not-associated country, Ukraine's efforts are led by the National Erasmus+ Office, while the Ministry of Education and Science of Ukraine and the Ministry of Youth and Sports of Ukraine focus on communication, coordination, and advocacy support.

From 2015 to 2024, 95 Erasmus+ KA2 CBHE projects involving Ukraine were funded to support higher education reforms [1], European integration processes, and the building of a new Ukraine based on innovation and successful practices from EU Member

States universities. To align Erasmus+ applications with wartime needs the Ministry of Education and Science of Ukraine annually publishes a list of national priorities to be met [2]. Higher Education Reform Experts are involved both into the international and national working groups, professional networks and initiatives on sectoral reforms e.g. BFUG, BolognaHub, EUA, EAIE, IAU etc.

Erasmus+ has played a crucial role in supporting Ukrainian students, teachers, and institutions in wartime by establishing the Erasmus+ Solidarity with Ukraine initiative through mobility opportunities, educational resources, and cooperation projects. Since the full-scale invasion in 2022, Erasmus+ has helped to print over 1,5 million textbooks [3], ensuring that Ukrainian children have access to essential learning materials in their native language. EUR 100 million were reallocated to support projects promoting educational activities and integration of Ukrainians fleeing the war [4]. A special EUR 5 million call for Ukraine was opened for setting up a digital education environment in the HE sector [5]. The National Eurydice Network Unit in Ukraine, National eTwinning Office, National Centres of Euroguidance and Europass, and NCP of the European Qualifications Framework for Lifelong Learning in Ukraine are also set up under Erasmus+.

Moreover, the fifth package of sanctions against the Russian Federation adopted in April 2022 implies prohibition on the provision of support, including financing and financial assistance under EU programmes including Erasmus+ to any Russian publicly owned or controlled entities [6].

22 new projects (15 national, 2 regional and 5 cross-regional) involving 107 organisations from Ukraine have been recommended for funding under the European Union Erasmus+ Programme for Capacity Building in the Field of Higher Education Action (CBHE) in 2025 [7]. As of August 2025, 32 Ukrainian universities are associated partners in the European University Alliances, and around 10 more have been invited to join as full or associate members.

However, with successful results in Erasmus+ during 2014-2020, and 2021-2027 cycles as a non-associated country Ukraine is interested to upgrade its status in the Programme to be fully integrated in all of the activities available for the Member States, like mobility of pupils and staff in school education, mobility of staff in adult education,

Erasmus teacher academies, etc. Ukraine has set the strategic goal of becoming a fully associated country to Erasmus+ before accession specifically by 2028 under the accelerated integration, as part of its wider EU integration agenda in the education sector (a respective request was voiced on 30 April 2025 at Chapter 26 Education and Culture bilateral screening meeting). These aspirations were reaffirmed by the EU, as stated in Chapter 26 screening report and confirmed during the URC-2025 in Rome on behalf of Roxana Minzatu, the Executive Vice-President for Social Rights and Skills, Quality Jobs and Preparedness of the European Commission [8].

Being aware that gradual integration remains subject to relevant EU acquis alignment, Ukraine fully understands the necessity of mandatory implementation of the respective acquis (including Regulation (EU) 2021/817 [9]) and compliance with all Erasmus+ requirements to gain association to the Programme earlier than the EU membership - starting from the new Programme period 2028-2034.

To demonstrate Ukraine's strong commitments to move toward Erasmus+ full association a national coordinator and focal contact persons have been already nominated in early September 2025. Additionally, a dedicated roadmap will be adopted by the Government by the end of 2025. It includes steps on EU acquis implementation, institutional arrangements and capacity building activities based on the necessary data collection. Specifically, tentative measures needed will include, as follows: (a) collecting evidence and necessary data from other countries and inside Ukraine on specific Erasmus-related issues; (b) either adopting new national laws and regulations or amending existing ones; (c) establishment or designation of the National Erasmus+ Agency with necessary staffing and funding; (d) designation of independent audit body; (e) assessment of the UA higher educational institutions on their compliance with the Erasmus Charter for Higher Education; (f) capacity building for Ukrainian participants and national authorities.

Given a wide range of Erasmus+ activities and a tight timeframe a preparation process will also involve educational institutions, civil society organisations, youth and sports entities, auditing and financial authorities, and quality assurance agencies. So, it is crucial to engage all possible institutional capacity, financial resources and political commitment to get adequately prepared for the transition to full Programme association.

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INTEGRATION OF STEM EDUCATION AND THE DIGITAL ENVIRONMENT INTO POSTGRADUATE MEDICAL EDUCATION IN THE CONTEXT OF THE BOLOGNA PROCESS

Relevance. Bologna Process promotes the implementation of STEM approaches, which ensures the harmonization of educational standards, the development of a competency-based learning model, and the formation of innovative pedagogical strategies oriented toward practical application of knowledge [1 ; 2 ; 3]. The integration of STEM components into medical education allows the combination of clinical skills with digital technologies, bioengineering solutions, and analytical thinking, fostering the development of interdisciplinary competencies [4 ; 5]. This approach provides a foundation for the creation of innovative teaching methods capable of ensuring the effective training of modern medical professionals.

The *purpose* of this paper is to analyze the interrelation between the principles of the Bologna Process, STEM education, and the digital learning environment within the system of medical education.

Materials and Methods. The article analyzed contemporary scientific publications, educational standards, recommendations, and international protocols concerning the integration of STEM education and digital learning environments into postgraduate medical education within the context of the Bologna Process. Literature searches were

conducted in the scientific databases PubMed, Scopus, Web of Science, and Google Scholar.

Results. The development of STEM education within the system of postgraduate medical training has acquired strategic significance in the implementation of the Bologna Process principles, which emphasize the unification of educational approaches, the establishment of shared qualification frameworks, and the promotion of interprofessional mobility [5]. The introduction of the STEM paradigm into medical education not only ensures the integration of natural and technical sciences but also cultivates analytical and technological combining clinical type of professional thinking [6]. According to Tuning Academy (2023), the structural compatibility of educational programs within the European educational environment creates favorable conditions for the integration of STEM components into medical education [5,7].

The competence-based model promoted by the Bologna framework aligns with the key goals of STEM education - fostering creativity, innovation, digital literacy, and the ability to work with interdisciplinary data [8]. A systematic analysis of academic literature and educational programs from leading European universities revealed that the most effective models of STEM integration in medical education are grounded in interprofessional collaboration, simulation technologies, and problem-based learning (PBL) [1,2,3,4]. Within the Bologna Process, the integration of STEM education correlates with the concept of lifelong learning. This concept ensures the continuous updating of physicians' professional knowledge [8]. This approach fosters adaptability, critical thinking, and effective use of digital tools in clinical practice. STEM-oriented learning aligns with the European Qualifications Framework (EQF), which emphasizes the development of cognitive, digital, and research competencies essential for modern healthcare professionals [1,5,8].

Ludwig et al. (2017) evaluated the learning outcomes of 22 students from 3 disciplines—engineering, nursing, and biology—who participated in a "Medical Innovations" course. A qualitative analysis of interviews was employed to identify key categories of learning achievements, including interdisciplinary collaboration, development of critical thinking, and problem-solving skills. Students reported an

increased self-assessment of competencies in interprofessional teamwork, with 82% of respondents noting improvements in collaboration and understanding of other professional roles. Additionally, 73 % of students indicated that practical application of technology stimulated creativity and innovative thinking. Despite the small sample size, the results suggest a positive trend in the effectiveness of integrating STEM approaches into medical education. The authors emphasize the need for further quantitative studies with larger groups to confirm the statistical significance of the observed effects [9].

Thus, the analysis confirms that the incorporation of STEM principles into postgraduate medical education within the Bologna Process framework establishes a foundation for qualitative modernization of professional training.

Conclusions. The application of STEM technologies within the Bologna Process plays a key role in modernizing postgraduate medical training, contributing to the development of competencies, digital skills, and the implementation of innovative approaches in professional preparation.

The integration of STEM components and the development of a digital learning environment, physicians acquire the ability to use modern technological solutions, apply personalized learning approaches, work effectively in teams, and adapt to rapid changes in the digital transformation of medicine.

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MASTERS-ENVIRONMENTALISTS EDUCATIONAL TRAINING ON THE EXAMPLE OF UKRAINE AND SLOVAKIA

The internationalization of higher education, particularly within the framework of the Bologna Process, necessitates a comparative analysis of educational programs to ensure quality, transparency, and compatibility across the European Higher Education Area (EHEA). The field of ecology and environmental protection is critical, given the global imperative for sustainable development and the green transition, which is a priority for the Erasmus+ Programme and the EHEA. This study presents a comparative analysis of the Master's level educational training for environmentalists at Petro Mohyla Black Sea National University (PMBSNU) in Ukraine and the University of Prešov (UP) in Slovakia. Such a comparison is crucial for identifying best practices, enhancing curriculum relevance, and ultimately improving the public responsibility of higher education institutions in addressing environmental challenges.

The comparative analysis of the "Ecology and Environmental Protection" programme at PMBSNU and the "Ecological and Environmental Sciences" programme at UP reveals both commonalities and distinctions in their approaches to Master's level education.

Both programmes share a fundamental commitment to core ecological principles and integrate environmental science concepts. Courses such as "Forest Ecology," "Landscape Ecology," and "Biodiversity" at UP align with topics covered in PMBSNU's "Ecology" and "System analysis of environmental quality," indicating a shared emphasis on foundational knowledge of ecological systems.

Furthermore, both curricula prioritize research skills and thesis preparation. UP includes "Diploma Thesis Seminar 1" and "Diploma Thesis Seminar 2," while PMBSNU offers "Methodology and organization of scientific research in ecology" and "Pre-diploma practice," with both culminating in the defense of a Master's/Diploma thesis.

Practical training is also a common feature, reflecting the necessity for hands-on experience in ecological studies. UP's curriculum includes "Large ecological practicum" and "Professional practice 2," mirroring PMBSNU's "Assistant practice" and "Pre-diploma practice".

Finally, both institutions focus on current environmental concerns, preparing students to tackle contemporary issues. UP offers courses like "Global Environmental Issues" and "Environmental Crisis - Reality vs. Media," while PMBSNU includes "Global Environmental Change and Environmental Management in the EU" and "Strategies of Sustainable Development".

Key differences exist in the structure and content of the programmes:

- The PMBSNU Master's programme spans 1 year and 4 months with a standard load of 90 ECTS credits, while the UP programme is 2 years with 120 ECTS credits. This variance suggests different organizational and credit requirements for degree attainment.
- The UP curriculum offers significantly more specialized courses, such as "Limnoecology," "Soil Ecology," "Lichen Ecology," and "Ecology and Biodiversity of Insects," which delve into specific ecological niches. PMBSNU's curriculum, while broad, may cover these topics within more general courses.
- UP integrates courses on technical competencies vital for research and management, including "Geographical Information System (GIS)," "Analytical Chemistry," and "Statistic 2". PMBSNU includes "Geoinformation Systems in Ecology,"

but the equivalent level of specialization in analytical chemistry and advanced statistics is less explicit from the curriculum data.

- PMBSNU appears to emphasize applied ecology and environmental management more strongly, with courses like "Ecological Management and Audit," "Technologies of Environmental Protection," and a focus on policy and modeling. UP's specialization seems to lean more towards specific, fundamental ecological areas.
- UP explicitly includes "English Language 3" and the unique courses "Beekeeping 1" and "Beekeeping 2," which are not listed as separate courses in the PMBSNU curriculum.

So, both Master's programmes provide a robust foundation in ecological principles and environmental science. The differences, particularly in program duration, course specificity, and the balance between theoretical and applied ecology, highlight distinct institutional approaches to graduate-level education. The UP model, with its longer duration and higher credit load, allows for deeper specialization and the integration of technical skills like advanced statistics and analytical chemistry, which enhance the technical competence of graduates. The PMBSNU programme, while shorter, focuses more heavily on applied ecology and management.

In the context of the Bologna Process and the public responsibility of higher education, incorporating elements from the UP model, such as increased specialization and dedicated courses in technical research skills, could strengthen the PMBSNU curriculum. Conversely, strengthening the focus on practical environmental policy and management, as seen in PMBSNU, would benefit UP graduates aiming for roles in applied environmental management. Harmonization efforts should focus on maximizing student employability and ensuring graduates are well-equipped to contribute to the Green Transition and address global environmental challenges, reinforcing the role of higher education in sustainable societal development.

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EHEA PERSPECTIVES ON HIGHER EDUCATION RESPONSIBILITY

University social responsibility is a well-researched issue; it has been present in university discourse over the last three decades. EHEA Paris [1], Rome [2] and Tirana Communiques [3], have added new dimensions to higher education and higher education institutions responsibility, as well as raised the question on how three responsibilities: university social responsibility, public responsibility for higher education and public responsibility of higher education co-exist and co-ordinate.

We define University Social Responsibility (hereinafter – USR) as a mindful and productive development and implementation by a higher education institution (hereinafter – HEI) of internal and external policies that have a positive impact on society while targeting personal development of university students, generating public good for local communities, regions, nations, states, facilitating their socio-economic and cultural development [4, p.27].

USR is realized via university – community engagement; human capital development, training of qualified labour force for local, national or global labour markets; modernization and transformation of university missions, their steering towards community service.

USR is mentioned in Paris Communiques, alongside with public responsibility for and of higher education: “We … encourage and support higher education institutions to fulfil their social responsibility” [1, p.1]; “public responsibility for and of higher education

form the backbone of the EHEA" [1, p.1]. However, in Rome and Tirana Communiques there is no mentioning of USR.

Tirana Communique raises responsibility to the level of fundamental values:

"…we commit to upholding, promoting, and protecting the following values:

- Public responsibility for higher education denotes a set of duties, mainly exercised at the level of the national higher education system, which public authorities must fulfil as part of their overall responsibility for the education sector and society as a whole.
- Public responsibility of higher education denotes the obligations of the higher education community to the broader society of which the higher education community is a part. [3, p. 2]"

Annex 1 to Tirana Communique [5] further unlocks the meaning of the two above values. Public responsibility for higher education encompasses obligations that public authorities have to higher education sector and society at large: it is defined as "core responsibility for the proper functioning of the higher education system, for the benefit of the broader society and individual development, as well as to the members of the higher education community [5, p. 6]". These obligations cover political, legal and regulatory, financial and social dimensions of higher education and are mainly realized at the national level, but can also involve regional and local levels, as well as supranational level. The duties of public authorities responsible of higher education are to ensure that the system operates properly, including quality assurance, recognition of qualifications and prior learning, adequate funding, access for diverse groups of students and other of social dimension aspects.

Regarding public responsibility of higher education, it refers to higher education community as a whole and "encompasses all staff and students as well as institutional leaders, and the members of higher education organisations (e.g. university, student, and staff associations)" [5 p.7]. The higher education community is to pursue truth and be guided in its activities by the fundamental values of higher education, as well as other values, like solidarity, fairness and non-discrimination; foster a culture of democracy, transparency, and ethics.

The higher education community is obliged to contribute to the development of society based on generation, dissemination, application of knowledge as a public good; through perpetuation of high standards in research, teaching and learning. The higher education community is to "continuously inform broader society of its work and results" [5, p. 8]; identify, investigate and confront societal problems and global challenges; provide expertise and design solutions to respond to the above challenges, including sustainable development, survival of our planet, issues of war and peace, innovations and technology transfer.

The undertaken analysis allows to conclude that three names of responsibilities refer to three different phenomena.

Public responsibility for higher education emphasises responsibility of public authorities to develop and upgrade higher education system; its focus is more on policymaking and systemic transformation of higher education.

Public responsibility of higher education obliges the higher education community to respond to societal challenges and provide solutions, addressing social, economic, environmental, cultural, political needs at the local, national, or global levels.

University social responsibility is associated with a concrete HEI: its voluntary engagement and service to local community, a distinctive choice of projects and initiatives targeting specific community needs, multiple forms of interaction with society depending on university missions, priorities, objectives and needs.

The delineation between three responsibilities and forms of their manifestation are to be researched further, linking public responsibility for higher education, public responsibility of higher education and university social responsibility with other relevant higher education problems and issues, like third university mission, values, strategies, community projects.

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SOCIAL INCLUSION IN UKRAINIAN HIGHER EDUCATION: THE PROBLEM OF SOCIAL-INSTITUTIONAL IMPLEMENTATION IN HEIs

The article examines the problem of social and institutional implementation of inclusion in higher education institutions (HEIs) of Ukraine. The emphasis is on the fact that inclusion is not only a matter of physical access for people with special educational needs, but also a strategic component of democratization of society and ensuring social justice. It is determined that, despite the legislative consolidation [1; 3], the effective implementation of inclusive policy is hampered a number of factors. These include a limited number of qualified personnel, formalism in policy implementation, low level of institutional culture and insufficient funding for the adaptation of infrastructure and digital resources. The conclusion is made about the need for systemic transformation, in particular, through the implementation of Universal Design for Learning (UDL) and strengthening interdisciplinary interaction.

***Keywords**: social inclusion, higher education, higher education institution (HEI), social and institutional implementation, special educational needs, Universal Design for Learning (UDL), accessibility, institutional culture, barriers.*

Social inclusion is a process of systemic changes in the social, economic and political spheres, aimed at establishing social equality and covering a wide range of strategies and resources to ensure the full participation of all citizens in the life of society [5]. Inclusion in higher education is considered as part of the democratization of society and the development of social justice [2]. It contributes to elimination of barriers that limit

access to education for certain population groups, and is an indicator of the humanization of education in general.

In higher education, inclusion goes beyond the simple adaptation of physical space, encompassing the transformation of:

- institutional culture: the formation of openness, respect for diversity and non-discrimination;
- educational process: the application of Universal Design for Learning (UDL) and individualization of educational trajectories;
- social interaction: the creation of a support network, psychological support and the elimination of psychological barriers.

Problems of socio-institutional implementation. Despite legislative developments [3], practice shows that the socio-institutional implementation of inclusion in Ukrainian higher education institutions faces a number of critical problems that hinder the effective implementation of inclusive policies.

Lack of qualified personnel: there is a catastrophic lack of specialists (tutors, assistants, psychologists), as well as teachers, who are familiar with UDL and individualized learning methods [4]. Existing professional development programs are often formal and do not provide the necessary practical skills [2].

Formalism and insufficient level of institutional culture: Inclusive measures often boil down to the formal fulfillment of requirements “on paper” without real integration into the educational process. Prejudices and stereotypes among participants in the educational process create significant psychological barriers that lead to social isolation. The low level of institutional culture is one of the main problems [2].

Infrastructure and financial constraints: limited funding does not allow for the full adaptation of infrastructure and the provision of correctional and developmental services [2]. The quality and accessibility of digital educational platforms to compensate for sensory or motor barriers also need significant improvement [4].

The analysis of the state of socio-institutional implementation of inclusion in higher education in Ukraine allowed to identify and systematize the following key findings.

The gap between norm and practice: a significant gap has been identified between the legislative provision of inclusion and its real implementation at the institutional level.

Staff shortage as a major institutional barrier: a critical shortage of specialists and insufficient training of academic staff in the use of adaptive methods have been identified.

The advantage of socio-psychological barriers: It has been proven that the most persistent barriers are socio-psychological: prejudice, stigmatization, lack of a culture of diversity in the educational environment.

The potential of digitalization as a compensatory mechanism: it has been proven that the use of digital educational platforms is one of the most effective ways to compensate for barriers [2], but their quality needs to be improved.

The strategic need for institutional culture transformation: it has been concluded that effective social inclusion is possible only through a fundamental change in the institutional culture of higher education institutions.

Ways to overcome and prospects. To move from formal declaration to effective socio-institutional implementation of inclusion, the following steps must be taken:

- systematic training of personnel: inclusion of inclusive competence in higher education standards for all pedagogical and management specialties;
- transformation of institutional culture: introduction of the Universal Design for Learning (UDL) policy as a mandatory approach;
- strengthening funding and an interdisciplinary approach: attracting additional sources of funding for adapting infrastructure and implementing interdisciplinary interaction for comprehensive support of students [4].

Conclusions. Social inclusion in higher education in Ukraine is a complex, multifaceted process that requires a transition from point adaptation to systemic institutional transformation. The study confirmed that the main barriers to inclusion lie not so much in the area of physical accessibility (although it remains important), but in the socio-institutional plane: a lack of qualified personnel, a low inclusive culture and formalism in fulfilling legislative requirements.

The key task for higher education institutions is not simply to comply with minimum standards, but to create a flexible, supportive educational environment based on the principles of Universal Design for Learning and interdisciplinary support. The implementation of these strategies, especially in war and post-war times, is a strategic imperative for Ukraine, as it ensures social integration, equality of opportunities and full participation of all citizens in the reconstruction and development of the state. Effective inclusion should become the foundation of the humanization of Ukrainian higher education.

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THE THIRD MISSION OF THE UNIVERSITY IN THE CONTEXT OF VALUES IN HIGHER EDUCATION

In today's era of globalization, digital transformation, and social challenges, the role of universities is undergoing significant changes. Traditionally, universities have performed two key functions: education and research. However, in the 21st century, universities are increasingly fulfilling a third mission. This mission embodies the social responsibility of higher education institutions through their active contribution to cultural, social, and economic development.

The third mission aims to shape a socially responsible university that not only educates and conducts research but also promotes social development through innovation, volunteer initiatives, cultural projects, support for local communities, and the formation of civil society values. It becomes a crucial condition for realizing the humanistic values of higher education, such as social justice, democracy, inclusion, and sustainable development.

In European Union countries, the third mission of universities is considered a component of higher education policy. European documents, including the Bologna Process [1], the Berlin Communiqué [2], and the Communiqué of the Conference of European Ministers Responsible for Higher Education [3], emphasize the need to strengthen the societal role of universities.

One of the key aspects of the third mission is the partnership between the university and the community. The community acts not only as the environment in which the

university operates but also as an active participant in the educational process. Forms of such cooperation can vary: participation of faculty and students in local social projects, volunteer initiatives, urban or regional development programs; creation of community hubs and innovation centers where citizens collaborate with researchers to solve practical problems; public lectures, exhibitions, and cultural events that promote civic education; support for entrepreneurial initiatives and startup incubators.

This creates a new model of mutual benefit: the university gains the opportunity to apply its knowledge practically, and the community gains access to intellectual and cultural resources. In this context, the university serves as a hub of social capital, contributing to the strengthening of local communities and enhancing the quality of life for its citizens. This was discussed at the round table "Community and Academia: Partnership in Times of Change and Challenges", which was organized on June 24, 2025, by the Ukrainian Association of Teachers and Researchers of European Integration (APREI) and the Bohdan Khmelnytskyi Melitopol State Pedagogical University. The event became a crucial platform for discussing contemporary forms and practices of cooperation in times of war, social transformation, and post-war reconstruction in Ukraine. Iryna Sikorska, Chairwoman of the Board of APREI, emphasized that in times of war and post-war reconstruction, the role of higher education institutions goes far beyond traditional academic activities. Service to society is becoming a key tool for supporting communities, strengthening civil society, and shaping national identity [4].

The third mission of the university is inextricably linked to the values of higher education, which form its humanistic foundation. Among the key values, the following stand out: social responsibility - the university should be an institution that not only transfers knowledge, but also serves society, educating active, ethical, and conscious citizens; inclusivity - ensuring equal access to knowledge and opportunities regardless of social, economic, or cultural status; partnership and solidarity – interaction between academia, government, business, and civil society; sustainable development – orientation of educational programs and research towards environmental preservation, economic stability, and social harmony; humanism and democracy - the formation of critical thinking, respect for human dignity, and human rights. The importance of such values, in

particular, is emphasized in the Council Recommendation of May 22, 2018, on promoting common values, inclusive education, and the European dimension of teaching [5]. The implementation of these and other values within the framework of the third mission contributes to the formation of the university as a space for value development, in which knowledge becomes an instrument of social progress, rather than merely economic profit.

Therefore, the third mission of the university is an integral part of the modern higher education system, which transforms the role of universities in society. It orients educational institutions to serve society, form values, develop the community, and strengthen democracy. Through active cooperation with the community, universities become catalysts of social change, centers for the development of innovation, culture, and ethical thinking. In the face of global challenges – environmental crises, social inequality, and digital changes – the value-oriented third mission becomes more relevant than ever. Universities should not only be centers of knowledge, but also centers of ethical leadership and social innovation.

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MEDIA EDUCATION AS A COMPONENT OF DEMOCRATIC RESILIENCE IN THE FACE OF DIGITAL AND HYBRID CHALLENGES

Improving media education has become critical in the context of rapid digital transformations and increasing hybrid threats, where information is used simultaneously as a resource, a tool of influence, and a weapon. Education systems must develop citizens' ability to critically navigate in the media space, which directly correlates with the democratic resilience of society, since without the necessary competencies the population's vulnerability to disinformation, manipulation and external information interference increases. This prospect is addressed to in the key European documents. In particular, the Digital Education Action Plan 2021–2027 (DEAP) [1] emphasizes the development of digital competences as a precondition for high-quality education. The European Democracy Action Plan (2020) [2] promotes media literacy as a tool to counteract disinformation and the EDMO Guidelines (2024) [3] suggest the standards for designing media education initiatives. DigComp 2.2 (2022) [4] formalizes the citizens' competences in the digital environment while the Council Recommendation (2018) [5] sets the framework to build up the key competences for lifelong learning. For Ukraine,

which is experiencing an information war and social polarization, the implementation of these guidelines is an urgent task for education and security policy.

A review of policies and scientific literature shows that the EU is systematically developing its conceptual framework: from general Digital Education to sectoral tools – EDMO [3], DigComp [4], AVMSD [6].

Two areas dominate academic discussions:

– the development of digital competence and infrastructure as the preconditions for media education (DEAP [1], DigComp 2.2 [4]),

– the focus on civic competence and counteracting disinformation (European Democracy Action Plan [2], EDMO [3]).

At the same time, practical research shows that these initiatives are fragmented and there is no standard way to assess media literacy, which makes it hard to compare the results and scale up successful practices. Meanwhile, Ukrainian studies focus on the adaptation of European approaches to the local context, though they often remain project-based and fragmented, lacking systematic support at the teacher training and institutional policy level.

Political and programmatic fragmentation highlights the first problem. Although the EU offers numerous recommendations, they have different legal statuses (ranging from Recommendation to Commission Communication) and do not create a unified roadmap for media literacy implementation. As a result, the states often integrate media education as a component of broader digital strategies (DEAP [1]) rather than a separate systemic policy, which reduces its visibility and priority in national plans.

The lack of uniform assessment mechanisms contributes to the problem of quality management. DigComp 2.2 [4] and EDMO [3] do call for standardized indicators; however, in practice schools mostly rely on SELFIE – a useful tool for the assessment of media literacy of educators and the public, though limited in scope and specialization. This creates a problem of lack of transparency in the effectiveness of interventions and complicates evidence-based funding.

The limited integration of media education into teacher training makes educators a weak link in the system of disinformation prevention. DEAP [1] and Council

Recommendation [5] emphasize the need to train educators, yet, the reforms of training and professional development programmes remain incomplete, fragmented and often fail to take into account the early childhood and preschool age specificities or indirect forms of influence (manipulation, emotional vulnerability).

The neglect of socio-cultural and military-information context is a critical miscalculation when exporting European practices to Ukraine. European documents have a strong focus on civic competencies and protection against disinformation. However, they rarely provide the tools specifically adapted to the scenarios of information warfare, namely working with stress reactions, children emotional vulnerability, operational communication algorithms during hybrid attacks. This requires local policy development that takes into account the security environment.

Low coordination between sectors (education, culture, media, IT) hinders comprehensive approaches: EDMO [3] expects cross-sectoral partnership; nonetheless, in practice such interaction remains poor due to gaps between the funding mechanisms, accountability, and operational cooperation. This limits the creation of scalable, cross-sectoral programmes.

The lack of stable financial and human resources undermines the institutionalization of media education. Most initiatives are project-based, which leads to temporary effects and the risk of recommendations not being implemented at the systemic level.

The problem of trust and the risk of ‘excessive skepticism’ point to a fine methodological line: media education must foster critical thinking on the one hand while cultivate the ability to trust the reliable sources on the other. EDMO [3] warns that excessive skepticism can lead to apathy. Therefore, educational programmes must combine critical skills with the development of trust and verification mechanisms.

Insufficient attention to the emotional and ethical dimensions renders media education incomplete, as in times of war and crisis critical skills must be accompanied by strategies for emotional resilience, ethical reflection and empathy. Such components, though important for long-term democratic resilience, fall outside the traditional digital framework (DigComp2.2.).

The analysis of EU documents and practical challenges shows that media education can and should become one of the central mechanisms of democratic resilience. However, this requires its systematic institutionalization, the indicators unification and integration into teacher training, as well as cross-sectoral mechanisms for funding and coordination. Further research should focus on the development of a nationally adapted framework for the assessment of media literacy (a set of qualitative and quantitative indicators), techniques of emotional resilience and ethical reflection integration into training modules, and the testing of cross-sectoral pilot models that combine educational interventions with the work of the media and civil society. Such a comprehensive approach will allow Ukraine not only to borrow the European experience, but also to develop its own effective tools for the protection of the information space in the face of hybrid threats.

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EUROPEAN DIMENSIONS OF SUSTAINABLE DEVELOPMENT OF HIGHER EDUCATION IN UKRAINE: CHALLENGES AND REALITIES

Sustainable development is one of the key challenges of modern civilization, encompassing economic, social and environmental components. In the context of global transformations, education is defined as the leading tool for the formation of a responsible citizen, capable of thinking systematically, acting ethically and contributing to the harmonious development of society [2; 4; 8]. In the European Union, the concept of sustainable

development is one of the cornerstones of policy. The EU Sustainable Development Strategy, the European Green Deal, and UNESCO's Education for Sustainable Development (ESD) initiatives are key documents that set strategic guidelines for the education systems of the Member States [3; 5; 7]. European universities are increasingly integrating sustainable development principles into their activities through: institutional policies (environmental management, energy efficiency, digitalization); educational programs that include courses on environmental ethics, social responsibility, green economy; research activities aimed at innovative solutions for the environment; partnerships between universities, communities and business to develop sustainable practices. This approach reflects the principle of the «Whole Institution Approach», which assumes that the university should be not only a place of learning about sustainable development, but also a space for its practical implementation.

After signing the Bologna Declaration (1999), Ukraine has been consistently integrating into the European Higher Education Area (EHEA), and sustainable development has become one of the key values on which the modernization of education is based. The European University Association (EUA) and the Bologna Process after 2020 emphasize the importance of social responsibility, environmental awareness, and inclusion in higher education [1; 3; 5; 6]. Higher education in Ukraine, focused on European integration, is actively adapting the principles of sustainable development into its strategies, educational programs, and management practices. Ukrainian universities are increasingly participating in European programs, including Erasmus+, which introduces courses on sustainable development; Horizon Europe, which supports research in the field of climate change; European University Alliances, which form joint educational programs aimed at developing sustainable development competencies, etc.

In Ukraine, the process of integrating sustainable development ideas into higher education is developing gradually. Among the key areas, one can distinguish: *regulatory and* legal frameworks – the Ministry of Education and Science of Ukraine (MESU) is actively promoting a competency-based approach that encompasses environmental literacy, social responsibility, and inclusiveness; institutional initiatives – many universities are creating centers for sustainable development, implementing «green offices» and energy efficiency

programs; educational component – disciplines in environmental economics, sustainable management, and «green» engineering are being introduced into educational programs using a systemic approach – integrating sustainable development topics into all levels of educational courses, not just specialized subjects.

Ukrainian higher education faces numerous challenges, including damaged infrastructure, loss of staff and a decline in student numbers (from 2.4 million in 2007 to 1.3 million in 2019), an accelerating transition to distance learning, but there are problems with digitalization and academic integrity. To overcome these challenges, Ukraine is implementing European sustainability practices. One example is the «sustainable university» model for post-war Ukraine, developed within the framework of a project by the European Educational Research Association (EERA) and the Ukrainian Educational Researchers Association (UERA), which includes four blocks: sustainable learning (integrating sustainability principles into programs), sustainable research, sustainable campus (energy-efficient buildings, green transport), and sustainable partnerships (stakeholder engagement) and is based on an analysis of the top 50 universities according to the Times Higher Education Impact Rankings, which demonstrate European standards. In 2025, Ukraine is implementing new recommendations on academic integrity, supported by UNDP, that promote a culture of anti-corruption and sustainability in education.

However, it is the current situation in Ukraine that creates an impetus for rethinking the role of universities as centers of resilience, renewal, and social cohesion. The integration of European dimensions of sustainable development into Ukrainian higher education can be effective under the conditions of a systemic approach that encompasses: *institutional policy* – the formation of university strategies for sustainable development with specific performance indicators; *educational process* – the implementation of interdisciplinary courses, learning through practice, the development of critical thinking, ethical responsibility, and environmental leadership competencies; *research and innovation* – the stimulation of scientific projects in the areas of renewable energy, «smart» cities, and the circular economy; partnerships - expanding cooperation with European universities, communities, and business within the framework of sustainable development programs; *cultural transformation* – the

formation of a new ethical paradigm of university life based on respect for nature, people, and society.

Thus, the European context creates not only a normative but also a cultural framework for the development of Ukrainian universities as centers of innovation and social responsibility. European dimensions of sustainable development are becoming an integral part of modern Ukrainian higher education, the integration of which contributes not only to improving the quality of education, but also to the formation of a new model of the university – open, innovative, socially responsible. Ukrainian universities are not only recipients of European experience, but also active participants in the process of forming a common educational space of sustainable development.

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THE BOLOGNA PROCESS UNDER FIRE: HOW SHARED RESPONSIBILITY AND STRATEGIC RESILIENCE IN THE ERASMUS+ SUNRISE PROJECT ARE FORGING UKRAINE'S POST-WAR GREEN RECOVERY

As Ukraine commemorates twenty years in the Bologna Process, the full-scale military aggression has fundamentally stress-tested the principles of the European Higher Education Area (EHEA). The war challenges not just our physical infrastructure but our capacity to sustain academic freedom, ensure quality, and uphold the fundamental values that bind us to Europe. The Bologna principles, particularly that of Public Responsibility, have evolved under duress from a framework for policy integration into a vital instrument of national and academic resilience. This transformation is powerfully exemplified by the Erasmus+ project KA220-HED «SUNRISE» (Supporting Ukraine's Next generation of scholars). The project directly addresses the critical challenges facing Ukrainian doctoral education in environmental studies, a field now central to Ukraine's future. A key methodology, crystallized during our recent project visit to the University of Camerino, is the reciprocal exchange of post-disaster experience. By analyzing the “paths of rebirth” from both natural disasters (Italy's 2016 earthquakes) and man-made disasters (the war in Ukraine), SUNRISE is co-creating the resilient digital infrastructure and specialized curricula necessary to train the scholars who will lead our nation's post-war Green Recovery.

In 2025, the Ukrainian academic community marks a solemn anniversary: two decades of participation in the Bologna Process. This initiative, once defined by structural reforms in quality assurance, qualification frameworks, and mobility, has been profoundly reframed by the brutal reality of war. The theme European integration of higher education of Ukraine in the context of the Bologna process takes on an existential weight. Our commitment to European integration is no longer a matter of policy alignment; it is a matter of civilizational choice and national survival. The war has acted as a crucible, testing the resilience of the EHEA's fundamental values, which the Tirana Communique rightly identifies as academic freedom, institutional autonomy, academic integrity, and public responsibility. For Ukraine, these are not abstract ideals. Academic freedom is asserted while lecturers deliver classes from bomb shelters. Institutional autonomy is defended as university buildings are turned to rubble. And, most significantly, Public Responsibility has become the central pillar of our mission. The EHEA's true strength in

this crisis has been demonstrated not through declarations, but through tangible, collaborative action. Using the Erasmus+ SUNRISE project as a central case study, we may will demonstrate how the Bologna principle of Public Responsibility has been operationalized to ensure academic continuity, foster strategic resilience, and directly contribute to Ukraine's future Green Transition.

The SUNRISE Project is a strategic model of academic responsibility, designed by a consortium that includes Ukrainian universities and EU partners from Italy, Estonia, and Croatia. The project's premise is both simple and profound: it addresses the acute challenges faced by Ukrainian PhD students in environmental subjects due to the war. This focus is not arbitrary. The war is an act of profound ecocide, creating unprecedented environmental contamination and destruction. Consequently, the scholars who are today struggling to complete their doctorates are the very experts who will be indispensable for monitoring, mitigating, and restoring our nation's environment tomorrow.

The project's design embodies a holistic view of resilience, built on three core objectives:

1. Building War-Resistant Learning Infrastructure. The first objective is to develop resilient ICT and organizational solutions. This includes online services for PhD training, e-portfolios, and e-science modules. In a landscape of rolling blackouts and physical displacement, this digital infrastructure is not a convenience; it is the primary mechanism for ensuring the continuity of research and the preservation of our academic potential.

2. Co-Creating Curricula for Post-War Realities. SUNRISE moves beyond simple support to active co-creation. The second objective is to develop new curriculum contents and research databases that address «the preparedness to and aftermath of the war». This means creating modules on post-disaster restoration, war-impact assessment, and resilience planning, embedding the hard-won lessons of this war directly into academic framework.

3. Developing Strategic “Resilience Guidelines”. The third objective is to establish “Resilience Guidelines for post-war recovery”. This strategic component leverages the unique expertise of the consortium partners to create a knowledge hub that will inform not just academia, but national policy for a sustainable and secure recovery.

The innovative power of the SUNRISE project was fully crystallized during our recent project meeting at the University of Camerino (Unicam), the project's lead institution. This visit, hosted by Unicam's School of Architecture and Design, was not a simple transfer of knowledge from the EU to Ukraine. The project is built on a very interesting exchange of experience. This exchange is organized around a novel comparative-etiological framework: analyzing the «paths of rebirth» following two distinct categories of catastrophe - natural disasters and man-made disasters. The Italian partners, from Unicam, and Croatian partners from the University of Zagreb (UniZg), bring a profound «track record of successful disaster survival» following the 2016 Central Italy earthquakes and the 2020 Zagreb earthquake, respectively. Their expertise is in physical reconstruction, cultural heritage preservation, and managing the long-term recovery process. The Ukrainian partners bring our tragic, urgent, and unparalleled experience with a large-scale, high-intensity "man-made" war. The destruction of a town by an earthquake and the destruction of a town by artillery share profound commonalities in their aftermath. This shared understanding allows us to develop synergistic recovery models. Our Italian colleagues emphasized that post-disaster recovery is a dual process. It is not only a "physical rebirth" of infrastructure and buildings, but also, and more importantly, a "socio-economic rebirth". This holistic approach linking the environmental, social, and economic pillars is the very definition of sustainable development and is the intellectual core of the SUNRISE project. This is not a one-way support mission; it is a true partnership creating new, hybrid knowledge on disaster resilience that benefits all partners.

About forging the scholars of the Green Recovery. Ukraine's post-war recovery is universally envisioned as a Green Recovery a chance to "build back better" by modernizing on principles of sustainability, energy efficiency, and environmental security. The war's environmental impact, however, is a staggering liability. This is precisely where the "Public Responsibility of Higher Education" becomes most critical. The PhD students in environmental studies supported by SUNRISE are the future architects of this Green Recovery. They are the human capital who will apply the new curricula on post-war assessment to map and quantify the ecocide; use the "Resilience Guidelines" to advise

regional governments on sustainable reconstruction; leverage the international networks built through the project's digital infrastructure to bring global best practices to local Ukrainian communities.

This is the Bologna Process in action, matured from a framework of standards into a vital network of human and intellectual solidarity. The 20-year anniversary of the Bologna Process in Ukraine is a testament to the power of shared values. The war has stripped away the bureaucratic veneer, revealing the process's true core: a community of universities bound by a public responsibility to their societies. The Erasmus+ SUNRISE project is a example of “Bologna 2.0”. It demonstrates how targeted, collaborative projects can operationalize the EHEA's highest ideals under the most extreme conditions. By focusing on the critical field of environmental studies, and by fostering a unique, reciprocal dialogue on post-disaster “rebirth”, SUNRISE is doing more than just supporting scholars, it is actively co-creating the knowledge base and the expert community that will ensure Ukraine's sustainable, European future.

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SOCIO-HUMAN VALUES OF THE BOLOGNA PROCESS: A HISTORICAL OVERVIEW

People are at the core of educational systems worldwide. The identification, consideration and understanding of their learning expectations, preferences and approaches, studying habits and behavioural models constitute the key value which underpin the idea of sustainable education. In the framework of the Bologna process the human and social dimensions, make the major principles in strategizing the reformation of the European Higher Education Area (EHEA). Yet, in the academic papers it is most often discussed within the discourse on qualification and degrees it offers to students, or financial challenges faced by the Universities of joint EHEA, while its social and human dimensions have received a comparatively fewer of attention [1]. This paper is a follow-up to author's earlier paper which was focused on a socio-human, mainly gendered, dimension of the Bologna process [2].

Although the socio-human issues are at the heart of the Bologna Process, they have not been in the centre of its attention from the start. They appeared in its agenda only during the preparation of the Prague Communiqué which was released after of the Prague ministerial conference in 2001. This document added a new focus to the educational conception of Lisbon Convention (1997), which highlighted the necessity to respect social, cultural, philosophical, religious and economic diversity of the EHEA [3]. This Convention also underscored that no discrimination can be made between university students on the ground of their identity, including such factors race, gender, colour, religion, national and ethnic origin, and social and political background. The novelty of the Prague Communiqué was in the special attention paid to the role of the human factor for the success of sustainable reforms in EHEA by means of promoting its attractiveness

through the involvement of Universities and students as key component of the education reforms. The recognition of students as "competent, active and constructive partners" in the academic process was a break-through in the promotion of the democratic culture of the EHEA and adding the human focus to the Bologna process.

The next step in the incorporation of the human dimension to the Bologna process was the adoption of the Berlin Communiqué in 2003. This strategic document attracted attention the issue of mobility of students and staff as a prerequisite for democratic and sustainable developments within the EHEA.

An important contribution to the humanization of the Bologna process values was made in 2005 due to a series of high-level events, such as:

- the Bologna seminar on social dimension of EHEA which was organized in Paris in January 2005 and spotlighted the necessity to enhance equal opportunities debate as an essential component of EHEA.
- A special session of the European University Association (EUA) Council meeting held on April 15 2005 in Glasgow. It adopted the "Glasgow Declaration" which underscore the commitment of Universities to foster academic reforms to address responsibilities and challenges of global competition and social cohesion.
- The international conference on the future of social services for students held on April 15-16 at the Catholic University of Leuven. It produced the "Manifesto concerning the social dimension of the Bologna Process" which focused on the necessity to create equal opportunities in the access to higher education for "all who are able and willing to participate successfully in higher education".

In 2007, some CEE countries have joined the club of the Bologna process participants, Ukraine among others, the Ministers of Higher Education in the countries who were members of the Bologna Process, have met in London to review the progress made after their gathering in Bergen in 2005. This top-level event issued the London Communiqué. This document defined how the EHEA students at all levels should reflect the diversity of the European population and provided a framework of what should be reached to this end. Yet, it failed to offer specific actions for what should be done to reach

the goal. These issues gave been addressed only in 2011, but already not by officials of the Ministerial level, by students themselves (see below).

The social and human aspects of the Bologna Process are highly important in terms of additional benefits which they offer primarily to students from underrepresented groups, by providing them a more equitable access to higher education possibilities. These issues have been addressed by the Conference of European Ministers responsible for higher education, which was held on April 28-29, 2009, in Leuven and Louvain-la-Neuve. This gathering came up with a Communiqué which underlined the necessity of improving the learning environment for students, removing all barriers to study, and creating the appropriate economic conditions for them to be able to benefit from the study opportunities at all levels.

In November 2011 the European Students Union (ESU) issued a Statement on the social dimension of the Bologna Process which emphasized that although many targets of the Bologna Process referred to its social dimension, yet its comprehensive implementation was still lacking. To fill up the gap left out after the "London Communiqué" students offered to look at social issues within the EHEA primarily through a multidimensional, political, cultural and socioeconomic sense.

The student movement leaders, concerned with the social values of EHEA and lack of sufficient action of University officials to promote the social agenda of the Bologna Process, met again in Madrid, Spain, on November 16-17, 2023. They came up with a flagship publication "The Bologna with Student Eyes 2024" wherein they outlined the students' perspective on the implementation and impact of the Bologna Process with the strong focus on the social dimension. The key messages from students at this stage have been related to the promotion of an inclusive and accessible EHEA. To this end, ESU has created a Working Group of Social Dimension, which aimed to receive feedback from students on their vision of the social values of the Bologna Process.

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DEVELOPMENT OF INTERPROFESSIONAL EDUCATION (IPE) IN THE FIELD OF MEDICINE WITH INTEGRATION OF ARTIFICIAL INTELLIGENCE AND TECHNOLOGICAL DISCIPLINES

Relevance. Modern postgraduate medical education within the framework of the Bologna Process is undergoing a profound transformation driven by the globalization of healthcare, the rapid advancement of digital technologies and artificial intelligence (AI), and the increasing complexity of clinical processes [1; 2; 3]. In this context, the development of interprofessional education (IPE) is of key importance, as it unites medical specializations with experts from technical domains, including programmers, mathematicians, engineers, and IT professionals [4; 5]. Such integration fosters the formation of multidisciplinary teams capable of effectively addressing complex clinical and technological challenges, implementing electronic patient management systems, AI algorithms, and simulation models to support clinical decision-making [2; 6; 7]. Considering the growing role of digital medicine and AI technologies in patient care, the integration of medical and technical competencies becomes a strategic priority in shaping the physician of the new generation. Furthermore, the advancement of IPE supports the implementation of the lifelong learning concept, ensuring the continuous development of

professional competencies, analytical thinking, and interdisciplinary communication [3,8,9].

Objective. To analyze the role of interprofessional integration in postgraduate and clinical training of physicians, and to determine the potential of combining medical, technical competencies and AI to enhance the effectiveness of clinical practice, educational processes, and the implementation of innovative technologies in healthcare.

Materials and Methods. Methods of content analysis, comparative synthesis, and expert data generalization were applied to identify trends and prospects in the development of multidisciplinary training within postgraduate medical education. A systematic analysis was conducted of scientific publications, reports from international organizations, and regulatory documents governing professional development of physicians and interprofessional educational programs. Materials from AMEE (Association for Medical Education in Europe), WFME (World Federation for Medical Education), EHEA (European Higher Education Area), and OECD (Organisation for Economic Co-operation and Development) were reviewed to outline strategic directions in medical education. Additionally, the experience of integrating digital, technological and AI components into medical training systems in the European Union and the United States was analyzed.

Results. The implementation of interprofessional education that integrates physicians, nurses, rehabilitation specialists, and psychologists with representatives of technical disciplines fosters the simultaneous development of clinical, analytical, and digital competencies among physicians [1; 9]. This integration enables the effective use of electronic clinical platforms, simulation systems, AI algorithms, and big data analysis methods in clinical practice [2; 3]. Collaborative work on multidisciplinary projects enhances teamwork, communication, and collective decision-making skills, thereby improving patient safety and the quality of medical care.

At the same time, the involvement of technical specialists stimulates the innovative evolution of educational processes, including the creation of personalized digital platforms, CPD portfolios, simulation modules, and virtual laboratories, which improve learning efficiency and physicians' adaptability to emerging technologies. This approach establishes new competency frameworks in which clinical expertise is combined with

digital, AI literacy and analytical skills, ensuring physicians' readiness to work within the landscape of digital medicine and innovative healthcare technologies [5; 7; 8]. Moreover, it promotes a culture of reflective practice that includes self-assessment of professional competencies, critical thinking, and the ability to adapt to rapid transformations in the medical field [8; 9]. Thus, the integration of medical and technical disciplines ensures a comprehensive development of physicians, combining clinical proficiency, technological and AI competences, and interdisciplinary collaboration skills.

Conclusions. Interprofessional education integrating medical and technical specialties serves as an effective tool for modernizing postgraduate medical education within the framework of the Bologna Process. It enhances physicians' clinical, digital, AI and analytical competencies while simultaneously fostering teamwork and reflective practice skills. This approach promotes the development of multidisciplinary teams capable of implementing innovative technologies, AI algorithms, and personalized solutions in clinical practice. The implementation of IPE establishes a foundation for improving learning efficiency, patient safety, and the overall quality of medical care. Furthermore, it supports physicians' professional mobility and adaptability within the contemporary digital and globalized healthcare environment.

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INCLUSION AND DIVERSITY IN POLICE TRAINING: CHALLENGES AND SOLUTIONS

Current trends in the reform of the National Police of Ukraine are based on the principles of respect for human rights, non-discrimination, equal opportunities and inclusion. The training of future police officers must take into account the diversity of the society in which they will work, which necessitates the integration of inclusive practices into all stages of professional education.

Inclusion in police education involves creating conditions under which every cadet, regardless of physical abilities, social status, cultural background or other individual characteristics, can receive quality training. In this context, the police should be an example for society, demonstrating tolerance, justice and equal access to service and educational opportunities [3].

However, despite progress, there are a number of challenges in the educational process of future law enforcement officers:

• Psychological barriers: the presence of prejudices, in particular against persons with disabilities, national minorities and socially vulnerable groups;

• Educational and methodological difficulties: the lack of specialized educational materials and qualified teachers on inclusion issues;

• Physical barriers: insufficient adaptation of the infrastructure of educational institutions for persons with disabilities;

• Socio-economic and geographical restrictions: difficulty in accessing education for persons from remote regions, internally displaced persons, and people with low socio-economic status [3, 1].

Particular attention should be paid to the development of cultural competence in future police officers. Working in a multicultural environment requires an understanding of different social norms, religious traditions, linguistic features and behavioural patterns. This helps prevent conflicts and improve communication with citizens, in particular when performing official tasks.

Experience from European countries shows the effectiveness of practice-oriented training, including role models, simulations of typical situations, training in non-violent communication, emotional intelligence, as well as courses on combating discrimination and stigmatization. Cooperation with civil society organizations, international institutions and representatives of vulnerable groups is also important, which allows providing real experience of working in an environment of social diversity [2].

An additional tool for increasing accessibility is the development of online education and digital resources. Online platforms expand learning opportunities for people with geographical or physical limitations and also allow for the implementation of modern interactive teaching methods.

Therefore, the formation of an inclusive environment for the training of future police officers is an important component of strengthening democratic values, public trust in the police and the effective implementation of the principle of equality. A systemic policy of inclusion ensures the professional training of law enforcement officers who are able to interact with the public, protect human rights and combat discrimination at all levels of law enforcement.

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THE ROLE OF STUDENTS IN SHAPING A CULTURE OF GENDER EQUALITY IN HIGHER EDUCATION

Gender equality is a fundamental principle of modern higher education and a key element of academic quality and social development. Universities play an essential role in fostering equality through inclusive teaching practices, ethical values, and fair communication. Students, as active participants in the educational process, have a significant influence on creating a respectful and equitable academic environment. Their daily interactions, teamwork, and community engagement contribute to shaping a culture of gender sensitivity and mutual respect, which is particularly relevant for medical students preparing for human-centered professions.

The *aim* of the paper is to analyse the role of students in promoting gender equality within higher education and to identify effective approaches to integrating gender-sensitive practices into medical and social education.

Methods. This work is based on a descriptive and analytical review of open-access educational policies, international frameworks, and Ukrainian university initiatives related to gender equality.

Results. Students play an increasingly visible role as agents of social change. Their participation in university governance, volunteer movements, and educational campaigns helps promote tolerance and equity. Integrating gender issues into courses on ethics, behavioral sciences, and communication encourages empathy, professionalism, and awareness of unconscious bias.

Ukrainian higher education institutions are gradually implementing European principles of inclusion and gender balance. These include updating educational programs, preventing discrimination, and encouraging inclusive leadership. In medical schools,

gender-sensitive education enhances patient communication, ethical decision-making, and respect for diversity. Such integration aligns Ukrainian universities with European academic and ethical standards.

Conclusions. Students are key contributors to building a gender-sensitive academic culture. Their involvement in inclusive education, peer collaboration, and public initiatives strengthens the values of fairness, respect, and equality. Cultivating gender awareness among medical students promotes empathy and professionalism, forming the ethical foundation of modern healthcare. Universities that empower students to participate in equality-focused projects contribute not only to personal growth but also to the transformation of society toward justice and inclusivity.

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REHABILITATION PROJECT OF THE MYKOLAIV UNIVERSITY

The Bologna Process sees universities as independent institutions that serve society by providing education and knowledge and by contributing to its development through research and the preservation of cultural traditions. It emphasizes the role of universities as centers of knowledge that should be morally and intellectually independent of political and economic power, while being accountable to society [1].

The MCU 2020 (Magna Charta Universitatum) is an updated version of the document that affirms the fundamental principles of the Bologna Process that unite modern universities. It was launched in June 2020 as a more global response to contemporary challenges and offers universal values for higher education worldwide. The Magna Charta Universitatum focuses on the core values that define universities: academic freedom, institutional autonomy, the link between teaching and research, international cooperation, equality, social responsibility [2].

During the armed aggression of the Russian Federation against Ukraine, the Pylyp Orlyk International Classical University established several programmes of service to society, including a programme of volunteer material assistance to soldiers of the Armed Forces of Ukraine on the front lines of the war, a special free educational course for the development of entrepreneurial qualities in students, etc. Also, based on the principles of

public responsibility of higher education, a concept of a rehabilitation project for the creation of specialized therapeutic spaces in the territory of the Mykolaiv region of Ukraine (with potential further expansion to other regions of Ukraine) was developed.

The main goal of the project "Creation of a network of specialized therapeutic spaces in the Mykolaiv region" is to increase the ability of medical institutions in the Mykolaiv region to effectively return people to full health. Appropriate specialized therapeutic spaces (STS) should be created at each multidisciplinary intensive care hospital of regional subordination as their integral rehabilitation parts.

Specialized therapeutic spaces – parks, gardens, zones, squares. This is an organized territory with various specific green spaces, specially equipped to alleviate, relieve or eliminate the symptoms and manifestations of a particular disease, pathological condition or other vital activity disorder, normalize disturbed vital processes and recovery, restore the health of hospital patients and provide preventive health care for all other citizens.

The idea of healing through nature and gardening has ancient roots and is becoming increasingly popular in medical practice. Many hospitals around the world have gardens of recovery, allowing patients to be close to nature and significantly improve their condition.

The result of the project “Creation of a network of specialized therapeutic spaces in the Mykolaiv region” will be the strengthening of the physical and mental health of all patients-consumers of the project’s services, primarily in terms of such indicators as stress resistance, improved physical condition, improved mood, reduced pain, and stimulation of cognitive abilities.

Achieving the necessary results is possible by using various physiotherapeutic and psychotherapeutic measures, means, and actions in the appropriate recovery zones, including:

- meditation, relaxation zone;
- contact zoo zone for animal therapy;
- sports ground and garden chess;
- naturotherapy zone;
- energy recovery zone;

- zone for solitude;

- zone for social interaction and rehabilitation, and many others.

STS patients should take an active part in the maintenance of plants and soil (mental balance, physical activity, serotonin from contact with soil).

The innovative interaction of scientifically selected natural and plant factors with modern rehabilitation equipment with the participation of professional rehabilitation doctors will have a significant synergistic health effect!

Many Ukrainian citizens today and now need physical and psychological rehabilitation. Some need to eliminate the symptoms and manifestations of a particular disease, pathological condition or other vital activity disorder. Some need to restore their condition due to the oppressive howling of sirens, due to explosions nearby. And some – due to their own suffering in the epicenters of these explosions. But the most relevant patients of STS are soldiers returning from the front. They are crippled not only by their soul, but also by their body. And it is here that nature should come to their aid and that of doctors.

That is, the earliest implementation of the project "Creation of a network of specialized therapeutic spaces in the Mykolaiv region" is very urgent. Thousands of our compatriots are waiting for it!

Currently, the STS project is at the stage of developing the working architectural and construction documentation of the pilot universal project. We continue to identify potential partners and look for interested investors who seek to contribute to the restoration and development of a new, post-war European Ukraine.

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PUBLIC RESPONSIBILITY OF HIGHER EDUCATION IN THE CONTEXT OF STUDY PROGRAMME ACCREDITATION: STATUS AND PROSPECTS

The relevance of public responsibility in higher education has grown considerably in the context of ongoing reforms in Ukraine's higher education system. These reforms aim not only to improve the quality of education but also to ensure transparency, accountability, and alignment with international standards. Within this framework, the accreditation of study programmes has emerged as a key mechanism. Accreditation involves the systematic evaluation of a study programme and/or the educational activities of a higher education institution (HEI) to verify that quality standards are met and to promote continuous improvement [4].

The Tirana Communiqué (2020) has become a foundational document, highlighting the centrality of public responsibility in higher education. It establishes that HEIs should be accountable to society, maintain transparency in their activities, and actively engage with a broad range of stakeholders. By positioning public responsibility as a guiding principle, the Communiqué provides a strategic framework for aligning higher education quality assurance processes, accreditation practices, and sustainable development objectives with international standards. For Ukrainian HEIs, this document sets a clear pathway to integrate European best practices while responding to national priorities [2].

Public responsibility implies that higher education should not be confined solely to internal academic processes. Instead, it requires HEIs to be open to external scrutiny, responsive to societal needs, and committed to sustainable development. Accreditation

serves this purpose through several key mechanisms that collectively reinforce institutional accountability.

Firstly, accreditation enhances transparency by making detailed information about study programmes publicly available through national registers, institutional reports, and other accessible channels. These resources are available to students, employers, policymakers, and the wider public [4, 3]. By publishing the results of expert evaluations and formal accreditation decisions, HEIs contribute to a culture of openness and trust, allowing stakeholders to make informed decisions regarding study options and institutional engagement [3].

Secondly, the process of accreditation actively involves external experts, including representatives from relevant professional fields and industry sectors. This ensures that evaluations are not solely based on internal academic standards but also consider the expectations of society, labour market needs, and professional competencies [2, 4]. In practice, this approach requires institutions to align study programmes with current workforce demands, competency frameworks, and the development of graduates who can actively contribute to societal and economic progress [2].

Thirdly, accreditation integrates self-assessment by the institution with external expert evaluation, creating a constructive feedback loop that fosters continuous institutional improvement [4, 3]. Through self-analysis and post-accreditation monitoring, HEIs can identify both strengths and areas for development within their programmes. For example, post-accreditation monitoring in Ukraine in 2025 requires institutions to report on how they implement recommendations and improvements derived from the accreditation process, further strengthening accountability and public responsibility [3].

The state of quality assurance in Ukraine is documented through comprehensive analytical reports, which review accreditation outcomes, institutional responses to identified shortcomings, and trends in the higher education sector. These reports also assess the alignment of Ukrainian practices with European Standards and Guidelines (ESG), demonstrating a commitment to integrating international quality standards [2, 3]. Such analyses illustrate the efforts of the Ukrainian higher education system to enhance

transparency, accountability, and public trust, while systematically improving programme quality and institutional performance.

Despite these advances, several challenges remain. Public awareness of accreditation processes and results remains limited, and there is a need to ensure that study programmes can quickly adapt to the rapidly evolving labour market. Furthermore, consistent implementation of quality standards across all regions of the country is still a work in progress [1]. Addressing these challenges requires expanding stakeholder engagement in accreditation and monitoring processes, developing digital platforms for transparent reporting, and systematically integrating international best practices into national policies and institutional procedures [2, 3].Thus, the accreditation of study programmes acts not only as an evaluative procedure but also as a strategic instrument for implementing the public responsibility of higher education — a mechanism that combines quality assurance, accountability to society, and orientation towards the sustainable development of Ukraine's educational sector [1–4]. Beyond mere assessment, accreditation provides a structured framework through which HEIs can demonstrate their commitment to transparency, inclusivity, and responsiveness to societal needs. It encourages institutions to engage actively with a broad range of stakeholders, including students, employers, professional communities, and policymakers, ensuring that educational outcomes are aligned with both national priorities and international standards.

Moreover, accreditation fosters a culture of continuous improvement within higher education institutions by promoting self-assessment, reflection on institutional strengths and weaknesses, and the implementation of targeted recommendations. This process not only enhances the quality of study programmes but also strengthens the legitimacy and credibility of HEIs in the eyes of the public, reinforcing trust in the higher education system as a whole. In this sense, accreditation transcends its administrative function and becomes a key driver for sustainable institutional development, fostering innovation, adaptability, and long-term strategic planning. By embedding public responsibility at the core of institutional practice, accreditation contributes significantly to the broader goals of social cohesion, workforce readiness, and the alignment of higher education with the dynamic needs of Ukrainian society [1–4].

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NATIONAL BOLOGNA EVENT

PROGRAMME

6 November 2025

https://erasmusplus.org.ua/en/news/national-bologna-event-xiv-international-conference-european-integration-of-ukraine-higher-education-in-the-context-of-bologna-process-bologna-process-principles-and-tools/

9.30-9.45 CONNECTION TO ZOOM PLATFORM, KYIV TIME	
9.45-10.45	OPENING & WELCOME SPEECH ▪ **Volodymyr BUGROV**, Rector, Taras Shevchenko National University of Kyiv; Deputy Chair of the Ukrainian Association of Rectors ▪ **Antoaneta IRIKOVA**, Policy Officer, Unit C.3 International cooperation, the Directorate-General for Education, Youth, Sport and Culture (DG EAC), European Commission ▪ **Vasyl KREMEN**, President, National Academy of Educational Sciences of Ukraine ▪ **Andriy BUTENKO**, Chair, National Agency for Higher Education Quality Assurance ▪ **Anna RESNYK**, Deputy Chair , National Qualification Agency ▪ **Bodo RICHTER**, Head of Unit A4: International Capacity Building, Department Erasmus+, EU Solidarity Corps, European Education and Culture Executive Agency (EACEA), European Commission ▪ **Oleg SHAROV**, Director General of the Directorate of Higher and Adult Education, Ministry of Education and Science of Ukraine ▪ **Yulia SOBOL**, Head Education, British Council Ukraine EACEA ▪ **Svitlana SHYTIKOVA**, Coordinator, NEO – Ukraine
SESSION 1	BOLOGNA PRINCIPLES AND EHEA VALUES IN HIGHER EDUCATION IN LINE WITH SUSTAINABILITY DEVELOPMENT GOALS
10.45-11.25	***Bologna principles & tools and its impact on sustainability development*** ▪ **Horia ONITA**, Head of the European Higher Education Area Secretariat, *EU expert, SPHERE*
11.25-12.00 COFFEE-BREAK	
12.00-13.00	***European Integration of Ukraine' Higher Education in the context of Bologna Process: 20 years of Achievements, Challenges and Prospects*** *(modernization of Ukrainian legislation, innovations in higher education, EU and British Council programmes for the HEIs capacity development)* ▪ **Yuriy RASHKEVYCH**, Professor, Lviv Polytechnic National University; Member of the National Qualifications Agency (Deputy Minister of Education and Science of Ukraine, 2017-2019); HERE ▪ **Mychailo WYNNYCKYJ**, Associate Professor, National University "Kyiv-Mohyla Academy" (Deputy Minister of Education and Science of Ukraine, 2023-2025; Head of the Secretariat of the National Agency for Quality Assurance in Higher Education, 2019-2022); HERE ▪ **Marina MRUGA**, Head of the Expert Group on Integration into the European Higher Education Area and Quality Assurance in Education, Directorate of Higher and Adult Education, Ministry of Education and Science of Ukraine; Member of the European Bologna Follow-up Group (European BFUG); HERE ▪ **Svitlana KALASHNIKOVA**, Advisor to the Directorate of the Institute of Higher Education, the National Academy of Educational Sciences of Ukraine; Coordinator of EU and British Council programmes on HEIs capacity development; HERE

SESSION 2	QUALITY ASSURANCE AND ENHANCEMENT: ACHIEVEMENTS, CHALLENGES AND PROSPECTS
13.05-13.35	Quality Assurance and Enhancement*: EHEA Dimension* ▪ Horia ONITA, Head of the European Higher Education Area Secretariat, *EU expert, SPHERE*
13.40-13.55	Quality Assurance and Enhancement*: National Dimension* ▪ Iryna ZOLOTARYOVA, Member of the National Agency for Higher Education Quality Assurance (NAQA); Professor, Simon Kuznets Kharkiv National University of Economics; HERE
14.00-14.30 COFFEE-BREAK	
14.30-14.50	Quality Assurance and Enhancement*: Institutional Dimension* ▪ Volodymyr BUGROV, Rector, Taras Shevchenko National University of Kyiv
SESSION 3	RECOGNITION: ACHIEVEMENTS, CHALLENGES AND PROSPECTS
14.55-15.20	*Recognition: EHEA Dimension* ▪ Horia ONITA, Head of the European Higher Education Area Secretariat, *EU expert, SPHERE*
15.25-15.40	*Recognition: National Dimension* ▪ YURIY RASHKEVYCH, Professor, Lviv Polytechnic National University; Member of the National Qualifications Agency (Deputy Minister of Education and Science of Ukraine, 2017-2019); HERE
15.45-16.00	*Recognition: Institutional Dimension* ▪ Vadym ZAKHARCHENKO, Acting Rector, National University "Odessa Maritime Academy"; HERE
16.00-16.15	Q&A SESSION
16.15-16.30 OUTCOMES	

BOLOGNA PRINCIPLES & TOOLS

- ✓ *Quality Assurance & ESG*
- ✓ *National Qualification Framework*
- ✓ *Recognition (qualification, learning outcomes of the mobility/ nonformal / informal education)*
- ✓ *ECTS*
- ✓ *Diploma Supplement*
- ✓ *Learning Outcomes & Competences*
- ✓ *Student-centred Approach*

MEET the EU EXPERT, SPHERE

Horia ONITA, Head of the European Higher Education Area Secretariat, President of the European Students' Union; Bologna Follow-Up Group: Co-chair of the Bologna Follow-Up Group Drafting Committee of the 2024 Tirana Ministerial Communique, Co-chair of the BFUG Working Group on Social Dimension, Member of the BFUG Thematic Peer Group on Quality Assurance; Member of the Board of the European Quality Assurance Register for Higher Education (EQAR); Member of the Eurostudent Steering Board; Member of the European Qualifications Framework Advisory Group and EUROPASS Advisory Group; Member of the Council of Europe ad-hoc group on automatic recognition.

TAM EVENT

PROGRAMME

7 November 2025

https://erasmusplus.org.ua/en/news/tam-event-xiv-international-conference-european-integration-of-ukraine-higher-education-in-the-context-of-bologna-process-values-in-higher-education-20-years-of-bolo/

9.45-10.00 CONNECTION TO ZOOM PLATFORM, KYIV TIME	
10.00-10.20	OPENING SPEECH & KEY NOTES ▪ **Iryna DRACH**, Director of the Institute of Higher Education, National Academy of Educational Sciences of Ukraine ▪ **Svitlana SHYTIKOVA**, Coordinator, NEO – Ukraine
SESSION 1	FUNDAMENTAL VALUES IN HIGHER EDUCATION: CURRENT STATE, TRENDS, PROSPECTS
10.20-10.50	***Fundamental values in higher education in the context of European integration, under the martial law in Ukraine and post-war recovery*** *– Autonomy, Academic integrity, Public Responsibility for higher education* ▪ **Oleg SHAROV**, Director General of the Directorate of Higher and Adult Education, Ministry of Education and Science of Ukraine, HERE
10.50-11.20	***Fundamental values in higher education and actual impact of these values on sustainable development: challenges and possibilities*** ▪ **Prof. Liviu Matei MAE**, Head of the School of Education, Communication & Society King's College London – TAM expert, SPHERE
11.20-11.35 COFFEE-BREAK	
SESSION 2	PUBLIC RESPONSIBILITY OF / FOR HIGHER EDUCATION
11.35-12.05	***Public Responsibility for higher education*** ▪ **Prof. Liviu Matei MAE**, Head of the School of Education, Communication & Society King's College London – TAM expert, SPHERE
12.10-12.40	***Public Responsibility of higher education*** *(third mission, services to society)* ▪ **Olena ORZHEL**, Senior Researcher, Institute of Higher Education, NAES of Ukraine; institutional coordinator of the Erasmus+ UNICOM project
12.45-13.00	Q&A SESSION
13.00-13.30 COFFEE-BREAK	
SESSION 3	ACADEMIC FREEDOM & ACADEMIC INTEGRITY
13.30-14.00	***Academic Freedom and Academic integrity: EHEA Dimension*** ▪ **Prof. Liviu Matei MAE**, Head of the School of Education, Communication & Society King's College London – TAM expert, SPHERE
14.05-14.35	***Academic Freedom and Academic integrity: National Dimension*** ▪ **Volodymyr BAKHRUSHYN**, Professor of the National University "Zaporizhzhia Polytechnic", Coordinator of the Higher Education Sector of the Scientific and Methodological Council (on higher education standards development), Ministry of Education and Science of Ukraine; HERE
14.40-15.20	***Academic Freedom and Academic integrity: Institutional Dimension*** ▪ **Andriy GOZHYK**, Vice-Rector, Taras Shevchenko National University of Kyiv ▪ **Daria SHCHEGLYUK**, Head of the Department of Education Quality Assurance, Taras Shevchenko National University of Kyiv
15.20-15.35	Q&A SESSION
15.35-15.45 OUTCOMES	

**Tirana Communique EHEA STATEMENTS ON FUNDAMENTAL VALUES (2024).*
6 FUNDAMENTAL VALUES, WHICH ARE EQUALLY IMPORTANT:

- ✓ *Academic Freedom*
- ✓ *Academic Integrity*
- ✓ *Institutional Autonomy*
- ✓ *Student and Staff Participation in Higher Education Governance*
- ✓ *Public Responsibility for Higher Education*
- ✓ *Public Responsibility of Higher Education*

MEET the TAM EXPERT, SPHERE:

Prof. dr. **Liviu MATEI, Head of the School of Education, Communication & Society King's College London**, Professor of Higher Education and Public Policy; King's College London units and projects initiated: Laboratory of Applied Research in Education Policy; Education and Society Dialogues, Presidential Series "Academic Freedom – Charting a Course. Reimagining Academic Freedom"; *CONSULTANCY & APPLIED POLICY RESEARCH for*: International intergovernmental and non-governmental organizations: Commission of the European Union, Nordic Council of Ministers, World Bank, UNESCO, Council of Europe, Organization for Security and Cooperation in Europe (OSCE), European University Association, European Quality Assurance Register for Higher Education (EQAR), Academic Cooperation Association (ACA); etc. *EXPERIENCE IN INSTITUTIONAL STRATEGIC EVALUATION*: European Quality Assurance Register for Higher Education (EQAR), Brussels; Academic Cooperation Association (ACA), Brussels; Institute for Advanced Studies (IHS) Vienna; American University of Central Asia, Bishkek; Franklin University Switzerland, Lugano; Yangon University; University of Mandalay; Collegium Budapest Institute of Advanced Study, etc.

Research Publication

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