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WYŻSZA SZKOŁA ZARZĄDZANIA I ADMINISTRACJI
W OPOLU**

TRANSFORMATIONAL PROCESSES: GLOBAL RESILIENCE AND DEVELOPMENT

PROCESY TRANSFORMACYJNE: GLOBALNA REZYLIENCJA I ROZWÓJ

ТРАНСФОРМАЦІЙНІ ПРОЦЕСИ: ГЛОБАЛЬНА РЕЗИЛЬЄНТНІСТЬ ТА РОЗВИТОК



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TABLE OF CONTENTS

INTRODUCTION	7
PART 1	
MODERNIZATION OF PUBLIC ADMINISTRATION IN THE FACE OF GLOBAL CHALLENGES: DIGITALIZATION AND SUSTAINABLE DEVELOPMENT STRATEGY	
МОДЕРНІЗАЦІЯ ПУБЛІЧНОГО УПРАВЛІННЯ В УМОВАХ ГЛОБАЛЬНИХ ВИКЛИКІВ: ЦИФРОВІЗАЦІЯ ТА СТРАТЕГІЯ СТАЛОГО РОЗВИТКУ	
1.1. The integrative character of strategic competence of public servants Інтегративний характер стратегічної компетентності публічних службовців (Tetiana DROZD)	9
1.2. Mechanisms for ensuring the development of territorial communities under transformational change: integration of organizational-legal, resource, and competency components (Larysa KYIENKO-ROMANIUK, Mariela MACOLA)	18
1.3. Conceptual and model-based principles of E-governance development in the system of regional public administration (Ievgenii KYIENKO-ROMANIUK, Yulia OKUNYOVSKA)	30
1.4. Theoretical foundations for the formation of a mechanism of state regulation of public-private partnership in the healthcare sector (Mykhailo MAZUR)	38

1.5. Mediation competence of public servants in the conditions of digital transformation: from ai simulators to digital co-pilots Медіаційна компетентність публічних службовців в умовах цифрової трансформації: від ai-тренажерів до цифрових ко-пілотів (Yuliia NIKOLAIETS).....	45
1.6. Mechanisms for implementing supervision in the public sector: strategic guidelines for sustainable development Механізми впровадження супервизії в публічному секторі: стратегічні орієнтири сталого розвитку (Tetyana NOVYTSKA, Tatiana BRANITSKA).....	54
1.7. Regulatory and organizational foundations of the institutional framework for public governance of education at the regional level (Maiia SEMKO).....	62
1.8. Determinants and Barriers to the Strategic Development of Territorial Communities of Eastern Podillia under Decentralization Детермінанти та бар'єри стратегічного розвитку територіальних громад Східного Поділля в умовах децентралізації (Oleksandr SHVETS).....	70
1.9. Professional competence of public servants in the context of transformational changes in sustainable development of Ukraine (Nadiia VASYLENKO, Olena STAKHOVA).....	79
1.10. Current challenges of digitalization of public administration in the conditions of martial state in Ukraine Сучасні виклики цифровізації публічного управління в умовах воєнного стану в Україні (Serhiy POYDA, Olena POVAZHUK).....	95

1.11. Conceptual bases of socio-communicative public administration in the educational sphere	
Концептуальні основи соціокомунікативного публічного адміністрування освітньою сферою	
(Petro KUKHARCHUK, Olena PAVLENKO, Kseniia DITSMAN).....	106
1.12. Leadership in the context of digital transformation of public administration: mechanisms for the development of e-governance and professionalization of the public service	
(Tetiana HALYCH, Volodymyr ZAIACHKOVSKYI).....	115

PART 2

CURRENT MANAGEMENT PROBLEMS: BY TYPE OF ACTIVITY
АКТУАЛЬНІ ПРОБЛЕМИ УПРАВЛІННЯ: ЗА ВИДАМИ ДІЯЛЬНОСТІ

2.1. Leveraging tourism for national development: governance models and management instruments	
(Alona OHIIENKO, Tadeusz POKUSA, Filip POKUSA).....	125
2.2. Instrumental and applied aspects of personnel movement management	
(Mykola OHIIENKO, Jozef KACZMAREK).....	131
2.3. Management of the development of the creative potential of the teaching staff of the General Secondary Education Institution in the Conditions of Modern Educational transformations	
Управління розвитком творчого потенціалу педагогічного колективу закладу загальної середньої освіти в умовах сучасних освітніх трансформацій	
(Svitlana ANTYKALO, Nelli SIEVIERINA, Iryna SVIATCHENKO, Olena ANDRIEIEVA).....	142
2.4. Instrumental support for managing financial risks in international corporations	
(Svitlana PROKHORCHUK, Mykhailo SYDORENKO).....	147

2.5. Implementation of corporate governance technologies in global markets (Tymur MYKHAILOVSKYI, Serhii DARKOV).....	160
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PART 3

**PEDAGOGICAL AND PSYCHOLOGICAL PRACTICES: NEW APPROACHES TO
LEARNING AND DEVELOPMENT**

**ПЕДАГОГІКО-ПСИХОЛОГІЧНІ ПРАКТИКИ: НОВІ ПІДХОДИ ДО НАВЧАННЯ І
РОЗВИТКУ**

3.1. Pedagogical practices of reflective interaction with veterans in the context of overcoming educational barriers Педагогічні практики рефлексивної взаємодії з ветеранами у контексті подолання освітніх бар'єрів (Olena BARABANOVA, Dmytro HORBACHUK).....	174
3.2. Scaffolding age-appropriate ai understanding in primary education (Olena ISHUTINA, Mykola KOLESNYK).....	183
3.3. Organizational culture of a general secondary education institution as a factor of psychological stability of the teaching staff in crisis conditions Організаційна культура закладу загальної середньої освіти як чинник психологічної стійкості педагогічного колективу в кризових умовах (Tetiana KOLGAN, Valentyna POUL, Olena KOLHAN).....	193
3.4. Науково-дослідне навчання як механізм розвитку критичного мислення та інформаційної грамотності (Larysa OSTANKOVA, Olena SMYRNOVA).....	202
ANNOTATION.....	210
ABOUT AUTHORS.....	220

1.7. Regulatory and organizational foundations of the institutional framework for public governance of education at the regional level

Education in a modern state is not merely a sector delivering socially significant services; it is also a core object of public governance through which human capital development, social cohesion, regional competitiveness, and the reproduction of institutional capacity are ensured. In the Ukrainian context, the issue of institutional support for public governance of education at the regional level has gained particular relevance due to ongoing decentralization reforms, the expansion of institutional autonomy of educational providers, and the redistribution of competences between the state and territorial communities. At the same time, there remains a critical need to maintain unified standards of education policy implementation across the entire national territory.

The regulatory framework governing education at the regional level is formed by a multi-layered system of legal acts of varying juridical force, ranging from the Constitution of Ukraine to secondary legislation of the Cabinet of Ministers and sector-specific administrative regulations. However, the practical implementation of these provisions depends largely on the organizational design of governance structures, the clarity of competence allocation among actors, the availability of effective coordination mechanisms, adequate financial support, and the administrative capacity of regional and local authorities. Despite a substantial body of research in the field of public governance of education, the issue of institutional support at the regional level requires further conceptualization. This is particularly important in light of recent legislative updates as of 2026, transformations within the State Service for Education Quality, and evolving financial instruments supporting the education system.

In contemporary scholarly discourse, the issues of public governance of education are predominantly examined through the lenses of decentralization, state-public governance, institutional interaction, quality assurance of educational services, and the administrative capacity of territorial communities. A growing body of research reflects the transformation of governance models in response to structural reforms and European integration processes, emphasizing the need to reassess the distribution of competences and the functional role of different governance levels. In particular, Iryna Zastrozhnikova (2019) analyzes the transformation of the national education system under decentralization, highlighting the shift of managerial responsibilities to the local level and the emergence of new governance challenges related to coordination and accountability. The study underscores the institutional

reconfiguration of authority and the risks associated with uneven local capacities. The work of Liudmyla Danylenko and Nataliia Larina (2022) focuses on ensuring effective public administration of educational institutions within territorial communities. The authors emphasize the importance of managerial competence, resource provision, and the establishment of functional governance mechanisms at the community level, particularly in the context of expanded local autonomy. A complementary perspective is offered by Iryna Shorobura (2021), who explores the implementation of state–public governance in education. The study highlights participatory mechanisms, stakeholder engagement, and the integration of civil society actors into decision-making processes, thereby reinforcing the democratic dimension of education governance. More recent research by Volodymyr Suprun (2025) situates public governance of education within the broader context of European integration. The author substantiates the need for harmonization of Ukrainian educational governance with EU standards, focusing on institutional alignment, quality assurance systems, and strategic policy coherence.

Overall, existing studies collectively emphasize the transformation of competences in the education sector, the necessity of redefining the role of the regional level, and the search for a balance between centralized regulatory frameworks and local managerial autonomy. However, the literature predominantly concentrates either on general theoretical aspects of educational policy reform or on the functioning of specific governance levels – state, municipal, or institutional. Consequently, the integrated analysis of regulatory and organizational foundations of institutional support specifically at the regional level remains insufficiently systematized and requires further scholarly elaboration.

The purpose of this article is to provide a comprehensive analysis of the regulatory and organizational foundations of the institutional framework for public governance of education at the regional level in Ukraine. The study aims to identify the key actors, competences, and mechanisms that shape regional education governance, as well as to examine the interaction between different levels of public authority within a multi-level governance system. In addition, the article seeks to substantiate priority directions for improving the institutional framework of education governance in the context of decentralization and ongoing societal transformations. Particular attention is paid to the need for clearer distribution of competences, strengthening coordination mechanisms, enhancing the strategic role of the regional (oblast) level, and ensuring the balance between institutional autonomy and state regulation.

Institutional support for public governance of education can be conceptualized as a structured set of formalized norms, organizational arrangements, procedures, competences, resources, and interaction mechanisms that collectively ensure the formulation, implementation, coordination, monitoring, and adjustment of education

policy across different levels of public authority. Within the regional dimension, this system encompasses not only state institutions but also local self-government bodies, territorial units of executive authorities, educational institutions, and civil society organizations. Such a configuration reflects the transition from a vertically integrated governance model to a more network-based and multi-actor system, where the effectiveness of policy implementation depends on the coherence and complementarity of institutional roles rather than solely on hierarchical subordination.

The legal foundation of this system is established by Constitution of Ukraine, which simultaneously guarantees the right to education, delineates competences between the state and local self-government, and enshrines the principles governing public authorities. Constitutional provisions concerning universal access to education, the compulsory nature of complete general secondary education, and the distribution of powers among executive and local bodies create a normative basis for the development of sector-specific legislation. These provisions not only define the scope of state obligations but also legitimize the involvement of subnational actors in shaping and delivering education policy.

A pivotal sectoral act is the Law of Ukraine On Education, which outlines the structure of the education system, specifies the competences of stakeholders, and establishes mechanisms for quality assurance. It also formalizes various dimensions of institutional autonomy – academic, organizational, human resource, and financial – while clearly distinguishing the powers of the Cabinet of Ministers of Ukraine, the central executive body responsible for education and science policy, other state institutions, and local self-government bodies. This legislative act effectively defines the architecture of a multi-level governance model and embeds the principle of subsidiarity in the allocation of managerial functions. From a regional governance perspective, particular importance is attributed to legislation regulating specific education subsystems. The Law of Ukraine On Complete General Secondary Education elaborates on the competences of founders of educational institutions, governance of school networks, and the provision of territorial accessibility to education. It also regulates the establishment of lyceums, gymnasiums, and primary schools, linking these processes to the authority of local councils and their executive bodies. In parallel, the Law of Ukraine On Higher Education, the Law of Ukraine On Professional Pre-Higher Education, and the current Law of Ukraine On Vocational Education establish differentiated regulatory regimes for their respective sectors. Within these frameworks, the regional level functions as an intermediary, aligning national policy priorities with regional labor market demands and the operational capacity of educational networks.

The current model of public governance of education in Ukrainian regions is based on a functional combination of centralized strategic and regulatory responsibilities with decentralized operational management. The Cabinet of Ministers of Ukraine ensures the implementation of state education policy, approves regulations governing central executive bodies, and defines key approaches to financing and institutional network development. At the same time, the Ministry of Education and Science of Ukraine serves as the principal body responsible for shaping and implementing state policy in education and science, coordinating sectoral reforms, and maintaining policy coherence across governance levels.

The Regulation on the Ministry of Education and Science of Ukraine, approved by Resolution of the Cabinet of Ministers of Ukraine No. 630, further specifies the functional scope of the Ministry. It assigns responsibility for regulatory development, strategic planning, approval of educational standards, coordination of subordinate bodies and institutions, international cooperation, and methodological support for ongoing sectoral reforms. In this configuration, the central level concentrates political, regulatory, and methodological functions, while the operational and implementation components are increasingly delegated to subnational tiers of governance, reflecting the logic of administrative decentralization. An important component of the institutional architecture is the State Service for Education Quality of Ukraine, whose mandate is defined by Resolution No. 168 of the Cabinet of Ministers of Ukraine. The Service exercises its powers both directly and through its territorial units, carrying out institutional audits, monitoring the quality of education, supervising compliance with legislation, and fostering a culture of internal quality assurance within educational institutions. Additional regulatory adjustments adopted in 2025 concerning the functioning of its territorial bodies indicate an increasing emphasis on the regional dimension of quality control and analytical support, strengthening evidence-based governance practices in education. The competences of regional executive authorities are determined by the Law of Ukraine On Local State Administrations. Although decentralization reforms have reduced their role in the direct management of educational institutions, these bodies retain significant responsibilities in coordinating policy implementation, ensuring the execution of state programs, interacting with territorial branches of central executive authorities, and maintaining legality within their jurisdictions. In the education sector, this translates into a predominantly strategic, coordinative, analytical, and integrative function at the oblast and district levels, enabling alignment between national priorities and local conditions.

At the same time, the Law of Ukraine On Local Self-Government in Ukraine grants substantial powers to local councils – rural, settlement, and municipal – and their executive bodies. These include governance of communal educational institutions, ensuring accessibility and free provision of education, creating conditions

for learning, financing, and the development of educational networks. In combination with sector-specific education legislation, this legal framework has facilitated a transition from a predominantly hierarchical administrative model to one in which territorial communities act as key founders and managers of educational infrastructure, bearing primary responsibility for its sustainability and effectiveness. Consequently, the regulatory framework of education governance at the regional level is structured around a differentiated allocation of roles. The state defines standards, regulatory rules, financing mechanisms, monitoring procedures, and quality assurance instruments. The regional level performs coordinating, harmonizing, and supportive functions in policy implementation. Local self-government ensures the operational functioning, staffing, and financial viability of educational institutions, while the institutions themselves exercise autonomy within the limits established by law, contributing to a more flexible and responsive governance system.

From an organizational perspective, the system of education governance in the regions of Ukraine demonstrates a distinctly polycentric character. It comprises the Ministry of Education and Science of Ukraine; other central executive bodies operating within their sector-specific competences; the State Service for Education Quality of Ukraine and its territorial units; regional and district state administrations (or respective military administrations under special legal regimes); local self-government bodies and their education departments; centers for professional development of teachers; inclusive resource centers; as well as educational institutions and their collegial governing bodies. Such a composition reflects a multi-actor governance environment in which authority is distributed across several institutional nodes, each contributing to the overall functioning of the system. A central element in the regional governance architecture is formed by structural units for education within regional and local authorities. In practice, these units serve as key operational hubs responsible for collecting and analyzing administrative data, designing and implementing regional programs, coordinating the educational network, interacting with founders of institutions, organizing student transportation, planning resource allocation, supporting inclusive education, ensuring staffing, and maintaining communication with central authorities. Their actual influence, however, varies significantly depending on the clarity of formally assigned competences and the availability of financial and human resources, which often differ across regions and communities. A notable example of organizational transformation at the regional level is the development of the network of hub schools, regulated by Resolution No. 532 of the Cabinet of Ministers of Ukraine. This policy instrument is designed to enhance both accessibility and quality of complete general secondary education, particularly in sparsely populated areas. It represents a hybrid governance solution that integrates state-level strategic objectives related to network optimization with the founding

powers of territorial communities, thereby creating a new institutional format for managing educational infrastructure at the local and subregional levels.

The organizational foundation for quality assurance is provided by the territorial bodies of the State Service for Education Quality. Their activities extend beyond traditional supervisory functions to include analytical and advisory roles, reflecting a broader shift in public governance from purely administrative control toward a model that combines evaluation, audit, recommendations, and the development of internal quality assurance systems within educational institutions. At the regional level, this results in the institutionalization of a distinct quality governance subsystem operating alongside coordination and ownership structures. At the same time, the organizational dimension of regional education governance cannot be reduced to a formal hierarchy of institutions. It also encompasses horizontal linkages among communities, intermunicipal cooperation, and partnerships with higher and vocational education institutions, employers, civil society organizations, and parent communities. Consequently, the contemporary institutional framework increasingly exhibits features of network governance, where effective policy implementation depends not only on vertical authority but also on the capacity to coordinate collective action among diverse stakeholders.

The adoption of the Law of Ukraine On Education and subsequent sector-specific legislation coincided with the implementation of decentralization reform, which triggered profound transformations in the governance architecture of the education sector. A substantial range of competences related to the establishment, reorganization, liquidation, and financing of communal educational institutions, as well as the organization of student transportation, school meal provision, maintenance of material and technical infrastructure, and staffing support, has been transferred to territorial communities. This redistribution of authority has fundamentally altered the functional logic of the system, shifting responsibility closer to the level of service delivery. As a consequence, the regional tier of governance has gradually ceased to function primarily as a vertical administrative intermediary. Instead, it is increasingly evolving into a platform for coordination, strategic planning, monitoring, methodological support, and resource alignment. This transformation is consistent with the objectives outlined in the State Strategy for Regional Development of Ukraine 2021–2027, which emphasizes reducing territorial disparities, ensuring equitable access to public services, and fostering human capital development. Within the education sector, this implies that regional governance should not replicate the functions of local communities but rather ensure spatial balance in the educational network and provide targeted support to less capable territories.

Alongside the advantages of decentralization, several systemic risks have become more evident. First, the administrative and managerial capacity of territorial communities remains uneven: larger urban communities typically possess well-

developed governance teams, whereas smaller ones often face shortages of qualified personnel and analytical resources. Second, increased institutional autonomy of educational establishments is not always matched by sufficient managerial competence, which may limit the effectiveness of decentralized decision-making. Third, in many regions, inconsistencies persist between network optimization decisions made at the local level and the national objectives of ensuring quality and equitable access to education. Within this context, the importance of the regional level as an integrative space between state and local interests is significantly increasing. At the oblast level, it becomes particularly relevant to conduct forecasting of educational infrastructure needs, coordinate the development of specialized secondary, vocational, and professional pre-higher education, formulate regional orders for workforce training, ensure the coherence of inclusive education infrastructure, and provide analytical support for ongoing structural transformations of the educational network. These functions position the regional tier as a critical mediator of systemic balance rather than a purely administrative unit.

Institutional support for public governance of education in the regions is inconceivable without robust financial mechanisms. One of the key instruments of state influence is the educational subvention, whose legal framework is defined by the governmental formula for its distribution among local budgets and by annual decisions of the Cabinet of Ministers of Ukraine. As of 2026, a separate allocation of the educational subvention for January-August has been approved for local budgets, confirming that even under decentralization the state retains a decisive role in equalizing financial capacities across communities. Through this mechanism, the state indirectly shapes the institutional configuration of the education network, as the allocation formula takes into account student numbers, territorial characteristics, class size indicators, accessibility conditions, and other parameters. In this sense, the subvention functions not merely as a fiscal instrument but also as a regulatory mechanism influencing the spatial organization of the education system.

Beyond recurrent financing, targeted subventions and investment-oriented programs play an increasingly significant role in modernizing educational infrastructure. For instance, in 2026, amendments were introduced to the procedures for providing subventions aimed at equipping, establishing, and modernizing school canteens and food preparation facilities. Such initiatives demonstrate that the effectiveness of regional governance depends not only on maintaining existing infrastructure but also on the capacity to attract, administer, and efficiently utilize development-oriented investment resources, thereby reinforcing the long-term sustainability of the education system.

For vocational education, a particularly critical issue is the integration of sectoral education policy with regional development strategies and labour market

dynamics. The adoption of the Concept of the State Targeted Social Programme for the Development of Vocational Education for 2022–2027, alongside the new Law of Ukraine On Vocational Education, significantly strengthens the need for robust regional partnership mechanisms involving public authorities, educational institutions, businesses, and employers. In this regard, the financial and organizational dimension of institutional support must be differentiated by sector and tailored to the specific functional logic of each educational level, particularly given the divergent objectives of general, vocational, and higher education systems.

Improving the institutional framework of public governance of education at the regional level requires a set of interconnected and mutually reinforcing directions. These include the normative clarification of functional boundaries between central, regional, and local levels of governance; strengthening the strategic capacity of the regional tier as an intermediary layer of coordination and planning; digital transformation of administrative procedures and education-related data systems; development of state–public governance models that expand stakeholder participation; and refinement of financial mechanisms aimed at ensuring efficiency and equity in resource allocation. The effectiveness of these reforms largely depends on their systemic implementation rather than isolated policy adjustments.

In conclusion, the regulatory and organizational foundations of institutional support for public governance of education in the regions of Ukraine constitute a multi-level system combining state regulation, regional coordination, local self-government, and institutional autonomy of educational providers. Its legal framework is built upon the Constitution of Ukraine, core and special education laws, legislation on local self-government and local state administrations, as well as secondary legal acts regulating the activities of the Ministry of Education and Science of Ukraine, the State Service for Education Quality of Ukraine, financial instruments, and the organization of the educational network.

The analysis demonstrates that decentralization has not eliminated the need for state governance of education at the regional level; rather, it has transformed its functional content. The focus has shifted from direct administrative control toward coordination, strategic planning, quality monitoring, resource equalization, and institutional support for territorial communities. At the same time, the current system still faces persistent challenges, including overlapping competences, uneven administrative capacity across communities, insufficient integration between education and regional development policies, and the growing necessity for network-based and participatory governance models.

Future modernization pathways should prioritize clearer allocation of responsibilities across governance levels, reinforcement of the strategic role of the regional tier, comprehensive digitalization of management processes, expansion of partnership-based governance arrangements, and improvement of financial and

organizational instruments aimed at ensuring equal access to quality education. Such an integrated model appears capable of enhancing the resilience, adaptability, and overall effectiveness of public education governance under contemporary socio-economic conditions.

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1.8. Determinants and Barriers to the Strategic Development of Territorial Communities of Eastern Podillia under Decentralization

Детермінанти та бар'єри стратегічного розвитку територіальних громад Східного Поділля в умовах децентралізації

У сучасній системі публічного управління України стратегічний розвиток територіальних громад перестав бути периферійним питанням місцевого господарювання і перетворився на один із ключових вимірів державної регіональної політики. Логіка децентралізації суттєво змінила сам статус громади: із переважно адміністративної одиниці вона стала реальним суб'єктом розвитку, відповідальним за якість локальної політики, управління ресурсами, надання послуг, інвестиційну привабливість, просторове планування та формування довгострокових пріоритетів. Законодавчі зміни останніх років закріпили систему взаємопов'язаних документів стратегічного планування, до якої належать державна стратегія регіонального розвитку, регіональні стратегії та стратегії розвитку територіальних громад. Тим самим

ANNOTATION

PART 1

MODERNIZATION OF PUBLIC ADMINISTRATION IN THE FACE OF GLOBAL CHALLENGES: DIGITALIZATION AND SUSTAINABLE DEVELOPMENT STRATEGY

- 1.1. Tetiana DROZD. The integrative character of strategic competence of public servants.** The article provides a theoretical rationale for the strategic competence of public servants as an integrative professional competence that ensures effective strategic governance amidst contemporary challenges. The study analyzes the articulation of this concept within the current regulatory and legal framework and synthesizes scholarly approaches to its interpretation. It identifies a correlation between strategic planning for the development of territorial communities and the level of strategic competence among public administrators. Furthermore, the study characterizes the functional differentiation of strategic competence and emphasizes the necessity of its systemic development through initial professional training and continuous professional development for public servants.
- 1.2. Larysa KYIENKO-ROMANIUK, Mariela MACOLA. Mechanisms for ensuring the development of territorial communities under transformational change: integration of organizational-legal, resource, and competency components.** The subsection substantiates the theoretical and methodological foundations and practical mechanisms for ensuring the development of territorial communities under conditions of transformational change characterized by decentralization, digitalization, and European integration processes. The essence of organizational-legal, resource, and competency-based components is revealed, and their systemic integration within strategic planning and intermunicipal cooperation is emphasized. Particular attention is paid to the role of managerial professional competence as a key determinant of effective resource utilization, innovation implementation, and achievement of sustainable development goals at the local level. The study

generalizes regional experience of territorial communities, highlighting both successful practices and existing challenges related to resource asymmetry, institutional capacity, and digital maturity. Based on the analysis, directions for improving public governance are proposed, aimed at strengthening community resilience, enhancing administrative efficiency, and ensuring balanced socio-economic development in a dynamic environment.

- 1.3. Ievgenii KYIENKO-ROMANIUK, Yulia OKUNYOVSKA. Conceptual and model-based principles of E-governance development in the system of regional public administration.** This section examines the conceptual and model-based principles for developing e-governance within the system of regional public administration in the context of digital transformation. It substantiates methodological approaches to modeling e-governance development and identifies the key structural components of the conceptual model. The study highlights the interaction of institutional, technological, organizational, human-resource, and informational components of the digital governance system. Practical directions for implementing the model at the regional level are also outlined.
- 1.4. Mykhailo MAZUR. Theoretical foundations for the formation of a mechanism of state regulation of public-private partnership in the healthcare sector.** This section of the monograph examines the theoretical foundations for the formation of a mechanism of state regulation of public-private partnership in the healthcare sector. The essence of public-private partnership is revealed, its key principles are defined, and its role in enhancing the efficiency of the healthcare system is substantiated. The core elements of the state regulation mechanism are justified, in particular legal, economic, and organizational instruments. The challenges of implementing public-private partnerships are identified, and directions for improving state policy in this field are outlined.
- 1.5. Yuliia NIKOLAIETS. Mediation competence of public servants in the conditions of digital transformation: from ai simulators to digital co-pilots.** This article explores the transformation of mediation competence of public servants under conditions of digitalization and the integration of

artificial intelligence (AI). The increasing complexity of social interactions in the context of European integration and post-conflict recovery necessitates enhanced conflict resolution capacities within public administration. The study conceptualizes the development of mediation competence through AI-enabled tools, from simulation-based training to real-time digital assistants. It identifies key components of this competence—cognitive-analytical, emotional-perceptive, and instrumental-technological—and introduces the concept of the “augmented mediator,” where AI supports decision-making by restructuring the salience of conflict factors. An evolutionary framework of AI integration is proposed, alongside an analysis of ethical challenges such as algorithmic bias and data confidentiality. The findings demonstrate a shift from individual to institutional mediation capacity, establishing a new paradigm of human – AI collaboration in public administration.

- 1.6. Tetyana NOVYTSKA, Tatiana BRANITSKA. Mechanisms for implementing supervision in the public sector: strategic guidelines for sustainable development.** The aim is to examine the mechanisms of public administration regarding the implementation of supervision as a tool for psychosocial support within the public mental health care system under the extreme conditions of martial law. The methodological basis of the study is a comprehensive interdisciplinary approach based on a combination of public administration theory and modern concepts of psychosocial support. In particular, the following methods were used in the study: Theoretical and methodological analysis, System-structural analysis, Technological modeling method, Case method. The relationship between supervision and the country’s sustainable development goals has been identified. The integration of supervision as a tool for psychosocial support for civil servants and professionals in socio-economic fields has been theoretically substantiated. Supervision has been identified as a tool for human capital development in the civil service.
- 1.7. Maiia SEMKO. Regulatory and organizational foundations of the institutional framework for public governance of education at the regional level.** The article examines the regulatory and organizational foundations of the institutional framework for public governance of education in the regions of Ukraine. It is substantiated that the contemporary model of education governance is multi-level in nature and integrates the powers of central executive authorities, local state

administrations, local self-government bodies, territorial bodies of state supervision (control), as well as governing bodies of educational institutions. It is determined that the core legal acts shaping the regulatory framework for regional education governance include the Constitution of Ukraine; the Laws of Ukraine “On Education,” “On Complete General Secondary Education,” “On Higher Education,” “On Professional Pre-Higher Education,” “On Vocational Education,” “On Local Self-Government in Ukraine,” and “On Local State Administrations,” along with secondary legislation of the Cabinet of Ministers of Ukraine regulating the functioning of the Ministry of Education and Science of Ukraine, the State Service for Education Quality of Ukraine, the educational subvention mechanism, and the network of hub (core) educational institutions. It is demonstrated that decentralization has significantly transformed the institutional architecture of education governance by transferring a substantial scope of powers to the level of territorial communities. At the same time, it has preserved the need for coordination, quality monitoring, resource equalization, and strategic planning at the regional level. Key challenges of institutional support are identified, including duplication of competences, uneven managerial capacity across communities, imbalance between institutional autonomy and state control functions, and fragmented coordination among regional governance actors. The study proposes key directions for improvement, namely: regulatory clarification of competences across governance levels, strengthening the strategic role of the regional (oblast) level, digitalization of administrative procedures, development of state–public governance mechanisms, and enhancement of financial instruments to ensure equal access to quality education.

- 1.8. Oleksandr SHVETS. Determinants and Barriers to the Strategic Development of Territorial Communities of Eastern Podillia under Decentralization.** The chapter substantiates the determinants and barriers to the strategic development of territorial communities of Eastern Podillia under decentralization. It is argued that decentralization has transformed communities into key actors of local development, but their strategic capacity depends on the interaction of resource, demographic, infrastructural, institutional, financial and security factors. The study proves that Eastern Podillia possesses considerable agricultural, entrepreneurial, human, cultural, recreational and logistic potential; however, its development is constrained by depopulation, ageing,

migration losses, infrastructural disparities, personnel shortages in local self-government, limited investment capacity, dependence on transfers, digital inequality and the insufficient quality of strategic planning. Particular attention is paid to the need to interpret strategic development not only through the category of growth, but also through the categories of resilience, adaptability and recovery. It is concluded that strengthening the strategic development of communities in Eastern Podillia requires better coordination between local and regional strategies, development of intermunicipal cooperation and clustering, support for human capital, smart specialization, digitalization of management and diversification of local economies.

- 1.9. Nadiia VASYLENKO, Olena STAKHOVA. Professional competence of public servants in the context of transformational changes in sustainable development of Ukraine.** The section of the monograph explores theoretical and applied aspects of the transformation of professional competence of public servants and local self-government officials. The impact of the UN Global Sustainable Development Goals on the formation of a new ethical and digital profile of managers is determined. Particular attention is paid to the implementation of artificial intelligence tools, the Diia ecosystem and green governance strategies under martial law and post-war recovery. the concept of lifelong learning as a factor in ensuring the institutional resilience of the state.
- 1.10. Serhiy POYDA, Olena POVAZHUK Current challenges of digitalization of public administration in the conditions of martial state in Ukraine.** A comprehensive analysis of the key challenges facing the digitalization system of public administration in Ukraine under martial law, introduced as a result of the full-scale invasion of the Russian Federation on February 24, 2022, was carried out. The transformation processes taking place in the field of e-government, the provision of digital public services, and the functioning of state information systems under the influence of unprecedented security, infrastructure, and institutional threats were studied.

1.11. Petro KUKHARCHUK, Olena PAVLENKO, Kseniia DITSMAN. Conceptual bases of socio-communicative public administration in the educational sphere. The section explores the conceptual foundations of socio-communicative public administration in the educational sphere as a holistic management paradigm based on the integration of communicative mechanisms into the system of public education management. The theoretical and methodological principles of the formation of a socio-communicative model of public administration are substantiated, which involves active interaction between public authorities, educational institutions, civil society and other stakeholders of the educational process. The essence, structure and key components of the socio-communicative approach in the context of reforming the education management system in Ukraine are analyzed.

1.12. Tetiana HALYCH, Volodymyr ZAIACHKOVSKYI. Leadership in the context of digital transformation of public administration: mechanisms for the development of e-governance and professionalization of the public service. The section examines the development of leadership in the context of the digital transformation of public administration and identifies key mechanisms for advancing e-government and the professionalization of the public service. It is substantiated that the digitalization of the public sector leads to profound changes in governance approaches, the evolving role of public servants, and the emergence of new requirements for leadership and digital competencies. Digital leadership is conceptualized as a crucial factor for the effective implementation of e-government, the development of digital public services, and the modernization of public administration systems. The study analyzes institutional, organizational, technological, and communication mechanisms of e-government development, including the implementation of GovTech solutions, digital platforms, e-democracy tools, open data initiatives, and citizen-centered public services. Particular attention is given to the professionalization of the public service, emphasizing the development of strategic competence, digital literacy, and continuous professional learning for public servants. The paper identifies key challenges of digital transformation in public administration in Ukraine, such as regional disparities in digital development, insufficient digital competencies, human resource constraints, and resistance to organizational change. It also outlines promising directions for the advancement of digital leadership, smart governance, and digital governance within the broader context of public sector modernization and Ukraine's European integration.

PART 2

CURRENT MANAGEMENT PROBLEMS: BY TYPE OF ACTIVITY

- 2.1. Alona OHIIENKO, Tadeusz POKUSA, Filip POKUSA. Leveraging tourism for national development: governance models and management instruments.** This section explores the multifaceted role of sports tourism as a vital component of the modern socio-economic system. It highlights how sports tourism serves both social functions—improving public health and promoting active lifestyles—and economic ones, such as generating income, creating jobs, and attracting investment. The author emphasizes that in the context of globalization, sports tourism becomes a promising factor for the diversification of national economies and the formation of a positive international image. The text further details the specific economic impacts, including the significant multiplier effect where tourism expenditures stimulate related sectors like transportation, construction, and sports equipment production. Additionally, it discusses how sports tourism helps smooth out the seasonality of tourist flows, ensuring year-round utilization of infrastructure and stabilizing regional revenues. The section concludes by linking these developments to long-term investment activity and sustainable territorial growth.
- 2.2. Mykola OHIIENKO, Jozef KACZMAREK. Instrumental and applied aspects of personnel movement management.** This subsection provides a comprehensive analysis of managing personnel movement within an organization as a key factor in labor optimization and productivity. It covers various strategic aspects, including the optimization of travel routes, succession planning, and the improvement of conditions for workers, particularly those with disabilities. The research identifies how analyzing workforce flow can help identify "personnel reserves"—employees with leadership potential who are ready for advancement. The discussion also delves into modern management methodologies, such as the systematic and functional approaches, and tools like "Just-in-Time" (JIT) to minimize delays and costs. Furthermore, it addresses contemporary challenges like globalization, remote work, and the need for digital communication tools to coordinate teams across different time zones. The author stresses the importance of continuous professional development and maintaining employee health and safety in a changing work environment.

2.3. Svitlana ANTYKALO, Nelli SIEVIERINA, Iryna SVIATCHENKO, Olena ANDRIEIEVA. Management of the development of the creative potential of the teaching staff of the general secondary education institution in the conditions of modern educational transformations.

The article examines the theoretical and methodological foundations of managing the development of the creative potential of teaching staff in general secondary education institutions in the context of modern educational transformations. The role of strategic management in ensuring the quality of educational services and enhancing teachers' professional development is substantiated. Particular attention is paid to the definition of creative potential and pedagogical creativity as key factors in the effective functioning of an educational institution. The importance of innovative approaches to management is emphasized. Practical directions for improving management activities aimed at developing teachers' creativity are proposed.

2.4. Svitlana PROKHORCHUK, Mykhailo SYDORENKO. Instrumental support for managing financial risks in international corporations.

This section defines financial risk as an economic category characterized by uncertainty and the potential loss of income during business activities. It outlines the fundamental components of risk management: identifying potential threats, analyzing their probability and impact, and implementing mitigation measures. The text emphasizes that effective risk management is a balance between seeking rewards and avoiding excessive losses, which is crucial for corporate resilience. The author details various risk management strategies, such as risk avoidance, acceptance, and transfer (e.g., through insurance or partnerships). It also introduces specific quantitative tools for risk assessment, including statistical methods (calculating dispersion and standard deviation) and expert assessment methods (logical analysis and intuitive evaluation by specialists). These tools enable international companies to make informed decisions and maintain financial stability amidst global economic and political instability.

2.5. Tymur MYKHAILOVSKYI, Serhii DARKOV. Implementation of corporate governance technologies in global markets.

The final section analyzes international business as a complex phenomenon driven by globalization and the pursuit of benefits from interstate transactions. It explores how transnational corporations (TNCs) utilize corporate management

technologies to coordinate operations across borders and movement of capital, labor, and technology. The discussion highlights three main sources of competitive advantage for international firms: increased efficiency through globalization, economies of scale, and economies of scope. The text also examines modern management strategies like outsourcing, which allows corporations to reduce costs and focus on innovation. It details the internationalization of boards of directors and the increasing use of specialized committees (audit, risk, CSR) to improve governance effectiveness. Finally, the author suggests a shift toward "dialogue management," where interaction and the coordination of interests between global and local levels become the primary mechanisms for stable functioning in the global economy.

PART 3

PEDAGOGICAL AND PSYCHOLOGICAL PRACTICES: NEW APPROACHES TO LEARNING AND DEVELOPMENT

- 3.1. Olena BARABANOVA, Dmytro HORBACHUK. Pedagogical practices of reflective interaction with veterans in the context of overcoming educational barriers.** The article theoretically substantiates, develops and experimentally tests a model of a barrier-free, safe and inclusive educational environment for war veterans and demobilized people in the context of overcoming educational barriers. The scientific novelty of the study lies in the definition of the architectonics of reflective interaction as a leading andragogic tool, based on the synergy of the principles of subject-subject partnership, axiological parity and open dialogue. The specifics of the transition of veteran students from a military subculture to a civilian academic space are studied, and the factors of the emergence of academic alienation and didactic anxiety are classified.
- 3.2. Olena ISHUTINA, Mykola KOLESNYK. Scaffolding age-appropriate AI understanding in primary education.** The rapid integration of artificial intelligence into daily life demands that primary school teachers develop robust pedagogical competencies to introduce AI concepts to children aged 6 to 11. Despite growing policy interest in AI literacy education, limited empirical research has examined what specific knowledge and instructional skills teachers need to scaffold age-appropriate understanding of AI at the

elementary level. This paper presents an investigation into the pedagogical dimensions of AI teaching competence in primary education. Four core competence domains are identified: conceptual knowledge of AI fundamentals suitable for young learners; a pedagogical repertoire encompassing unplugged activities and storytelling; the ability to foster inquiry-based learning around AI; and a reflective professional awareness of ethical implications.

- 3.3. Tetiana KOLGAN, Valentyna POUL, Olena KOLHAN. Organizational culture of a general secondary education institution as a factor of psychological stability of the teaching staff in crisis conditions.** The article analyzes the role of the organizational culture of the educational institution as a basic factor in the formation of the psychological stability of the teaching staff in the conditions of war and systemic crises. The experience of the Donetsk In-Service Teacher Training Institute regarding the development and implementation of professional development programs in four strategic areas: educational and informational, preventive, trauma-informed care and strengthening of professional potential was considered. Special attention is paid to the integrated approach and game technologies as tools for adaptation, restoration of teachers' resources and creation of a safe educational environment.
- 3.4. Larysa OSTANKOVA, Olena SMYRNOVA. Науково-дослідне навчання як механізм розвитку критичного мислення та інформаційної грамотності.** The article examines research-based learning as a methodology that combines the development of critical thinking with the advancement of information literacy. It ensures the integration of research tasks into the educational process, promotes interdisciplinary interaction, and creates conditions for the formation of key competencies of the New Ukrainian School. This approach opens up prospects for the modernization of educational programs, the development of authorial solutions, and the use of digital resources that meet the challenges of the modern world.

ABOUT AUTHORS

PART 1

**MODERNIZATION OF PUBLIC ADMINISTRATION IN THE FACE OF GLOBAL
CHALLENGES: DIGITALIZATION AND SUSTAINABLE DEVELOPMENT
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PART 2

CURRENT MANAGEMENT PROBLEMS: BY TYPE OF ACTIVITY

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PART 3

**PEDAGOGICAL AND PSYCHOLOGICAL PRACTICES: NEW APPROACHES
TO LEARNING AND DEVELOPMENT**

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RESILIENCE AND DEVELOPMENT**

**PROCESY TRANSFORMACYJNE: GLOBALNA
REZYLIENCJA I ROZWÓJ**

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