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MANAGEMENT FEATURES OF INTERNATIONAL EDUCATIONAL PROJECTS BETWEEN UNIVERSITIES OF POLAND AND UKRAINE

Purpose. To reveal the special features of managing joint international projects in the sphere of higher humanitarian education and research between universities, as well as non-governmental educational and scientific organizations of Ukraine and Poland. The authors focus on: 1) the ways of solving the problem of harmonizing the management practices in higher education and science of Ukraine and Poland for successful implementation of joint educational and scientific projects; 2) adaptation of joint educational programs to employers' needs; 3) the linguistic aspect of implementing the joint Polish and Ukrainian educational programs in humanities (particularly, in such specialities as Philosophy, Cultural Science, Political Science); 4) involvement of non-governmental educational and scientific organizations in implementation of joint Polish and Ukrainian educational and scientific projects.

Methodology. The authors have used the method of cultural and historical analysis, the comparative method, the structural and functional method, as well as the peer review method.

Findings. It has been proposed to manage the international Polish and Ukrainian projects in the field of higher education and research through joint educational and scientific centres having relative managerial and financial independence, as well as through involvement of non-governmental educational and scientific organizations. The authors have singled out and analysed four key aspects in managing the international projects which demand particular attention currently: 1) nonconformity of management practices (with sufficient coherence of legislative norms) between Ukraine and Poland in the field of higher education and research in the implementation of joint educational programs and scientific research; 2) the need to adapt joint educational programs to the employers' needs without losing the development priorities and advantages of classical university education; 3) the use of a combination of English, Ukrainian and Polish language training courses instead of English only as a language of instruction, in the implementation of Polish and Ukrainian educational programs; 4) involvement of non-governmental educational and scientific organizations as platforms for ensuring a continuous dialogue with employers (in the case of joint educational programs) and commercialization of scientific research results.

Originality. There has been developed a strategy for managing the international educational and scientific projects in the humanities adapted to the modern conditions in Poland and Ukraine. The strategy enables to increase the efficiency and competitiveness of humanitarian education and science, as well as to use higher humanitarian education as an instrument for the development of social partnership.

Practical value. The use of the results obtained in the educational practice of universities in Poland and Ukraine will improve the quality of higher humanitarian education through its internationalization. This will also increase the competitiveness of joint Polish and Ukrainian educational programs and scientific projects in the humanities. The research results will reveal and facilitate the opportunities of universities and non-governmental educational and scientific organizations. These opportunities can be used as tools for the development of social partnership.

Keywords: *higher education, management, Poland, Ukraine, international educational and scientific projects, non-governmental educational and scientific organizations*

Introduction. The authors of the article have outlined their personal managerial experience in organizing and administering the international projects in the humanities and research between Poland and Ukraine. The authoring team has analysed typical management problems arising in coordination of Polish and Ukrainian legislation in higher education and science. These problems can be solved using the practical experience of

international educational and scientific cooperation of the Humanities Department at Zielona Góra University, the Philosophy Department at Taras Shevchenko National University of Kyiv and the International Society of Philosophy and Cosmology.

Analysis of the recent research. The authors have come to the analysis of special features in managing educational and scientific projects between the Polish and Ukrainian universities through their experience in studying the history of philosophical thought, as stated in the

papers by S. Rudenko [1], O. Bazaluk [2, 3], I. Liashenko [4]. There have also been analysed the latest, most authoritative works in philosophy of education and international educational cooperation, as mentioned by D. Svyrydenko [5], S. Terepyshchyi [6], A. Ursul and T. Ursul [7], O. Bazaluk [8], T. Isaacs [9, 10], and others.

Presentation of the main research. Internationalisation of higher education and scientific research is one of the priority lines of growth in Polish and Ukrainian universities. It is especially important in the present day development of higher education in Ukraine, requiring no further substantiation.

According to I. Yuryeva, institutional internationalisation of higher education is especially important for Ukraine [11], which means direct interaction between the universities, not only through government authorities. The authors' viewpoint is that the greatest challenge on the way to the institutional internationalisation of higher education in Ukraine is high bureaucracy in administering international educational and scientific projects between universities, covering the development and implementation of joint educational programs, finance management and academic mobility [11].

The opinion of I. Yuryeva is supported by I. Sikorskaya, who points out a number of extra factors hampering the internalisation of higher education in Ukraine. The most significant for our research are the following factors [12]:

1. Lack of students' and teachers' motivation and enthusiasm. It particularly concerns older teachers who feel quite uncomfortable participating in international educational projects due to the language barrier.

2. Undeveloped mechanism of financing international educational and scientific projects.

Of special interest, in terms of our research, is a conclusion reached by I. Sikorskaya about the international double-degree programs being rarely practiced by Ukrainian universities due to ambiguity of the national legislation, including the necessary development of the financing mechanism [12]. One of Sikorskaya's conclusions is that the higher education in Ukraine is internationalised piecemeal, but not at the system level. It springs up neither from the mission of a higher education institution nor from academic traditions nor from the current context [12]. The author considers that the solution to the above problems lies in public policy and public government, national reforms and development of a state strategy for higher education internationalisation.

On balance, sharing the positions of the cited authors as to the challenges and key problems of higher school internationalisation, the authors of this research shall not agree with the herein strategic ways of problem solving.

Since 2016, the contributors of this paper have been dealing with organising the international educational and scientific projects institutionally between the Humanities Department of Zielona Góra University and the Philosophy Department of Taras Shevchenko National University of Kyiv. Drawing on the expertise in international cooperation arrangement, let us single out

four most currently important features, suggesting the ways of their managerial solutions.

1. Unavailability of Ukrainian and Polish universities to use their autonomy in managing the international educational and scientific projects. The point of this feature is as follows. The present-day science and education legislation of Ukraine is adapted and harmonised with the European one. Here, the authors of this research do not share the positions of I. Yuryeva and I. Sikorskaya as to the fact that the source of Ukraine's current problems in higher school internationalisation is legislation and lack of the national strategy of science and higher education control. The universities of Poland and Ukraine operate in terms of the European Union's common principles. They have sufficiently similar management structures of the university as a whole and of its academic subdivisions (departments, institutes, science sectors, etc.). For example, these are the international departments and academic mobility departments. However, the new legislation in science and higher education greatly differs from the previous one in its *regulative* but not *instructive* pattern. Otherwise speaking, the legal framework of Ukraine and Poland in science and higher education sets a certain field of opportunities, thus allowing *in its terms* for international educational and scientific projects. A special feature of the present-day legal basis in science and higher education is that it has no such a by-law as *an instruction* which had been stated in the law before the educational reform in Ukraine.

This feature of the present law of Ukraine provides for using their autonomy by universities. This means that *managerial decisions* related to the instructive part of implementation of international educational and scientific projects now are charged with the university. They are executed as association agreements, agreements of joint educational double diploma programs, agreements of joint scientific projects. This feature became a high barrier for administrative bodies of Ukrainian and Polish universities and their departments. There are no *precedents* of universities' using their autonomy for international educational and scientific projects, which has caused the universities' fears of outstepping their national legislative environment.

The authors faced the same problem in developing and implementing the joint educational and scientific projects between the Humanities Department of Zielona Góra University (Poland) and the Philosophy Department of Taras Shevchenko National University of Kyiv (Ukraine). For instance, the administration of the Humanities Department of Zielona Góra University expressed concerns related to lack of precedent of implementing the international educational and scientific projects, double diploma programs in particular, with a non-EU country. And this is a common practice for universities in EU countries.

The Philosophy Department of Taras Shevchenko National University of Kyiv expressed doubts on possible double diplomas for its graduates without establishing a special educational program. We mean the situation when the two universities train Master's Degree students of Philosophy, for instance. However, since the

students of both universities have not applied for the joint program, they cannot receive diplomas of the same speciality at both universities. It is not appropriate to create a joint Philosophy program just for double diplomas as both universities have already been implementing such programs.

A managerial solution of this problem was to create a joint Polish and Ukrainian Centre for Humanities Research, hereinafter referred to as the Centre, between the Humanities Department of Zielona Góra University and the Philosophy Department of Taras Shevchenko National University of Kyiv. In conformity with the Centre Statute legalised by the authorities of both universities, the Centre *is a relatively independent organisation*, having its administrative board and Coordination council. The Centre has clearly stated goals and tasks on establishing and managing the international educational and scientific projects between the above universities of Poland and Ukraine.

The managerial efficiency of the Centre has proved itself by enabling its governing body to establish managerial regulations on developing educational and scientific projects appropriate for both universities. Thus, it is the Centre that gave special managerial impetus to the autonomy of both partner universities.

It should be noted that as for its management functions, the Centre is a non-governmental international educational and scientific organisation, despite its being created by state universities. This status of the Centre provided for the above-mentioned special feature of managing the educational and scientific projects between the universities of Poland and Ukraine.

2. University management centralization. This feature of managing the educational and scientific projects is most typical of the Ukrainian universities. This means that in Ukraine's higher education system it is the university that has the legal entity status. Departments, institutes and other university structural subdivisions have no such status. Chief managers of academic subdivisions are not entitled to take managerial decisions as to concluding agreements, payment for work of project participants, purchase of materials and equipment for scientific research.

This feature causes great difficulties in managing the international educational and scientific projects. The main problem is that a Ukrainian university has the centralised accounts office and the budget department, which serve all university's structural subdivisions. In management practice of implementing the international educational and scientific projects, this fact causes great delays in implementation of managerial decisions on work payment, business trips, payment receipts, purchase of materials and equipment, payment for scientific conference management, science literature publishing.

Here are several practical examples of managing the educational and scientific projects between the Humanities Department of Zielona Góra University and the Philosophy Department of Taras Shevchenko National University of Kyiv.

When arranging mutual educational and scientific traineeships for teachers, post- and undergraduate stu-

dents, the authors of this article faced a problem of trainees' payment for these services as well as payment for work of traineeship supervisors. There are no traineeships in the university's profit and loss budget item. Moreover, there arose organisational problems with payment for work of traineeship supervisors, since there is no such an activity in their teaching load. With regard to relatively small traineeship payments and a large number of such non-system payments, it appeared practically impossible to engage the university's centralised accounts office.

This problem can be solved by involving non-governmental educational and scientific organisations in implementation of international educational and scientific projects between the universities of Poland and Ukraine. Unlike the universities, "clumsy" in managing small finances, non-governmental educational and scientific organisations are highly efficient in solving this problem. For example, the international scientific project "Central and Eastern Europe: history, ideology and society" of the Humanities Department of Zielona Góra University and the Philosophy Department of Taras Shevchenko National University of Kyiv is also participated by a reputable non-governmental scientific organisation – the International Society of Philosophy and Cosmology (ISPC). The ISPC provided their own scientific journals as a platform for publishing the scientific project results. It promoted grant commercialisation of the project results, bringing them nearer to potential clients and the business. The same prompt steps between two state universities of Poland and Ukraine are very unlikely, if management and finance considered.

The Polish and Ukrainian Centre for Humanities Research has this opportunity, but it only concerns managerial decisions within the legal framework of Poland.

3. Insufficient English language competence for implementing the international educational and scientific projects. This feature came to the fore when taking managerial decisions on developing joint Master's Degree double diploma programs between Zielona Góra University and Taras Shevchenko National University of Kyiv for students specialising in Philosophy, Political Science and Cultural Science. The authors of the article have no doubts on the importance of students' and teachers' necessary proficiency in the English language as a language of international communication, education and scientific research. However, a survey of students, teachers and potential employers in Ukraine and Poland has shown that the English language international Master's Degree program in these specialities yields to the similar program with the use of English, Polish and Ukrainian. There are a number of arguments for the "multi-language" joint Master's Degree double diploma programs between the universities of Ukraine and Poland. First, the overwhelming majority of Bachelor's Degree graduates (potential participants of joint Master's Degree programs) have a command of English sufficient for further studies and professional activity. Second, the use of English only in joint Master's Degree programs in Philosophy, Political Science and Cultural Science has great limitations on the quality of teaching specialised subjects. These subjects concern, for instance, the history of

Polish philosophy and culture, modern political lines in Poland, international relations of Poland of Ukraine, etc. Third, in terms of the Master's Degree program (120 ECTS credits), it is quite realistic for the Polish and Ukrainian students to master the Polish (Ukrainian) language at B2 level in conformity with CEFR, what raises their competitiveness greatly in the job market. It is appropriate to include the language subjects (Polish, Ukrainian) into the student's optional list of subjects when planning joint Master' Degree programs.

Of special importance in the potential students' language training are non-governmental educational and scientific organisations. They enable establishing language schools, which, in collaboration with the preparatory department of the university, can provide for specialised target language training for the students of joint double diploma programs. Possibilities and experience accumulated in managing the preparatory department at Taras Shevchenko National University of Kyiv have been set forth by I. Liashenko and S. Rudenko [13].

The authors of the article consider it promising to create language courses providing for academic activity training, for instance, the studying of academic English, Polish and Ukrainian. This is unlikely at the university due to the above-mentioned reasons.

4. Limited communication with employers. Focusing on the job market and potential employers is one of the key principles of managing the international educational and scientific projects, being as well the efficiency criterion of the latter. The core of the problem of limited communication with employers is in conservative university culture as a whole. The authors of the article are in the opinion that this conservativeness should not be considered a negative feature of modern classical universities. Any university is the centre of keeping and enriching the cultural traditions, knowledge, scientific schools and public enlightenment.

However, close academic university societies often appear in isolation from the real needs of job market and employers. This makes the educational programs less attractive and competitive. It especially concerns the humanities programs, in particular such competitively vulnerable specialities as Philosophy and Cultural Studies.

This problem can be solved in three stages:

1. Creation of "synthetic" professionally oriented educational Master's Degree programs in these specialities. An example of competitiveness growth of Philosophy as a classical university speciality can be a practical educational program "Coaching and Philosophic Consultancy" at the Humanities Department at Zielona Góra University [14, 15].

2. Creation of double degree educational programs in these specialities by including linguistic training. A graduate student can obtain, for example, a Master's Degree in Philosophy (Cultural Science) and the Bachelor's Degree in the English (Polish, German, Chinese, etc.) language (Literature).

3. Involvement of non-governmental educational and scientific organisations in implementing the international educational and scientific projects between the state universities of Poland and Ukraine.

Non-governmental educational and scientific organisations are especially important in developing efficient communication of classical universities with employers and the business. They develop social partnership, both national and international. The authors of the article are in the opinion that the potential and value of non-governmental educational organisations for managing the international projects between state universities have not been revealed and used in Ukrainian universities management yet. A practical example of solving the problem of communication with employers and businessmen in terms of international scientific projects between the Humanities Department at Zielona Góra University and the Philosophy Department of Taras Shevchenko National University of Kyiv, is cooperation with a reputable non-governmental international scientific organisation ISPC (<http://en.bazaluk.com/>). Being an international society, with a flexible management structure and extensive scientific experience, the ISPC can be a *science park* as an innovation platform for developing and commercialising the results of inter-university educational and scientific projects.

Conclusions. Our research has led us to conclude that international educational and scientific projects between the universities of Ukraine and Poland are vitally important for modernising the humanities education and science in Ukraine, particularly in philosophy, cultural science and political science. We have singled out and analysed the four most currently important problems in managing the international educational and scientific projects between the universities of Ukraine and Poland:

1. Unavailability of Ukrainian and Polish universities to use their autonomy in managing the international educational and scientific projects.
2. University management centralization.
3. Insufficient English language competence for implementing the international educational and scientific projects.
4. Limited communication with employers.

The authors have suggested various solutions to these management problems, which, we believe, can improve the quality of management in international educational and scientific projects between the universities of Ukraine and Poland. The authors have emphasized the special role of non-governmental international educational and scientific organisations in internalisation of higher education and science in Ukraine and Poland.

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Особливості управління міжнародними освітніми проектами між університетами Польщі та України

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Мета. Розкрити особливості управління спільними міжнародними проектами у сфері вищої гуманітарної освіти й наукових досліджень між університетами, а також недержавними науковими та освітніми організаціями України й Польщі. Автори акцентують увагу на: 1) способах рішення проблеми гармонізації управлінських практик у сфері вищої освіти й науки України та Польщі для успішної реалізації спільних наукових і освітніх проектів; 2) адаптації спільних освітніх програм до потреб роботодавців; 3) мовному аспекті реалізації спільних польсько-українських освітніх програм з гуманітарних спеціальностей (особливо за спеціальностями „Філософія“, „Культурологія“, „Політологія“); 4) залученні недержавних освітніх і наукових організацій для реалізації спільних польсько-українських наукових і освітніх проектів.

Методика. Автори використовували метод культурно-історичного аналізу, порівняльний метод, структурно-функціональний метод, а також метод експертної оцінки.

Результати. Запропоновано організувати управління міжнародними польсько-українськими проектами у сфері вищої освіти й наукових досліджень шляхом створення відносно незалежних в управлінському й фінансовому аспектах спільних освітньо-наукових центрів, а також задіяння недержавних наукових і освітніх організацій. Автори виділили й розглянули в управлінні міжнародними проектами чотири основні аспекти, що потребують особливої уваги: 1) неузгодженість управлінських практик (при достатній узгодженості законодавчих норм) України та Польщі у сфері вищої освіти й наукових досліджень у частині реалізації спільних освітніх програм і наукових досліджень; 2) необхідність адаптації спільних освітніх програм до потреб роботодавців без втрати пріоритетів розвитку й переваг класичної університетської освіти; 3) використання в реалізації польсько-українських освітніх програм не тільки англійської як мови навчання, але й комбінації англійської, української та польської мов; 4) залучення недержавних наукових і освітніх організацій як платформ для забезпечення безперервного діалогу з роботодавцями (у разі спільних освітніх програм) і комерціалізації результатів наукових досліджень.

Наукова новизна. Розроблена адаптована до сучасних умов Польщі та України стратегія управління міжнародними освітніми й науковими проектами в галузі гуманітарних наук, що дозволяє підвищити ефективність, конкурентоспроможність гуманітарної освіти й науки, а також використовувати вищу гуманітарну освіту як інструмент розвитку соціального партнерства.

Практична значимість. Використання отриманих результатів в освітній практиці університетів Польщі та України дозволить підвищити якість вищої гуманітарної освіти шляхом її інтернаціоналізації; підвищити конкурентоспроможність спільних польсько-українських освітніх програм і наукових проектів у галузі гуманітарних наук. Також,

результати дослідження розкриють і допоможуть скористатися наявними можливостями університетів, недержавних освітніх і наукових організацій як інструментів розвитку соціального партнерства.

Ключові слова: вища освіта, управління, Польща, Україна, міжнародні освітні й наукові проекти, недержавні освітні й наукові організації

Особенности управления международными образовательными проектами между университетами Польши и Украины

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Цель. Раскрыть особенности управления совместными международными проектами в сфере высшего гуманитарного образования и научных исследований между университетами, а также негосударственными научными и образовательными организациями Украины и Польши. Авторы акцентируют внимание на: 1) способах решения проблемы гармонизации управленческих практик в сфере высшего образования и науки Украины и Польши для успешной реализации совместных научных и образовательных проектов; 2) адаптации совместных образовательных программ к потребностям работодателей; 3) языковом аспекте реализации совместных польско-украинских образовательных программ по гуманитарным специальностям (особенно по специальностям „Философия“, „Культурология“, „Политология“); 4) задействовании негосударственных образовательных и научных организаций для реализации совместных польско-украинских научных и образовательных проектов.

Методика. Авторы использовали метод культурно-исторического анализа, сравнительный метод, структурно-функциональный метод, а также метод экспертной оценки.

Результаты. Предложено организовать управление международными польско-украинскими проектами в сфере высшего образования и научных исследований путем создания относительно независимых в управленческом и финансовом аспектах совместных образовательно-научных центров, а

также задействования негосударственных научных и образовательных организаций. Авторы выделили и рассмотрели в управлении международными проектами четыре основные аспекта, которые в настоящее время требуют особого внимания: 1) несогласованность управленческих практик (при достаточной согласованности законодательных норм) Украины и Польши в сфере высшего образования и научных исследований в части реализации совместных образовательных программ и научных исследований; 2) необходимость адаптации совместных образовательных программ к потребностям работодателей без утраты приоритетов развития и преимуществ классического университетского образования; 3) использование в реализации польско-украинских образовательных программ не только английского языка как языка обучения, но и комбинацию англоязычных, украиноязычных и польскоязычных учебных курсов; 4) задействование негосударственных научных и образовательных организаций как платформ для обеспечения непрерывного диалога с работодателями (в случае совместных образовательных программ) и коммерциализации результатов научных исследований.

Научная новизна. Разработана адаптированная к современным условиям Польши и Украины стратегия управления международными образовательными и научными проектами в области гуманитарных наук, которая позволяет повысить эффективность, конкурентоспособность гуманитарного образования и науки, а также использовать высшее гуманитарное образование как инструмент развития социального партнерства.

Практическая значимость. Использование полученных результатов в образовательной практике университетов Польши и Украины позволит повысить качество высшего гуманитарного образования путем его интернационализации; повысить конкурентоспособность совместных польско-украинских образовательных программ и научных проектов в области гуманитарных наук. Также, результаты исследования раскроют и помогут использовать возможности университетов, негосударственных образовательных и научных организаций, как инструментов развития социального партнерства.

Ключевые слова: высшее образование, управление, Польша, Украина, международные образовательные и научные проекты, негосударственные образовательные и научные организации

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