PART 4.
GOVERNANCE ASPECT
OF ESG IN UNIVERSITIES

Chapter 9.
Ethical leadership and governance: examining the role of governance structures in advancing ESG principles at Kremenchuk Mykhailo Ostrohradskyi National University

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Introduction

The world trajectory in higher education is changing to strengthen university resilience. Are European and Ukrainian universities ready to change with it? In today's world, universities must balance diverse interests from stakeholders, employers, higher education applicants, regulators, and civil society. Through implementing ESG principles and strategies, universities empower their sustainability with good governance to lead themselves toward a sustainable future.

Sustainable development in higher education is a new way of doing education, where universities learn about solving issues of employer dissatisfaction, climate change, power supply disruptions, pandemics, and martial law. Sustainable development in higher education is a way forward

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through all of that by understanding the needs of your stakeholders and building a sustainable development strategy that works with all issues. Implementing ESG is a starting point for building a sustainable education process and, ultimately, a sustainable higher education in Europe and Ukraine.

Currently, in martial law conditions in Ukraine, the priority task of national universities is to achieve sustainable development. The implementation of ESG approach, above all, in governance processes, should help to realize this goal. Achieving good governance involves bringing the following indicators in accordance with the ESG principles: transparency in decision-making, stakeholder involvement in decision processes, etc.

The good governance principle is becoming critical for Ukrainian HEIs to ensure long-term sustainable development, as the quality of educational services directly depends on quality governance decisions. In martial law conditions, the university's resilience should be strengthened primarily through the good organization of the continuous educational process.

Basic Approaches of Implementing Governance as an ESG Principle

ESG is a set of aspects that include environmental issues, social issues, and corporate governance.

Camara (2024) notes that ESG principles are increasingly seen as critical to a company's long-term success. Integrating ESG considerations into a corporate governance framework can help companies manage risks, build trust with stakeholders, and create value over the long term. Belli-Bivar (2019) defined ESG as three central principles in measuring the sustainability and ethical impact of investments. At its core, ESG investment involves gauging a company's long-term, rather than short-term, sustainability.

According to Mukhtar et al. (2023), who investigated ESG principles, governance as one of ESG pillar is widely used in a company's Corporate Social Responsibility (CSR). Lately, ESG information has been everyone's concern due to its long-term impact on stakeholders' investments and is only limited to shareholders. In 2006, The United Nations (UN) mentioned ESG for the first time when it launched the Principles for Responsible Investment (PRI), which recommended that investors emphasize governance concerns and not only profit. According to Deloitte (2023), *governance* is one of 3 pillars in ESG principles and stands for good corporate

governance, which represents the most important topic area that companies are expected to report on. ESG aims to capture all the non-financial risks and opportunities inherent to a company's day-to-day activities.

Bruksle et al. (2023) note that using many different scoring ratings based on the ESG principles, companies can legitimately evaluate their condition and present their ways of managing the supply chain, carbon footprint, or corporate governance to investors and clients. Implementing ESG shows the maturity of the business processes and the willingness to monitor its impact. However, as Schmuck (2021) says, there are numerous challenges in implementing ESG at the HEIs. To solve these challenges, Schmuck proposes using a methodology that pairs the ESG strategies with matching ISO 9001 principles.

Aich et al. (2021) concluded that the consideration of good governance (GG) is a fundamental part of ESG (which was positioned at the bottom of the sustainable development principles hierarchy on level I). In the long term, good governance drives hierarchy level II with corporate policies, employee relationships, and human rights to achieve investment impact at the top of the principles hierarchy (Fig. 9.1).

Boshoff (2023) highlights that **governance is a critical aspect of ESG**, even if it is not always discussed as much. Strong governance and controls can help organizations improve performance, and mitigate risk. As Boshoff (2023) says, "failure of corporate governance can negatively impact everything from its bottom line to recruitment costs. Unfortunately, there are many well-known examples of poor corporate governance. Poor corporate governance can lead to various issues including financial penalties, employee layoffs, devaluation, and even bankruptcy" (Boshoff, 2023).

However, Božić (2023) emphasizes that the governance aspect of ESG can be strengthened through **information and communication technology (ICT)**. By implementing robust data governance frameworks, organizations can ensure the responsible and ethical use of data, safeguarding privacy and promoting transparency. ICT can also facilitate stakeholder engagement, enabling organizations to involve employees, customers, communities, and investors in decision-making and fostering accountability and trust. As Finatto et al. (2023) noted, HEIs are increasingly aware of their role in developing and implementing a sustainable paradigm, with the potential to
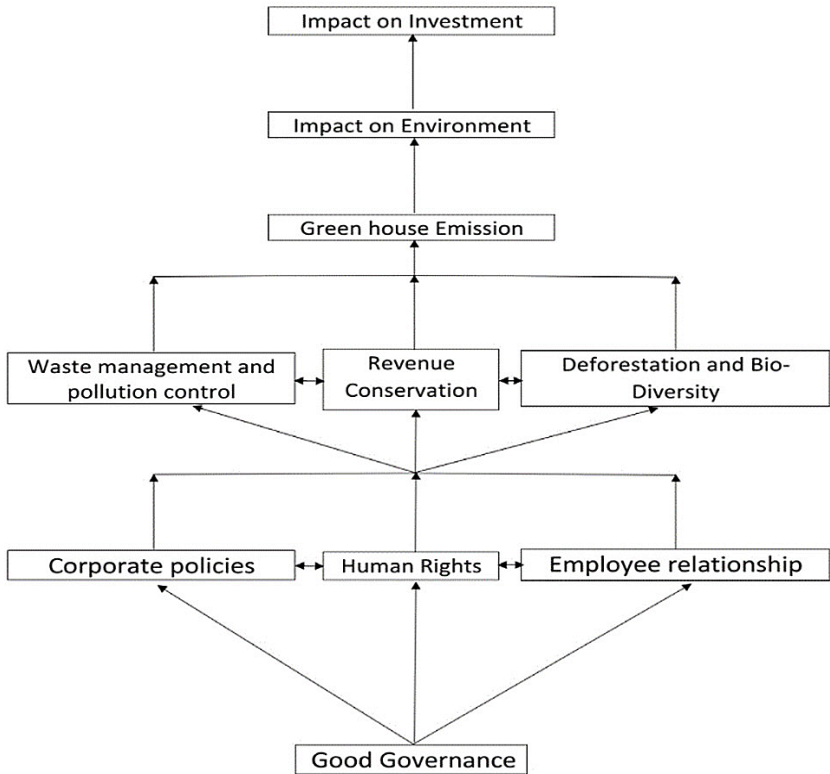
Fig. 9.1. ESG principles structure model
Source: Aich et al., 2021, p. 9

accelerate progress toward sustainable development. In their study based on the authors' experiences and participant observations made during the establishment of sustainability practices at the University of Southern Santa Catarina (UNISUL) Finatto et al. (2023) concluded that sustainability is present in UNISUL's educational and management processes as actions related to all SDGs and, thus, to all ESG dimensions. On the other hand, it was noted that many actions identified in the literature are absent, with governance being the dimension with fewer practices, thus indicating possibilities for improvement.

Dlouhá et al. (2017), in their research, concentrated on good university governance and its manifestation in HEIs in Central and Eastern European countries, which share a similar policy situation owing to post-socialist transition processes. Researchers note that opportunities for educators' competence development are lower and less diverse in Central and Eastern Europe than in other parts of Europe. However, **governance policies** were identified as key to support the overall governance activities in HEIs of Central and Eastern European countries.

Budzanowska-Drzewiecka et al. (2023) articulate that "sustainability, as the central axis of the university's contribution to the future, requires not only teaching and research but also management performance. Integration of ESG strategies and sustainability principles into the daily operations and governance structures of the university is usually formulated in the mission statement or strategy, or other officially agreed statements of university authorities" (Budzanowska-Drzewiecka et al., 2023, p. 6).

Koudelková & Klimeš (2023) discuss the importance or insignificance of customer pressure to implement ESG and sustainability. In the case of HEIs, students are customers of educational services, and for them, as well as for university governance structures, sustainable development of HEI is important in the long term. A survey by Koudelková & Klimeš (2023) on whether the companies interviewed are familiar with the concept of ESG revealed that more than 60 % (in total) of the respondents know ESG very well. Businesses and universities are most familiar with it (Koudelková & Klimeš, 2023). However, a survey on the ESG governance pillar showed that respondents placed medium (38 %) and low (18 %) priorities over high priority (27 %). Results of the Koudelková & Klimeš (2023) survey are shown in Fig. 9.2 below.

The role of HEIs governance structures in implementing ESG principles highlighted by some ESG indicators that are standardized across industries.

According to DeLong (2023), **a key performance indicator (KPI)** is a quantifiable measure usually used within a business context to evaluate how well a company is performing in a certain area. ESG KPIs are those applied within a specific ESG-related context or measured against

particular ESG criteria. The governance segment pertains to company policies and how they influence its decision-making across a range of business governance issues.
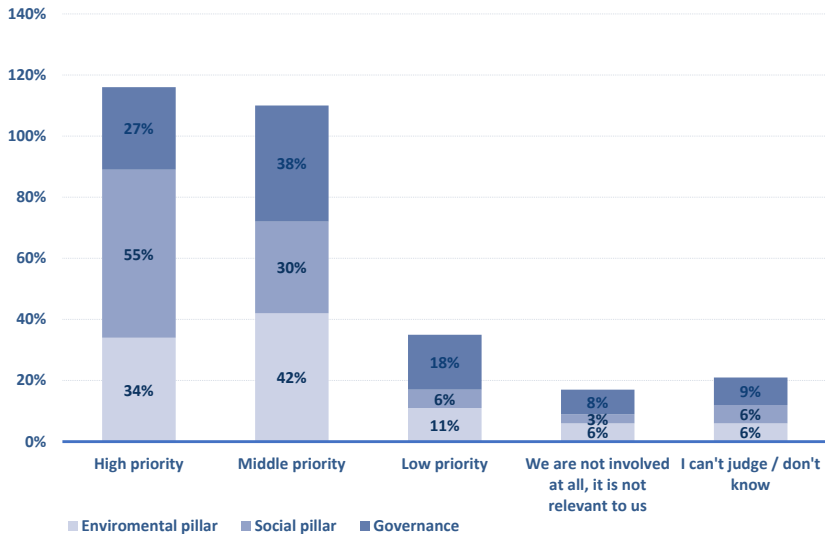
Fig. 9.2. What priority do you give to the 3 pillars of ESG in your organization?

Source: Koudelková & Klimeš, 2023, p. 9

Below, a list of Poltava region-oriented key ESG indicators of the governance pillar, which was implemented in the educational process of Mykhailo Ostrohradskyi National University (KrNU), is shown in Table 9.1.

Ethics and transparency are important ESG indicators that strengthen resilience. This indicator includes the relevant variables: transparency in decision-making, governance policies, stakeholder involvement in decision processes, and channels for feedback and complaints. Increased transparency of decision-making is achieved through the diversity of academic councils, governing boards, and other standing bodies.

Table 9.1. Governance pillar key ESG KPIs for Poltava region

ESG Indicators (KPIs)	ESG Variables (Dimensions)	Actions and functions of governance structures for implementing ESG principles
Ethics and Transparency	Transparency in decision-making	A code of academic ethics approved by academic council and implemented by committee on ethics
	Governance policies	The mission of university, sustainable development goals (SDGs) developed by governing board Internal quality assurance system developed by the methodological council
	Stakeholder involvement in decision processes	Developing and approving educational programs
	Channels for feedback and complaints	Considering suggestions and complaints on scientific activity issues by scientific and technical council A set of survey questionnaires developed by Center of quality monitoring and academic integrity "Call "Hotline" subsection implemented by governing board
Sustainable R&D Investments	Sustainability research projects	Researching the sustainable development and educational pragmatism of HEIs in Poltava region by Center of quality monitoring and academic integrity

Source: Author's own, 2024 (based on the KrNU information)

Also, ***sustainability research projects development*** is specifically-oriented actions of governance structures, as there are a lot of potential HEIs' investors and sponsors in Poltava region that may to strengthen resilience in the conditions of martial law.

Case of Implementation ESG Principles in Governance Structures Activities of Kremenchuk Mykhailo Ostrohradskyi National University

At Kremenchuk Mykhailo Ostrohradskyi National University (KrNU) the transparency in decision-making is the task of such governance structures:
- Scientific and Technical Council.
- Academic Council.
- Methodological Council.

On the KrNU website, meeting reports of the above-mentioned governance structures are publicly available for educational process participants, stakeholders, and everyone else. This provides maximum transparency in decision-making.

To provide sustainable development of Ukrainian HEIs in the conditions of martial law, such ESG indicator of the governance pillar as **governance policies**, which involves the development and long-term implementation of the HEI's mission and main goals, is becoming critical. Thus, KrNU mission is based on four main principles (Figure 9.3): autonomy, academic integrity, academic mobility, academic freedom.

Governance structures also jointly implement SDGs. Thus, the KrNU website contains 17 sustainable development goals developed by Agenda for Sustainable Development and adopted by the United Nations (KrNU, 2024a).

Autonomy
- provides for self-sufficiency, independence and responsibility of the University in making decisions regarding the development of academic freedoms, organization of the educational process, research, internal management, economic activity, independent selection and placing of personnel within the limits stipulated by the Law of Ukraine "On Higher Education"

Academic integrity
- a set of ethical principles and rules defined by the Laws of Ukraine «On Education» and «On Higher Education», which should guide participants in the educational process during training, teaching and research to ensure confidence in learning outcomes and / or research achievements

Academic mobility
- provides an opportunity for participants in the educational process to study, teach, train or conduct research in other HEIs in Ukraine or abroad

Academic freedom
- provides for the independence and autonomy of participants in the educational process during pedagogical, scientific and / or innovative activities carried out on the principles of freedom of speech and creativity, dissemination of knowledge and information, research and use of its results and is implemented taking into account the restrictions stipulated by law

Fig. 9.3. Four main principles of KrNU governance strategy

Source: KrNU, 2019, p. 13.

Especially important for improving the quality of educational services is the **presence of channels for feedback and complaints**. At the Kremenchuk Mykhailo Ostrohradskyi National University channels for feedback and complaints are available on website in two subsections: "Call "Hotline" and "Surveys". With "Call "Hotline" subsection it is possible to inform the university board about bribery, abuse, and other negative phenomena (KrNU, 2024b). "Surveys" subsection provides feedback on the education issues (KrNU, 2024c). In particular, the "Regulations on the survey of participants in the educational process and consumers of educational services" lists the following tasks among the survey objectives: analyzing the opinion of all participants in the educational process regarding its organization, academic integrity, quality of the content of educational programs at the university, obtaining objective data on internal university social processes and problems; obtaining up-to-date information from employers on the quality of future specialists' training in relevant educational programs in order to modernize the content of educational programs and organization of the educational process (KrNU, 2024d).

The "Surveys" subsection contains the following ten items:

- *Student questionnaire on the educational program quality.*
- *Questionnaire for a higher education applicant.*
- *Questionnaire on academic integrity for students.*
- *Questionnaire on academic integrity for a lecturer.*
- *Questionnaire for a graduate.*
- *Questionnaire for employers.*
- *Questionnaire "Quality of the course (discipline)".*
- *Questionnaire "Lecturer through the eyes of a student".*
- *Questionnaire on corruption prevention for students.*
- *Questionnaire on Corruption Prevention for Employees.*

Developing a set of questionnaires for current diagnostics of the educational quality assurance system and the quality of higher education (internal quality assurance system) is carried out by the Center of quality monitoring and academic integrity, a governance structural subdivision of Kremenchuk Mykhailo Ostrohradskyi National University that is providing feedback on the educational process quality. All the survey questionnaires are developed by Center of quality monitoring and academic integrity.

As can see, 2 of 10 questionnaires are related to such an important aspect of university governance as corruption prevention. The official webpage of KrNU Commissioner on Corruption Prevention and Detection contains information on internal and external channels for reporting possible facts of corruption or corruption-related offenses, as well as a link to the National Agency on Corruption Prevention chatbot for applicants, and information on state and HEIs anti-corruption activities during the admission campaign (KrNU, 2024e). This page also contains an educational video for admission applicants "Admission without Bribes" and a presentation "Educational Assistants for the Admission Campaign 2024", which describes the prevention of corruption risks during the admission process (KrNU, 2024f).

Another important ESG indicator that should provide sustainable development of universities is **stakeholder involvement in decision processes**. An example of this is the supervisory board at Kremenchuk Mykhailo Ostrohradskyi National University, which is an authority that supervises the property university governance, compliance with the purpose of its creation, and contributes to solving perspective development tasks. The supervisory board includes stakeholders who are representatives of governance structures in leading scientific and educational institutions, government bodies, and leading enterprises (KrNU, 2024g).

Stakeholders' involvement occurs directly through their participation in the discussion of educational programs as a member of working group. After discussion, a decision is made to approve the educational program by voting, and vote of each stakeholder is recorded in working group report.

As an example, following stakeholders are involved in the discussion and approval of educational programs of Kremenchuk Mykhailo Ostrohradskyi National University:

- *Director of Kremenchuk City Council Education Department*.
- *Director of Kremenchuk Hymnasium*.
- *Director of Kremenchuk Educational and Methodological Center of Psychological Service*.
- *Director of Kremenchuk higher vocational school*.
- *Director of Kremenchuk City TV and Radio Company*.
- *Head of Kremenchuk TV and Radio Company Department*.

- *Head of the Youth Policy Implementation Department of Kremenchuk City Council Youth and Sports Administration* (KrNU, 2024h; KrNU, 2024i).

The university governance structures that are responsible for carrying out **research in the field of sustainable development** are relevant in implementing ESG principles and strategies. In particular, KrNU has established and operates the Center of quality monitoring and academic integrity, which is engaged in researching the sustainable development of HEIs in Poltava region of Ukraine. Zagirniak (2017) notes in his study, the method for determination of the level of absolute and relative educational pragmatism in the activity of higher educational institutes in Poltava region has been created. Using this method by stakeholders reveals them the level of establishment educational potential realization.

East European and Ukrainian Universities Impact Rankings: a Comparative Analysis in the Context of Implementing ESG Principles Aimed at Achieving SDGs

For a comparative analysis of HEIs' sustainable development in the context of implementing multiple SDGs in the European higher education system, the Times Higher Education (THE) University Performance Rankings are used. Times Higher Education annually presents the University Impact Rankings, identifying and celebrating universities that excel across multiple United Nations SDGs. There are 17 of them, and the ranking takes into account achievements of universities in fulfilling each of the declared goals, and also forms a general list of University Impact Rankings. The purpose of the ranking is to evaluate the results of world's best universities in achieving the UN SDGs.

As an example, for 2024, top three HEIs in East Europe (in Ukraine, Czech Republic, Hungary and Poland) were following: Charles University (Czech Republic) with a rating of 201–300, Sumy State University (Ukraine) with a rating of 201–300, and University of Gdańsk (Poland) with a rating of 301–400 (THE, 2024a).

Figure 9.4 below show detailed indicators of sustainable development of each studied HEI for 2024.

Among HEIs of East Europe, Kremenchuk Mykhailo Ostrohradskyi National University (KrNU) has significantly improved its sustainability

performance in recent years and has been included in THE University Impact Rankings for 2024, where it ranks 48th with a rating of 1001–1500 (Fig. 9.5).

Rank	Name	Best scores by rank				Overall
201–300	Charles University (the Czech Republic)	16 · 80.1	3 · 81.3	8 · 69.3 – 73.8	17 · 52.9 – 59.7	79,3–83,9
201–300	Sumy State University (Ukraine)	16 · 72.7 – 79.6	8 · 69.3 – 73.8	12 · 73.1 – 81.4	17 · 84.8 – 90.0	79,3–83,9
301–400	University of Debrecen (Hungary)	8 · 74.6	3 · 71.9 – 75.8	4 · 69.3 – 74.7	17 · 80.1 – 84.7	75,8–79,2
301–400	University of Gdansk (Poland)	5 · 75.6	16 · 61.9 – 66.8	8 · 61.2 – 65.1	17 · 84.8 – 90.0	75,8–79,2
301–400	University of Szeged (Hungary)	16 · 83.8	4 · 69.3 – 74.7	5 · 59.2 – 63.0	17 · 59.9 – 67.4	75,8–79,2

Fig. 9.4. Top 5 HEIs in the Eastern European region

Source: THE (2024a). THE Impact Rankings 2024

Rank	Name	Best scores by rank				Overall
1001–1500	Ostrogradsky National University of Kremenchuk (Ukraine)	7 · 46.4 – 55.2	5 · 35.3 – 42.0	10 · 37.0 – 47.1	17 · 36.9 – 52.8	45,0–58,7
1001–1500	Petro Mohyla Black Sea National University (Ukraine)	16 · 51.3 – 61.8	3 · 43.1 – 51.1	4 · 25.7 – 44.1	17 · 52.9 – 59.7	45,0–58,7
1001–1500	Poznan University of Technology (Poland)	16 · 51.3 – 61.8	3 · 43.1 – 51.1	4 · 25.7 – 44.1	17 · 52.9 – 59.7	53,9–59,6

Fig. 9.5. KrNU ranked 48 place in top 50 Eastern European universities for 2024

Source: THE (2024a). THE Impact Rankings 2024

Compared to previous year, 2023, the university has significantly improved its performance (Figure 9.6): in 2024 its total score was 45.2 (2023 – 41.9 and it ranks 57th). For the first time, KrNU participated in THE 2021 ranking and was ranked by only 5 SDGs. In 2022, the university was evaluated by 7 SDGs, and in 2023 – by 9 SDGs. And in 2024 – by 10 SDGs (THE, 2023; THE, 2024a).

Rank	Name	Best scores by rank				Overall
1000+	Ostrogradsky National University of Kremenchuk (Ukraine)	7 — 51.9–56.1	5 — 34.4–43.6	16 — 29.1–45.0	17 — 1.5–45.2	7,9–53,8
801–1000	Poznan University of Technology (Poland)	7 — 70.4	9 — 33.9–50.8	3 — 32.1–44.6	17 — 61.1–70.5	45,0–58,7
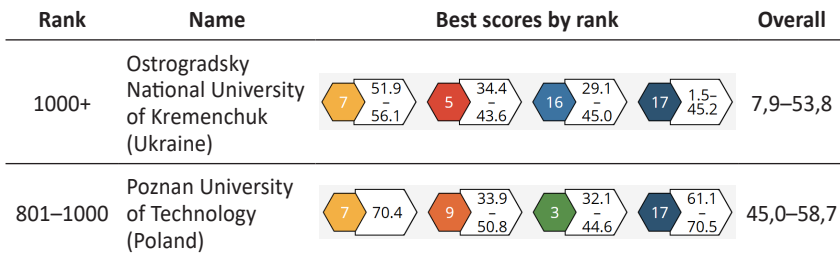
Fig. 9.6. KrNU ranked 57 place in top 100 Eastern European universities for 2023

Source: THE (2023)

Sumy State University (Ukraine), ranked first among Ukrainian universities for 3 years in a row, has increased its global position, moving into the top 201-300 best universities in the world. Sumy State University's high position in THE Impact Rankings once again confirms the university's leadership not only in the national but also in global educational and scientific environment.

Charles University (Czech Republic), one of the oldest universities in Europe, is considered as the best in the Czech Republic by THE World University Rankings and University Impact Rankings. Sustainable development has a place in all faculties and units of Charles University (CU) and is intertwined with all its core roles and activities. According to Charles University (2023), sustainable development strategy objective goal is "strengthening the position of sustainable development in education, science and research by integrating sustainable development and its sub-topics into CU's lifelong learning courses on sustainable development/ ESG/CSR topics" (Charles University, 2023).

The University of Gdańsk (UG) has significantly increased its position in THE Impact Rankings (from 401–600 to 301–400) for the last year. Both the UG governance structures and university teachers have an important role to play in sharing knowledge and engaging in ESG principles. The HEI actions aim at raising awareness of, and communicating knowledge about, issues related to good university governance and sustainable development.

To study sustainable development dynamics, each university's profile also contains the dynamics of its rankings in recent years (Table 9.2).

Table 9.2. THE Impact Ranking Positions of Charles University, Sumy State University, University of Gdansk in 2021–2024

Universities	2021	2022	2023	2024
Charles University (the Czech Republic)	401–600th	201–300th	201–300th	201–300th
Sumy State University (Ukraine)	601–800th	401–600th	301–400th	201–300th
University of Gdansk (Poland)	801–1000th	601–800th	401–600th	301–400th

Source: THE (2024b), THE (2024c), THE (2024d)

As can be seen in dynamics, top three universities and other participants of **the University Impact Rankings** have demonstrated stable or increasing ranking indicators in recent years, which show good governance as a key ESG principle and sustainable development generally.

THE University Impact Rankings results show that good university governance with the use of ESG principles aimed at achieving SDGs ensures a resilient and sustainable future for European higher education, even in the conditions of martial law (Ukrainian HEIs).

Conclusions

Governance as a main pillar of ESG principles is one of the framework concepts with SDGs and Corporate Social Responsibility that forming resilient and sustainable future of European HEIs. The study's outcome shows that all ESG principles are included in Ukrainian HEIs governance. At KrNU, in particular, there are such good governance actions for actively

implementing ESG principles: transparency in decision-making, engaging key stakeholders, and establishing channels for feedback.

The fundamental challenge that European HEIs are currently experiencing is to change the traditional approach to organization and implementation of the educational process by integrating sustainable development values and good governance based on ESG principles. This challenge requires that HEIs incorporate ESG principles and SDGs into their development strategy, as well as form ESG-focused competencies in governance and sustainable development. To these fundamental goals, which are relevant to all European education, in Ukraine are added those caused by new external factors as challenges, potential opportunities and threats. Ukrainian HEIs should respond more flexibly to these challenges caused by conditions of war without refusing to implement ESG principles in governance of the educational process.

Thus, if Ukrainian HEIs (including the KrNU) aim to become complete and competitive participants in the European educational environment, it is essential that university governance structures to shift its accent to the role in achieving sustainable development and implementing ESG principles, strategies and goals.

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Chapter 10.
Implementation of the Governance principle on the example of Alfred Nobel University

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Introduction

Dnipro is the largest city bordering the occupied Ukrainian territories. It has become a large humanitarian and logistics hub that determines all spheres of life, particularly education. Daily shelling threats and sirens make offline classes impossible, shelters are a necessity, and many participants stay abroad in safety.

Alfred Nobel University (ANU) is a small private university with around 2000 students and 150 staff members. After the full-scale invasion in 2022, ANU lost nearly a third of its students, many of whom had gone abroad and, with time, quit their alma mater. ANU management and personnel needed to take a good command of the situation to keep themselves afloat (ANU, 2024). Let us see in detail what was done related to the "G" component of ESG principles.

The fact that ANU is a private university makes it stand out from the other cases presented here. According to ANU's corporate culture, it is, first and foremost, an educational institution, but notwithstanding that, this is a business, and businesses should make money.

Governance is a universally acknowledged dimension in a company's activity that plays a crucial role in creating a foundation for its long-time sustainable business practices. As Dayal (2023) states, it refers to:
- the internal structure of the company, in particular, a set of its principles, processes, procedures, and practices guiding how the company is governed;

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- the composition of its board and transparency of its actions;
- the framework, structure, and ethics in decision-making that ensure the company acts responsibly and in the best interests of its stakeholders. We are going to analyze all three points mentioned here in more detail.

Huang et al. (2022), when investigating the Governance ESG Factor, include the following items: the university authority in preparing the vision and mission; planning; regulation; performance; dissemination of programs and achievements to stakeholders; study programs' authority to manage curriculum and research; freedom for lecturers to apply lecture methods and materials, as well as carry out research and community service; and the involvement of supporting staff in preparing, implementing, and evaluating university programs related to ESG. Five indicators support Governance Concerns: University Autonomy, Academic Freedom, Professor Authority, Staff Empowerment, and Information Transparency.

There are several principles for the implementation of the governance component.

1. Efficient management implies the **accountability** of the company's actions and its **transparency** in operation. Such policies breed stakeholders' trust in the company's responsibleness and clarity. For instance, in (Mo & Wang, 2023) there is substantial analysis of how clear and fully HEI in China represent governance structure on their web-pages, including gender and ethnic group information of the highest governance body members, annual reports, communication of critical concerns, remuneration policies, and other dimensions. Christie (2024) complements these factors with clarity in corporate governance, corruption and money laundering, adherence to business ethics and elimination of fraud.

2. The practices of proactivity in operational and reputational **risk identification and management** (including those relating to "E" and "S" parts of the ESG system) implemented through the governance of the company help prevent their potential negative impact and, again, ensure sustainability.

3. The body of **the board of directors** is critical for the company for the formulation of its strategic direction, evaluation of risks and potentials, and ensuring achievement of ESG objectives.

4. Efficient governance is impossible without a strong team of leaders and good **management**. These personalities are responsible for providing into life the directives of the board, ensuring they conform with the principles of ESG (including the level of day-to-day operations). According to Krambia-Kapardis et al. (2023), good leaders are open to allocating power, give clear ethical directions, and apply efforts to build sincerity and equality. Huang et al. (2022) investigate the characteristics of an efficient ESG leader and single out their five indicators: the Rector/Leader's Leadership, Vision and Mission, Resource Input, ESG Education, and Culture and Consensus. Let us analyze the case of ANU to see how it implements the principles discussed above.

Restructuring of the University

In the case of ANU, together with the challenges of the Russian Federation's full-scale invasion, there was a change of the Rector in 2022. The new University head completed an audit of the University and assembled a new team of leaders who shared his values. Primarily, this is openness and striving to do open and honest work and make money. The administration is now transferred to the KPI system and included in the income sharing, encouraging them to take responsibility for project results and increasing their productivity and motivation to achieve common goals. The ANU board includes the Rector, Vice-Rector for Quality Assurance, Vice-Rector for Science and International Cooperation, Vice-Rector for Technical Specialities, and Deputy Rector for Commercial Affairs in 2024. Female employees represent 57 % of the administration. All nine of the university's departments are headed by female professors. Out of 17 structural subdivisions present in the University, there are female heads in 15, which makes 88 % (ANU, 2024).

ANU was completely restructured: if formerly there were 28 bodies within the university that were subordinate directly to the Rector, now there was a new efficient business organization structure (Fig. 10.1). In particular, one department was liquidated, three departments changed their names to reflect current demands, three structural subdivisions were reorganized, and one structural subdivision was created. Several departments previously financed by the ANU were given to outsourcing. The ANU Statute was
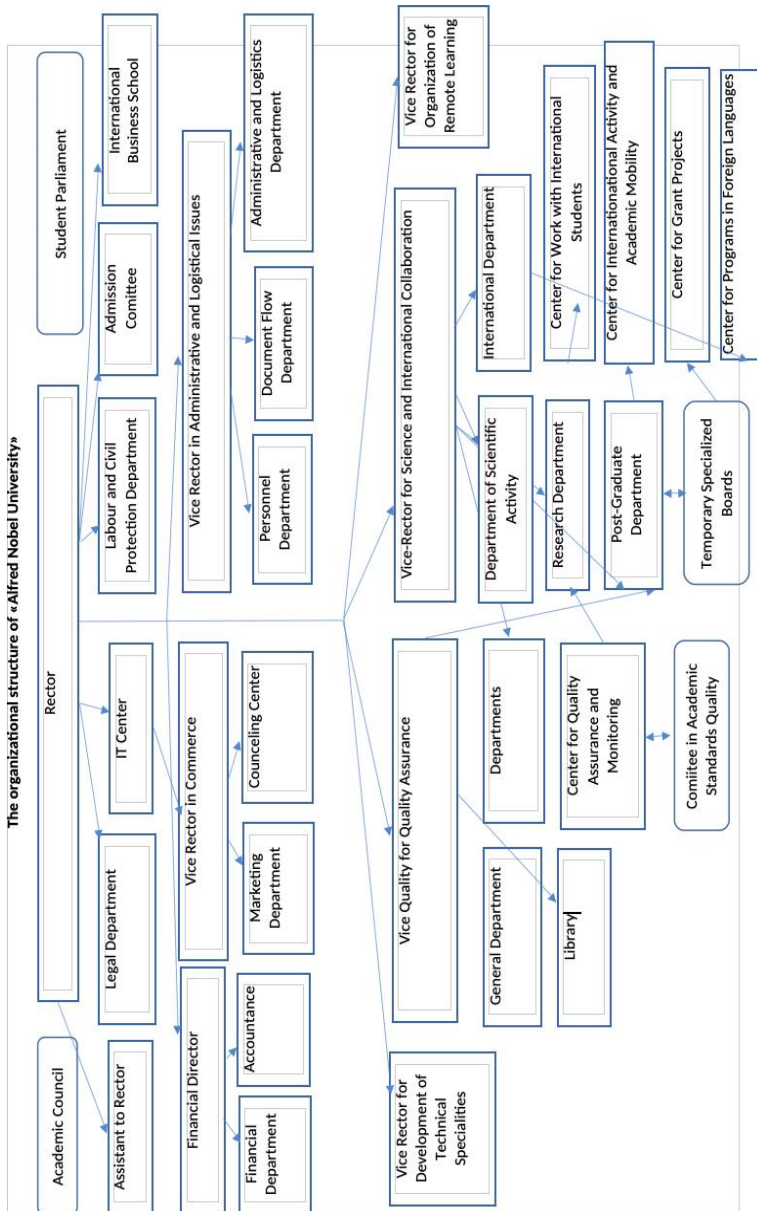
Fig. 10.1. Organizational structure of Alfred Nobel University

altered (Statut vyschoho navchal'noho zakladu "Universytet imeni Al'freda Nobelya", 2022) and the Collective Treaty amended (Kollektyvnyi dohovir vyschoho navchal'noho zakladu "Universytet imeni Al'freda Nobelya" for 2023–2027, 2022).

From 2022 to 2023, the organizational structure of the University changed dramatically. By now, ANU is structured as an efficient business organization. The managerial structure includes the following bodies.

Rector to whom Legal Department, IT Center, Labour and Civil Protection Department, Admission Committee, International Business School, and Vice Rectors are subordinates.

Vice Rector in Commerce to whom Marketing Department and Councelling Center are subordinate.

Vice Rector in Administrative and Logistical Issues to whom Personnel Department, Document Flow Department, Department of Administrative and Logistical Issues are subordinate.

Financial Director to whom Financial Department and Accountance Department are subordinate.

Vice Rector in Quality Assurance to whom the General Department, Library, Center of Quality Assurance, and Management and Departments are subordinate.

Vice Rector Vice-Rector for Science and International Collaboration to whom Department of Scientific Activity, Research Department, Post-Graduate Department, Department of International Activity and Academic Mobility are subordinate.

Vice-Rector for Development of Technical Specialities.

Vice-Rector for Organization of Remote Learning.

These actions align with the University philosophy (Kholod & Prusak, 2024) presented on the ANU's official webpage: there is no need to manage professionals. It is important to give them an opportunity to work so that they can do their best and develop their potential. Altogether, a successful team is a result of harmonious interaction, trust, and common efforts. Going back to the basic principles for the implementation of the good governance, the following of them are given below.

A well-structured and coherent framework based on the company's mission and values must be created for decision-making.

"As the keepers of knowledge, it is incumbent for higher education leaders to determine if decision-making processes reflect the institution's community" (Esteves-Miranda et al., 2021, p. 77). It is to promote not only short-term profits and benefits but also ensure lasting influences on the environment, society, and stakeholders. With it, better decisions and more robust strategies are more likely to appear.

According to ESG, companies must **engage with stakeholders** and consider their interests. This implies understanding their needs and expectations, which will make it possible to build stronger, mutually profitable relations. Let us see the way in functions in the case of ANU.

Collaboration with ANU Stakeholders

The full-scale invasion was the starting point of the bigger activity of the Student Parliament of Alfred Nobel University, serving as an example of efficient collaboration with one of the university's stakeholders. In particular, the need to be active and influence the situation brought by the war consequences made active Student Parliament members come forward with many initiatives as for the changes in the life on campus. Namely, these are activities with collecting funds for AFU ammunition and supplies represented on ANU official Instagram page, organizing and active participation in classes of tactic medicine (Uchast' u treningu z taktychnoii medytsyny predstavnykiv parlamentu ta rektoratu vud Sviatoslava Tsvetkova. February 3, 2024), participation in patriotic rallies (Fig. 10.2)

Crucial changes in communication with students as ANU stakeholders are brought about by the fact that the University functions as a business structure. The Dnipro region and Ukraine highly value the contributions of ANU, particularly its high-quality graduates, who are in great demand. The University staff proudly regards these graduates as trusted partners. It eases communication and allows us to adapt curricula and contents of the academic process faster. The University implemented paid internships from the first year of studies, and new majors appeared, such as electronic commerce and engineering of unmanned aerial vehicles. Modernization of outdated majors is also in process.

To implement the interaction process with the ANU stakeholders, a series of strategic sessions were carried out, in which key problems
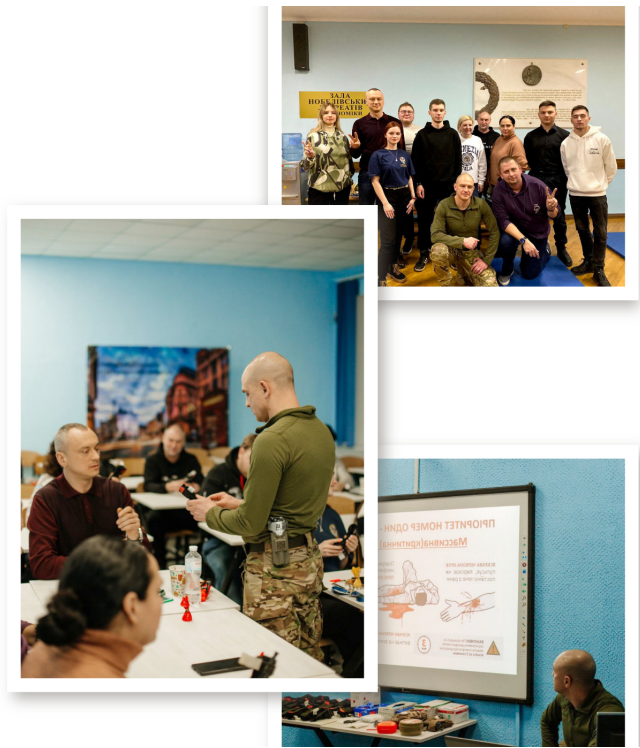
Fig. 10.2. Representatives of the Student Parliament and the ANU administration participate in the class of tactic medicine. February 3, 2024

Source: ANU (2024)

were revealed, and variants of solutions were proposed. The ANU personnel participated – namely, 40 representatives of all strategic divisions of ANU (out of nearly 200). For example, the situation with a massive drop in students was reformulated and re-evaluated. Except for the stress of short-term educational programs for ANU students and broader audiences, it was decided to attract more actively non-Ukrainian beneficiaries. It was decided that ANU could be profitable not only through educational services but also through counseling and research. Another stress that was made is on ANU staff as their brands so that with

themselves and their active professional and research activity they could be the university advertisement. Specific steps were brainstorms on how to move to achieve this priority (for instance, active social media self-representation). Let us return to defining the key principles of the good governance implementation.

New Ethics and Integrity

ESG implies **ethical behaviors and integrity** in all company life domains. In particular, this may mean fair treatment towards employees, respecting their rights, remuneration, and elimination of corruption (Mo & Wang, 2023). Altogether, these measures ensure a positive reputation with the stakeholders, eventually bringing their trust and loyalty. The latter two points are well-described in the monitoring process of communication with stakeholders in Christie (2024). The author gives several questions addressed to stakeholders to get their feedback as for their implementation, for instance: How could you rate transparency of information and decision-making processes on campus? To what extent do you feel informed about campus policies and decisions? How satisfied are you with the level of disclosure regarding campus policies and procedures? In your opinion, how well does the university uphold ethical standards in its operations and decision-making? What areas do you believe the campus could improve regarding transparency and disclosure?

Sustainable governance promotes **long-term perspectives** beyond immediate profits. Instead, efficient leaders may focus on creating enduring value for all the stakeholders.

Education Process

With the full-scale invasion, ANU widened the British and French long-term partnerships and received the status of the education provider within the Deep Tech Initiative, a part of the European Institute of Innovations and Technologies program. In response to the war and within the partnership and support of the French institutions ("France-Ukraine Exchange" Federation (Guéret, France), the Regional Directorate of Central and Eastern Europe of the World Agency of Francophone Universities, André Lalande Rehabilitation and functional readaptation center

(Noth, France), the Céleste-Obernai Hospital Center (Céleste, France), and Alliance Francaise Dnipro), at the beginning of 2024, ANU launched and coordinated an international project for preparation of Ukrainian psychologists and rehabilitologists for work with people with amputated limbs (Fig. 10.3). For two years ANU has been a member of the Francophone University Agency and is determined at further development of this partnership and the project mentioned above in particular. New professional internships are planned already as well as open lectures and webinars for exchange of experience.

Fig. 10.3. Participants of the international project "Réabilitologues – 2024" in Andre Lalande Rehabilitation and Functional Adaptation Center (Noth, France), January, 2024

Source: ANU (2024)

Under the conditions of war and the unstable socio-economic situation in Ukraine, ANU continues to accredit its academic programs through national accreditation bodies. In April 2023, the BA program "Computer Sciences" and in December 2023, the MA program "Computer Sciences" were accredited. The University is currently in the process of preparation for accreditation by the Association to Advance Collegiate Schools of Business, AACSB. Most experts consider it the highest achievement in the direction of quality assurance of the educational process, research activity, and student life.

Altogether, the actions mentioned above served well in the successful implementation of ESG ideology for a particular university, ANU, in our case. Dayal (2023) also defines how strong governance contributes to the success of ESG.

1. It ensures that the company's **board and management are aligned with ESG objectives**. If the latter are deeply woven into the company's mission, they become its overall well-conceived strategy and drive the company towards ESG success, and this is exactly what we see in the provided examples.

2. Proactive environmental, social, and governance **risk identification and management** help companies not get involved in potential controversies and keep their reputation. In the ANU case, strategic sessions, regular quality evaluation procedures, and staff meetings help identify and prevent current and potential risks.

3. Effective governance practices put efforts into **dialogue with stakeholders** that enable them to understand better the concerns and expectations of their employees and communities. It leads to the creation of value for all the parties involved. In return, companies who stay in dialogue with their stakeholders are more likely to adapt to a rapidly changing environment. In ANU, as we have seen, continuous efforts are applied to keep dialogues with students, staff, and potential employers.

4. Effective governance implies thorough ESG **data collection and consistent performance reporting**. This allows progress to be tracked and provides management with clear data for communication with stakeholders.

Conclusions

In the case of Alfred Nobel University, we have fully seen the implementation of the "G" (governmental) component following the ESG ideology. Reacting to the full-scale invasion of the Russian Federation of our country, coping with all the subsequent challenges not only to keep afloat but to stay a profitable business organization, it optimized its administrative infrastructure, cleared out its set of principles, put efforts into keeping its actions transparent, and the governance system and ethical considerations in decision-making. The results of these actions contributed to the stable position of the university on the market in the time of the ongoing war, good positions in Ukraine's common university ranking, and leading positions in private university ranking, in particular.

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Chapter 11.
Governance aspect of ESG in
Lutsk National Technical University during the war

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Introduction

University resilience and effective wartime management are critical for several reasons. In the conditions of war, higher education institutions face numerous challenges that require rapid adaptation, mobilization of resources, and coordinated management work. War threatens continuous learning because students and teachers may be forced to leave their homes, change their residences, or join the country's defense. A sustainable university with effective management can provide distance learning, use online platforms, and support access to educational resources for all students regardless of their location. Military actions cause stress, anxiety, and other psychological problems in students and university employees. Effective management includes providing psychological support, organizing consultations, and ensuring the safety of all participants in the educational process. The stability of the university allows it to continue scientific research and support laboratories and scientific projects that are important for the recovery and development of the country.

Governance During War: Challenges and Adaptation

The stability of the university and its effective management during the war are necessary to preserve the continuous educational process, support the mental and physical health of the community, preserve scientific potential, fulfill social responsibility, and ensure financial stability. They facilitate adaptation to new conditions, help the university overcome

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challenges, and contribute to the country's recovery and development. And ESG is the university's sustainability roadmap.

Lundy et al. (2022) note that a well-designed plan to promote environmental sustainability is one element of a broader ESG strategy that can make a higher education institution attractive to students, faculty, and staff who want to be associated with a purposeful organization. Kmetz (2024) writes that ESG in higher education is critical for institutions to effectively address environmental and social issues, increase their attractiveness, and ultimately foster a broader culture of sustainability in the education sector. Prazian & Prykhodko (2023) insist that high-quality education is a priority because it will help society cope with the new level of challenges and even existential climate threats.

The mission of the Lutsk National Technical University (LNTU): "the formation of a highly educated and nationally conscious generation of Ukrainian citizens by providing conditions for the self-realization of students and employees in the process of their joint educational, scientific, and innovative activities, quality training of highly qualified specialists – leaders in the field of transport, production and technology, architecture, construction and design, agricultural sciences and ecology, educational and food technologies, mechanical and electrical engineering, digital, computer and information technologies, automation and electronics, instrumentation and telecommunications, management and administration, mathematics and statistics, social welfare, psychology and pedagogy, humanities and social-behavioral sciences, journalism, civil security, service, international relations and law" (Development strategy LNTU, 2021). The strategic goal of LNTU: is the creation of a powerful, highly competitive, free, and comfortable educational and scientific space, an innovative "growth pole" of Volyn, which will implement the "education-science-business-government" formula.

The war was a great shock and challenge for the university management and students. Immediately after the declaration of martial law, studies at the university were suspended and students were sent on forced vacations for their safety, but teachers and the university administration did not leave the walls of the university and began global work to help the army and refugees who came en masse to Lutsk.

The first days were extremely difficult emotionally because the realization that a full-scale war was taking place was difficult to accept. The plans for 2022 at LNTU were not at all as the terrible reality turned out to be. In 2021, the university gained quite a speed of development, and the stoppage of all development projects was perceived very painfully. Therefore, they did not stop but reoriented and mobilized to help the Armed Forces from the first day of the full-scale invasion.

Two weeks after the invasion of the Russian Federation's troops, the administration decided to resume distance learning, after the adoption of the law "On the organization of labor relations under martial law". Based on this, the LNTU felt the need to make changes to the internal rules of the LNTU, in particular in terms of reducing the length of working hours for all categories of employees by 6 hours a week. Under the roof of the Lutsk National Technical University, a powerful synergy of scientists, businessmen, and government officials emerged. LNTU became a center that united the strength of teamwork, where everyone occupied his niche and faithfully performed tasks that were not typical for him until now, professors, along with teaching, got to the machine tools and began to make items needed for the army, female teachers began to sew ammunition, shoes for the military, weave nets and other necessary things. The staff of LNTU will continuously contribute to the needs of the Armed Forces, which made it possible to purchase off-road vehicles, thermal imagers, sights, quadcopters, generators, batteries, and other necessary items. In the conditions of military aggression in Lutsk, the National Technical University, in addition to educational, research, international, project, and educational work, also took an active position in helping the Armed Forces.

LNTU became a center of volunteerism. What did they do, what areas of assistance did they provide, and with whom did they cooperate? We tackled everything that could bring victory closer: logistics; a collection of food, medicine, and necessary things for fighters and injured citizens; tailoring of ammunition and production of high-quality plates for body armor; provision of food for displaced persons and military personnel; production of camouflage nets; repair of drones, chargers and cars for the Armed Forces; fundraising and many charity projects. From the first days, the scientists of our HEI changed their business suits to uniforms

and began to work with machines. Through joint efforts, it was possible to produce about six thousand armor-piercing plates for high-quality body armor, which were immediately handed over to the soldiers at the front. Workshops of LNTU worked on producing anti-tank hedgehogs, heaters, and repairing cars for the Armed Forces. In addition, LNTU manufactured portable charging stations and repaired drones and quadcopters. A significant amount of special sapper equipment – boarding hooks – has been developed and manufactured with partners. However, despite the difficult times and uncertainty for our country, the university, believing in the victory of Ukraine, continued to work to the maximum. In one of the buildings, a volunteer center of the National Technical University was created, where they received, packed, and sent goods for those who needed them almost 24 hours a day. Our scientific and pedagogical workers and students abroad in the spring of 2022 provided much help. They transferred thousands of tons of cargo with clothes, food, and hygiene products to the National Technical University through European volunteer centers (Table 11.1).

Table 11.1. LNTU produces products for the Ukrainian army

Products	Photo
Military helmets	
Military clothing	

Products	Photo
Anti-tank hedgehogs	
Molotov cocktails	
Heating tools (burzuyki)	
Buggies made by students	

Among all of these, LNTU has expressed maximum support to colleagues from the East of Ukraine. Donetsk National Technical University scientists, who had to leave their homeland for the second time, were protected.

It was decided to consolidate and move one of the faculties of our university to another building and to provide an educational building for Donetsk University so that they could carry out their activities. This is how the slogans were born, which became the main motivators for the entire information campaign this year: "With faith in ZSU, choose LNTU" and "Invincible because they are educated." Currently, LNTU works on a mixed form of education, and the availability of shelters and the effective use of information and computer technologies make it possible to organize a high-quality and safe educational process. Educators have their own front. The experience of organizing wartime training, alongside the heroic work of the Armed Forces, testifies to the indomitability of our nation.

During 2023, the following activities were carried out:

- Reconstruction of LNTU's educational and laboratory building into a dormitory for internally displaced persons (with the support of the Lutsk City Council under the NEFCO program; the cost of the project is about 1.6 million euros).
- Capital repair (thermo-modernization) of the main building.
- Project "Reconstruction of the educational and laboratory with adaptation into the digital development platform "DIGITAL INNOVATION SPACE (DISpace)" was started, and as part of the project, thermal modernization was completed – the project "Reconstruction of the educational and laboratory building B-Z with adaptation to the creative hub "Art Tech" was started.
- Current repairs: classrooms, sanitary rooms, and rooms for living in a dormitory.
- Reconstruction of shelters.
- Veteran hub "LNTU Veteran Hub" was created. The organization of the Center for Veteran Development "LNTU Veteran Hub" based on LNTU will allow the establishing coordination, methodical support and organization of programs aimed at social adaptation and promotion of employment of servicemen, veterans of the war, and members of their families. Also, short-term courses of scientific and professional retraining and measures for social and psychological adaptation for the specified categories of persons will be organized.

Impact of ESG on LNTU Resilience

Among the components of the Governance ESG aspect at LNTU, the presence of an effective academic council and supervisory board plays an important role. Thus, Lutsk National Technical University has an effective supervisory board, the purpose of which is to contribute to solving promising tasks of the development of LNTU, attracting financial resources to ensure the university's activities in the main directions of development and exercising control over their use, effective interaction of the university with state bodies and local self-government bodies, the scientific community, socio-political organizations and subjects of economic activity in the interest of development and improvement of the quality of educational activity and competitiveness of higher education institutions, implementation of public control over university activities, etc. In 2023, it was updated. The Academic Council of the university did not stop working, initially in a remote format, and from September 2022 in an in-person format, which adopted the necessary regulations, resolutions, and development strategies for the university's activities and ensuring the quality of the educational process during martial law.

To ensure the implementation of ESG even under martial law, considering the dynamic development of science and education, educational components are systematically updated at LNTU, accompanied by innovative methods for teaching disciplines. In particular, the use of business cases, business games, situational tasks, brainstorming, brainstorming, lecture discussions, and team games to increase the level of soft skills (personal characteristics that allow a person to interact in a team when solving any work issues successfully, students of higher education. Motivational retreats and business forums are organized for the winners, to which successful individuals and well-known graduates of the National Technical University are invited, who, by their example, motivate young people for continuous self-development and improvement. Numerous trainings, including by certified trainers, contribute to the deepening of theoretical knowledge and the acquisition of practical skills of a modern specialist. Accreditation was conducted in an online format. In general, the dynamics of the contingent of LNTU students compared to last year increased by 2 983 people due to an increase in the number

of students with a master's degree in higher education by 717 people and an increase of 2 169 people with a bachelor's degree. In addition, to ensure the quality of the educational process in martial law conditions, monitoring groups from faculties were formed at the University, whose members monitor the quality of educational classes, module control, etc. The most important issues of the organization of the educational process were discussed at the Academic Council of the University, the rectorate, and the academic councils of the faculties, and were discussed at industrial meetings.

Ukraine is in dire conditions of the Russian Federation's military aggression, which also led to the forced displacement or departure of people abroad, and managerial decisions in the field of personnel management, despite their adoption in conditions of uncertainty and risks, should be oriented not only to the preservation of existing achievements and results activities but also to preserve professional personnel and intellectual potential. The formation, preservation, and development of personnel potential are determined by an effective personnel strategy, which is a certain model, general line, and vector of personnel potential management. To ensure the quality of higher education and improve the organizational and methodological support of the educational process at the National Technical University. In 2023, great attention was paid to ensuring the successful functioning and development of the university in matters of recruitment, training, and strengthening of the university's personnel scientific and pedagogical potential – the main condition for its effective activity.

As a result of the implementation of a set of measures, qualitative changes occurred in individual components. The number of scientific and pedagogical workers with scientific degrees and academic titles increased, the share of people with scientific degrees and scientific titles in the scientific and pedagogical staff exceeded 90 %, and for doctors of science, and professors it was more than 13.22 %. At the Lutsk National Technical University in 2023, work was constantly being carried out to create and improve the regulatory framework, strengthening the university's personnel potential. To carry out self-assessment of the competencies of teachers, optimize the improvement of their qualification level, and guide

professional development in 2023, the Methodology of self-assessment of general and professional competencies of research and teaching staff of Lutsk National Technical University was developed and the content of own pedagogical activities and/or job duties was approved. In 2023, regardless of the state of war, scientific and pedagogical workers' professional activity and creativity increased the university's intellectual capital. Therefore, in 2023, LNTU acquired 44 security documents and submitted 41 applications for obtaining security documents in cooperation with the State Department of Intellectual Property of Ukraine.

Development of the International Potential LNTU During the War

Despite the difficult political situation and military aggression, during 2023, the development of international potential continued in areas such as grant and project activities, preparation and submission of packages of project documents to tenders, and development of partnership relations. In 2023, the university continued the implementation of three ERASMUS+KA2 projects on the development of the higher education potential of the program, one ERASMUS+KA2 Youth Partnership project, one Academic collaboration in the Baltic Sea region project, one project financed by the European Union body, the European Institute of innovations and technologies: development of innovative potential for higher education, and received additional financing for two new projects with the participation of LNTU. In April 2023, LNTU joined the partners in the implementation of the project "Cybersecurity of critical infrastructure of Ukraine", which is financed within the framework of the international cooperation program USAID in Ukraine – Economic development (Program to support the development of a competitive Ukrainian economy).

LNTU in the ratings (Table 11.2):
- TOP 20 Ukrainian higher education institutions (18th place among Ukrainian higher education institutions included in the rating) and 103rd position among Eastern European higher education institutions.
- Webometrics Ranking of World Universities – 54th place out of 300 higher education institutions of Ukraine.
- uniRank University Ranking – 58th place among 193 higher education institutions of Ukraine.

- SciVerse Scopus – 103rd place among 204 higher education institutions of Ukraine.
- EduRank – 55th place among 169 higher education institutions of Ukraine.
- EduRank – 55th place among 169 higher education institutions of Ukraine.
- Ukrainian National H-index Ranking – 139th place among 435 higher education institutions of Ukraine.
- Consolidated ranking of universities of Ukraine – 53rd place among 239 higher education institutions of Ukraine.

Table 11.2. Place of LNTU in international rankings

Rating	The position of the university in the rating	
	2022	2023
QS World University Rankings University rankings for the Global Study of Education and Science.	The university entered the top 15 higher education institutions of Ukraine and the top 300 higher education institutions of Eastern Europe and Central Asia.	The university ranks 18th among higher education institutions of Ukraine and 103rd among higher education institutions of Eastern Europe.
Webometrics Ranking of World Universities Ranking of world universities by the level of their presence in the network	60th place out of 312 higher education institutions of Ukraine	54th place out of 300 higher education institutions of Ukraine
uniRank University Ranking Ranking of universities by popularity on the Internet	76th place out of 184 higher education institutions of Ukraine	58th place out of 193 higher education institutions of Ukraine
Universities on Social Media Ranking of universities by popularity in social networks	Facebook: 83rd place out of 146 higher education institutions of Ukraine Instagram: 74th place out of 113 higher education institutions of Ukraine YouTube: 116th place out of 132 higher education institutions of Ukraine	Facebook: 67th place out of 165 higher education institutions of Ukraine Instagram: 47th place out of 97 ZVO of Ukraine YouTube: 88th place out of 165 higher education institutions of Ukraine

Rating	The position of the university in the rating	
	2022	2023
U-Multirank The ranking of universities is aimed at interested students and stakeholders.	44th place out of 93 higher education institutions of Ukraine	–
Scopus Ranking of universities to track the citation of articles published in scientific publications	99th place out of 195 higher education institutions of Ukraine	103rd place out of 204 higher education institutions of Ukraine
EduRank An independent international ranking based on the number of articles cited and the number of publications	–	55th place out of 169 higher education institutions of Ukraine
Ukrainian National H-index Ranking The rating is aimed at evaluating scientific productivity	–	139th place out of 435 higher education institutions of Ukraine

Source: Report of the rector of LNTU (2023)

Improving the Quality of Educational Activities LNTU to Ensure ESG Principles

In 2024, to improve the quality of educational activities and comply with ESG principles, the Strategy for the Development of the Internal System of Quality Assurance of Higher Education of Lutsk National Technical University for 2024–2029 was developed, discussed, and supported by the Academic Council of the University. The successful implementation of the strategy depends on the effectiveness of the internal system procedures to ensure the quality of higher education at LNTU, which will improve the quality of education and competitiveness, attract additional resources, and increase the accessibility of education. The University has a department for quality assurance of the educational process, licensing, and accreditation, which

ensures the implementation of policies and procedures of the internal system of quality assurance of higher education at the University, monitoring and evaluation of the quality of educational programs, prevention and detection of academic plagiarism in scientific works of LNTU employees and students of higher education, including the creation and operation of an effective system for the prevention and detection of academic plagiarism, generalization and dissemination of positive international and domestic experience in educational innovation for internal quality assurance, conducting surveys of all stakeholders of the educational process.

In recent years, LNTU has implemented several significant measures to enhance the quality assurance system for higher education:

- Establishment of Department for ensuring the quality of the educational process, licensing, and accreditation.
- Development and implementation of internal regulations of quality assurance system.
- Introduction of a monitoring system of educational programs.
- Implementation of the Platform for conducting surveys.
- Creation of NPP rating of the departments.
- Introduction of a system and mechanisms for ensuring compliance with academic integrity principles, including plagiarism checks.
- Creation of the Quality of Education page on the University's website.
- Ensuring the publicity and transparency of information through the publication of educational programs, the results of surveys of stakeholders of the educational process, checks of works for plagiarism, etc.

At the same time, developing LNTU's quality assurance requires constant changes. Priority directions for the development of the internal system of ensuring the quality of higher education for LNTU are defined in the strategy:

- Ensuring the quality of education.
- Enhancing the quality of teaching.
- Creating an effective digital educational environment.
- Strengthening quality management.
- Promoting excellence in research.
- Ongoing improvement of the quality assurance system.

Improving the internal system of quality assurance of higher education is intended to increase the level of educational programs and the effectiveness of teaching and ensure the compliance of educational processes with international standards and the needs of the labor market. An important component is increasing student satisfaction by creating favorable conditions for learning, taking into account feedback, and improving the quality of the educational process.

The implementation of the Strategy for the improvement of the internal quality assurance system will increase the efficiency of the Lutsk National Technical University, create a more comfortable environment for the interaction of participants in the educational process, ensure a high level of training of graduates and advanced training of employees, strengthen international cooperation, ensure the compliance of educational programs with modern requirements of the labor market, implement innovative teaching and management methods, increase student and faculty satisfaction, and strengthen the university's reputation both nationally and internationally. The strategy for developing the internal quality assurance system of higher education of the Lutsk National Technical University is a fundamental step towards achieving high standards of educational activity, promoting the development of scientific research, and increasing the competitiveness of graduates in the labor market. Implementing this strategy requires the active participation of all university stakeholders and continuous improvement based on feedback and analysis of results.

Conclusions

Effective university management is also a key aspect, which includes implementing transparent mechanisms for managing the quality of education, raising the professional level of administrative staff, and using modern monitoring tools. Integrating research activities into the educational process, involving students in research activities, and supporting innovative projects will improve the quality of education. An important aspect is the continuous professional development of teachers through the organization of training, academic mobility, and motivational programs.

Active interaction with employers and other stakeholders will allow for considering the labor market's needs in educational programs and creating partnerships with businesses and public organizations. Ensuring the transparency and openness of the educational process through regular disclosure of information, involvement of all interested parties in decision-making, and conducting independent audits will contribute to increasing the quality of higher education in Ukrainian universities. This, in turn, will improve their reputation, attractiveness to students and scientists, and will also increase the chances of graduates for successful employment and career development.

Lutsk National Technical University (LNTU) has demonstrated remarkable resilience during the ongoing war in Ukraine. Despite the challenging circumstances caused by the Russian Federation's military aggression, LNTU has maintained its commitment to education, infrastructure development, and social responsibility. The university has preserved its educational and research activities and adapted to new realities by implementing innovative teaching methods, upgrading facilities, and supporting displaced individuals and veterans. Its continuous operation of the Academic Council and Supervisory Board ensured strategic decision-making. At the same time, efforts to modernize educational infrastructure, such as creating the "DIGITAL INNOVATION SPACE" and "Art Tech" hub, reflect LNTU's focus on future growth. The "LNTU Veteran Hub" development and the implementation of programs to support veterans and internally displaced persons show the university's commitment to social responsibility and community support. LNTU's sustained participation in international projects and strategic alliances, such as Erasmus+ and USAID, has allowed the university to enhance its academic offerings, strengthen its research capabilities, and maintain a competitive edge. Implementing a comprehensive internal quality assurance strategy, even under martial law, emphasizes LNTU's dedication to upholding high standards of education and governance. Overall, LNTU's actions during the war reflect a robust and adaptive governance structure prioritizing innovation, social responsibility, and continuous improvement, ensuring the university's sustained growth and relevance in adversity.

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Chapter 12.
Maintaining academic quality at frontline universities in wartime

Iryna Murenets[1], Olena Parkhomenko[2], and Olena Iarmosh[1]

Introduction

The ongoing war in Ukraine has severely impacted the educational landscape, particularly in conflict zones like Kharkiv. The city, a prominent educational hub, has long been home to some of the most prestigious universities in the country. However, with the onset of the war, Kharkiv's universities have faced significant disruptions to their operations. As bombs and artillery attacks have threatened the safety of students and faculty, the traditional classroom environment has become increasingly complex, if not impossible, to sustain. In response, Kharkiv's higher education institutions (HEIs) have rapidly adapted to remote education, leveraging digital tools and platforms to ensure academic continuity. This shift, while essential, has posed various challenges, from technological limitations to the need for new pedagogical approaches.

The transition to digital learning has been a critical response to the crisis, enabling students to continue their education from home or safer locations. Using online platforms, virtual lectures, and digital resources has ensured that education remains accessible even when physical attendance is not feasible. Universities have quickly embraced these new learning modes, but the shift has not been without its hurdles. Many students and faculty members face difficulties with unstable internet connections, a lack of proper technological equipment, and the emotional strain of living through a war. In this context, universities have had to rethink not only how they deliver education but also how they maintain the quality of learning and

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ensure that students remain engaged in a time of immense stress and uncertainty.

At the same time, universities in Kharkiv have faced the broader challenge of sustaining academic continuity amidst the realities of wartime. The interruption of normal educational processes, such as the cancellation of in-person exams, limited access to research facilities, and the disruption of the academic calendar, has made it difficult for universities to uphold the standards of education they had previously set. Faculty members are now tasked with finding new ways to evaluate student performance, ensure that curricula are still being followed, and support students whose personal lives have been deeply affected by the war. This situation raises important questions about what it means to maintain academic excellence in a crisis and how universities can adjust their expectations while ensuring that students receive a meaningful education.

The role of the United Nations Sustainable Development Goals (UN SDGs) has been especially crucial in guiding Kharkiv's universities through this period of uncertainty (UN SDGs, 2024a). The UN SDGs provide a framework for institutions to navigate the complex challenges they face while ensuring they continue contributing to global educational, social, and environmental goals. SDG 4, which focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, has been central to the strategies adopted by Kharkiv's universities. Despite the war, universities have strived to make education accessible to all students, regardless of their circumstances, while promoting peace, justice, and strong institutions. By aligning their responses to the war with these global goals, Kharkiv's universities have not only preserved their educational mission but also strengthened their commitment to social responsibility and resilience.

This chapter will explore how Kharkiv's universities have adapted to digital learning and remote education challenges during wartime. It will examine the technological, pedagogical, and emotional hurdles universities have faced and their strategies to overcome them. Additionally, it will analyse the role of the UN SDGs in maintaining academic standards and promoting resilience in the face of crisis, highlighting the ongoing efforts of Kharkiv's educational institutions to ensure that their students continue to receive high-quality education despite the harsh realities of war.

Overview of the Challenges Faced by Frontline Universities in Wartime

During the ongoing war in Ukraine, the higher education (HE) sector has faced profound challenges but continues to persevere and adapt. In cities like Kharkiv, where the conflict is particularly intense, universities have suffered both physical destruction and massive displacement of students and faculty. Despite these hardships, Ukrainian universities, supported by international partners, have shifted to hybrid and remote learning models to maintain educational continuity.

The Russian Federation invasion has resulted in significant infrastructure damage, with many institutions forced to operate virtually or relocate to safer regions. For example, over 60 universities across Ukraine have been damaged or destroyed since February 2022. In the Kharkiv region, Simon Kuznets Kharkiv National University of Economics (S. Kuznets KhNUE, 2024a) and other institutions are similarly affected but are trying to continue offering education remotely despite the challenges.

International cooperation has been vital. Programs like the "Twinning" initiative, which pairs Ukrainian universities with those in Europe, have helped maintain academic services and support displaced students and faculty (Ukrainian Higher Education, 2024).

Additionally, global organizations, such as the United Nations and international academic consortia, are focused on providing financial aid, educational resources, and safe learning spaces for Ukrainian students.

Ukraine's Ministry of Education, along with international support, has worked to ensure that students can continue their education despite power outages and other difficulties (Ministry of Education and Science of Ukraine, 2024). However, remote learning is not a perfect substitute for in-person education, especially in fields requiring practical, hands-on experience. It is worth noting that many foreign students study in Ukraine. Kharkiv, one of Ukraine's largest cities and a major educational hub, has a long-standing tradition of academic excellence. Home to many prestigious universities, the city plays a crucial role in Ukraine's HE system, offering a wide range of programs and research opportunities. However, the war has significantly impacted Kharkiv's educational institutions, leading to disruptions in their functioning.

Kharkiv is the second region after Kyiv in terms of the number of international students. In 2023, 11,693 foreign students were counted in

the Kharkiv region (Fig. 12.1). Despite the military actions in the Kharkiv region, students did not stop entering Kharkiv universities and continued their studies. This indicates a high level of education adaptation at universities to new conditions that arise in difficult times of military actions and coups.
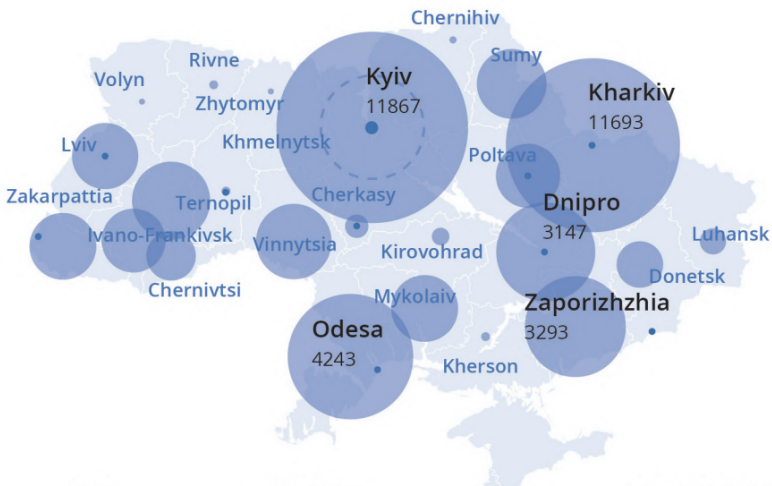
Fig. 12.1. Number of foreign students by regions in 2023
Source: Ukrainian State Centre for International Education, 2023

Analyzing the most popular universities among foreign students in 2023, Karazin Kharkiv National University is one of the most popular among foreign students (Fig. 12.2), it is the leader, and it had 3,389 foreign students in 2023 despite the war in Ukraine. The university offers a wide range of undergraduate and postgraduate programs in English, covering various fields such as humanities, sciences, engineering, and social sciences. Known for its academic excellence and research output, Karazin University attracts students from around the world seeking high-quality education (V. N. Karazin KhNU, 2024b). Karazin University provides comprehensive support for international students, including assistance with visas, accommodation, and integration into

university life. Located in Kharkiv, a city known for its vibrant cultural scene and student-friendly atmosphere, the university offers a dynamic environment that appeals to international students.
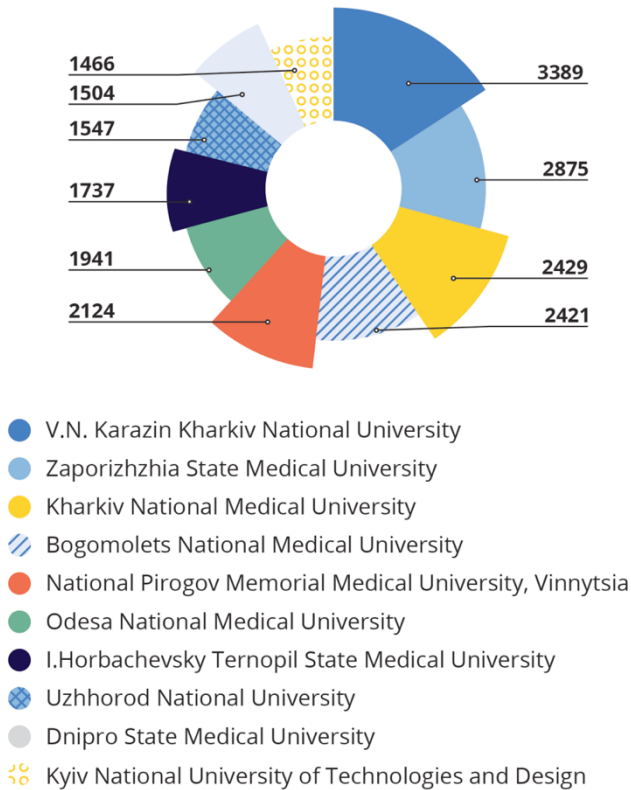
Fig. 12.2. Most popular universities among foreign students in 2023
Source: Ukrainian State Centre for International Education, 2023

During wartime, universities in the Kharkiv region, including Karazin Kharkiv National University, have responsibilities towards their international students V. N. Karazin KhNU, 2024d). Universities need to ensure the safety and security of all students, including international ones. This involves

guiding safety measures, emergency procedures, and evacuation plans if necessary. Institutions must strive to maintain educational continuity, whether through online learning or temporary relocation of classes. This helps ensure that international students can continue their studies with minimal disruption. Clear and timely communication is crucial. Universities should keep international students informed about any changes or developments, including information on security, academic adjustments, and available support services. Wartime can be stressful and challenging. Universities should offer counselling and psychological support to help students cope with the emotional and mental impact of the situation. Providing support with visa issues, accommodation, and other administrative matters becomes even more critical during such times. Universities may need to assist students in navigating these challenges amidst the conflict. Universities often work with local and international authorities to ensure that student's needs are met and that they have access to necessary resources and assistance. Students from different countries study in Ukraine; the most popular ones are shown in the picture (Fig. 12.3).

Foreign students choose Ukrainian universities for various compelling reasons (Fig. 12.4). Firstly, the quality of education is a significant draw, as many Ukrainian universities are accredited and recognized internationally, offering high-quality programs in diverse fields (Ukrainian State Centre for International Education, 2023). The emphasis on research and development also provides students valuable opportunities to engage in cutting-edge projects.

Another significant factor is affordability. Compared to many Western countries, Ukrainian universities generally have lower tuition fees, making higher education more accessible. Additionally, the cost of living in Ukraine is relatively low, which is advantageous for students on a budget.

Another appeal is the wide range of academic programs available. Ukrainian universities offer diverse courses across disciplines such as medicine, engineering, humanities, and sciences, often with options for English-taught programs. This variety allows students to find specialized programs that may not be available elsewhere (Ministry of Education and Science of Ukraine, 2024).

Georgia
1216

India
14535

Israel
1242

China
5455

Egypt
1252

Morocco
5374

Turkey
2133

Nigeria
3468

Turkmenistan
2389

Azerbaijan
3224

India	14535
China	5455
Morocco	5374
Nigeria	3468
Azerbaijan	3224
Turkmenistan	2389
Turkey	2133
Egypt	1252
Israel	1242
Georgia	1216
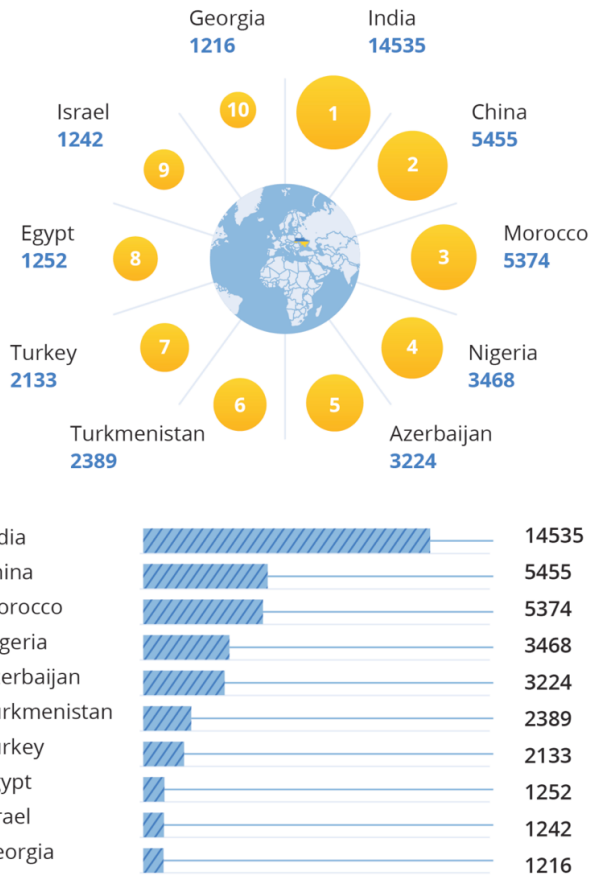
Fig. 12.3. The most popular countries from which students come to study in Ukraine

Source: Ukrainian State Centre for International Education, 2023

Students are also attracted by the rich cultural and academic experience Ukraine offers. The country's vibrant cultural heritage and active student life create a unique and enriching environment. Moreover, many Ukrainian universities have international partnerships and collaborations, enhancing the global recognition of their degrees.

245

38%
Reasonable cost
of education
and living

25%
Quality of Ukrainian
education

18%
Desire to study
in a European country

6%
Easy access to higher
education

10%
Ukrainian diplomas being
recognized in home country

3%
Other
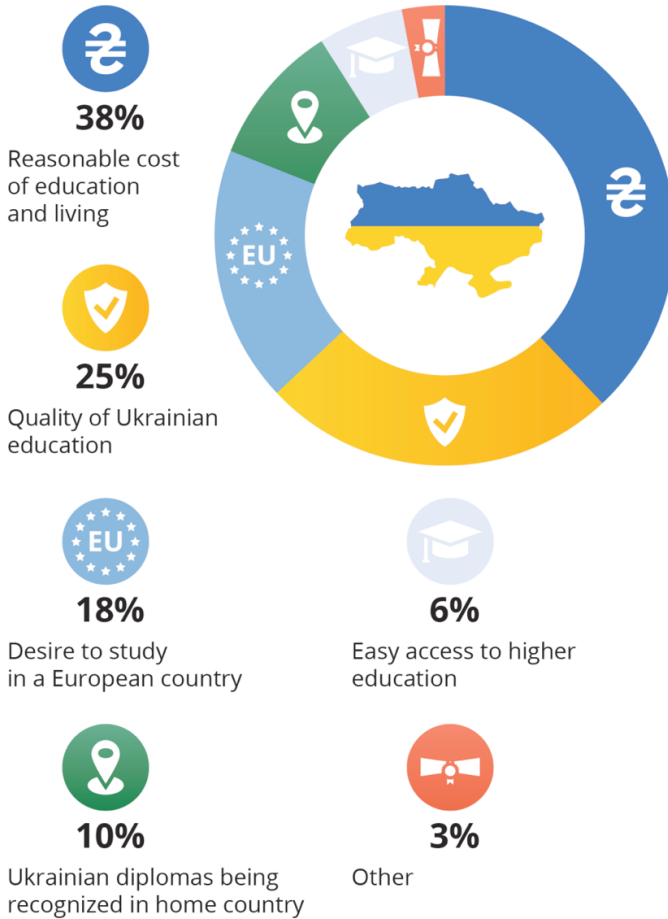
Fig. 12.4. Why foreign students choose Ukrainian universities
Source: Ukrainian State Centre for International Education, 2023

Language options are also important. Many Ukrainian universities offer programs in English, which makes it easier for non-Ukrainian speakers to study there. Additionally, students have the opportunity to learn Ukrainian, which can be beneficial for personal and professional growth (Ministry of Education and Science of Ukraine, 2024).

Historical and political ties can influence students' decisions, especially for those from neighboring countries or those with familial connections to the region. Ukrainian universities are known for their advancements and specialized programs for students seeking education in emerging disciplines, such as IT and engineering.

Overall, the affordable tuition, high-quality education, rich cultural experiences, and diverse program offerings make Ukrainian universities an attractive option for international students.

When considering universities in the Kharkiv region, the situation that developed during military actions and how universities maintain the quality of the educational process, the largest in terms of the number of domestic and foreign students in the Kharkiv region is the V.N. Karazin University.

V. N. Karazin Kharkiv National University

Established in 1804, V. N. Karazin Kharkiv National University (V. N. Karazin KhNU) (Fig. 12.5). is one of Ukraine's oldest and most prestigious universities. It offers a wide range of programs in sciences, humanities, and professional fields and has a strong focus on research (V. N. Karazin KhNU, 2024a).

Due to Kharkiv's proximity to the Russian Federation's border, the city has been under heavy bombardment, leading to significant damage to infrastructure, including the university. Students and faculty have faced displacement, and the institution has struggled to maintain normal operations (Fig. 12.6).

V. N. Karazin KhNU has transitioned many of its programs online to ensure continuity in education. The university is also collaborating with international institutions to provide students with opportunities for exchange programs and access to remote learning resources.

Karazin University is 218 years of development, remarkable achievements in science and education, known not only far beyond the borders of Ukraine but also around the world.

In pre-war times, we collaborated with dozens of leading foreign universities, nurturing hopes and building grand plans for scientific achievements, breakthroughs, and discoveries. For a long time, Karazin University was the sole representative of our country among the top 500 most prestigious global universities in the authoritative QS ranking.

Fig. 12.5. V. N. Karazin Kharkiv National University before the war
Source: V. N. Karazin KhNU, 2024a

Fig. 12.6. V. N. Karazin Kharkiv National University. The destruction brought by the war to the Karazin Business School
Source: V. N. Karazin KhNU, 2024c

Already in the first month of the war, a rocket strike completely destroyed the building on Myronosytska Street. The sports complex "Karazinsky" was hit directly, and the central and northern buildings, the Institute of Physics and Technology, dormitories, the Nature Museum, and the old building of the central scientific library on Universytetska Street were damaged (V. N. Karazin KhNU, 2024c). The professors'

and staff's residences were located in areas of intense shelling, and as a result, they were destroyed and rendered uninhabitable due to low temperatures.

From the first days of the war, a humanitarian headquarters was established to assist students, faculty, staff, and their families quickly, organize evacuations, and relocate.

The Alumni Association was one of the first to respond and began supporting the Karazin community by collecting donations to help those affected by the Russian Federation shelling during the war. The initiative "Help Karazin University" was launched (V. N. Karazin KhNU, 2024e).

However, the university was supported not only by alumni but also by people from all over Ukraine and the world, who hold Karazin dear.

In particular, alumna and staff member of the Faculty of Sociology, Paralympic table tennis champion Marina Lytovchenko, initiated a charity auction, with her gold Paralympic medal being the auction item. As a result of the auction, 30 000 USD was raised (V. N. Karazin KhNU, 2024e).

Honorary Doctor of Karazin, poet, writer, musician, and public figure Serhiy Zhadan, during charity concerts in Ukraine and Germany, raised 500 000 UAH, which was directed to support the activities of the university's central library (V. N. Karazin KhNU, 2024e).

Karazin also supports the Slobozhansky Youth Academic Symphony Orchestra. After years of creative collaboration, the university became the home of the youth orchestra. Since February 2022, it has been based in one of Karazin's buildings. Over the course of several months, the musicians performed in Poland, and the funds raised from these concerts were, in part, directed to support Karazin University (V. N. Karazin KhNU, 2024e).

The assistance began to gain momentum and scale up even further. It was decided to create a charitable foundation to support the protection of the university's scientific, educational, and spiritual achievements, preserve Ukraine's intellectual potential, and bring the country closer to victory over aggressor – the Russian Federation.

The Kharkiv Karazin University Foundation was presented on November 3, 2022. The foundation's goal is to support the university and its community during the difficult wartime and post-war periods (V. N. Karazin KhNU, 2024e).

As of January 6, 2023, thanks to the generosity of donors, 2 000 000 UAH had been raised (V. N. Karazin KhNU, 2024e).

In the first weeks of the war, this included tons of humanitarian aid from Lviv, Ternopil, and Cherkasy, as well as from Poland and Germany, the "Ukrainians in the Netherlands" foundation, the National University "Ostroh Academy", and Pavol Jozef Šafárik University in Košice (Slovakia). With the support of the Ministry and the friendly assistance of the National University "Yuri Kondratyuk Poltava Polytechnic," it was possible to establish a temporary coordination center for Karazin University in Poltava and expand logistics capabilities to receive those affected from Kharkiv.

The strong support from the university's partners and friends contributed to the university's continued operation and the restoration of the educational process by the end of March. Karazin University students gained free access to the "Research4Life" platform resources. In collaboration with the University of Macerata, Karazin launched the remote course "Introduction to Machine Learning." The Board and Council of the European University Association waived membership fees for all universities in Ukraine for 2022.

Thanks to fruitful collaboration with partners, Karazin expanded educational opportunities for its students. With the support of the GOROD Cultural Centre, the university opened a representative office in Germany, allowing prospective students to begin their studies in Karazin's bachelor's programs in Munich (V. N. Karazin KhNU, 2024f).

Partner collaborations included:
- Igbenedion University, Edo State, Nigeria
- "NVP Ukrorgsintez" LLC in cooperation with "Enamine Ltd." (Kyiv, Ukraine)
- The Institute of Chemistry, University of Côte d'Azur (Nice, France)
- Friedrich II University of Naples (Italy) ... and many more.

The "Aurora" European University Alliance was among the first to support Karazin after the war began. As a sign of solidarity, they provided a check for over 1.5 million UAH for the university's restoration (V. N. Karazin KhNU, 2024e).

In March 2022, Karazin joined the "Unity Initiative" program, launched by the "Cormack Consultancy Group" in partnership with "Universities

UK" and with the support of Ukraine's Ministry of Education and Science. This was in response to the threats to HE in Ukraine posed by the Russian Federation invasion. As part of this initiative, a Memorandum of Understanding was signed between V.N. Karazin Kharkiv National University and the University of York (UK). Several key initiatives were developed and implemented, including a Summer School and online language courses for Karazin's students and faculty. To support the effective organization of the educational process, Karazin received 200 laptops for educators. "Begin Group", organizers of international online education fairs, offered the opportunity to present Karazin's educational programs, faculties, and institutes to international students for free (V. N. Karazin KhNU, 2024e). As part of joint cooperation programs with Hanjou Normal University (China), 227 Chinese students were admitted to the university for academic mobility programs, enrolling in bachelor's degree programs in the Faculties of Chemistry, Physics, and the Faculty of Geology, Geography, Recreation, and Tourism. Additionally, 28 Chinese students were admitted to the master's programs in the Faculties of Chemistry, Biology, and the Faculty of Mathematics and Computer Science (V. N. Karazin KhNU, 2024d).

Karazin University on the Frontline

Together with all Ukrainians, Karazin's community took up arms to defend their land. They fight every day, both on the front lines and in the rear. The university community values the courage and bravery of university staff who are currently defending our country. They are already an integral part of our unforgettable history. Kharkiv National University named after V. N. Karazin has launched a new video project, "*Karazintsi. Learning Despite the War*" (V. N. Karazin KhNU, 2024g).

Digital Education Centre at Karazin University

On June 6, 2023, the Digital Education Centre was officially opened – a multifunctional space for children aged 6 to 17. The project was organized through the combined efforts of the Karazin Business School, AVSI Foundation, the Emmaus NGO, and partner organizations. This center aims to provide innovative educational opportunities, promoting digital skills development for young learners in a safe and supportive environment (V. N. Karazin KhNU, 2024b).

Karazin University Continues to Enroll International Students

The number of students at V.N. Karazin KhNU continued to grow in 2023. While around 3,000 students enrolled in the summer of 2022, in 2023, the number exceeded 5,000. "Before the war, we had over 22,000 students, including 5,000 international students. Now, more than 17,000 students are receiving education. This is a good number for a city on the frontlines," said the university's vice-rector, Anatoliy Babichev, with optimism (V. N. Karazin KhNU, 2024d).

Currently, there is no significant outflow of students, unlike in the first year of the war when many young people transferred to universities in western or central Ukraine, or even stopped studying altogether. Classes and exams, as in all Kharkiv universities and schools, are held online. This is primarily because many students are now outside the city or even the country. Additionally, while the university has shelters, there are not enough to relocate classrooms and laboratories and hold in-person classes for all students. However, despite these challenges, the knowledge and degrees offered by Karazin remain attractive not only to Ukrainians but also to international students. This year, about a thousand international students enrolled at the university (V. N. Karazin KhNU, 2024f).

Before the war, most international students enrolled in the medical or economic faculties. Now, they have started enrolling in online programs in mathematics, physics, and chemistry. Last year, we had a significant number of students from China, as the country officially recognized online education. We also have students from African and Arab countries. There were almost no students from India this year, but those who started their studies earlier remain (V. N. Karazin KhNU, 2024d). The Medical Faculty, which was significantly impacted by the outflow of foreign students, is now actively providing postgraduate education to Ukrainian doctors.

Simon Kuznets Kharkiv National University of Economics

Simon Kuznets Kharkiv National University of Economics (S. Kuznets KhNUE) is one of the leading economic and business education institutions in Ukraine (S. Kuznets KhNUE, 2024a). Founded in 1930, the university is named after the Nobel laureate economist Simon Kuznets, who was born in Kharkiv. S. Kuznets KhNUE is known for its strong emphasis on economics,

finance, business administration, and management studies. The university offers a range of undergraduate, graduate, and doctoral programs and is deeply involved in research related to economics and business, contributing significantly to Ukraine's economic policies and development (Fig. 12.7).

Fig. 12.7. Simon Kuznets Kharkiv National University of Economics before the war

Source: S. Kuznets KhNUE, 2024a

Kharkiv, being on the frontline of the conflict, has faced heavy shelling and destruction, and the university has not been immune to these challenges. Like other universities in the region, S. Kuznets KhNUE has faced significant disruptions due to the ongoing war (Fig. 12.8).

Many students and faculty members have been forced to leave the city, relocating to safer areas within Ukraine or abroad. This displacement has created logistical challenges for maintaining regular classes and academic activities.

While the university's physical infrastructure has been damaged in certain areas, S. Kuznets KhNUE's central facilities have managed to sustain some continuity. However, ongoing threats of conflict in the region have made it difficult to plan for the full resumption of in-person classes.

As an economic research hub, S. Kuznets KhNUE had numerous collaborations with international academic institutions and business partners. The war has disrupted many of these partnerships, although efforts are being made to maintain them through remote collaboration.

Adaptation and Response

Despite the challenges, S. Kuznets KhNUE has shown remarkable resilience by adopting various strategies to continue its academic operations during wartime.

Like many other universities, S. Kuznets KhNUE quickly transitioned to online learning platforms to ensure the continuation of academic programs. The university's strong focus on business and economics has made this transition relatively smooth for theoretical courses.

Fig. 12.8. Simon Kuznets Kharkiv National University of Economics. The destruction brought by the war (the picture was made by the author)

Faculty have adapted to delivering their content through digital platforms such as Zoom, Moodle, and Google Classroom. This has allowed the university to keep most of its coursework on schedule despite the challenging circumstances.

S. Kuznets KhNUE has sought to strengthen its international collaborations with universities and institutions outside Ukraine. Through partnerships with universities in Europe and beyond, the university has facilitated exchange programs, allowing students to continue their studies abroad temporarily or participate in joint degree programs (S. Kuznets KhNUE, 2024a).

International organizations have also provided financial support and scholarships to displaced students and those affected by the war, ensuring they can continue their education without interruptions. The university has adapted its research agenda to focus on the current economic challenges facing Ukraine due to the war. Topics such as the economic impact of the conflict, post-war reconstruction, and rebuilding Ukraine's economy have become central themes in the university's research efforts. Faculty members and students are involved in projects aimed at analyzing Ukraine's wartime economy, developing strategies for economic recovery, and studying global supply chain disruptions caused by the war.

Recognizing the critical role of entrepreneurship in times of crisis, S. Kuznets KhNUE has introduced new programs and courses related to crisis management, business continuity, and resilience during economic downturns. These programs aim to equip students with the skills needed to help businesses survive in the war-affected economy and to contribute to Ukraine's long-term economic recovery (S. Kuznets KhNUE, 2024c).

The university has implemented mental health support services, recognizing the psychological toll that the war is taking on students and staff. Virtual counseling services, peer support networks, and well-being workshops have been made available to help the university community cope with the trauma of war. Financial assistance and flexible learning options are also provided to students who are facing difficulties, whether through scholarships or through the provision of additional resources for those in need (S. Kuznets KhNUE, 2024a).

Looking ahead, Simon Kuznets Kharkiv National University of Economics is expected to play a significant role in Ukraine's post-war economic reconstruction. S. Kuznets KhNUE's expertise in economics will be critical in advising the government on economic policies for rebuilding the nation (S. Kuznets KhNUE, 2024a). The university's research into economic recovery

strategies will provide valuable insights for Ukraine's policymakers. As the country rebuilds, entrepreneurship and innovation will be key drivers of economic recovery. The university is well-positioned to train the next generation of business leaders and entrepreneurs who will help restart and grow the war-damaged economy.

Post-war Ukraine will rely heavily on foreign investment and rebuilding its international trade networks. S. Kuznets KhNUE's international relationships and focus on global economics will be instrumental in preparing students for the task of reintegrating Ukraine into the global economy. The university's focus on economics and management makes it uniquely suited to study and contribute to the rebuilding of infrastructure, industries, and public services after the war. Programs related to public policy, finance, and development economics will help shape Ukraine's post-war recovery plans.

S. Kuznets KhNUE offers a wide range of opportunities that enhance both local and international academic experiences for students (Table 12.1).

Table 12.1. Local and international academic experiences opportunities for students at S. Kuznets KhNUE

Opportunities	Description
Dual diploma programs	Students have the opportunity to earn dual diplomas through collaborative programs with international universities, allowing them to gain qualifications that are recognized both in Ukraine and abroad. The fruitful collaboration since 2005 with the University of Lyon-2, France, laid the foundation for the launch of dual-degree programs in "Business Informatics" and "Tourism." An Italian-Ukrainian dual-degree program was also established in the fields of "International Business" (Simon Kuznets Kharkiv National University of Economics) and "Global Economy and Business" (UNICAS, Italy) in partnership with the University of Cassino and Southern Lazio (Italy).
Academic mobility programs	The university participates in various academic mobility initiatives, such as Erasmus+, which enable students to study at partner institutions in other countries for a semester or more, expanding their academic and cultural horizons. For example academic mobility for lecturers in 2024, Friedrich Alexander University (FAU) (Germany).

Opportunities	Description
International projects	Simon Kuznets University is actively involved in international research and educational projects, collaborating with foreign institutions to address global challenges and contribute to advancements in education, technology, and economics.
Centres of international cooperation	These centres, where students can get dual diplomas, foster relationships between the university and institutions worldwide, promoting joint research, student exchanges, and cultural partnerships that strengthen the university's global presence.
Internship programs	Students have access to internships both locally and internationally, helping them gain practical experience in their field of study and develop professional skills needed in a global workforce.
Lectures by foreign teachers	The university regularly invites professors and lecturers from leading international institutions to deliver guest lectures, exposing students to global perspectives and the latest developments in various academic disciplines.
The School of Robotics and Programming "IT-Dreams"	based at Simon Kuznets Kharkiv National University of Economics, is expanding and, alongside the IT-Kids project, is launching new initiatives under the IT-Sprint program. An open session was held at the school, featuring Alexander Voinov, a specialist from EPAM Ukraine. Under his guidance, participants explored the possibilities of Frontend development in just two hours.

Source: S. Kuznets KhNUE, 2024b, 2024c

These opportunities reflect S. Kuznets KhNUE's commitment to internationalization and academic excellence, aligning with global standards of HE. It is also worth noting that informal learning is very developed at the university.

The university offers a variety of informal education opportunities (S. Kuznets KhNUE, 2024b, 2024c), which complement formal academic programs and provide students with practical skills, global exposure, and personal development outside the traditional classroom setting (Table 12.2).

These informal educational experiences at S. Kuznets KhNUE help students broaden their learning beyond the academic curriculum and equip them with practical, applicable skills essential for their future careers.

Table 12.2. Informal learning opportunities of S. Kuznets KhNUE

Informal learning opportunities	Description
Workshops and Seminars	The university frequently organizes workshops on topics such as entrepreneurship, leadership, and digital skills. These events bring in professionals from different industries to offer insights into real-world challenges and opportunities.
Clubs and Student Organizations.	Students can participate in numerous clubs and societies, including economics and business clubs, cultural groups, and creative societies (The School of Robotics and Programming "IT-Dreams"). These provide opportunities for peer learning, teamwork, and project management, developing both personal and professional competencies. At the Kyiv cinema "Zhovten," the award ceremony for the winners of the international documentary and feature film festival *Kharkiv Meets Docs Eastern Ukrainian Film Festival* (KMDE UFF) and the 6th *Independent Ukrainian Short Film Festival "Bardak"* took place. Oleksii Yeroshenko, a student at Simon Kuznets Kharkiv National University of Economics, Faculty of International Relations and Journalism, specializing in 061 "Journalism," received the main prize from the Ukrainian Film Critics Association for his film *The Storyteller*. From July 25 to 29, 2024, Rodion Overko, a first-year student of the Faculty of International Relations and Journalism at Simon Kuznets Kharkiv National University of Economics, specializing in 052 "Political Science," participated in the All-Ukrainian Volunteer Youth Exchange *VidNOVA:UA*. As part of the initiative, 30 volunteers from across Ukraine contributed to the restoration of a youth veteran center in the village of Onykieve, Kirovohrad region.
Soft Skills Training.	Simon Kuznets emphasizes the development of soft skills such as communication, problem-solving, and critical thinking. These programs (career lab) are often offered through career services, student clubs, or extracurricular activities and aim to equip students for the modern job market. From the career lab "Soft & Hard Skills of an IT Manager" – Yulia Khalaberda, Interim DM at ITOMYCH STUDIO. Podcast: Soft and Hard Skills in Modern Business and Education – Vyacheslav Laptev and Yulia Sotnikova.
Hackathons and Case Competitions.	The university organizes and participates in various hackathons, business simulations, and case competitions that allow students to solve real-world problems in a collaborative environment, enhancing their analytical and creative skills. From June 3 to 7, 2024, a training session on best practices at the University of Alicante (UA) in Spain took place as part of the DigiUni project (*"The Digital University – Open Ukrainian Initiative"*).

Informal learning opportunities	Description
Public Lectures and Guest Speakers	Beyond formal lectures, the university hosts public lectures by industry experts, foreign educators, and entrepreneurs, offering students access to diverse perspectives and contemporary issues in economics, business, and technology.
International studying platforms	the university community can access thousands of courses across various disciplines, enhancing both teaching and learning (Coursera, the HURMA platform is one of the most popular HR management systems in Ukraine, functioning as an HRM system, CRM for recruitment, and HR processes etc).

Source: S. Kuznets KhNUE, 2024b, 2024c

S. Kuznets KhNUE has an agreement with Coursera that provides free access to all students and lecturers. Through this partnership, the university community can access thousands of courses across various disciplines, enhancing both teaching and learning. This initiative allows students and faculty to earn certificates in relevant fields without additional costs, supporting lifelong learning and continuous professional development.

By leveraging Coursera's extensive library, students can improve their knowledge in areas like economics, business, data science, and technology, while lecturers can access specialized training and instructional tools to enhance their teaching methodologies. This agreement aligns with the university's efforts to maintain high-quality education even in challenging circumstances, such as the ongoing conflict, by integrating digital and global resources into its curriculum.

So, S. Kuznets KhNUE continues to be a cornerstone of Ukraine's HE in economics, business, and management. Despite the immense challenges posed by the war, the university's adaptability and resilience are helping it continue to educate future leaders and contribute to vital economic research. Its role in post-war reconstruction, particularly in economic recovery and policy development, will be crucial in helping Ukraine rebuild and move forward.

National Technical University "Kharkiv Polytechnic Institute"

Founded in 1885, National Technical University "Kharkiv Polytechnic Institute" (NTU "KhPI") is one of the leading technical universities in

Ukraine, specializing in engineering, IT, physics, and other technical disciplines (NTU "KhPI", 2024). It has strong ties with industries and is known for its research and innovation.

The war has severely impacted the university's infrastructure and research facilities. Many students and staff members have been displaced, while laboratories and research centres have faced interruptions. Despite the challenges, NTU "KhPI" has adapted by shifting to online learning platforms, particularly for theoretical courses. Efforts have been made to relocate some research activities to safer areas of Ukraine. Additionally, the university has established partnerships with international institutions to allow students to complete their education abroad if needed.

Kharkiv National Medical University

Kharkiv National Medical University (KNMU), established in 1805, is one of the premier medical institutions in Ukraine (KNMU, 2024). It trains thousands of medical professionals, including a large number of international students. The university focuses on medical, dental, and pharmaceutical studies and is renowned for its clinical research.

Medical education has been significantly disrupted by the war, with clinics and hospitals in Kharkiv facing immense pressure due to the influx of war casualties. The university has faced challenges in maintaining practical training for medical students. KNMU has shifted much of its coursework online, but practical training remains a challenge due to the need for hands-on experience in clinical settings. Some students have been relocated to other cities for practical placements, and the university has sought international partnerships to provide students with alternative clinical training options.

Kharkiv National University of Radioelectronics

Kharkiv National University of Radioelectronics (NURE), established in 1930, is a leading university specializing in IT, telecommunications, and electronic engineering (NURE, 2024). It is known for producing graduates skilled in cutting-edge technologies and for its strong research initiatives in electronics and cybernetics.

The conflict has significantly disrupted KNURE's operations, particularly its research activities in technology-related fields. Many students and faculty members have been displaced, and some facilities have suffered damage. KNURE has transitioned to remote learning, with many of its programs being offered online. The university has also fostered partnerships with tech companies and universities abroad to continue research and development projects. Additionally, KNURE has focused on cybersecurity and information technology projects that have become even more crucial during wartime.

Kharkiv National University of Internal Affairs

Kharkiv National University of Internal Affairs (KhNUIA) trains specialists in law enforcement, security, and public administration (KhNUIA, 2024). KhNUIA plays a crucial role in training Ukraine's future police officers, investigators, and public administrators. With law enforcement and public safety becoming more critical during the conflict, the university has faced pressure to train professionals to address wartime and post-war needs. However, security concerns and displacement of students and faculty have interrupted normal operations.

KhNUIA has introduced new curricula focused on crisis management, public safety in war zones, and legal frameworks for conflict situations. Online education has become a key tool, and the university is coordinating with international law enforcement agencies for training and support.

Thus, the above universities and many others in the Kharkiv region are subject to many challenges (Table 12.3), where solutions are also proposed. The challenges are immense, but Ukraine's HE system is showing resilience, with a strong push toward innovative solutions and international collaboration that is keeping the education system afloat during this difficult time.

The war in Ukraine has had a devastating impact on the country's education system, particularly in regions like Kharkiv, which has faced significant military action. Universities in the Kharkiv region are dealing with immense challenges ranging from infrastructural damage to displacement of students and faculty. Despite these challenges, institutions are striving to maintain the quality of education

by leveraging the framework of the UN SDG, particularly Goal 4: Quality Education. Despite these challenges, universities in the Kharkiv region are working to uphold the quality of education by aligning their strategies with the UN SDG framework, particularly Goal 4: Quality Education (UN SDGs, 2024b).

Having identified the key challenges and difficulties, it is necessary to provide recommendations that can support HE in the Kharkiv region.

Table 12.3. Major Challenges for universities during wartime

Infrastructural Damage	Displacement of Students and Faculty	Digital Divide and Limited Access to Technology	Mental Health Struggles
The war has resulted in extensive damage to university infrastructure in Kharkiv. Several institutions, including Simon Kuznets Kharkiv National University of Economics, have faced destruction of buildings, libraries, and laboratories. According to reports, more than 60 HEIs across Ukraine have suffered significant damage or destruction, with many universities in the Kharkiv region among the hardest hit (UNESCO, 2023).	A substantial number of students and academic staff have been displaced due to the conflict. According to a study by the Ministry of Education of Ukraine, more than 40 % of university students have had to flee their homes, significantly disrupting their academic progress. Many faculty members have relocated or have been unable to continue their teaching duties due to the direct impact of the war (UNICEF, 2023).	With many universities transitioning to online learning, challenges related to the digital divide have become more pronounced. In regions like Kharkiv, frequent power outages, poor internet connectivity, and limited access to digital devices have made it difficult for students and teachers to engage in remote education. A report from the Ukrainian Ministry of Education showed that 30 % of students in the region lack consistent access to the internet (UNESCO, 2023).	The psychological toll of the war is another significant challenge. Both students and staff are dealing with trauma, stress, and uncertainty, affecting their academic performance and engagement. Without adequate mental health support, it is difficult to sustain quality education in such an environment.

Infrastructural Damage	Displacement of Students and Faculty	Digital Divide and Limited Access to Technology	Mental Health Struggles
Infrastructure Rehabilitation and Safe Learning Spaces (UN SDG 4.A)	*Digital Transformation and Remote Learning (UN SDG 4.3)*	*International Collaboration and Student Mobility (UN SDG 4.B)*	*Psychosocial Support and Mental Health Services (UN SDG 4.7)*
Several universities have begun collaborating with international organizations like UNICEF and UNESCO to rebuild and upgrade educational facilities. Temporary structures and remote learning platforms have been established to ensure continuity of education. For example, Simon Kuznets Kharkiv National University of Economics has adopted digital learning platforms to offer online courses while simultaneously exploring options for safe, temporary physical classrooms.	To mitigate the disruption caused by war, universities in Kharkiv have expanded their digital learning capabilities. Through partnerships with international universities and organizations, institutions have adopted online platforms like Moodle and Zoom to provide remote education. This transition aligns with UN SDG 4.3, which advocates for equal access to affordable and quality technical, vocational, and tertiary education.	Many universities in Kharkiv have established partnerships with European institutions to support student mobility. Programs like the "Twinning" initiative, which pairs Ukrainian universities with international counterparts, have enabled students to continue their studies abroad or access joint programs, helping them achieve their academic goals despite the war (UNESCO, 2023).	Universities in Kharkiv have also focused on providing mental health support to students and staff. Online counseling services, peer support groups, and workshops focusing on emotional well-being are being offered. These efforts align with UN SDG 4.7, which emphasizes the importance of education that promotes emotional resilience and mental health.

Source: UN SDGs, 2024b

Recommendations for Supporting HE in the Kharkiv Region

Analysing the situation in the Kharkiv region and in Ukraine as a whole, recommendations are offered to support the quality of education in HEIs (Table 12.4).

The United Nations Sustainable Development Goals (UN SDGs), particularly Goal 4: Quality Education, can play a vital role in supporting education in Ukraine, especially in war-affected areas like the Kharkiv region. With the conflict severely disrupting educational systems, the UN SDG framework offers a roadmap for both immediate relief and long-term recovery (UN SDGs, 2024a, 2024b).

Table 12.4. Recommendations for Supporting HE in the Kharkiv Region

Recommendation	Description
Expand Digital Infrastructure	To address the digital divide, universities should seek more international assistance in expanding digital infrastructure. This includes the provision of laptops, tablets, and portable internet devices, particularly for students in rural and war-affected areas. Collaborating with technology firms to establish satellite internet in remote areas could help mitigate connectivity issues.
Increase Mental Health Support	Universities should strengthen partnerships with international mental health organizations to provide more robust psychological support to students and staff. Funding for counselling services, trauma-informed teaching practices, and peer support groups will help address the mental health crisis.
Establish International Scholarship Programs	More scholarship programs should be created to allow displaced students from Kharkiv to continue their education abroad. Additionally, universities could increase opportunities for virtual student exchanges, allowing Ukrainian students to access resources and courses from international institutions while remaining in the country.
Long-term Infrastructure Rebuilding	The government, with the help of international donors and organizations, should prioritize the rebuilding of damaged university facilities. These efforts should not only focus on physical infrastructure but also incorporate modern, disaster-resilient designs that cater to the evolving educational landscape.
Foster Global Academic Collaborations	Establish long-term collaborations with international universities to support research, faculty exchanges, and joint degree programs. This would ensure that Ukrainian universities, even in conflict zones, remain connected to the global academic community and continue producing world-class research and graduates.
Decentralized Learning Hubs	Establish a network of decentralized learning hubs in safer, rural areas around Kharkiv, where students can access technology, learning materials, and mentorship. These hubs could be mobile or temporary, allowing displaced students to continue their studies in a safe environment while being connected to university resources via remote platforms.

Recommendation	Description
War-Emergency Micro-Curriculum	Develop a "war-emergency micro-curriculum" focused on practical skills such as crisis management, conflict resolution, mental health first aid, and entrepreneurship in post-war recovery. This curriculum can be tailored to provide both short-term coping mechanisms for students and long-term skills that contribute to Ukraine's post-war reconstruction efforts.
Hybrid International Joint Research Programs	Create hybrid international research programs that allow faculty and students from Kharkiv universities to collaborate on global issues with foreign universities. This would allow Kharkiv researchers to continue their work despite the war while integrating their unique perspectives and challenges into broader global academic discourse.
Blockchain for Credential Security	Implement and improve blockchain technology to secure and validate academic credentials and transcripts for students in conflict zones. This ensures that students who are displaced or whose universities are damaged can still verify their academic achievements, making it easier to transfer credits or continue education abroad.
Virtual Internships with Global Corporations	Partner with multinational companies to offer virtual internships for students from Kharkiv. These internships would allow students to gain real-world experience without needing to leave conflict zones, preparing them for the global job market while ensuring safety.
University-Led Psychosocial Support Networks	Establish a university-wide initiative to train students and faculty in basic psychosocial support, creating peer-led networks that offer emotional and mental health assistance to those affected by the war. This can foster resilience within the university community and offer scalable mental health support across the region.
Green Campus Rebuilding Post-War	Post-conflict, prioritize rebuilding university campuses with sustainable and disaster-resilient architecture, including green energy solutions and environmental sustainability measures. This could position Kharkiv universities as leaders in eco-friendly reconstruction efforts and set a global example for education in post-war recovery.
Crisis-Driven Innovation Labs	Launch "crisis-driven innovation labs" where students work on real-world problems related to conflict recovery, logistics, and rebuilding Ukraine. These labs can focus on practical solutions for local issues and tie into international funding for innovation projects, allowing students to contribute directly to Ukraine's recovery while continuing their studies.

The UN SDGs, especially Goal 4, offer a comprehensive framework that can help Ukraine, and particularly the Kharkiv region, to overcome the challenges posed by the war. The UN SDG framework can support Ukraine's resilience and recovery by focusing on rebuilding infrastructure, enhancing digital learning, supporting displaced students and teachers, and ensuring inclusive, equitable, and quality education (UN SDGs, 2024b).

Through partnerships with international organizations, local governments, and educational institutions, the UN SDGs can help lay the foundation for a robust educational system that will not only survive the current crisis but emerge stronger and more adaptable in the future. Table 12.5 presents ways in which the UN SDGs can contribute to maintaining and improving the quality of education in Kharkiv during and after the war.

When analyzing university governance, integrated governance emerges. Integrated governance in HE represents a holistic approach to managing institutions by combining academic, business, and corporate governance into a unified framework. This approach ensures that all aspects of institutional management work harmoniously to achieve resilience, innovation, and sustainability, particularly in times of crisis.

Table 12.5. Ways in which the UN SDGs can contribute to maintaining and improving the quality of education in Kharkiv during and after the war

Indica-tors	Subgoals	Actions	Explanation of the actions
Emergency Support and Infrastructure Recovery	Goal 4.1: Ensure free, equitable, and quality primary and secondary education. Goal 4.A: Build and upgrade educational facilities that are child-friendly, disability-sensitive, and safe for all.	Rebuilding Schools, universities, Temporary Learning Spaces, Provision of Educational Materials	Partnering with international organizations like UNICEF and UNESCO, the UN SDGs can help rebuild damaged schools and universities in Kharkiv, providing safe and inclusive learning environments. While permanent schools are being reconstructed, the UN SDG framework can promote the establishment of temporary learning spaces to ensure the continuation of education for displaced students. Donating textbooks, e-learning devices, and other essential learning materials to schools that have lost their resources due to the conflict.

Indica-tors	Subgoals	Actions	Explanation of the actions
Digital and Remote Learning Enhancement	Goal 4.3: Ensure equal access to affordable and quality technical, vocational, and tertiary education. Goal 4.4: Increase the number of youth and adults who have relevant skills for employment, decent jobs, and entrepreneurship.	Expansion of Online Learning Platforms, Infrastructure for Remote Learning, Teacher, Lecturer Training	Promote partnerships with tech companies and educational institutions to scale up digital learning platforms in Ukraine, ensuring that students in Kharkiv have access to quality online education. Support the enhancement of digital infrastructure such as internet access and electricity, particularly for students in rural or conflict-affected areas. Provide training for teachers on how to deliver effective online education and use digital tools to engage students remotely.
Support for Displaced Students and Teachers	Goal 4.5: Eliminate gender disparities in education and ensure equal access to all levels of education for vulnerable populations.	Education for Displaced Populations, Scholarships and Financial Support, Mental Health and Well-being Support	Coordinate with humanitarian organizations to ensure that displaced children and youth in Kharkiv and neighboring regions continue their education, whether through local schools, temporary educational programs, or online platforms. Create scholarships or financial aid programs specifically for displaced students, allowing them to continue their education despite financial and logistical challenges. Integrate psychological support and trauma counseling into educational programs to help students and teachers cope with the mental health impacts of war.
Strengthening HE and Vocational Training	Goal 4.3: Ensure access to affordable and quality HE. Goal 4.4: Increase the number of people with relevant skills for decent work and entrepreneurship.	International Collaboration for Universities, Rebuilding Research Infrastructure, Vocational Training Programs	Foster partnerships between Kharkiv universities (e.g., V. N. Karazin Kharkiv National University, Simon Kuznets Kharkiv National University of Economics) and global academic institutions to provide exchange programs, remote courses, and joint research projects. Through global academic and research networks, help rebuild the research capabilities of universities in Kharkiv, particularly in areas critical to Ukraine's recovery, such as economics, healthcare, and engineering. Introduce vocational and technical training programs for young people,

Indica-tors	Subgoals	Actions	Explanation of the actions
			with a focus on skills that will be vital for post-war reconstruction, such as construction, healthcare, technology, and business.
Education for Peace and Civic Engagement	Goal 4.7: Ensure all learners acquire the knowledge and skills needed to promote sustainable development, including human rights, peace, and non-violence.	Civic Education Programs, Entrepreneurship and Leadership Skills	Introduce civic education and peacebuilding courses in schools to foster a sense of unity and promote non-violent conflict resolution. This is especially crucial for rebuilding a war-torn society. Develop programs that teach leadership, entrepreneurship, and innovation, helping students become active participants in rebuilding Ukraine's economy and civil society after the war.
Inclusive and Equitable Education	Goal 4.5: Ensure equal access to education for vulnerable groups, including children with disabilities, minorities, and those affected by conflict.	Support for Vulnerable Groups, Gender Equality in Education	Ensure that children with disabilities, orphans, and those who have been directly affected by the war receive tailored educational support. This can include specialized learning materials, access to online resources, and targeted financial aid. Promote gender equality in education by encouraging equal participation of girls and young women, especially in fields where they are underrepresented, such as STEM.
Policy and Governance Support	Goal 4.C: Increase the supply of qualified teachers and improve the education policy framework.	Capacity Building for Education Authorities, Teacher Recruitment and Training, Monitoring and Evaluation Systems	Provide technical assistance to the Ukrainian government and local authorities in Kharkiv to help them design policies that address the unique educational challenges caused by the war. Encourage the recruitment of more teachers, particularly in conflict-affected areas, and support professional development programs to ensure they are equipped to handle the unique challenges of wartime education. Establish systems to monitor the quality of education in the Kharkiv region, ensuring that both in-person and remote learning maintain high standards.

Source: UN SDGs, 2024b

At its core, integrated governance prioritizes aligning the academic mission of an institution with its operational and strategic needs. It ensures that decisions about curriculum, research, and teaching methodologies are directly connected to financial and infrastructural realities. For example, introducing innovative learning methods such as Artificial Intelligence (AI), Virtual Reality (VR), and Augmented Reality (AR) not only enhances academic quality but also demonstrates efficient resource utilization and forward-looking operational planning.

Integrated governance also emphasizes the interconnectedness of financial and infrastructural strategies with social responsibility. Institutions must balance income generation through grants, partnerships, and scholarships with investments in safe learning environments, psychological support systems, and inclusive policies for displaced students. By integrating these elements, HEIs can create a supportive and adaptable ecosystem that benefits both the academic community and society at large.

Furthermore, integrated governance includes strategic planning and risk management as central components. Institutions must develop flexible, short- and long-term plans that address current challenges, such as rebuilding after crises while positioning themselves to seize opportunities for innovation and global collaboration. This involves fostering international partnerships, enhancing faculty expertise, and promoting research that addresses urgent societal needs.

Ultimately, integrated governance enables HEIs to operate cohesively, ensuring that academic excellence, financial sustainability, and social responsibility reinforce one another (Fig. 12.10). This unified approach makes HEIs more resilient and capable of driving meaningful change, even in the face of complex and unpredictable challenges.

Under academic governance, the emphasis is on modernizing educational content and methods. This includes revising academic disciplines to meet current needs, balancing theoretical and practical education, and expanding research to contribute to the rebuilding of Kharkiv and Ukraine. It highlights adopting innovative approaches such as using AI, VR, and AR to replace destroyed laboratory facilities, improving foreign language education, and increasing access to global platforms like Coursera. The academic focus also includes developing retraining programs

for displaced workers, strengthening international exchange programs, and initiating projects with forced migrants.

Business governance addresses financial sustainability and operational efficiency. It stresses the importance of financial autonomy for HEIs, improving faculty salaries, expanding grants and scholarships, and forming partnerships with businesses for internships. Enhancing resource utilization is key, emphasizing cloud-based resources, digital document management, and flexibility in working and studying hours. HEIs are encouraged to open branches abroad and redefine resource management strategies to support displaced students further.

Corporate governance focuses on resilience and social responsibility. This includes developing strategic risk management plans, safeguarding infrastructure such as bomb shelters and safe learning spaces and ensuring the continuity of education through robust distance-learning systems. Psychological support is prioritized, with mental health resources, retreats, and the expansion of psychological support services for students and staff. HEIs are encouraged to foster social responsibility by involving the academic community in volunteer programs, supporting war victims, and recruiting faculty from other regions to maintain workforce balance and introduce new ideas. Overall, the strategy integrates these governance areas to create a resilient, innovative, and socially responsible education system adapted to the challenges of war and crisis.

Fig. 12.9 outlines a comprehensive strategy for managing and enhancing HEIs during crises, focusing on three interconnected governance areas: academic, business, and corporate governance. The outlined strategy highlights how HEIs can adapt to and address the challenges posed by crises such as war, focusing on resilience, innovation, and social responsibility. By integrating academic, business, and corporate governance, HEIs can ensure continuity and growth even in the most challenging circumstances.

On the academic front, modernization and innovation are essential. Updating curricula, introducing new teaching methods, and expanding research to meet contemporary needs allow HEIs to remain relevant and impactful. Leveraging digital tools like AI, VR, and AR helps maintain educational quality and practical training in environments where infrastructure is compromised. Strengthening international cooperation

through exchange programs, access to global platforms, and retraining opportunities ensures inclusivity and broad access to education.

UNIVERSITY GOVERNANCE

Academic Governance	**Business Governance**	**Corporate Governance**

Directions

Originality/Innovation Quality/Impact Scholarly Reputation	Income Enhancement Financial Bottom Line Resource Utilisation	Accountability Assurance Safeguarded Resources

Acitivities

Reviewing the content of academic disciplines to meet modern requirements	Establishing cooperation with the Ukrainian diaspora abroad and forced migrants	Redefining the education system with inclusion in mind
Balancing theoretical and practical education	Increase in salaries and other remuneration payments to faculty and staff of HEIs	Increasing the prestige of the pedagogical profession
Deepening the legal outlook, including on international law	Strengthening international cooperation	Developing people education and folk schools
Changes in approaches to learning	Internships for educators at business companies	Improving emotional state, self-awareness and comfort (retreats, psychological support groups, etc.)
Introducing new areas of research aimed at restoring Kharkiv and Ukraine as a whole	Redefining approaches to resource management	Expanding the staff of psychological support services
Developing the startup movement	Financial autonomy of HEIs	Supplementary work with students from the de-occupied territories
Enhancing foreign language learning	Restoration of the educational process in the de-occupied territories	Implementation a system of educational mentorship
Expanding exchange programs for students and academics	Switch to flexible working and studying hours	Attracting faculty from other regions and abroad (in order to balance psychological climate and involvement in new areas of interest)
Joint projects with forced migrants	Expanding opportunities through grants and scholarships	Revision of admission rules (for the occupied territories, from abroad, taking into account inclusion issues)
Using Ai, VR, and AR to compensate for practical training in destroyed laboratories	Creating safe learning spaces	Strategic planning and risk management
Access to world-class educational platforms	Opening branches abroad for returning international students	Social responsibility
Psychological support for students and faculty	Intensified use of cloud resources and digital document management	
	Infrastructure resilience	

Fig. 12.9. Comprehensive strategy for managing and enhancing HEIs during crises

Source: Hundal, S., Eskola, A., Wahlgren, A., 2020

Financial sustainability and operational efficiency are equally critical. Achieving financial autonomy, optimizing resource utilization, and forging partnerships with businesses and international organizations help stabilize and grow HEIs. Expanding grants and scholarships promotes inclusivity, while opening branches abroad supports displaced students and sustains the educational process.

Resilience in infrastructure and a commitment to social responsibility are also paramount. Protecting and upgrading facilities, including creating safe learning spaces and robust distance-learning systems, fosters security and continuity. Psychological support for students and staff ensures mental well-being, while social responsibility initiatives – such as volunteer programs and partnerships with local communities – strengthen the role of HEIs in national recovery and rebuilding efforts.

Strategic planning and risk management are key to ensuring flexibility, innovation, and long-term stability. These governance strategies position HEIs as not only capable of overcoming crises but also as pivotal agents of societal resilience and recovery. By integrating the governance approach, HEIs can transform adversity into an opportunity for progress and development.

Conclusions

The war in Ukraine has profoundly impacted HEIs, particularly those in frontline regions like Kharkiv. Despite the immense challenges, including physical destruction, displacement, and interruptions to traditional educational processes, Kharkiv's universities have demonstrated remarkable resilience and adaptability. They have swiftly transitioned to digital and hybrid learning models, leveraging technology to ensure academic continuity while addressing the needs of students and faculty during a time of crisis.

A key conclusion is that maintaining academic quality in wartime requires a flexible and innovative approach to education. Universities in Kharkiv have adopted new pedagogical methods, utilized digital platforms, and redefined evaluation systems to adapt to the realities of remote learning. However, significant challenges remain, such as unstable internet connections, a lack of access to practical training facilities, and the emotional toll of war on students and faculty.

International cooperation has played a critical role in supporting Kharkiv's universities. Initiatives like the "Twinning" program and assistance from global organizations have provided essential resources, financial aid, and collaborative opportunities. These partnerships have been instrumental in sustaining educational services and supporting displaced students and staff.

The ongoing commitment to the United Nations Sustainable Development Goals (UN SDGs), particularly SDG 4 (quality education) has guided universities in maintaining their educational mission. By aligning their efforts with global goals, Kharkiv's HEIs have not only continued to deliver education but have also reinforced their dedication to social responsibility and resilience.

Kharkiv's universities have proven their ability to adapt to extreme circumstances and uphold their academic mission, even in wartime. Their efforts reflect the resilience and determination of Ukraine's higher education sector. However, continued support from the international community, further innovation in remote and hybrid education, and strategies to address practical training gaps will be crucial for ensuring that these institutions can continue to thrive and contribute to the recovery and rebuilding of the region.

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Chapter 13.
Compliance management system in Ukrainian higher education institutions: implementing and transforming

Nataliia Shalimova[1] and Anna Fomenko[2]

Introduction

A responsible attitude to the fulfillment of tasks and functions of employees in any kind of organization is a necessary component of any economic and education system. As the creator of the intellectual foundation, the education environment has a special responsibility to ensure high standards of operations and vigorously monitor high compliance standards, not only from a regulatory best practices perspective but also from an ethical perspective in all aspects of teaching, research, and management.

Compliance Management is necessary to ensure responsible operations. Failing to comply with relevant laws and regulations can result in serious consequences. Non-compliance can cause major reputational damage and disrupt an institution's stability.

Nevertheless, another factor should be considered. As sustainability becomes a key factor in international business development, companies are fundamentally transforming their operations to be in line with environmental, social, and governance standards (ESG) and sustainable development goals (SDGs). This alignment is aimed at accomplishing a positive impact and maintaining competitiveness. Therefore, business leaders need to acquire the skills and knowledge necessary to adopt a strategic approach to the SDGs and ESG, as well as to accurately measure their influence. It can be confirmed based on the 'Report of the Inter-Agency Expert Group on Sustainable Development Goal Indicators' (2016),

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that compliance should be mandatory in the process of achieving the SDGs. (United Nations Statistical Commission, 2016).

In organizations and companies worldwide, Compliance Management functions are increasingly established. Because of its holistic nature, the implementation is challenging for any organization, whether it is mature or large or rather young and small. It is a specific challenge for organizations considering implementing international compliance standards for the first time, e.g. non-EU countries applying for membership like Ukraine. The current war in Central Europe creates a particular difficulty in implementing and maintaining compliance requirements and standards for EU and non-EU countries, e.g. in light of the various EU sanction programs against the Russian Federation (European Union, 2024).

The field of higher education plays a central role in nurturing intellectual capital, encompassing researchers, staff, and students. Educational institutions are bound by a complex network of standards and regulations, both national and international. Compliance takes on added significance for Higher Education Institutions (HEIs) engaged in international educational programs.

An increased exposure to risks and dangers of the internal and external environment characterizes the current conditions for the functioning of business structures. The so-called compliance risks, i.e. the risks associated with misconduct or possible abuse by all categories of employees, are no exception. The realization of such risks can cause significant damage both in the financial and economic interests of business entities and in the field of forming and maintaining a high image (reputation). Therefore, there is a need to identify, assess, and effectively manage these categories of risks. This requires from the HEIs to ensure quality training of managers with modern competencies in the field of compliance management, develop appropriate modules or study programs, and set priorities and guidelines for technical or professional orientations of management training programs.

It is worth noting that compliance is not ignored in Ukraine, there is a certain circle of organizations that pay sufficient attention to it. As noted at an international conference (Vasylieva & Nesterenko, 2024), large and powerful Ukrainian organizations have compliance departments or compliance managers such as DATAGROUP (Datagroup, 2024), DTEK

Group (DTEK Group, 2024), Continental Farmers Group (Continental Farmers Group, 2024), Astarta-Kyiv (Astarta-Kyiv, 2024), Kyivstar (Kyivstar, 2024), banks, for example PrivatBank (PrivatBank, 2024) and insurance companies, for example Insurance Group TAC (TAC, 2024). Ukraine has several nongovernmental groups and associations for conformity, including the National Association for the Prevention of Corruption, the Ukrainian Compliance Association, and the Ukrainian Integrity and Compliance Network (UNIC, n.d.). Compliance officers can participate in a training program run by the Corporate Governance Professional Association (Corporate Governance Professional Association, n.d.) and the Ukrainian Corporate Governance Institute (Ukrainian Corporate Governance Institute, n.d.), which was implemented in 2019 and will remain in effect in the future. An anti-corruption compliance handbook was released in 2018 as part of the training curriculum (The Cabinet of Ministers of Ukraine, 2023).

The monitoring of educational programs in Ukrainian HEIs reveals a lack of adequate representation of compliance management issues. it is noteworthy that courses focusing on compliance management are not part of the mandatory curriculum and are rarely offered as elective courses in study programs for business, economics, and law.

Currently, there is only one Master's study program with the relevant name, introduced in 2023 at Kyiv National Economic University named after Vadym Hetman, titled "Compliance Management of Organizations" (Kyiv National Economic University named after Vadym Hetman, 2024). An analysis of this program indicates a significant focus on anti-corruption management, aligning with the goals and objectives of the State Anti-Corruption Program for the implementation of the Anti-Corruption Strategy for 2021-2025. Compliance management is not represented among the bachelor's programmes of the Ukrainian HEIs either. Only State University of Trade and Economics proposes the bachelor's programme "International Compliance Management", which includes courses focused on law, controlling, and risk management (State University of Trade and Economics, 2024).

The analysis of study programmes in the field "Management and Administration" shows that course on compliance is rather rare presented among the compulsory courses. For example, the study programes "International Business Management" and "Management of Organizations

and Administration" at the National University "Odesa Polytechnic" include the mandatory discipline "International Corporate Compliance and Business Ethics" (National University "Odessa Polytechnic", 2024a; National University "Odessa Polytechnic", 2024b). Only a few HEIs offer a similar course as an elective with different names, such as "Compliance Management of Transport Organizations" at the National Transport University (National Transport University, 2024) and "Compliance control" at the State Tax University (State Tax University, 2024). Therefore, it is evident that, despite the publication of ISO 37301 in 2021, Ukrainian HEIs have yet to fully align their educational programs with international recommendations and European practices in this area.

In recent years, certain Ukrainian HEIs have initiated the inclusion of elective academic courses that, to some extent, address the topic of legal support for compliance management. Specifically, Borys Grinchenko Kyiv Metropolitan University offers an educational and professional program in "Law" at the second (master's) level, which encompasses an optional educational course titled " Legal support for compliance measures of business entities" (Borys Grinchenko Kyiv Metropolitan University, 2024). But as indicated on the website, for the last two years, none of the students has chosen this course. Similarly, Yaroslav Mudryi National Law University incorporates an elective course on "Anti-corruption Compliance in the Economic Activity of Companies" within its study program "Law" at the second higher education (master's) level (Yaroslav Mudryi National Law University, 2024).

However, most study programs in other higher education institutions lack components that provide students with theoretical knowledge and practical skills related to the legal support of compliance management. This is despite the existing demand in the labor market for highly qualified specialists possessing such competencies.
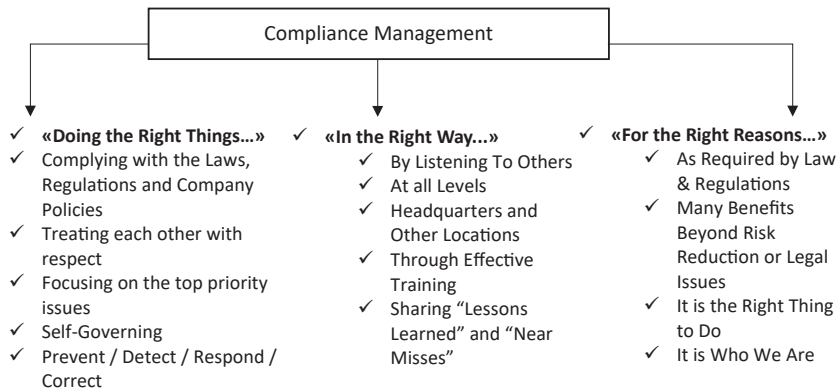
Methodology

The method of collecting information on the current needs of educational institutions in the development of compliance education and training programs in the study was interviews with experts of international partnerships for cooperation in the context of compliance

management in Europe and Ukraine. The research was initiated under the internal university research funding granted to the innovative HSW guidelines "Verbesserung des Mechanismus für die produktive Umsetzung des Compliance Managements in Hochschuleinrichtungen im Kontext der Globalisierung" by Dr. Anna Fomenko, under the supervision of Dr. Professor Ali Arnaout. Prof. Dr. Arnaout (Arnaout, n.d.) is the Director of the International Management Program at the University of Wismar and has 25 years of experience as a consultant in international strategy and compliance management. His teaching and research focus on compliance management, sustainability transformation, digitalization of business models, and management efficiency and flexibility in light of global societal and economic trends. He manages such key projects as the BIP initiative on compliance management education in the EU and Ukraine, as well as the Intensive Mobility Week on "Mechanisms for implementing universal theoretical and practical approaches to compliance management education". It also organizes an annual international symposium on compliance management in Wismar, Germany. Additionally, experts from HEIs were selected for interviews. A group of experts from the following universities was formed: the Universidade Portucalense Infante D. Henrique (Portugal), the University of Chemical Technology in Prague (Czech Republic), the University Toros (Turkey), Budapest Business University (Hungary), the Ukrainian Engineering and Pedagogical Academy (Ukraine), Central Ukrainian National Technical University (Ukraine), and Izmail State University of Humanities (Ukraine). The selection of experts drew on a literature review, an analysis of their practical experience in compliance, and information from stakeholders. The limited number of experts is justified by the initial stage of actively examining the issues of implementing international compliance management approaches in Ukrainian practice, specifically in terms of management and the corresponding educational component.

The conceptual model for creating an effective compliance management program for implementation in Ukraine is based on a cause and effect diagram (also known as a fishbone or the Ishikawa diagram), which is based on brainstorming and further structuring of information from online and offline conferences on compliance management education held by the University of Wismar as part of this research project (Bosch, 1997).

Conceptual Model of Compliance Management Effective Implementation in Ukraine

For a unified approach to understanding the concept, it is considered necessary to cite the following. The expert team of DICO defines Compliance Management System (CMS) as interrelated elements (related to processes and structures) that are developed and implemented to achieve compliance objectives and fulfill compliance tasks (DICO, 2021). Within the first stage of international cooperation between Ukrainian universities and the University of Wismar and EU universities, the philosophy of compliance management (Fig. 13.1) was discussed with the support of American compliance expert Pete Anderson (Anderson, 2024). This basic approach was taken as a basis for the implementation of the compliance management system in Ukraine.

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                    ┌─────────────────────────────┐
                    │   Compliance Management     │
                    └─────────────────────────────┘
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✓ **«Doing the Right Things…»**
✓ Complying with the Laws, Regulations and Company Policies
✓ Treating each other with respect
✓ Focusing on the top priority issues
✓ Self-Governing
✓ Prevent / Detect / Respond / Correct

✓ **«In the Right Way…»**
✓ By Listening To Others
✓ At all Levels
✓ Headquarters and Other Locations
✓ Through Effective Training
✓ Sharing "Lessons Learned" and "Near Misses"

✓ **«For the Right Reasons…»**
✓ As Required by Law & Regulations
✓ Many Benefits Beyond Risk Reduction or Legal Issues
✓ It is the Right Thing to Do
✓ It is Who We Are

Fig. 13.1. Philosophy of Compliance Management

Source: created by authors based on Anderson, 2024

The conceptual model of effective implementation of Compliance Management in Ukraine can take the following form, as presented in Fig. 13.2. In addition to the information based on the ranking, several points from the International Organization for Standardization considered the features of the conceptual model (International Organization for Standardization, 2018, 2021, 2024).
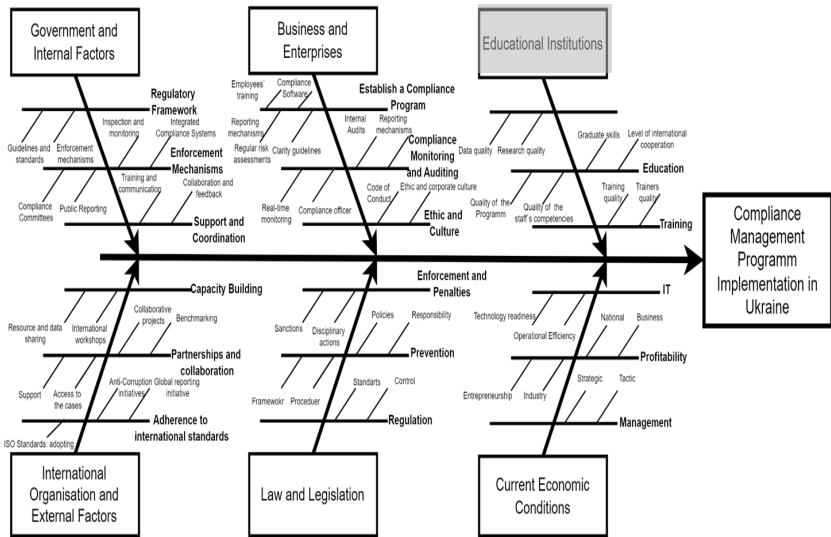
Fig. 13.2. Conceptual Model of Compliance Management Effective Implementation in Ukraine

A cause and effect diagram, commonly referred to as a fishbone or Ishikawa diagram, serves as a conceptual framework for developing an effective compliance management program to be implemented in Ukraine (Bosch Group, 1997). This model was developed through brainstorming and additional organization of data from compliance education conferences held both offline and online by the University of Wismar as part of this research project. The following type of structuring is carried out according to the practical recommendations of Bosch Group Quality Management for structuring the possible causes associated with the effect (problem) (Bosch Group, 2020). Each step represents a branch with corresponding influencing factors.

In the case of a compliance management program, the most influential factors and elements on the effectiveness of implementation are the following: the current economic situation, the specifics of the education system, legislative regulation, the influence and position of the government, business, and industry, and the influence and role of an international

organization and cooperation. Based on the structuring information, several necessary subelements are identified. Research shows that the use of this model can contribute to the rapid and effective implementation of international compliance approaches to the current situation in Ukraine with sustainable effects.

Strategy for Implementation CMS in Ukrainian Higher Education Institutions

The proposed strategy for implementing CMS in HEIs research activities on the peculiarities of the development and implementation of compliance management in higher education institutions in Ukraine is based on European countries' approaches. It focuses on academic teaching and research with practical application and promotes professional, methodical, lawful, and social skills, considering the international dimension of compliance requirements.

Given the topic's scale and complexity, the strategy's concept is based on the principle of a cooperative effort by staff and combined academic disciplines that have traditionally often had competing agendas. Finding optimal solutions requires the development of true interdisciplinary teamwork based on partnership motivation as an internal factor that should positively impact the entire process (Fig. 13.3).

International Collaboration and Networking

Sustainability

Global Relevance and Social Responsibility

Professional Development and Specialization

Challenging long-term planning

Contribution to Higher Education Improvement

Addressing Real-World Challenges
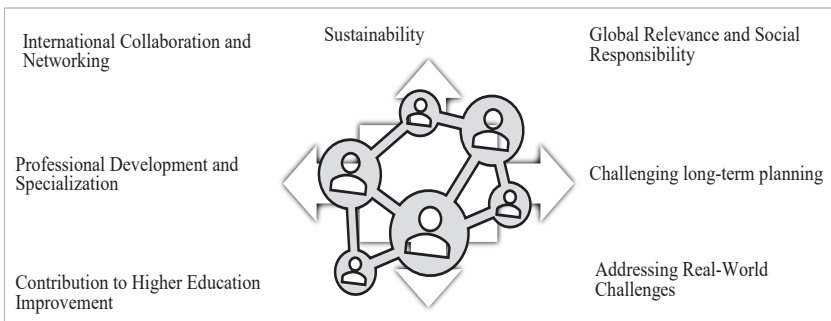
Fig. 13.3. Motivation as an internal factor for the implementing CMS in HEIs in Ukraine

An additional external factor affecting the implementation of CMS in Ukraine is the crime situation influence on the business landscape, which would help in determining the assigned responsibilities of the compliance committee. The instability and volatility of the international business landscape concerning laws and regulations applied in various countries. The uncertain demand volatility in the country's business environment due
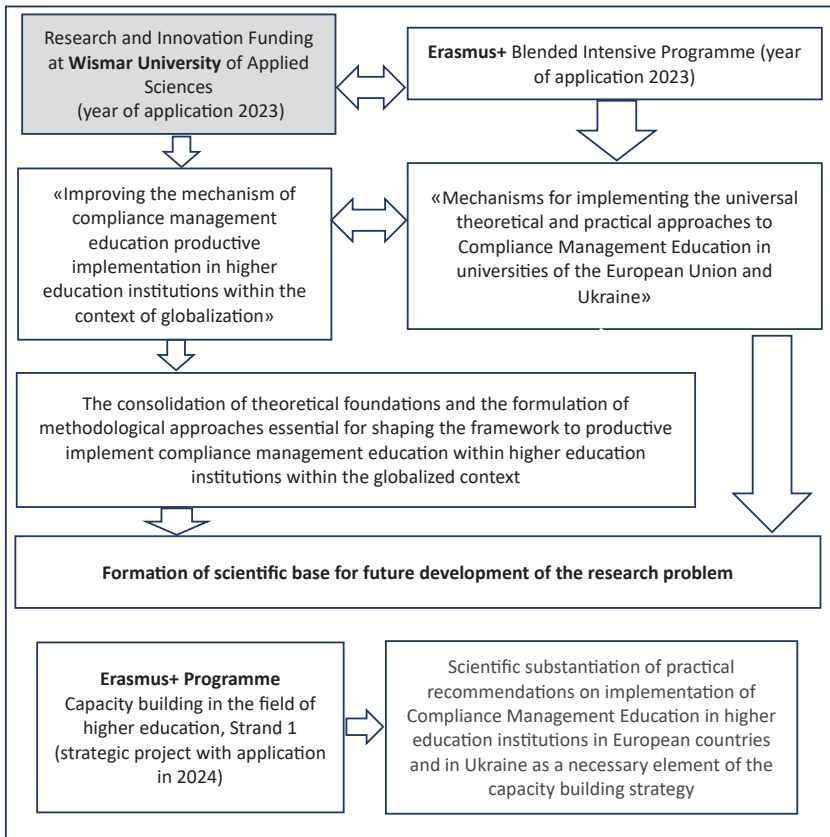
Fig. 13.4. Structure-logical scheme of the relationship of Hochschule Wismar-based research with prospective and ongoing projects in cooperation with UA HEIs (Box 25, Box 26)

to the influence of globalization negatively affects the financial capacity of the organization to implement the compliance doctrine. The compliance doctrine has to be aligned with the legal acts, especially with international standards (Amelicheva et al., 2024).

Having analyzed the work of universities consortium, it should be noted that through motivation and interest in international cooperation, professional development, and a desire to improve the educational process, university academics can quickly respond to the current challenges of the real world in the context of globalization and post-war reconstruction.

The strategy's concept shall include perspectives from different EU HEIs, particularly faculties at Hochschule Wismar, HEI partners, and guest lecturers, covering legal, economic, pedagogical, and social sciences, public policy, professional culture, and compliance management approaches to present a comprehensive mechanism for implementing compliance management into the educational environment in Ukraine, with the start from Central Ukrainian National Technical University (Fig. 13.4). A special focus lies on the practical needs of enterprises when implementing CMS with a view to training and education requirements of future compliance professionals towards the higher education system.

Box 25:

Research project "Improving the mechanism of effectively implementing Compliance Management Education in higher education institutions within the context of globalization" (2023).

Project Objectives:

1. Formalize and systematize theoretical scientific perspectives concerning the implementation of Compliance Management Education approaches in educational institutions.

2. Investigate the experiences of Compliance Management Education implementation within educational institutions, spanning both the federal and international levels.

3. Identify external and internal factors that exert influence on the implementation of compliance management within the globalized context.

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4. Propose methodological guidelines for the development of the mechanism for implementing Compliance Management Education in higher education institutions.

5. Develop a conceptual framework for guiding managerial decisions at both tactical and strategic levels pertaining to the establishment and advancement of Compliance Management Education within higher education institutions.

Blendid Intensive Programme "Mechanisms for implementing the universal theoretical and practical approaches to Compliance Management Education in universities of the European Union and Ukraine" (March – April, 2024)

The BIP Course combines research activities on the peculiarities of the development and implementation of compliance approaches in higher education institutions in European countries. It focuses on academic teaching and research with practical application and at the same time promotes professional, methodical, lawful and social skills, considering the international dimension compliance requirements.

With view to the scale and complexity of the topic the BIP concept is based on the principle of a cooperative effort by staff and combined academic disciplines that have traditionally often had competing agendas. Finding the optimal solutions requires developing genuine team interdisciplinary work.

The BIP concept includes perspectives form different faculties at Hochschule Wismar, HEI partners and guest lecturers, covering legal, economic, pedagogical and social sciences, public policy, professional culture and compliance management approaches, to present a comprehensive mechanism for implementing compliance management into the educational environment to a critical public. A special focus will lie on the practical needs of enterprises when implementing CMS with view to training and education requirements of future compliance professionals towards the higher education system.

The week-long conference-programe brought together representatives from various esteemed institutions, including the Central Ukrainian National Technical University (Ukraine), Ukrainian Engineering Pedagogical Academy (Ukraine), Budapest Business University (Hungary), University of Chemistry and Technology in Prague (Czech Republic), University of Infanta D. Enrique (Portugal), and Toros University (Turkey).

The week which concluded with a round table, highlighted the potential for future collaboration and partnership among participants, leading coordinator and manager to emphasized the necessity of formulating a proposal for cooperation between project partners for 2024-2025. This proposal aims to solidify the relationships established during the dialogue sessions and facilitate ongoing collaboration in advancing integrity and compliance practices across diverse HEI. Additionally, the round table discussion on the implementation of compliance management programs for master's students in HEIs emphasizes the importance of collaborative efforts in enhancing compliance education and nurturing a culture of integrity within academic institutions.

In conclusion, the following outcomes are noteworthy:

Establishment of discursive foundations: The event laid the groundwork for constructive discussions, providing a basis for thorough exploration and exchange of ideas within the academic community.

Insights from industry authorities: Participants benefited from the expertise of industry leaders, enriching their understanding of compliance practices and trends within various sectors.

Facilitation of global discourse: The event served as a platform for international engagement, fostering dialogue and collaboration across borders, thereby promoting the exchange of diverse perspectives and best practices.

Practical guidance for implementation: Attendees received practical guidance on the implementation of compliance strategies and the enhancement of Compliance Management Education, equipping them with actionable insights to navigate regulatory complexities effectively.

Academic perspectives and innovations: Academic presentations introduced innovative approaches and perspectives on compliance education restructuring, transnational cooperation, and the integration of novel teaching methodologies, enriching scholarly discourse and advancing academic knowledge in the field.

Encouragement of future collaborative endeavors: The event concluded with an emphasis on fostering future collaboration, underlining the importance of formulating proposals for sustained cooperation between academic institutions, aiming to catalyze ongoing advancements in integrity and compliance practices.

Source: Hochschule Wismar, 2024a; Hochschule Wismar, 2024b

Box 26:

Project "Implementation of the European Approach of Compliance Management in Higher Education in Ukraine" ERASMUS-EDU-2024-CBHE-STRAND-1 (November 2024 – November 2026).

The Consortium is formed by partners from six countries: Hochschule Wismar University of Applied Sciences Technology, Business and Design (Germany), Universidade Portucalense Infante D Henrique-Cooperativa de Ensino Superior Crl (Portugal), VŠCHT Praha Vysoka Skola Chemico-Technologika v Praze (Czech Republic), Wyższa Szkoła Przedsiębiorczości i Administracji w Lublinie (Poland), Central Ukrainian National Technical University (Ukraine), Izmail State University of Humanities (Ukraine), Simon Kuznets Kharkiv National University of Economics (Ukraine), Donetsk State University of Internal Affairs (Ukraine), Ukrainian Engineering Pedagogics Academy (Ukraine). The consortium includes associated partner NGO "Professional Network of Research and HE Managers in Ukraine". Project Goal is enhancing teaching and assessment mechanisms for UA Higher Education Institutions (HEIs), focusing on quality assurance, management, anti-bribery, and innovation in accordance with EU Compliance standards. Objectives of the project:

1. Elevate teaching methods: The project seeks to improve teaching and assessment mechanisms, quality assurance, management, innovation in Ukrainian HEIs by integrating EU Compliance methodologies.

2. Accessible compliance education: Enhance the access and quality of Compliance Management education in the field of entrepreneurship, management, and law in Ukrainian HEIs to foster adaptability to European labour market requirements.

3. Fostering employment stability for Ukrainian university graduates: Ensure stability of employment opportunities for UA university graduates in the context of European integration and globalisation through compliance competencies.

4. Empower digital transformation: Promote digital transformation in teaching Compliance Management in Ukrainian partner HEIs through innovative tools, such as futurebook (e-book), podcasts, videos, and gamification solutions.

Source: Hochschule Wismar, 2024c

Based on the results of the international cooperation between EU and UA HEIs and their research projects, Mechanisms for implementing the universal theoretical and practical approaches to Compliance Management Education in universities of the European Union and Ukraine under the conditions of war and in a post-war period are proposed.

Purpose of the Proposed Further Cooperation between Hochschule Wismar (Germany) and Central Ukrainian National Technical University (Ukraine)

The research in compliance management for the Faculty of Economics of the Central Ukrainian National Technical University – CUNTU is not only a response to the challenges of time and the need to meet EU requirements, but also a logical continuation of research in the field of audit and financial and economic security. The faculty consists of 7 departments: Audit, Accounting and Taxation; Finance, Banking and Insurance; Economic Theory, Marketing and Economic Cybernetics; International Economic Relations;

Economy and Entrepreneurship; Economics, Management and Business; Social Sciences, Information and Archival Affairs. The Faculty of Economics is responsible for training bachelors, masters and PhD in 26 study programs in such fields as "Social and behavioural sciences", "Management and Administration", "International Relations", "Culture and Art", "Humanitarian Science", "Public management and Administration", "Service sector" (CUNTU, 2024 a).

Faculty of Economics proposes 22-month fulltime Master's study programme "Audit, financial control and expertise" and 16-month fulltime Master's study programme "Management of financial and economic security" that require courses on compliance management to broaden the understanding of modern organisational and corporate structure and culture of business entity. The results of research in the sphere of audit, assurance and security are presented in international conference, organized by the faculty of Economics of CNTU (International Scientific Conference "The economic and social Impact of Conflict on the Modern World", 2024; International Scientific and Practical Conference "Development of Accounting, Audit and Taxation in the Conditions of Innovative Transformation of Socio=Economic Systems", 2024). Faculty of Economics of CUNTU took part in two projects: (1) Educational Polish-Ukrainian "Consortium of DOBRE Universities", which is part of the US Agency for International Development (USAID) project "Decentralization brings better results and efficiency" (DOBRE), certified postgraduate training programs "Management in Ukrainian local governments for leaders, middle managers, specialists (professionals) in public services"; in 2020-2022, one group of participants was trained under this certified program (CUNTU, 2022); (2) Enhancing capacity of universities to initiate and to participate in clusters development on innovation and sustainability principles, 609944-EPP-1-2019-1-LT-EPPKA2-CBHE-JP (CUNTU, 2024b). Participation in these projects showed the need for an in-depth study of compliance gaps in public sector entities.

Research, formation of didactic approaches, and introduction of Compliance Management educational components into the system of higher management education in European countries and formation proposals for the development of relevant skills among staff of higher education,

managers, and employees of business in Ukraine is an important area for further work.

Objectives for cooperation:

1. Research of patterns of implementation of Compliance Management approaches in education environment in HEI sectors between partnerships.

2. Understand the practical needs of enterprises when implementing CMS with a view to training and education requirements of future compliance professionals towards the higher education system.

3. Develop didactic competencies of higher education teachers in teaching Compliance Management.

4. Develop research skills to conduct and teach Compliance Management with Ukraine.

5. Research the potential of Compliance approaches in the process of post-war reconstruction and European integration of Ukraine.

6. Develop training modules and the course of Compliance Management for professors and enterprise managers for implementation in European countries and adaptation implementation in Ukraine.

To ensure successful cooperation, good communication, and all activities on time with required quality expectations met, the EU and UA HEIs cooperation scheme should be established with management and coordination structures, offline and online activities, and processes. In the context of globalization and Ukraine's integration into the European space, compliance plays a special role in the interaction of universities with business.

One clear idea of partnership and cooperation is to create unity in thinking about compliance. The detailed needs analysis in the field of EU approaches for implementation of CMS in Ukrainian HEIs was conducted during 2023-2024 in cooperation with all partners to specify the cooperation scheme and design an appropriate methodology and targeted activities (Fig. 13.5).

Transparent integration of the suggested scheme into international activities of the UA HEIs could help create a platform for researching innovations in compliance management and its impact on business processes. The introduction of modern approaches to education will increase the prestige of universities and their attractiveness to students and teachers. Universities and business structures can jointly improve interaction

mechanisms to train qualified compliance professionals and solve current problems.

As representatives of the higher education system, teachers are responsible for the potential of graduates. The main task is not just to increase the level of student's knowledge in compliance but to make it in demand.

Phase 1 Project Preparation	Initiation and formation the current topic of the project
	Organizing the project and determination of the staff of the project
	Preparation the project overview
	Search for project partners
	Content development and time-schedule
	Applying

Phase 2 Pre-conventional Online meetings	Presentation of the most important compliance standards in partner countries
	Demonstration of compliance content at partner university
	Formalizing needs of Ukraine and Ukrainian HEIs in compliance management
	Consideration of the factors of external and internal impact on the formation of mechanism of implementation of compliance management approaches
	Generalization of theoretical aspects of formation of the mechanism

Phase 3 Onsite Convention	Expert discussion of the process component of compliance
	Analyzing the real needs in compliance management of European and Ukrainian business
	Development of practical recommendations for HEIs on Compliance course
	Formalizing the mechanism for implementing approaches to compliance management education

Phase 4 Post-conventional Online meeting	Submission the research results from partner countries and Ukraine
	Analyzing and identification of the risks
	Active change management
	Review for ongoing improvement
	Formation the future recommendations for teaching methods

Phase 5 Project Documentation	Publication of research results
	Evaluating the achievements of the objectives
	Preparation and submitting the report

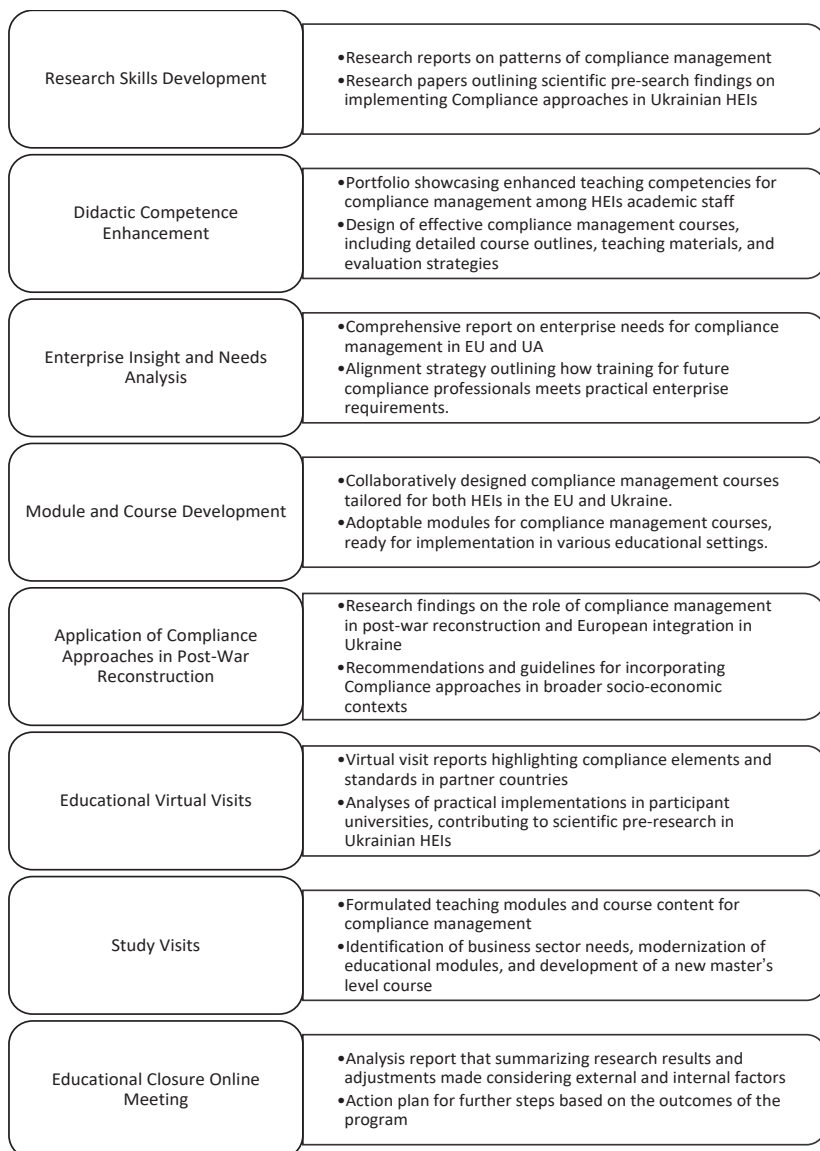**Fig. 13.5.** EU and UA HEIs project-based cooperation scheme

In this case, our research team developed the logo "United by Compliance" (Fig. 13.6). The idea behind it is that improving the competence of UA teachers through cooperation with European universities and business structures will affect the level of knowledge and skills of graduates, which in turn will increase business efficiency.

Fig. 13.6. Project Team and Logo

Identifying critical outputs for all partners is necessary for the successful implementation of the cooperation strategy, which focuses mainly on compliance management in Ukrainian higher education institutions (Fig. 13.7).

The outputs include improved research skills and didactic competencies in compliance management through cooperation. Much work was done during the preparation, and now the next task is to create a theoretical basis for developing mechanisms to improve compliance management education.

Research Skills Development	• Research reports on patterns of compliance management • Research papers outlining scientific pre-search findings on implementing Compliance approaches in Ukrainian HEIs
Didactic Competence Enhancement	• Portfolio showcasing enhanced teaching competencies for compliance management among HEIs academic staff • Design of effective compliance management courses, including detailed course outlines, teaching materials, and evaluation strategies
Enterprise Insight and Needs Analysis	• Comprehensive report on enterprise needs for compliance management in EU and UA • Alignment strategy outlining how training for future compliance professionals meets practical enterprise requirements.
Module and Course Development	• Collaboratively designed compliance management courses tailored for both HEIs in the EU and Ukraine. • Adoptable modules for compliance management courses, ready for implementation in various educational settings.
Application of Compliance Approaches in Post-War Reconstruction	• Research findings on the role of compliance management in post-war reconstruction and European integration in Ukraine • Recommendations and guidelines for incorporating Compliance approaches in broader socio-economic contexts
Educational Virtual Visits	• Virtual visit reports highlighting compliance elements and standards in partner countries • Analyses of practical implementations in participant universities, contributing to scientific pre-research in Ukrainian HEIs
Study Visits	• Formulated teaching modules and course content for compliance management • Identification of business sector needs, modernization of educational modules, and development of a new master's level course
Educational Closure Online Meeting	• Analysis report that summarizing research results and adjustments made considering external and internal factors • Action plan for further steps based on the outcomes of the program

Fig. 13.7. Outputs for improving Compliance Management Education

Germany and other countries have accumulated considerable experience in using compliance to develop and comply with compliance standards in business and economic development. By adopting this experience, Ukrainian organizations and educational institutions can create a microqualification program aimed at training Ukrainian business representatives and students to enable enterprises to achieve sustainability through compliance. It is expected that the implementation of this program will be a catalyst for qualitative changes in the Ukrainian business environment, bringing it in line with European standards and meeting the needs of the current and post-war economic recovery of Ukraine.

Conclusions

In summary, this study emphasizes the need for certified courses and training programs to build compliance competencies that are essential for sustainable development and the European integration of Ukraine. The strengthening of globalization and Ukraine's acquisition of candidate status in the EU membership broadens the possibilities for integrating Ukrainian education and business into the European space.

However, this process has some limitations; it is observed that while international norms are implemented in Ukrainian legislation, their application in business practices has not gained sufficient traction. The main reason for this is the absence of disciplines or specific courses dedicated to informing and disseminating the culture of compliance in the educational programs of Ukrainian higher education institutions (HEIs), highlighting the benefits of its application by domestic enterprises. It is noteworthy that the experience of partner institutions in implementing international projects, including cross-border projects, will provide an opportunity to master innovative methodologies for implementing compliance management in the context of master's education in management and scale its application in the practical work of domestic higher education institutions, as well as institutions overseeing postgraduate training of professionals.

To sum up, this research signifies a pivotal collaboration between Ukrainian higher education institutions and EU universities, responding to the growing importance of European compliance standards. Despite Ukraine's candidate status for EU membership and increasing globalization

trends, the practical application of international norms in business practices remains limited due to the absence of dedicated disciplines in Ukrainian higher education programs.

Another possible area of future research would be to investigate how the Ukrainian educational system must integrate and implement European educational approaches to compliance management.

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