

**MECHANISMS OF INTERACTION
BETWEEN GOVERNMENT, BUSINESS AND CIVIL SOCIETY
IN THE CONTEXT OF UKRAINE'S EUROPEAN
INTEGRATION AND COUNTERACTION
TO ACADEMIC MIGRATION**

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Abstract. The chapter explores the mechanisms of interaction between government, business, and civil society in Ukraine within the dual context of European integration and the need to counteract academic migration. The subject of the research is the institutional, legal, economic, and socio-cultural frameworks that shape cooperation among these three actors in order to reduce the outflow of intellectual capital and strengthen Ukraine's integration into the European Higher Education Area (EHEA) and the European Research Area (ERA). The study highlights academic mobility as an ambivalent phenomenon: while it fosters international exchange, knowledge transfer, and professional development, it also carries the risk of permanent emigration of talented youth and highly qualified researchers, undermining national competitiveness. Methodologically, the research is based on an interdisciplinary approach combining political science, public administration, law, and sociology. Comparative analysis with Central and Eastern European countries is used to trace relevant lessons for Ukraine. Normative-legal analysis of key Ukrainian laws (e.g., the Laws "On Higher Education" 2014, "On Education" 2017, and "On Scientific and Scientific-Technical Activity" 2015) is supplemented with institutional case studies of state–business–civil society cooperation, such as public-private partnerships, tripartite agreements, and grant programs. Policy analysis is

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applied to European initiatives (Erasmus+, Horizon 2020, Horizon Europe) to evaluate their transferability to the Ukrainian context. The aim of the research is to identify effective institutional mechanisms that can align the interests of government, business, and civil society to counter academic migration, while simultaneously promoting Ukraine's compliance with European standards of quality education, academic integrity, and innovation. Particular attention is paid to legal and financial instruments that enable joint action: targeted state funding linked to performance, tax incentives for business investment in research and development, grant schemes for young researchers, and programs for reintegration of graduates and scholars who studied abroad. The findings demonstrate that progress has been achieved in harmonizing Ukraine's education and research policies with EU requirements. The establishment of the National Agency for Higher Education Quality Assurance and the National Council for Science and Technology illustrates institutional innovation. Business participation in scholarships, start-up competitions, and dual education programs shows potential to bridge the gap between academia and the labor market. Civil society, through NGOs, student associations, and expert councils, provides transparency, advocacy, and support for inclusive academic environments. However, persistent challenges include underfunding of science (below 0.5% of GDP), weak enforcement of business incentives, regional disparities in investment, and limited capacity of civil society organizations. The conclusion emphasizes that institutional and legal mechanisms of tripartite cooperation are essential not only for slowing brain drain but also for transforming it into "brain circulation." By developing return grants, supporting re-emigration initiatives, and embedding social dialogue in policymaking, Ukraine can convert academic mobility into a driver of innovation and modernization. In the long run, effective cooperation between government, business, and civil society will contribute to a competitive, inclusive, and tolerant academic environment, strengthening Ukraine's position within the European knowledge space.

1. Introduction

The issue of academic migration in Ukraine has become one of the most pressing challenges in the contemporary political and socio-economic context. On the one hand, academic mobility enables knowledge transfer,

professional development, and integration into international research networks. On the other hand, large-scale and often irreversible outflows of talented youth and qualified scholars significantly weaken the intellectual capacity of the country, diminish its competitiveness, and complicate the process of integration into the European educational and scientific space. In conditions of ongoing war and post-war reconstruction, this problem acquires additional urgency, as the preservation of human capital becomes a key factor for the sustainability of democratic institutions and socio-economic modernization.

European integration serves as both a challenge and an opportunity for Ukraine. Alignment with the principles of the European Higher Education Area (EHEA) and the European Research Area (ERA) requires the adoption of legal, institutional, and economic instruments that not only regulate academic mobility but also ensure mechanisms for the reintegration of scholars and students returning from abroad. Within this framework, cooperation between government, business, and civil society emerges as a fundamental condition for reducing the negative effects of brain drain. Such cooperation requires institutional trust, clearly defined responsibilities, and transparent mechanisms for joint decision-making. The “triangle of knowledge” – state, private sector, and civil society – thus becomes the central axis of policy aimed at counteracting academic migration and securing Ukraine’s long-term competitiveness in the European context.

Purpose of the Study. The primary purpose of this chapter is to investigate the institutional, legal, and socio-economic mechanisms of interaction between government, business, and civil society in Ukraine, with particular attention to their role in addressing the phenomenon of academic migration under conditions of European integration.

Research Objectives:

- 1) to analyze the institutional and legal frameworks regulating the interaction between state institutions, business structures, and civil society in the fields of education and science in Ukraine;
- 2) to identify the economic and socio-cultural instruments that contribute to reducing the outflow of intellectual capital and promoting the reintegration of scholars and students after studying or working abroad;
- 3) to assess the relevance and applicability of European practices – such as public-private partnerships, return grants, and social

dialogue mechanisms – for the Ukrainian context in order to ensure effective counteraction to academic migration.

Methodology

The methodological basis of the study combines interdisciplinary and comparative approaches. First, a political science and public administration perspective is applied to explore the role of the state in coordinating and regulating the interaction between government, business, and civil society. Legal analysis is used to examine key Ukrainian legislative acts (“On Higher Education” 2014; “On Education” 2017; “On Scientific and Scientific-Technical Activity” 2015) and their compliance with European standards, including the Bologna Process and the Standards and Guidelines for Quality Assurance in the EHEA.

Second, comparative analysis is employed to draw lessons from Central and Eastern European countries that have already undergone similar integration processes, particularly in designing mechanisms of return migration and knowledge transfer. Third, policy analysis and case studies are utilized to evaluate practical instruments such as dual education programs, public-private partnerships, and grant schemes for young researchers. Special attention is devoted to the role of civil society organizations, professional associations, and NGOs in providing transparency, monitoring, and advocacy.

Finally, the study employs a socio-cultural lens to explore how values of inclusiveness, tolerance, and academic integrity influence the effectiveness of institutional mechanisms. This multi-layered methodology allows not only to assess existing frameworks in Ukraine but also to propose recommendations for enhancing institutional capacity, fostering trust among stakeholders, and transforming academic migration into a form of brain circulation beneficial both for Ukraine and for the broader European knowledge space.

2. Institutional and Legal Mechanisms

Institutional and legal mechanisms of interaction between government, business, and civil society in the context of European integration processes and the necessity of counteracting academic migration from Ukraine occupy a central place in contemporary scholarly discourse. Academic mobility as a phenomenon can be ambivalent: on the one hand, it promotes knowledge

exchange, the formation of new competencies, and the improvement of the professional training of researchers and students; on the other hand, the mass departure of talented youth and highly qualified professionals abroad without return leads to the loss of intellectual potential, a decrease in the competitiveness of national science, and slows down integration into the European scientific space.

For this reason, the state, business structures, and institutions of civil society must act as subjects of joint action, which requires not only political will but also a proper regulatory framework, institutional guarantees, and clearly defined mechanisms of cooperation. It should be noted that the legislative and regulatory framework of Ukraine in recent decades demonstrates a gradual approximation to European standards in the field of education and science. The adoption of the Law of Ukraine “On Higher Education” (2014) [13] initiated a new stage in regulating relations between state authorities, educational institutions, employers, and civil institutions. The legislator enshrined the principles of university autonomy, emphasized the role of academic freedom, and defined mechanisms for forming supervisory boards and involving representatives of business and the public in university governance. Subsequently, the Law of Ukraine “On Education” (2017) [15] expanded legal opportunities for introducing European approaches to education quality, ensuring transparency of accreditation procedures, and promoting the mobility of students and teachers.

An important addition was the reform of the scientific sphere, enshrined in the Law of Ukraine “On Scientific and Scientific-Technical Activity” (2015) [14], which created the National Council for Science and Technology Development as an institutional platform for communication between governmental structures, business, and the scientific community. An integral element of institutional interaction is the mechanism of social partnership, which in the legal field of Ukraine is formalized in the form of tripartite agreements, memoranda, and public-private partnership programs. Such documents allow coordination of the interests of participants in the “knowledge triangle” – the state, business, and civil society – in order to achieve common goals. In the sphere of counteracting academic migration, these agreements provide, in particular, for the creation of programs to finance young scientists, grant support for research initiatives, and preferential lending for educational projects.

Business gains the opportunity to invest in staff training, forming a reserve for its own companies, while civil society organizations act as intermediaries between students, researchers, and government bodies, ensuring transparency of processes and taking into account the interests of different social groups. A significant factor is the integration of the Ukrainian educational and scientific system into the European space. The implementation of the requirements of the Bologna Process, accession to the European Higher Education Area (EHEA) and the European Research Area (ERA), cooperation with Erasmus+, Horizon 2020, and Horizon Europe programs form new standards of interaction among all stakeholders. European experience emphasizes the need to ensure academic integrity, to strengthen the role of universities as centers of innovation and entrepreneurship, and to actively involve civil institutions in the process of shaping educational policy. In Ukraine, these requirements are gradually being enshrined in bylaws of the Ministry of Education and Science, as well as in strategic documents such as the “National Strategy for the Development of Education in Ukraine for 2012–2021” [8] and the “Strategy for the Development of Higher Education in Ukraine for 2021–2031” [6].

Particular attention should be paid to the issue of financial and legal instruments that ensure the effectiveness of cooperation. Currently, in Ukraine, the system of state orders for the training of specialists is actively developing, which takes into account the needs of the labor market and is determined in cooperation with employers. Within the framework of European integration commitments, Ukraine is gradually introducing performance-based financing practices for universities, in which the allocation of budgetary funds depends not only on the number of students but also on the quality of educational programs, the level of scientific research, international cooperation, and the employment of graduates. This model helps create incentives for young researchers to remain in the country, as they gain access to modern infrastructure, the opportunity to conduct research at a competitive level, and prospects for professional growth without the need to go abroad.

Normative legal acts also establish mechanisms for supporting academic mobility, taking into account the interests of the state. Ukraine recognizes the importance of temporary internships and studies abroad,

which allow integration into international scientific networks and the expansion of professional contacts. At the same time, legal documents stipulate obligations for young professionals who obtained education at the expense of public funds to work for a certain period in domestic institutions or organizations. This is a compromise model that combines the aspiration for mobility with the necessity of preserving human capital in the country. However, scholars emphasize that the mechanism must be flexible, so as not to turn into coercion, while simultaneously stimulating the creation of a competitive educational and professional environment, since “a regime of tough competition, transparency, accessibility, and publicity of contracting at the state, regional, and local levels should become the main principles of building the state contracting system of Ukraine” [16, p. 47].

Accordingly, institutional interaction between government, business, and civil society in the sphere of science and education in Ukraine is gradually strengthening, but a number of problems remain:

- first, mechanisms for involving business in supporting scientific research often remain declarative in nature: legally established incentives (tax benefits, preferences, grant mechanisms) are implemented only partially or with significant limitations;

- second, civil society organizations representing the interests of the academic community do not always have sufficient resources for systematic participation in policy-making, and their institutional capacity requires support;

- third, the state itself does not always act as a consistent arbiter in the triangle “government – business – civil society,” which creates imbalances in priorities and reduces the effectiveness of reforms.

In this context, European integration processes act as a catalyst for change, since they require Ukraine not only to formally harmonize its legislation but also to effectively implement the principles of transparency, accountability, and inclusiveness.

European practice demonstrates that sustainable mechanisms of interaction are possible only under conditions of institutional trust, clearly defined roles, and the distribution of responsibilities among all participants. For example, in many Central and Eastern European countries, national councils for science and education have been created, consisting of representatives of universities, business, and civil organizations; it is these

bodies that shape strategic research directions, define funding priorities, and contribute to human capital development.

Ukraine is making gradual progress in this direction. The establishment of the National Agency for Higher Education Quality Assurance, which includes independent experts and representatives of the public, has become an important signal for European partners. The creation of research funds, support for innovation clusters, and legislative stimulation of innovation activities all contribute to shaping a legal environment conducive to strengthening cooperation within the “government – business – civil society” triangle. However, there remains a need for systematic monitoring of the effectiveness of these institutions, transparent mechanisms for resource allocation, and further democratization of the decision-making process.

Another important task is the development of legal instruments aimed at creating favorable conditions for the return of Ukrainian researchers and students after studying or internships abroad. In the European context, the practice of “re-emigration” grants is widespread, whereby young researchers receive support to establish their own laboratories or research groups in their country of origin. For Ukraine, such mechanisms could become a powerful factor in reducing the level of “brain drain” and integrating scientific potential into the development of the national economy.

These initiatives are gradually acquiring legal form through government decrees and programs of the Ministry of Education and Science; however, their effectiveness depends on adequate funding, coordinated cooperation with business, and the active involvement of civil society. As noted, “the analysis of the theory and practice of public administration must prove the efficiency and effectiveness of such mechanisms as public-private partnership, social partnership, e-governance, and foresight. Their key characteristics are defined as follows: the ability to combine partnership-based development with subject–subject relations characterized by self-sufficiency and built on a high level of trust and partnership; the need for a high level of competence of all participants in the interaction; the use of powerful communicative capacities and information technologies in public administration, business, and civic activity; and the involvement of forecasting and strategic planning technologies oriented toward the future.” [7, p. 94]

As we can see, institutional and legal mechanisms of interaction between government, business, and civil society form the foundation for developing and implementing strategies to counteract academic migration in Ukraine. They are intended to ensure the alignment of interests among key stakeholders, the creation of a transparent governance system in the fields of education and science, and the development of effective instruments for financial and organizational support. The condition for their success lies not only in the adaptation of the national legislative framework to the standards of the European Union but also in the institutional capacity of cooperation participants to implement joint decisions in practice. In the long term, such interaction may become not only a mechanism for restraining the outflow of intellectual capital but also a means of multiplying it by creating a competitive educational environment, fostering the development of an innovative economy, and strengthening Ukraine's position within the European scientific space.

3. Economic Support and Business

Involvement it should be emphasized that economic support and the active involvement of business in the development of education and science in Ukraine constitute one of the key prerequisites for overcoming the negative consequences of academic migration and for creating a favorable environment for the realization of the intellectual potential of young professionals. In the current conditions, when the state is undergoing structural transformations and aspires to European integration, the consolidation of efforts by all stakeholders – government bodies, the entrepreneurial sector, and civil society institutions – becomes a necessary condition for forming a sustainable system of support for researchers and students. The outflow of young scholars abroad, especially during wartime and in the period of post-war reconstruction, poses direct risks to the reproduction of the national intellectual resource, reduces the innovative potential of the economy, and slows down the implementation of European integration tasks. Therefore, legal and organizational mechanisms regulating business participation in the sphere of science and education acquire strategic importance.

Ukrainian legislation in the field of public-private partnership (PPP) is gradually approaching European standards. The Law of Ukraine “On Public-Private Partnership” (2010, with subsequent amendments) [11]

laid the foundation for cooperation between state bodies and business in implementing infrastructure, educational, and scientific projects. At the same time, in practice this instrument for a long period remained insufficiently effective due to a lack of transparent procedures, inadequate guarantees for investors, and weak protection of the rights of private partners. In the context of counteracting academic migration, PPP mechanisms can become the foundation for creating new laboratories, science parks, technopolises, and innovation incubators, which would provide jobs for young researchers and enable the implementation of international research projects on the territory of Ukraine.

An important component is stimulating business to invest in scientific research through a system of tax incentives, grants, and state subsidies. In the countries of the European Union, the practice of “research and development tax credits” (R&D tax credits) is widespread, allowing enterprises to reduce their tax burden in cases of investment in scientific development. For Ukraine, the introduction of such instruments would increase business interest in financing applied research, creating corporate laboratories, and supporting university start-ups. For Ukraine, the introduction of such instruments would mean increasing business interest in financing applied research, creating corporate laboratories, and supporting university start-ups. In combination with clear legal norms regarding the protection of intellectual property and mechanisms of state grant programs, such measures can reduce the outflow of young scientists by offering them competitive opportunities in their homeland.

Of particular importance in the institutional and legal context is the development of a system of dual education and practice-oriented training. The relevant provisions are enshrined in the new Law of Ukraine “On Education” (2017), which provides for the possibility of combining studies at higher education institutions with practical training directly at enterprises [15]. This model corresponds to European approaches to organizing the educational process and at the same time contributes to the formation of sustainable links between students and employers even at the stage of obtaining education. The creation of conditions for internships and practice within the country reduces the need for students to go abroad in search of professional opportunities and also ensures faster adaptation of young professionals to the domestic labor market.

Attention should also be paid to the role of business in the development of scholarship systems, grants, and programs to support talented youth. In many Ukrainian universities, with the participation of entrepreneurial structures, named scholarships, start-up competitions, and programs for financing student and postgraduate research are created. These initiatives have a dual effect: they not only contribute to the material support of gifted students and young scholars but also form an atmosphere of trust between the academic community and business, creating a common field of responsibility for the development of the country's scientific potential.

The legal framework for innovation activity is also of particular importance, as it provides clear rules of the game in the intellectual property market. The European Union, within the framework of the "Europe 2020" strategy and the new Horizon Europe program, emphasizes the need for the commercialization of scientific results, the creation of start-ups, and the stimulation of technology transfer [9]. For Ukraine, which aspires to integrate into the European Research Area, it is important not only to receive grant resources but also to form internal legal mechanisms that would allow young scientists to remain in the country, develop their own research projects, attract investments, and participate in international consortia. This requires improving legislation in the field of intellectual property protection, developing venture financing, and creating a favorable tax environment for start-ups and innovative companies.

Equally important is the participation of civil society in monitoring the implementation of state and business initiatives. Non-governmental organizations, think tanks, and professional associations can act as independent experts, ensuring transparency and accountability in the use of funds, as well as representing the interests of the academic community. Legal mechanisms that guarantee the participation of civic institutions in decision-making – particularly through public councils under government bodies – create conditions for more effective counteraction to academic migration, as they make it possible to take into account a wide range of views and needs.

Under conditions of European integration, another important task is the coordination of national economic and educational policies with European ones. EU programs provide financial support for joint research, innovative projects, and the exchange of experience between universities and business

structures. For Ukraine, this opens the possibility of attracting significant resources into the sphere of science and education; however, a necessary condition is the ability of national institutions to ensure transparent mechanisms for the use of these funds, to form an accountability system, and to guarantee investor trust. In this aspect, the harmonization of Ukrainian legislation with EU requirements, particularly regarding public-private partnerships, financial reporting, and anti-corruption standards, plays an important role [5, p. 142].

At the same time, it should be noted that despite positive progress, there remain serious challenges. One of the problems is the insufficient level of state funding for science: expenditures on research and development in recent years have not exceeded 0.5% of GDP, while in EU countries this figure ranges from 2 to 3%. This creates a structural gap that can potentially be compensated by business; however, this requires clear rules of the game, investment guarantees, and the minimization of corruption risks. Another problem is the uneven economic development of the regions: large corporations are concentrated mainly in Kyiv, Kharkiv, Dnipro, and Lviv, while peripheral regions experience a shortage of investment in the scientific sphere. This exacerbates regional imbalances and stimulates the migration of young professionals not only abroad but also within the country.

Summarizing, it can be argued that economic support and business involvement in the field of education and science in Ukraine have multidimensional significance:

- first, they create conditions for the formation of a competitive scientific environment capable of retaining young researchers;
- second, they provide the resource base for implementing European standards of education quality, which is a necessary precondition for integration into the common European space;
- third, they promote the institutionalization of social partnership by involving business and civil society in the process of developing and implementing policy in the field of science and education.

In the long run, such interaction may become an effective tool not only for counteracting academic migration but also for the development of an innovative economy, the formation of a knowledge society, and the strengthening of Ukraine's position in the global educational and scientific space.

4. Socio-Cultural Dimension and the Formation of Tolerance

The socio-cultural dimension of interaction between government, business, and civil society in the context of counteracting academic migration and Ukraine's integration into the European space is of exceptional importance, since it determines the quality of the environment in which a new generation of scholars, researchers, and educators is being formed. Academic mobility, as already noted, can act both as a constructive factor of development and as a risk factor that stimulates the outflow of highly qualified professionals abroad. Under current conditions of war and transformational processes, when a significant number of Ukrainian students and lecturers are compelled to seek educational or professional opportunities abroad, the issue of creating in Ukraine such a socio-cultural climate that ensures a sense of security, prospects, and belonging to the European academic community becomes particularly significant.

The legal dimension of socio-cultural transformations is reflected in regulatory documents that govern inclusiveness in education, the protection of human rights, the safeguarding of academic integrity, and equality of opportunities. The Law of Ukraine "On Education" (2017) enshrines the principles of non-discrimination, academic freedom, and equal access to quality education, which correspond to European approaches defined within the Bologna Process and the ESG standards [4].

The Law of Ukraine "On the Principles of Domestic and Foreign Policy" (2010, as amended) [12] also confirmed Ukraine's strategic orientation toward integration into the European Union, and consequently toward the implementation of legal norms that guarantee tolerance, multilingualism, and cultural diversity. In this regard, institutional and legal mechanisms of interaction between government, business, and civil society take the form of tripartite councils, partnership agreements, and memoranda, which provide for the consideration of cultural and identity-specific characteristics of different social groups.

Particular attention should be paid to the role of civil society in shaping practices of tolerance. It is precisely non-governmental organizations, alumni associations, student and youth movements that are able to perform mediating functions between government, universities, and business by identifying problems of discrimination, the lack of social mobility, and unequal opportunities. In a democratic society striving to integrate into the

European space, the direct participation of the civic sector in policymaking is a sign of maturity and evidence of the real implementation of the principle of subsidiarity.

Moreover, civic institutions often act as initiators of projects aimed at developing intercultural dialogue, supporting national minorities, promoting academic exchanges, and mentoring programs for young researchers, which in the long run reduce emigration sentiments. Equally important is the involvement of business in shaping the socio-cultural environment. Corporate social responsibility, support for cultural and educational initiatives, investment in cultural projects, and social integration programs are becoming crucial factors of development. In many cases, it is business that initiates internship programs for students within the country, supports cultural events, and funds educational spaces and youth centers.

Such steps not only enhance the prestige of employers in the eyes of young professionals but also contribute to the formation of a culture of mutual trust, which is essential for reducing the motivation to emigrate. When a student or young scholar sees the prospect of self-realization at home, receiving recognition and support both professionally and personally, the risk of emigration decreases. The state in this process performs the functions of coordinator and regulator. It creates conditions for the development of civic initiatives, forms the legal framework for business activity in the sphere of social partnership, and ensures equal opportunities for representatives of different socio-cultural groups. In addition, the state must implement targeted programs aimed at supporting students from vulnerable categories of the population and meeting their needs for quality education and scientific research.

An important direction is also the development of an institutional culture of dialogue, which would facilitate communication between government bodies, educational institutions, business, and civic organizations. European integration imposes on Ukraine the obligation not only to formally implement legal norms but also to create real conditions for the development of a multicultural and tolerant society. In EU countries, mechanisms of public consultation, programs of academic internationalization, the establishment of integration centers for migrants, and support for foreign researchers have proven effective. For Ukraine, such experience is extremely valuable, as it provides an opportunity not only to restrain the outflow of its own specialists

but also to make the country attractive for foreign scholars and students. As a result, an environment of mutual cultural enrichment is formed, one that corresponds to the principles of European solidarity and promotes the development of international academic contacts.

In this context, it is important to emphasize the necessity of forming in Ukraine a comprehensive strategy of social integration and tolerance. Such a strategy should include mechanisms of legal protection for students and scholars representing national minorities or having the status of internally displaced persons; programs to support women in science and higher education; and initiatives aimed at developing inclusive practices within educational institutions. Only through a holistic approach can an atmosphere of trust and mutual respect be created, which is the foundation for building an attractive academic environment.

A persistent problem remains the insufficient level of institutional coordination among the different actors of social partnership. Business often acts in a fragmented manner, financing individual initiatives without alignment with state programs. Civil society does not always have sufficient resources for the long-term support of educational projects. Government authorities, in turn, tend to focus primarily on formal reporting rather than on the genuine involvement of stakeholders in decision-making. Overcoming these problems is possible through the creation of stable legal frameworks for social dialogue, the introduction of co-financing instruments, and the development of independent platforms capable of accumulating resources and ensuring the transparency of their use.

The socio-cultural dimension of interaction between government, business, and civil society in the field of counteracting academic migration possesses not only a retaining but also an integrative potential. In the context of European integration, the formation of an inclusive, tolerant, and competitive academic environment becomes one of the key factors that can transform Ukraine into an attractive center for education and research in the Central and Eastern European region. The legislative consolidation of the principles of equality, the development of public-private partnership programs, the involvement of civil society in policymaking, and the support of cultural and educational initiatives by business constitute a complex of measures that can serve as an effective barrier to the outflow of intellectual capital. At the same time, this complex forms the foundation for the long-

term cultivation of European values, the strengthening of social cohesion, and the provision of sustainable development of Ukraine in the context of integration into the European Union.

5. European Integration Guidelines and Knowledge Transfer

European integration guidelines and the development of knowledge transfer constitute a system-forming element of modern Ukrainian educational and scientific policy, directly related to overcoming the trends of academic migration. In the process of accession to the European Union, Ukraine undertakes to adapt its institutional-legal, economic, and cultural-educational mechanisms to EU standards, particularly to the principles of the European Higher Education Area (EHEA) [3] and the European Research Area (ERA) [1]. These requirements form an integrated system of coordinates within which interaction between the state, business, and civil society is constructed. At the same time, European integration opens up new opportunities for the realization of knowledge, technology, and best practice transfer, which is an important factor in reducing the outflow of intellectual capital and involving young researchers in the processes of national modernization.

From the perspective of legal support, Ukraine has taken a number of steps toward harmonization with European documents, such as the Lisbon Recognition Convention (ratified in 2000) [10], the European Qualifications Framework (EQF) [2], and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The relevant provisions were incorporated into the Law of Ukraine “On Higher Education” (2014), which established a multi-level structure of education, introduced the ECTS system, and recognized the importance of academic mobility. This created preconditions for the participation of Ukrainian universities in European mobility programs such as Erasmus+, which significantly expands the scope of international educational and scientific exchanges. At the same time, the issue of creating conditions for the return of graduates and researchers who obtained education or experience abroad remains unresolved, since without appropriate reintegration mechanisms mobility often turns into irreversible migration.

Participation in the EU program “Horizon 2020,” and now in “Horizon Europe,” opens up opportunities for Ukrainian research institutions

to access significant financial resources and to cooperate with leading universities and research centers in Europe. However, in order to take advantage of these opportunities, close interaction between government, business, and civil society is necessary. The state must provide regulatory guarantees and institutional support, business should act as a partner in the commercialization of scientific results and the creation of innovative products, and civil society organizations should ensure transparency in the use of funds and promote public understanding of the importance of science for the country's development. Only within such a triangle is it possible to form a full-fledged knowledge ecosystem that can compete with European ones while simultaneously integrating into their space.

In the modern world, knowledge transfer takes the form not only of technological but also of socio-cultural exchange. European experience demonstrates that knowledge is transmitted not only through scientific developments but also via joint programs, research consortia, the mobility of teachers and students, and the use of digital educational platforms.

In Ukraine, such processes are only beginning to gain momentum, but even today it is possible to speak of the gradual establishment of university science parks, technology transfer centers, and innovation clusters, supported by business and regulated by the state. These institutional mechanisms perform a dual function:

- first, they provide opportunities for the commercialization of research results,
- second, they create conditions for integrating Ukrainian scholars into European scientific networks without the necessity of permanent emigration.

The socio-cultural dimension of European integration guidelines lies in the formation of a new identity of the Ukrainian academic community, one that is based on the combination of national values and European principles. Universities, civil society organizations, and business structures jointly implement cultural and educational projects aimed at promoting Ukrainian traditions in Europe and, at the same time, adapting European values in the domestic environment. Such initiatives foster the development of tolerance, intercultural dialogue, and mutual understanding, which is especially important under conditions of political and social turbulence. The creation of an open, inclusive academic space that meets European requirements

reduces the sense of alienation among young professionals and encourages them to remain in Ukraine, realizing their potential at home.

The economic aspect of knowledge transfer in the process of European integration is equally important. Business participation in international research consortia, the attraction of foreign investments, and the establishment of joint innovative enterprises with partners from EU countries ensure funding for scientific projects, increase employment in high-tech sectors, and offer young scientists the perspective of realizing themselves within their own country. The existence of legal mechanisms to support such partnerships – particularly in the field of tax incentives, intellectual property protection, and the regulation of innovation activity – is a decisive condition for retaining highly qualified personnel.

European integration guidelines also define new standards for ensuring academic integrity and transparency of educational and scientific processes. The implementation of mechanisms of internal and external quality assurance in line with ESG requirements, the development of independent accreditation agencies, and the establishment of electronic systems for monitoring the quality of study programs all contribute to strengthening trust in Ukrainian education and science, both from domestic citizens and international partners. Trust in institutions is the key factor that reduces the desire of young professionals to emigrate, since it instills confidence in the fairness, openness, and prospects of their own educational system.

The role of civil society in processes of European integration and knowledge transfer should also be highlighted. Non-governmental organizations, student and research associations are actively involved in international programs, create their own initiatives to promote Ukrainian science and culture abroad, and form solidarity networks with European partners. They also serve as feedback instruments for the state, signaling problems that provoke academic migration and offering ways to address them. The participation of civic institutions in developing educational strategies and monitoring their implementation corresponds to European standards of public involvement in decision-making and, at the same time, strengthens the democratic legitimacy of policy in the field of education and science.

Thus, European integration guidelines and the development of knowledge transfer constitute a comprehensive institutional-legal and

socio-cultural mechanism that determines the vector of modernization of Ukraine's system of education and science. Their implementation requires the consolidation of efforts by all key actors – government, business, and civil society – in order to create a transparent, competitive, and inclusive academic environment. Only under such conditions can academic migration be effectively counteracted, while also creating preconditions for the return of Ukrainian scholars from abroad and for the country's integration into the European knowledge space. In the long-term perspective, this will contribute not only to the preservation of the intellectual potential of the state but also to the formation of a new generation of scholars and researchers capable of actively participating in building modern Ukraine and affirming its role as an equal participant in the European scientific and educational community.

6. Conclusions

The conducted analysis allows us to draw several comprehensive conclusions regarding the interaction of government, business, and civil society in the context of counteracting academic migration and ensuring Ukraine's integration into the European knowledge space.

First of all, the institutional and legal mechanisms developed in Ukraine during the last decade demonstrate a consistent movement toward European standards in the fields of higher education and research. The adoption of the Law of Ukraine “On Higher Education” (2014), the Law “On Education” (2017), and the Law “On Scientific and Scientific-Technical Activity” (2015) created a legal framework for the democratization of higher education governance, the strengthening of university autonomy, and the integration of civic and business actors into decision-making processes. At the same time, the formation of independent agencies and councils, such as the National Agency for Higher Education Quality Assurance, reflects a gradual departure from a centralized model of governance toward a more participatory and accountable one. Nevertheless, the effectiveness of these instruments still depends on their practical implementation, adequate financing, and the genuine involvement of all stakeholders.

Secondly, the study revealed that economic and socio-cultural instruments remain crucial in shaping the attractiveness of the Ukrainian academic environment and in counteracting the outflow of intellectual capital. The development of dual education and practice-oriented training,

tax incentives for research and development, the establishment of public-private partnerships, and the emergence of corporate scholarships and start-up competitions demonstrate that the business sector is increasingly willing to contribute to the creation of sustainable opportunities for young researchers. At the same time, systemic underfunding of science – less than 0.5% of GDP compared to 2–3% in EU countries – continues to hinder these efforts, while regional disparities in investment exacerbate internal migration and weaken the national innovation ecosystem. Thus, although positive tendencies are visible, a clear long-term strategy is required to ensure that economic incentives translate into real, stable opportunities for academic professionals across all regions of the country.

Thirdly, the assessment of European practices highlights that the integration of Ukrainian institutions into programs such as Erasmus+, Horizon 2020, and Horizon Europe provides unique opportunities not only for mobility but also for knowledge transfer, commercialization of research results, and international networking. However, without effective reintegration mechanisms, international mobility risks turning into permanent emigration. This underlines the necessity of introducing re-emigration grants, return fellowships, and targeted programs to support young scholars who studied or worked abroad. European experience also demonstrates the importance of intercultural dialogue, inclusiveness, and tolerance as socio-cultural foundations of the academic environment. For Ukraine, this means that efforts to ensure equal opportunities, protect the rights of minorities and internally displaced persons, and involve civil society in educational policymaking must be intensified. Only in this way can academic mobility be transformed into “brain circulation,” where the temporary outflow of talent leads to an eventual inflow of knowledge, experience, and resources.

In sum, the interaction of government, business, and civil society in Ukraine is gradually evolving into a more structured and coordinated system. Yet, its effectiveness in counteracting academic migration depends on several critical conditions: the creation of a predictable and transparent legal environment; the provision of sufficient financial resources for education and science; the institutionalization of social dialogue that includes all relevant stakeholders; and the harmonization of national legislation with European norms. Achieving these conditions requires not only political

will but also a shared responsibility among government authorities, private sector actors, and civil society organizations.

Ultimately, the findings suggest that counteracting academic migration cannot be reduced to isolated measures. It demands a holistic, multi-dimensional approach where legal, economic, and socio-cultural mechanisms reinforce one another. By fostering trust among stakeholders, ensuring academic integrity and inclusiveness, and aligning with European standards, Ukraine has the potential not only to prevent the loss of intellectual capital but also to become an attractive hub for international students and scholars in Central and Eastern Europe. In the long-term perspective, the successful implementation of such strategies will contribute to the preservation and multiplication of the nation's intellectual resources, to the development of a competitive knowledge-based economy, and to the consolidation of Ukraine's position as an equal partner in the European scientific and educational community.

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