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«Культура, наука, освіта: смисложиттєві цінності в сучасних умовах»

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К90 **Культура**, наука, освіта: смисложиттєві цінності в сучасних умовах : матеріали VII Міжнародної міжгалузевої науково-практичної онлайн-конференції (Київ, 25–31 березня 2026 року). / Упоряд. Л. І. Ткаченко, В. М. Шульга. – Київ : Інститут обдарованої дитини НАПН України, 2026. – 1 736 с.

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До збірника увійшли статті й тези учасників VII Міжнародної міжгалузевої науково-практичної онлайн-конференції «Культура, наука, освіта: смисложиттєві цінності в сучасних умовах», що відбулася в межах XVII Міжнародної виставки «Сучасні заклади освіти – 2026», у яких автори висвітлюють питання: цінності миру vs цінностей війни; аспекти розвитку українського соціуму як суб'єкта міжнародної спільноти; чинники розвитку суспільства та завдання його розвитку; актуалізацію філософських, соціальних і освітніх проблем у час невизначеності; національні й міжнародні освітні тренди розвитку особистості.

Видання рекомендовано для науковців, керівників і представників закладів освіти, інститутів післядипломної освіти, педагогічних працівників усіх ланок системи освіти.

Статті подано в авторській редакції (збережено авторські мову й граматику). Автори опублікованих матеріалів несуть відповідальність за точність наведених фактів, цитат, посилань на джерела тощо.

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Перспективи подальших досліджень

Подальшого вивчення потребує питання розробки інструментарію оцінювання сформованості миротворчих компетентностей у дошкільників та впровадження програм підготовки педагогів до роботи з темою культури миру.

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RISK MANAGEMENT IN THE ORGANIZATION OF SCIENTIFIC AND EDUCATIONAL PROCESSES UNDER CONDITIONS OF UNCERTAINTY AND GLOBAL CHANGES

Abstract. The article considers conceptual approaches and practical recommendations for risk management in scientific and educational processes in conditions of uncertainty and global transformations. The classification of risks inherent in educational and scientific activities is determined, in particular pedagogical, managerial, technological, financial, socio-psychological and military. Modern enterprise-wide risk management (EWRM) approaches and risk management tools (SWOT, PEST analysis, scenario planning, Agile, crisis management) are analyzed. The emphasis is on the lessons of the COVID-19 pandemic and the experience of operating educational institutions in war conditions (using the example of Ukraine). A risk management model is proposed that integrates digital tools, human capital support mechanisms, scenario planning and a multi-level organizational management structure. The results of the study confirm that the comprehensive implementation of systemic, adaptive, and crisis approaches increases the resilience

and flexibility of educational and scientific institutions, helps ensure the continuity of the educational process, and transforms risks into potential development opportunities.

Keywords: risk management; uncertainty; scientific and educational processes; resilience; global changes; digitalization; crisis management; Agile; scenario planning; enterprise-wide risk management; military risks; strategic management.

Анотація. У статті розглянуто концептуальні підходи та практичні рекомендації щодо менеджменту ризиків у науково-освітніх процесах в умовах невизначеності та глобальних трансформацій. Визначено класифікацію ризиків, притаманних освітній і науковій діяльності, зокрема педагогічних, управлінських, технологічних, фінансових, соціально-психологічних та воєнних. Проаналізовано сучасні підходи enterprise-wide risk management (EWRM) та інструменти управління ризиками (SWOT-, PEST-аналіз, сценарне планування, Agile, кризовий менеджмент). Акцентовано на уроках пандемії COVID-19 та досвіді функціонування освітніх закладів в умовах війни (на прикладі України). Запропоновано модель ризик-менеджменту, що інтегрує цифрові інструменти, механізми підтримки людського капіталу, сценарне планування та багаторівневу організаційну структуру управління. Результати дослідження підтверджують, що комплексне впровадження системного, адаптивного та кризового підходів підвищує стійкість і гнучкість закладів освіти та науки, сприяє забезпеченню безперервності освітнього процесу і трансформації ризиків у потенційні можливості розвитку.

Ключові слова: менеджмент ризиків; невизначеність; науково-освітні процеси; стійкість (resilience); глобальні зміни; цифровізація; кризовий менеджмент; Agile; сценарне планування; enterprise-wide risk management; воєнні ризики; стратегічне управління.

In today's globalized world, education systems face high levels of uncertainty due to the interplay of global crises – pandemics, geopolitical conflicts, economic shocks and rapid digital transformation. This creates new types and scales of risks for the continuity of the educational process, research activities and institutional resilience of higher education institutions. There is a growing need for systemic approaches to risk management that combine preventive measures, operational response mechanisms and recovery strategies.

Despite the accumulated experience of response (in particular during COVID-19), many educational and scientific institutions do not have holistic, implemented enterprise-wide risk management mechanisms adapted to multi-crisis scenarios. In conditions of war and major socio-economic changes (for example, Ukraine), the problems are exacerbated: infrastructure disruption, personnel mobility, psychological risks for students and staff, as well as financial instability require risk management models that combine institutional flexibility and digital tools.

Key issues that need to be addressed include: how to systematically identify risks in the scientific and educational process; what tools and processes ensure resilience;

how to balance prevention, short-term response, and long-term recovery; and how to integrate risk management into the strategic management of the institution.

Recent systematic reviews (including work covering research from 2005–2022) highlight key themes: risk management practices in universities, the prerequisites for RM implementation, and the expected outcomes. These reviews show that research is gradually moving from local «crisis cases» to modeling complex RM processes at the institutional level.

Practical studies and case studies (e.g., analysis of preventive measures on residential campuses) demonstrate the importance of pandemic response plans, scenario modeling of the spread of infections, and rapid transition to remote formats with psychosocial aspects in mind. At the same time, experience has shown that technical solutions without attention to behavioral factors (isolation, compliance with rules) often prove insufficient.

New publications for 2023-2026 advance the idea of EWRM for higher education institutions: unifying the processes of risk identification, assessment, response, and control into a single system, reinforced by digital platforms and a transparent corporate governance culture. This is an important trend for the transition from one-off reactions to systemic preparedness.

Monitoring reports and studies on the state of science and education in the context of a full-scale invasion highlight specific risks: material and technical losses, internal and external mobility of scientists, violation of academic freedom, psychological burden on communities. Studies recommend combining the digitalization of processes with support for human capital and international cooperation to reduce vulnerability.

New works view crisis management as a cycle: preparation → response → recovery → learning. Scenario planning, multi-agent approaches, and tools for assessing psychosocial risk are becoming mandatory components of a modern university RM portfolio.

The purpose of the article: to develop conceptual approaches and practical recommendations for risk management in the organization of scientific and educational processes that increase the resilience of higher education institutions in conditions of uncertainty and global change.

Objectives: to systematize the classification of risks relevant to the scientific and educational sphere (pedagogical, technological, financial, socio-psychological, institutional, etc.); to analyze modern approaches to enterprise-wide risk management and their suitability for higher education institutions; to assess the lessons of the COVID-19 pandemic and the experience of working in war conditions (using the example of Ukraine) to form adaptive strategies; to propose a risk management model that combines scenario planning, digital tools, and human capital support mechanisms; to provide practical recommendations for universities and policymakers on the implementation of sustainable risk management procedures.

In the modern world, risks are an integral characteristic of the functioning of the scientific and educational management system. The term «risk» in this context is considered as the probability of occurrence of events or conditions that can negatively affect the results of educational or scientific processes, as well as limit their development. Under the conditions of globalization changes, risks acquire a multidimensional and systemic nature, going beyond the boundaries of traditional management approaches. They not only affect individual components of the educational environment, but also transform its strategic goals, the implementation of technologies, the level of academic freedom and opportunities for the development of human capital.

Globalization, intensive technological progress, increasing international competition in the labor market and active digitalization of the education system create conditions where risks become permanent and dynamic. Modern research proves that global crises (COVID-19, economic recessions, hybrid conflicts, environmental disasters) lead to the emergence of complex risks that require interdisciplinary models of their management. Accordingly, risk management in the scientific and educational sphere should focus not only on minimizing negative impact, but also on developing adaptability and resilience to rapid changes.

Thus, risks are not just a potential threat, but also an element of strategic development, as their awareness and proactive management contribute to increasing the readiness of educational institutions for dynamic transformations.

The system of risks in the field of education and science is multi-level. For effective management, they are classified according to various criteria: by source of origin, scale of influence, scope of implementation, duration and predictability. Let us present the main groups of risks (Fig. 1.)

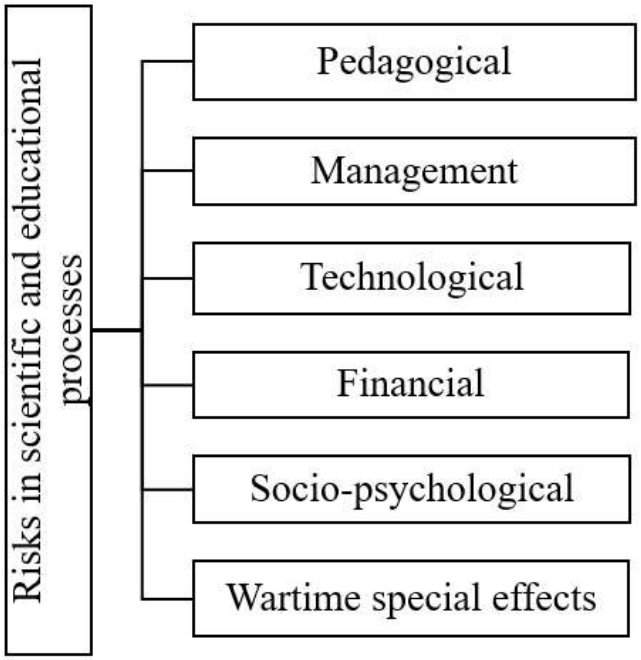

Fig. 1. Scheme of classification of risks in scientific and educational processes

Pedagogical risks: imbalance of curricula and labor market needs; violation of the quality of the educational process due to insufficient qualifications of teaching staff; ineffective adaptation of students to blended or distance learning formats; demotivation of students, emotional burnout, decreased academic performance; insufficient level of academic integrity.

Management risks: underdevelopment of the strategic planning system; lack of effective mechanisms for responding to crisis situations; inconsistency between administrative decisions and the needs of the educational and scientific community; loss of human resources potential associated with migration, staff turnover and aging of the teaching staff; errors in financial and organizational planning.

Technological risks: low digital literacy of staff; cyberattacks, data loss, failures in electronic learning management systems; dependence on external technological platforms; lack of infrastructure for the implementation of innovative educational and scientific technologies; risks of introducing artificial intelligence without regulatory regulation [6].

Financial risks: insufficient budget or grant funding; reduced investment in scientific research; instability of economic indicators affecting the functioning of educational institutions; dependence on external donors and international funding.

Socio-psychological risks: psycho-emotional stress of students and teachers; social tension in the team; disruption of communication processes; discrimination, bullying, conflicts of academic ethics; overwork due to overload with digital technologies (digital burnout).

In the context of Ukraine and other countries where active military operations are ongoing or there is a threat, it is important to identify a specific group of risks that have a direct and indirect impact on educational and scientific activities.

The main military risks: physical threat to the life and health of participants in the educational process; destruction or damage to infrastructure (buildings, laboratories, libraries); displacement of students, scientists and teachers (internal and external migration); interruptions in the implementation of scientific projects, loss of materials or equipment; psychological consequences (anxiety, post-traumatic stress disorder, decreased concentration and motivation); difficulty in accessing international scientific programs and projects; the likelihood of cyberattacks, including the destruction of databases and blocking of educational platforms [3;8].

In these conditions, risk management must be adaptive and crisis-oriented. It is necessary to implement scenario planning models, decentralized formats for organizing training (including distance and mobile), backup of digital data, and psychosocial support for participants in the educational process.

Globalization is a key determinant of the development of modern education and science. It contributes to the formation of a single educational space, mobility of students and scientists, integration into international research networks and standards. At the same

time, globalization creates risks associated with increased competition between universities, «brain drain», dependence on international rankings and grant funding.

Typical manifestations of uncertainty in the context of globalization include: a change in the structure of demand for competencies and specialties; internationalization of educational standards and the need to adapt national education systems; the risk of losing scientific potential due to the migration of highly qualified researchers; dependence on world political and economic processes [2].

On the one hand, globalization stimulates the development of educational innovations, on the other hand, it exacerbates uneven access to technology, resources, and academic opportunities.

Digitalization is a key catalyst for change in the scientific and educational environment. It contributes to the development of distance education, the creation of digital educational platforms, the automation of educational process management, and the application of artificial intelligence in educational and research activities.

At the same time, digitalization creates new risks and conditions of uncertainty: digital inequality between institutions and participants in the educational process; cyber threats and data leaks; dependence on foreign IT solutions; information overload and digital burnout; risks of uncontrolled implementation of AI (unethicality, replacement of competencies, distortion of learning or research results) [4].

Digitalization requires rethinking the role of the teacher (from a source of knowledge to a moderator of the process), forms new approaches to scientific communication, and creates a need for the development of digital literacy at all levels [7].

Political instability, changes in government priorities, military conflicts, sanctions, and socio-economic crises have a direct impact on education and science. Such factors can cause: redistribution of funding (reduction of the education budget); restrictions on international cooperation; loss or migration of scientific and pedagogical personnel; change in the priority of scientific programs; increased bureaucratic pressure, and reduced autonomy of educational institutions.

In conditions of war (as in Ukraine), the problems of security, infrastructure protection, and psychological support for educators and students are exacerbated, which translates the scientific and educational process into a crisis-based functioning format. The need for the implementation of adaptive and crisis management is growing.

The events related to the COVID-19 pandemic have become a turning point in the management of scientific and educational processes. In a short period of time, millions of participants in the educational sphere have been forced to switch to remote interaction [9].

The main consequences of the pandemic for education and science: accelerated digitalization and mass implementation of distance learning; adaptation of teaching

methods to the online environment; suspension of some research projects, especially in laboratory conditions; increased psychological risks (isolation, anxiety); emergence of new formats of international cooperation (virtual conferences, online research).

The pandemic has also demonstrated the need to implement scenario planning and flexible models of organizing the educational process that can quickly adapt to changes.

The conditions of uncertainty caused by globalization, technological, political and biological factors create new requirements for the management of education and science. Educational institutions must: move from reactive to proactive management, integrate risk management into strategic planning, ensure digital and psychological resilience, develop flexibility and adaptability of educational processes, and support international cooperation even in times of crisis.

Effective risk management in scientific and educational institutions involves the use of systemic, adaptive and predictive tools that allow identifying threats, assessing their impact and forming response strategies. In today's uncertain environment, it is advisable to combine analytical, strategic, flexible and crisis approaches in a single risk management system (Table 1).

SWOT analysis allows you to assess the strengths and weaknesses of an organization, as well as the opportunities and threats arising in the external environment. In the context of risk management, it is a tool that helps identify weaknesses in the education and science system, predict potential threats and develop strategies to minimize them.

PEST analysis allows you to assess the impact of political, economic, social and technological factors on the activities of an institution. Its use contributes to understanding external conditions, predicting risks and adapting strategic decisions to changing circumstances.

Scenario planning is a tool for modeling the development of various situations, which allows you to prepare an organization for optimistic, pessimistic, and crisis scenarios.

Table 1.

Risk management tools in scientific and educational processes

Tool	Scope of application	Main tasks and expected effect
SWOT analysis	Strategic planning, assessment of internal resources	Identifying the institution's strengths and weaknesses, identifying opportunities and threats, and developing a risk minimization strategy
PEST analysis	Environmental analysis	Assessment of political, economic, social and technological factors; forecasting of environmental risks
Scenario planning	Strategic and crisis management	Modeling different scenarios; preparing for optimistic, pessimistic and crisis scenarios

Tool	Scope of application	Main tasks and expected effect
Strategic control	Risk monitoring, management adaptation	Detecting early signs of crises; adjusting strategies in real time; increasing system resilience
Agile management	Organization of the educational process, scientific projects	Flexible program adaptation, modular planning, teamwork; quick response to changes
Crisis management	Emergencies, pandemics, war	Threat identification, emergency response, business recovery; ensuring the safety and resilience of the facility

Source: [6;10;11].

For example, an institution can predict the consequences of budget cuts or disruptions in digital infrastructure.

Strategic control involves monitoring key risk indicators and timely correction of management decisions. This ensures timely response to threats and supports the sustainability of the educational and scientific process.

Agile management, originally developed for the IT sector, is now actively used in the field of education and science management. Its principles include adaptability, team-centricity, short planning cycles, and constant feedback.

In the educational process, Agile allows for rapid adaptation of curricula, implementation of mixed formats and flexible project schedules, and optimization of the work of research groups in a project-based manner. This approach increases the ability of institutions to respond quickly to changes and improves the resilience of the system in difficult conditions.

Crisis management is a system of measures aimed at responding to and minimizing the consequences of crisis situations. The main stages include threat identification, urgent response, neutralization of consequences, restoration of activities and analysis of results for further learning of the organization.

In the practice of educational and scientific institutions, crisis management involves the creation of anti-crisis headquarters, data backup, the implementation of distance learning formats, psychological support for staff and students, as well as the development of instructions for action in emergency situations. The application of crisis management in wartime or during large-scale man-made crises is especially relevant.

Effective risk management in scientific and educational institutions requires a clear organizational model that allows combining the strategic goals of the institution with operational measures at all levels of management. In the practice of education and science, the most common are the institutional approach and multi-level management, which ensure the systematic organization of risk management processes.

The institutional approach involves the formation of a risk management structure at the level of the organization itself, where the educational or scientific institution acts

as an independent risk management entity. This approach is based on the integration of risk management into all functional units of the institution: administration, educational process, research activities, personnel policy and financial management.

The main characteristics of the institutional approach: development of internal risk management policies and procedures; implementation of risk monitoring and assessment systems at all levels of the organization; creation of specialized units or positions responsible for risk management (risk officer, crisis team); integration of risk management into strategic and operational planning; use of digital platforms for data collection and control of key risk indicators.

An institutional approach allows an institution to independently prioritize risks, develop adaptive strategies, and maintain resilience even in crisis conditions. At the same time, its effectiveness depends on the availability of competent personnel, sufficient resources, and a clear decision-making structure.

Multi-level governance is a model that involves the systemic interaction of different levels of governance, from the state to individual projects, and allows for the coordination of risk management across the entire scientific and educational system.

Levels of multi-level governance:

1. State level: establishment of legislative and regulatory frameworks for risk management; development of national strategies for the development of science and education taking into account potential threats; financial support and quality control of educational and scientific institutions [1;5].

2. Institutional level: development of internal risk management policies and procedures; coordination between departments, laboratories and administration; monitoring and analysis of risks at the strategic level; implementation of systemic solutions to increase the resilience of the institution.

3. Department/Faculty level: operational risk management in the educational and scientific process; identification of local threats (human resources, financial, pedagogical); use of crisis response tools and scenario planning at the unit level.

4. Project/Laboratory level: risk management of specific educational or scientific projects; use of Agile approaches and task control methods; preventive measures to ensure the security of data, equipment, and personnel.

The multi-level model allows for a systematic distribution of authority and responsibility, ensures coordination between different structural levels, and allows for an effective response to both local and global threats.

Advantages and challenges of risk management models.

Advantages: ensuring systematic and comprehensive risk management; increasing the institution’s resilience and preparedness for crisis situations; integration of strategic and operational management; the ability to adapt to changes in the external environment and new challenges.

Challenges: the need for a high level of coordination between management levels; the need for qualified personnel who understand the specifics of risk management; financial and resource constraints; the risk of bureaucratization of processes and slowing down the response to crisis situations.

The institutional approach and multi-level governance are complementary models that allow for effective risk management in educational and scientific institutions. The institutional approach ensures autonomy and consistency at the level of a separate organization, while the multi-level model guarantees interaction between state bodies, the institution's administration, departments and individual projects. In combination, these models create conditions for increasing the resilience of scientific and educational systems in the face of global uncertainty and crisis changes.

Effective risk management in scientific and educational processes is a key factor in ensuring the sustainability, innovation and competitiveness of educational and scientific institutions. A comprehensive approach that combines institutional models, multi-level management, flexible methods and crisis strategies allows institutions not only to minimize threats, but also to transform challenges into opportunities for development and innovation. Promising areas of research include the development of adaptive risk management models that take into account the specifics of digital and distance learning formats.

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АКТУАЛІЗАЦІЯ ВНУТРІШНЬОГО ПОТЕНЦІАЛУ ОСОБИСТОСТІ В СКЛАДНИХ ЖИТТЄВИХ СИТУАЦІЯХ

Стаття присвячена розумінню переживання як процесу подолання й осмислення особистістю кризової події. Констатується, що в результаті цієї особливого роду внутрішньої діяльності формується досвід переживання, що включає в себе денотативний, конотативний і конативний компоненти. Зазначається, що набутий в процесі переживання досвід здійснює вплив на якість життєдіяльності особистості та її психологічне благополуччя, а важливим критерієм продуктивності переживання кризової події виступають психоемоційні стани особистості і ступінь її самореалізації на наступних етапах життєвого шляху.

Ключові слова: переживання, кризова подія, самореалізація, психологічне благополуччя, емоційний стан.

The article is devoted to the understanding of experience as a process of overcoming and comprehending a crisis event by an individual. It is stated that as a