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UNIVERSITY-COMMUNITY PARTNERSHIP: DIMENSIONS OF SUSTAINABLE DEVELOPMENT

Economic, social and environmental factors, taken in their cultural context constitute the three pillars of sustainability. In this paper we consider the role of universities in contributing to the socio economic elements of sustainability via their community partnership research, framed in particular, by the concept of sustainable communities.

The general education agenda, on the one hand, is clearly defined, on the other hand, it is constantly transforming in the time horizon and "conquering" new areas. Now the time horizon is 2030, and a fairly new area is the sphere of Higher Education. Key aspects of these provisions are reflected in Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development. Retrieved [1]. Previous vectors of sustainable development were built in such a way that the field of education, and, consequently, higher education institutions (HEIs), performed rather a service or auxiliary function, but now HEIs are forced not only to demonstrate decisively that students acquire the knowledge and skills necessary to promote sustainable development, but also acquire the status of sustainable development subjects and a sustainable way of life.

There are several reasons why Rebecca Warden put it together: "universities cannot be leaders in the pursuit of sustainable development and continue to conduct their activities as before. However, HEIs are faced with a choice: either take the initiative and lead changes in areas such as climate justice, fighting poverty and ensuring gender equality, or become simple followers of social changes initiated by others" [2]. In addition, a number of reasons for spreading the ideas of sustainable development to HEIs can be at least reduced to the following:

the key task of education in the XXI century is to develop future-oriented thinking;

the current global strategic trend is the formation of a dynamic concept of education in the interests of sustainable development (SRS);

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the growth of competition in global markets leads to an increase in the needs of countries for constant innovation to maintain and consolidate the position of leadership, so the formation of an innovation-oriented personality capable of constant self-education and creative thinking is gaining weight;

the development of knowledge-intensive areas of the economy requires modernization of knowledge and skills of personnel, which, at the same time, turns education into a driver of Social Development [3].

Whilst all communities differ in terms of their specific circumstance in time and place, sustainable communities are places that embody the principles of sustainable development insofar as they:

balance and integrate the social, economic and environmental components of their community;

meet the needs of existing and future generations;

respect the needs of other communities in the wider region or internationally also to make their communities sustainable.

Sustainable communities are places where people want to live and work, now and in the future, meeting the diverse needs of existing and future residents within the wider context of economic and environmental security. They are safe, inclusive and cohesive, strong in social capital and offering opportunities for participation in decisions and governance; they enable human flourishing and wellbeing, are well served, well connected and fair for everyone; they have strong community and voluntary associations and are knowledgeable about and sensitive to protection of the environment [4].

The concept of sustainable communities is a useful imaginary and organizing framework for university research into the understanding and enhancement of social aspects of sustainability. It is possible to articulate the different dimensions of sustainable communities, but research which is capable of addressing complexity can usefully highlight their intersections.

Action research, with high degrees of participation, is an approach that is able to handle complexity, and enables meaningful community based research needs to be met. This requires an explicit value position, time, commitment and an interdisciplinary stance from researchers. One limitation of this approach is that it is time consuming for all concerned and because research questions evolve and cannot always be identified at the outset, funding can be difficult to attract.

This makes it even more important that resources of the university and community are combined and maximized. There is huge potential for university work to inform and contribute to the development of sustainable communities. To do this in a meaningful way they must commit to community engagement as an important subset of public engagement and work to sustain what is good and change what is not at a community level [5].

We have been able to show how engaged action research can contribute to sustainable development. However, we are aware that this is only touching on the possibilities for university research contributing to sustainable communities and that there are many different kinds of research approach which can be valuable. Sustainability will only be achieved through the actions of people in families, communities and workplaces and university research at the community level can help the transformation journey to more sustainable futures.

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АУДИТ ОСВІТНЬО-ПРОФЕСІЙНИХ ПРОГРАМ ЯК ІНСТРУМЕНТ ОСУЧАСНЕННЯ ОСВІТНІХ КОМПОНЕНТ

Аудит освітньо-професійної програми є дієвим інструментом перегляду траєкторії підготовки фахівців – маркетологів завдяки можливості осучаснення освітніх компонент. Збройна агресія іноземної країни шокувала ринок праці та призвела до переорієнтації у побудові кар'єри здобувачів вищої освіти, попри це професія маркетолога залишається на часі, але з більш розширеним спектром обов'язків і зовнішніми викликами сучасності. У результаті опитування фаховим виданням «Маркетинг в Україні» щодо відновлення професійної активності під час воєнного стану, маркетологами компаній з різними спеціалізаціями було зазначено, що маркетингова сфера не зазнала глибокого «шоку», напрацьовано шляхи відновлення маркетингової активності за рахунок внутрішніх трансформаційних процесів, масштабних колаборацій, нових пропозицій і послуг, зокрема на зовнішніх ринках через біржі замовлень, соціальні мережі та рекомендації, відкриті тендери та пропозиції [1], зокрема, пошукачі вакансій можуть себе реалізувати на маркетинговому ринку, враховуючи його розвиток за сценарієм, відмінним від довоєнного часу, формат їхнього працевлаштування залежить від вимог власника бізнесу або топ-менеджменту.

Отже, професія маркетолога не втрачає своєї актуальності у кризових обставинах і тяжіє до центрів економічної активності та релокацій бізнесу з регіонів, що найбільше потерпають від війни, до 50% вакансій зосереджено у двох містах Київ та Львів. За словами фахівця з маркетингу Олени Анатійчук: «Вже немає просто інтернет маркетолога, тепер ця посада поділяється на контент-