ALGORITHM FOR ENSURING AND IMPLEMENTING SOCIAL PROJECTS IN THE CONTEXT OF GLOBALISATION (COMPARATIVE ASPECT)

Irina Sarancha
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine

Abstract. *In the practice of Ukrainian public institutions today, there is a significant presence of financial support from international funds to ensure the implementation of social projects. This topic in the education sector also has its roots and peculiarities of use at different levels of educational services.*
And one of the most pressing issues in our practice of implementing socially significant projects on the basis of higher education institutions and within the framework of NGOs was the issue of a phased algorithm for implementing such projects.
Therefore, in this scientific review, we have considered the importance and significance of social projects in the public and public sector on the example of Ukraine and EU countries; compared the main directions of international and Ukrainian social projects analysed the issues of financial support for relevant project activities.
This analysis allowed us to present the main algorithms of interaction between public funds, business and the community at the national and international level, as well as to develop an algorithm for ensuring social projects for their further implementation in the context of global access to information and grant support at all levels.
Keywords: *grant support, international projects, project activities, social work.*

Introduction

Since Ukraine's independence, the scientific community has had a tradition of supporting national-level research projects and international cooperation, generally implemented at the level of post-Soviet states. However, the available information space and globalisation processes (which our country has been involved in since the 1990s) have created the preconditions for expanding opportunities for financial support and developing low-demand topics. In particular, their low potential for the public funding sector.

At the same time, international organisations and foundations have provided Ukrainian scientists access to a wide range of high-quality information portals on scientific innovations, developments and research (open and partially open access) to expand the range of topics and areas of funding. This process of engagement continued and had a sharp surge in 2019 after the opening of ResearchGate, Mendeley, Elsevier, Clarivate and other scientific portals for all Ukrainian scientists, affecting the humanities, which had not had such an

opportunity before. This has led to an increased interest of the Ukrainian scientific community in issues that have already been developed in the world and have proven to be effective for economic, social and cultural growth. This also applied to social and pedagogical innovations that had a direct impact on all areas of life.

In addition, in our opinion, an important step towards increasing the scientific and research potential of the Ukrainian community was the gradual involvement of government and NGOs in the processes of grant support, crowdfunding, and the development of their own projects that are important for a particular territorial community.

However, we are most interested in the inclusion of an appropriate strategy for preparing the younger generation to implement socially significant projects, develop and implement them, develop the skills necessary to work in a team (including an international team), create relevant concepts and consolidate the personal values of the person involved in the project, Ukrainian and international values and goals. In particular, the Millennium Development Goals, which have a significant impact on the formation of educational policy followed by the international community.

This allowed us to define the main goal of our research, which is to refine the algorithm for ensuring and implementing social projects in the context of globalisation (since we have described the algorithm in previous publications)

Literature review

We were able to analyse the digitised materials of the Ukrainian community on research funding and international financial support for science, and the availability of this information and statistics abroad, in particular, on the example of the European Union. In particular, we noted that basic information can be found in the public domain in the Ukrainian community since 2013, but it is only tangential to our main request for information on existing projects and research (NBUV, 2024). Also, partial information on state support and funding can be found on the portal of the Ministry of Education and Science of Ukraine (MON, 2024) starting from 1999, but most of the projects supported according to this project database are in the hard sciences and do not have critical social significance in the areas of our scientific review.

At the same time, the entire database of projects supported and implemented with EU funds and in cooperation with developing countries since 1991 (the period of interest to us) and earlier (European data, 2024) is freely available to anyone who speaks English or has basic skills in using technological solutions for translating information on the Internet. In addition, we present a qualitative analysis of statistical data on the number of studies by industry in comparison with previous years of research. Of course, there are reasons for this, and the main

one is the structured approach and openness of financial data, as well as the results of each project.

According to reports and analytical articles on the European Union's (EU) *involvement in research and development, the historical background shows that such activities began in the 1970s with the adoption of the first Community Research Programmes by the Council. The programmes were low-budget and adopted individually by the Council without a strategic approach. Later, at the suggestion of the European Commission, this process was put into a systematic direction with the help of Framework Programmes (FPs), which acted as a strategic tool for programming and funding research* (Arias-Navarro, et al., 2023). Today, the ninth Framework Programme Horizon Europe is in place, which aims to overcome social problems that have become a challenge for each country individually and for the world as a whole. According to scientists, t*his will require transdisciplinary cooperation, dialogue between scientists and various stakeholders, and the involvement of citizens in research activities related to major societal challenges* (Arias-Navarro, et al., 2023).

For example, thanks to researchers who highlight the results of analytical activities in a particular area of research, we are able to open additional slots for research in education, social work and personality psychology. In particular, thanks to such studies and findings, we have access to generalised data reflecting the European Union's policy on issues that are important for the implementation and comparison of the significance of social projects in the field of education and training of specialists in the relevant fields.

We have already disclosed the essence of our activities within the framework of social projects and the involvement of future specialists in their implementation (Sarancha, Khilya, 2020). But more on that later.

After all, further analysis of information in the Ukrainian financial environment allows us to review only certain analytical reports for 2016 (Analitychna dovidka, 2016), for the last years 2021 and 2022, as well as on the problems of young scientists in Ukraine and recommendations for their solution (Zhabin, et al., 2018). However, in most cases, such reviews describe the current state of research activities and state the outflow of personnel, while the actual achievements are presented in terms of quantity (number of projects, amount of funding, number of structural units involved, etc.), but the quality and potential of implemented and launched projects are presented little. That is, the critical impact and social significance - cultural, socio-economic value, and their impact on the education sector - are excluded from such an analysis. That is, the issues of social programming fall out of the statistics on the results of project activities, which should directly affect the training of specialists, in particular teachers, psychologists, social workers, who not only have the knowledge and skills to use the results of STI (ICT, research forms of work, etc.) to implement public policy, but also to contribute to the achievement of effective social integration, personal

fulfilment for the well-being and prosperity of each "element" of the state and society (Khilya, et al., 2023). That is why, in our opinion, the qualitative result, which sometimes has to be calculated for the future generation's preparation for scientific and research activities, should be presented and monitored. After all, the way we strategically plan and implement social programming from childhood education to higher education will determine the level of scientific achievements, the quality of project activities and international cooperation in Ukraine without staff outflow.

Methodology

According to the previous research materials and our own experience of implementing educational and socially significant projects, we concluded that the next step to improve the interaction of educational research institutions with NGOs to improve the process of including the training of young professionals in education, social work, and psychology, as well as to introduce cooperation in international project activities, is to compare the features of the development and implementation of such projects in the context of globalisation.

It is on the basis of the data obtained that we will be able to develop and present an algorithm for the provision and implementation of social projects to prepare a socially responsible specialist for social challenges in the context of globalisation. This is the main message of the presented materials on the algorithm for ensuring and implementing social projects.

Below we present the issues step by step:
- globalisation and its importance for social programming of the population and socially responsible behaviour of professionals;
- ensuring quality functioning in the international space (on the example of project activities within the EU)
- the functioning of the project system of Ukraine, on the example of the implementation of relevant projects of our NGO and its cooperation with a pedagogical university.

Such a research algorithm for working with project activities and globalisation processes will allow us to develop a mechanism for ensuring and implementing social projects aimed at training young professionals for scientific, research and creative cooperation to ensure Ukraine's socio-economic and socio-cultural growth in an open international system of funding, monitoring and interaction.

Research results

So, what is the essence of the review we propose?

According to our previous discussion, the first question to be addressed in this area of statistics and information analysis is the issue of globalisation and its impact on project activities in general.

In recent years, *culture has become a means of connecting with economic and political aspects that help to eliminate social and economic inequalities through globalisation* (Hameed, et al., 2021). In addition, *the development and implementation of innovations, especially if they are carried out quickly and regularly, further contribute to the dynamism of the environment and have a direct impact on the structure of education through the transmission of cultural and social values, which reveal to us the issue of globalisation as a matter of "colonisation of values"* (Hameed, et al., 2021). This aspect gives us an opportunity to think about how Ukrainian values, which are presented through project activities, are represented and correlated with the values of the European Union and the Millennium Development Goals. Whether Ukrainian values are competitive in the processes of globalisation, i.e. in the open interaction of the market of ideas, financial markets, the market of public welfare and social response to the challenges of the modern world.

In this regard, we need the Ukrainian education system to adopt a business model that outlines the stages of competitiveness. The first of these *is investment in local resources*, which means supporting national traditions, consciousness, and traditional values of Ukrainian society by funding socially important projects that help Ukrainian society and the scientific community grow and develop. And the second is that, as stated in the business model, *they are reaching a threshold point* and must move to competition in the international space of interaction. Since the education sector does not always follow the issues of competitiveness and often lags behind in innovations for the sake of system stability, each country loses the potential of the younger generation for the exponential development of science and technology and, as a result, the corresponding growth and improvement of the social and economic situation in the country. That is, each lost opportunity to participate and implement projects also affects the welfare and future of the country's citizens. Therefore, *it is suggested that countries should focus on enhancing economic globalisation, which will open their economies to the economic resources, knowledge and skills that are crucial to the transformation process. While few nations also need to focus on opening their doors to social and political globalisation* (Hameed, et al., 2021). Which, in turn, begins with education, learning new skills, developing soft skills, shaping educational policy in accordance with the needs of a competitive society that is ready for global challenges.

In our case, the demonstration of achieving such a global goal is the development and participation in international projects that allow us to study the EU value system and its application in practice to implement socially significant projects, to support the functioning and cooperation between different systems and governments to achieve the fourth Sustainable Development Goal "Education for Peace" and others. In particular, the Module "The Social Integration of Children with Special Needs in an Environment of Diversity and Inclusion: European Approaches" Project: 101085267 - SEEDUE4UA - ERASMUS-JMO-2022-HEI-TCH-RSCH (2022-2025), which we are implementing together with colleagues, aims to improve students' understanding of the EU's system of work for inclusion and diversity in each of the participating countries. Such interaction on the theoretical aspects of integration, inclusion and diversity will, in our opinion, have a qualitative impact on the practical preparation of this part of the student population to write and implement projects taking into account the values of creating an inclusive space, accepting diversity and the need for social inclusion for the sake of partnership.

Knowledge and understanding of the system of support and sustainable development in this area will allow future specialists to prepare projects not only on relevant topics, but also to consciously approach the topic as a scientific interaction for the implementation of values in the practice of a Ukrainian psychologist, teacher, social worker, as well as to use the best practices of Europe, adapt them and combine them with Ukrainian ones to achieve better results for Ukrainian citizens.

However, this is only one of the aspects that globalisation brings to the development of the scientific and practical potential of educational developments and involvement in processes that can ensure Ukraine's competitiveness in the global market without levelling the internal potential.

Further, if we continue in accordance with the points we have identified, it is worth outlining the issue of ensuring high-quality functioning in the international space (on the example of project activities within the EU). Although we have already partially started presenting our experience. We partially revealed the potential for interaction in the international field of socially responsible projects in our previous publication (Sarancha, Khilya, 2020). We presented projects that were implemented with the participation and support of international investment () and directly involved student youth. Today, this practice continues and expands in accordance with the organisation of cooperation between Vinnytsia State Pedagogical University and the Vinnytsia City Organisation for Social Development and Formation of Certain Disadvantaged Youth "Parostok".

As a result of this three-way cooperation, we had a high rate of youth involvement in project activities. But at the same time, this trilateral cooperation has certain legal conflicts, because in the framework of international projects, we currently cooperate with the EU and funds from individual countries either as

representatives of NGOs or as representatives of the university. This complicates the process of attracting students because of the need to legally formalise the next step of interaction either through internships at an NGO or as cooperation within the framework of individual events of the organisation with the university. This causes a number of inconveniences in terms of documentation, but is outweighed by the social effect of involving students in project activities.

As we have previously described, there are a number of factors that will contribute to the *development of students both in practical and spiritual and ethical terms* (Sarancha, Khilya, 2020). In support of these factors, we would also like to provide examples from international research on critical points in the development and implementation of projects for the three-pronged cooperation. Thus, the key role of geographical distance should be taken into account, as the relevant distance in establishing new partnerships is social and endogenous, as it is determined by the evolving social network. It is through the evolution of the social network that geographic distance plays an indirect role in the model. It is believed that geographically closer agents have more opportunities to cooperate, although in reality these opportunities materialise only when their current social distance is short enough (Duernecker, & Vega-Redondo, 2012). It is social distance and geographical distance that can play a negative role in the development of a project. For example, students who are doing an internship but are not internally ready to interact with vulnerable groups of the population, or who have a prejudiced attitude towards certain types of activities, can play a deterrent to the quality of the project. Also, legal issues in the organisation of cooperation can lead to distancing of the parties involved and, finally, the geographical remoteness of the project implementation and management locations can create prerequisites for a *broken phone* that will affect the quality of project activities. After all, communication in projects involving implementing entities from different regions of Ukraine and international partners requires a clear algorithm for the implementation of each stage, step, and activity within the project and high-quality communication, both in terms of time and language skills, and the flexibility of management and the team.

Based on the above, we can note that part of the risks of cooperation are related to the fact that during the project implementation, agents participate in a series of repetitive games of indefinite duration, with cooperation being maintained (at the equilibrium of the underlying population game) by both bilateral and threats of punishment from a third party (Duernecker, & Vega-Redondo, 2012). Regarding the latter point, the key to understanding it may be that not all students involved in the work may be intrinsically motivated. Some students need to be motivated not by the moral satisfaction of a useful social action or by gaining skills important for further professional growth, but only by the number of points for a particular activity that will allow them to complete a

certain cycle of study at the university in accordance with the agreement between the NGO and the university on internships in the field of study.

Of course, we will not dive into the economic component of research, which, in our opinion, significantly affects the distribution of funding, quantitative and qualitative indicators of project results. However, the main point for us in this data analysis is that game models and simulations often repeat the distribution of funds and the availability of grant assistance that we see in the real world. Therefore, it may be worth paying attention to improving the criteria for selecting and engaging partners in the implementation of socially significant projects.

In the process of working with the projects, we also had the opportunity to borrow a qualitative assessment of the project team, partners, etc. that had a significant impact on the project implementation processes, conflicts, comments, and improvements in the implementation of the programmes.

Today, we continue to implement programmes and approaches that ensure cooperation between universities and NGOs in regional and international projects, look for new approaches to motivating and engaging students to participate in ongoing projects, and develop their own projects that will have an economic and social impact on the local community in which they work or study. We draw attention to the above risk factors that may be present in project activities and those identified by the funders directly (Kvam, 2018).

In addition, most researchers and project coordinators agree that there is a need for special training for coordinators and the transfer of some of their powers and responsibilities to team members. After all, a bad coordinator can ruin a project, but a good coordinator should remain invisible. A good project design is essential, i.e. it should lead to a mutually beneficial result for each individual partner (Cunningham, et al., 2020). Thus, referring to the definition of the European Commission, the Project Manager is the initiator of the project submission for expert evaluation and up to its implementation and completion. implementation and completion of the project after receiving the grant (Cunningham, et al., 2020). We must prepare students for such responsibility gradually, step by step, preparing them for active interaction within existing projects, developing the ability to respond flexibly to the situation during the organisation and conduct of activities within projects, putting them at the head of micro groups (teams) for the implementation of a particular stage of the project, etc.

According to our observations, as a result of participating in theoretical projects, students have increased their interest in participating in practice-oriented projects that would allow them to gain experience in direct practice both in Ukrainian government and NGOs and in international cooperation.

In our next article, we will provide a broader overview of the results and qualitative indicators that accompany the implementation of a comprehensive

algorithm of interaction between a higher education institution, an NGO and international partners.

Conclusions and/or discussion

Thus, despite our analysis and practical work on developing an algorithm for ensuring and implementing social projects in the context of globalisation, there are still issues of thematic relevance of projects developed in Ukraine, their competitiveness within the defined framework of international cooperation, and a reorientation from quantitative to qualitative indicators.

An additional lever that needs to be revised is the algorithm for organising three-party cooperation, which includes higher education, NGOs, and the public sector. In the same aspect, we must address the issue of business and its inclusion as a fourth party in the process of long-term restructuring, particularly in education, because training of specialists and involvement of the younger generation in scientific and research activities cannot be separated from the functioning of the education system. Therefore, in our opinion, this set of education plus business measures is only at the beginning of its development.

Of course, critical comments on our proposed algorithm and the issues raised will allow us to reconsider certain aspects of project interaction. But at the same time, we must remember and take into account not only our personal/state experience in this area, but also the fact that each country, each region of the country has historically developed separate schemes for the functioning of scientific communities, the "rules" of cooperation between the public and public sectors, and the social programmes that work are embedded in both social interaction and the behavioural patterns of individual scientists and individuals involved in project activities. It is, of course, impossible to take everything into account, but it is absolutely possible to understand and adapt interaction models.

Summary

Of course, Ukrainian society is not standing still. Despite the difficult military and political situation, Ukrainian citizens are involved in project development, seeking funding on crowdfunding platforms, and startups. Ukraine's scientific community has not yet gone beyond the programmes of international foundations and organisations that are already familiar (Horizon, Erasmus, International Mobility within the EU and America), and is expanding its opportunities through the countries of the East, etc. But so far, humanities researchers (pedagogy, psychology, social sciences) are not represented in co-financing business models, because their qualitative results that would present financial benefits are prolonged in time, i.e. the result can be seen by funders only in a few years, if not decades. However, this may be a subjective assessment that

does not take into account the exponential development that changes in education and social programming can lead to.

That is why the complex process of deriving the best algorithm for the provision and implementation of social projects in the context of globalisation that we have chosen for ourselves combines theoretical aspects of preparation for the perception and awareness of value capital and the practical implementation of the knowledge gained when the same young people are involved in the implementation of existing projects, developing, submitting and implementing their own projects at a university or NGO.

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