

GOVERNANCE BY PROJECTS AS A METHODOLOGICAL FRAMEWORK FOR THE STRATEGIC DEVELOPMENT OF EDUCATIONAL AND SCIENTIFIC INSTITUTIONS IN UKRAINE

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The transformation of Ukraine's higher education system under European integration, decentralization of governance, and wartime uncertainty requires universities to shift from rigid administrative management toward adaptive, results-oriented governance. This paper substantiates governance by projects as a methodological framework for the strategic development of educational and scientific institutions in Ukraine. The approach integrates governance theory, project and portfolio management, interactive and responsive governance mechanisms, systems analysis, and formalized modeling.

The study argues that strategic university development should be operationalized through a portfolio of projects, where projects serve as organizational units for implementing transformation initiatives (digitalization, internationalization, research capacity building, infrastructure recovery). In this paradigm, governance by projects provides strategic alignment, transparency, and stakeholder coordination while preserving flexibility under constraints.

A key contribution of the research is the clarification of the dual nature of project governance in higher education: (1) external governance through institutional portfolio rules, prioritization and oversight, and (2) internal governance within temporary project organizations based on responsibility distribution, communication, trust and decision-making procedures. Such a structure supports coherent strategy execution in complex multi-stakeholder environments.

The research also emphasizes the need for pluralistic governance mechanisms in strategic projects, combining contractual governance (formal agreements and risk allocation), relational governance (trust, collaboration culture), and governmental governance (regulatory and coordination functions). Balanced interaction between these mechanisms increases governance performance in terms of transparency, decision timeliness, and stakeholder satisfaction.

An essential part of the study is the development of a mathematical model for adaptive governance of a university project portfolio. The model formalizes the dynamic relationship between strategic objectives, portfolio configuration, resource constraints and external uncertainty. It enables quantitative assessment of how individual projects contribute to target strategic indicators, comparison of alternative development scenarios, and implementation of adaptive decision gates (review, reprioritization, resource reallocation, stopping or scaling initiatives) based on monitoring results. In this way, the model supports a transition from declarative strategic planning to controlled portfolio-based implementation of change.

The results have practical value for Ukrainian universities in conditions of systemic transformation and post-war recovery. Governance by projects may serve as

an operational architecture for strategy implementation, integrating institutional autonomy with accountability and evidence-based decision making.

Keywords: governance by projects; project governance; strategic development; portfolio management; adaptive governance; responsive governance; higher education.

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