



Наукові перспективи
Видавнича група

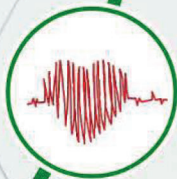
Перспективи та інновації науки



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PRACTICE OF PARTICIPATION IN GRANT EDUCATIONAL PROJECTS AS A FORM OF PEDAGOGICAL RESEARCH

Abstract. The article substantiates the importance of participating in grant-based educational projects as one of the most effective tools for pedagogical research, which contributes to the integration of theoretical knowledge with the practical implementation of innovations in the modern educational process. The theoretical foundations of pedagogical research in the context of innovative educational development are considered, the role of grant programmes in stimulating the scientific, research and project activity of teachers is determined. It is noted that within the framework of grant activities, pedagogical research is of particular importance, since grant programmes are focused on the targeted, efficient and effective use of resources for the implementation of educational initiatives. Participation in grants intensifies the development of innovative pedagogical approaches, supports the scientific activities of educators and creates conditions for practical verification of research results in the educational environment.

The article provides a systematic analysis of various types of grant programmes aimed at supporting pedagogical research, in particular in the Ukrainian and international contexts. Particular attention is paid to a comparative analysis of the peculiarities of the implementation of grant programmes in the field of education in Ukraine and abroad, which allows identifying the main advantages, disadvantages and promising areas for improving the national grant policy.

The practical part of the article is illustrated by examples of successful educational projects that demonstrate the real possibilities of grant support for the development of teachers' digital competencies, the introduction of inclusive technologies, the improvement of teaching methods and the improvement of the quality of the educational process in general. It is emphasised that participation in grant programmes not only expands the research potential of teachers, but also ensures the sustainability and consistency of innovative transformations in educational institutions.

The materials of the article can be useful for scientists, teachers, heads of educational institutions, as well as organisers of grant programmes, as they contribute to improving the efficiency of pedagogical research and are aimed at developing innovative educational practice in the face of modern challenges.

Keywords: grant-based educational projects, pedagogical research, innovations in education, grant policy, digital competences of teachers, inclusive education, international experience, national practice, educational development, pedagogical activity.

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ПРАКТИКА УЧАСТІ В ГРАНТОВИХ ОСВІТНІХ ПРОЄКТАХ ЯК ФОРМА ПЕДАГОГІЧНОГО ДОСЛІДЖЕННЯ

Анотація. У статті обґрунтовано важливість участі в грантових освітніх проєктах як одного з найбільш ефективних інструментів педагогічного дослідження, що сприяє інтеграції теоретичних знань із практичним впровадженням інновацій у сучасний освітній процес. Розглянуто теоретичні основи педагогічного дослідження в контексті інноваційного розвитку освіти, визначено роль грантових програм у стимулюванні наукової, дослідницької та проєктної активності педагогічних працівників. Зазначено, що в межах грантової діяльності педагогічне дослідження набуває особливого значення, адже грантові програми орієнтовані на цілеспрямоване, ефективне та результативне використання ресурсів для впровадження освітніх ініціатив. Завдяки участі в грантах активізується розвиток інноваційних педагогічних підходів, підтримується наукова діяльність освітян і створюються умови для практичної перевірки результатів досліджень в освітньому середовищі.

У статті проведено системний аналіз різних типів грантових програм, які орієнтовані на підтримку педагогічних досліджень, зокрема в українському та міжнародному контекстах. Особливу увагу приділено порівняльному аналізу особливостей реалізації грантових програм у сфері освіти в Україні та за кордоном, що дозволяє виявити основні переваги, недоліки та перспективні напрями вдосконалення національної грантової політики.

Практична частина статті ілюстрована прикладами успішних освітніх проєктів, які демонструють реальні можливості грантової підтримки для

розвитку цифрових компетентностей педагогів, упровадження інклюзивних технологій, удосконалення навчальних методик і підвищення якості освітнього процесу загалом. Наголошено на тому, що участь у грантових програмах не лише розширює науково-дослідний потенціал педагогів, а й забезпечує сталість і системність інноваційних перетворень у закладах освіти.

Матеріали статті можуть бути корисними для науковців, педагогів, керівників освітніх установ, а також організаторів грантових програм, оскільки вони сприяють підвищенню ефективності організації педагогічних досліджень та спрямовані на розвиток інноваційної освітньої практики в умовах сучасних викликів.

Ключові слова: грантові освітні проєкти, педагогічне дослідження, інновації в освіті, грантова політика, цифрові компетенції педагогів, інклюзивна освіта, міжнародний досвід, національна практика, розвиток освіти, педагогічна активність.

Problem Statement. In the context of the dynamic development of the educational environment, the constant updating and improvement of the content, forms and methods of organising the educational process is of particular relevance. The modern system of higher education requires teachers not only to be proficient in the latest technologies, but also to be able to systematically analyse, rethink pedagogical practice and introduce innovations based on research approaches. This, in turn, stimulates the growth of interest in educational science and intensifies the need for applied and empirical research.

One of the promising areas for integrating science and practice in education is participation in grant-based educational projects, which allows teachers to combine theoretical research with the practical implementation of innovations. Grant activities are not only a financial tool for implementing project initiatives, but also an environment for professional growth, research skills, and critical thinking. Working on a project requires an in-depth analysis of the problem situation, formulation of a clear goal and objectives, selection of adequate research methods, data collection and interpretation, and evaluation of the effectiveness of the implemented changes.

Participation in grant-based educational projects can be seen as one of the most effective forms of implementing pedagogical research that integrates analytical, methodological and practical activities. This form of work contributes to the transformation of pedagogical experience into a scientifically based system of actions aimed at improving the quality of education.

Thus, the relevance of the study lies in the need to substantiate grant activities not only as a means of innovative development of educational institutions, but also as a full-fledged format of pedagogical research that allows teachers to combine project, analytical and experimental work in a single research field.

Analysis of recent research and publications. Regarding the topic of participation in grant-based educational projects as a form of pedagogical research, it

is advisable to highlight scholars and their works that highlight key issues of grant activities, pedagogical research, and project management in the educational sector: V. Kremeniuk studies innovative technologies in education, in particular, the management of innovative activities of teachers; L. Novikova deals with the methodology of pedagogical research and the use of grant mechanisms for the development of science. O. Savchenko pays special attention to the problem of introducing innovations into the education system, in particular through participation in international grant programmes; I. Humeniuk works on the organisation of pedagogical science and improving the quality of research, in particular in the context of grant support; S. Shevchenko explores the peculiarities of managing educational projects and grant activities. L. M. Rebull describes the motivation of teachers to participate in grant-based STEM projects – professional development programmes (within the NASA/IPAC Teacher Archive Research Programme); Mike Ross, Ben Van Dusen, Valerie Otero focus on the formation of teachers' professional identity through participation in research communities; Rachel Heyard, Hanna Hottenrott study the impact of funding (in particular, grants) on academic productivity.

Unresolved Aspects of the Problem. Despite the growing attention to grant-based educational projects as a tool to support innovation in pedagogy, the scientific understanding of their role in the context of pedagogical research remains underdeveloped. There is a lack of systematic research that would comprehensively analyse the theoretical foundations and practical mechanisms for implementing grant programmes in different educational contexts, including in Ukraine.

The **purpose** of the article is to substantiate the importance of participation in grant-based educational projects as an effective tool for pedagogical research, as well as to study the theoretical foundations, analyse international and national experience of implementing grant programmes and demonstrate practical examples of their use in the educational sphere.

To achieve this goal, the following tasks have been identified: to reveal the essence of pedagogical research in the context of innovative educational development, to determine the role of grant programmes in stimulating research and project activity of teachers, to analyse the types of grant programmes aimed at supporting pedagogical research, in particular in the Ukrainian and international context, to conduct a comparative analysis of the peculiarities of grant implementation in the field of education in Ukraine and abroad, to illustrate the opportunities and results of participation in grants on the example of successful.

Presentation of the Main Material. In today's conditions of rapid social, technological and educational transformations, ensuring the quality of education and introducing innovative pedagogical practices is becoming one of the key priorities of the educational sector. A particularly important role is played by the development of pedagogical science and the intensification of research activities of teachers who not only introduce new technologies and methods, but also systematically research and evaluate the effectiveness of these innovations. Participation in grant-funded

educational projects is one of the leading forms of such research, as grants provide financial support for innovative ideas, promote the development of teachers' professional competencies, and stimulate interdisciplinary collaboration in research teams. Thanks to grant activities, teachers can not only carry out basic and applied research, but also improve their project management skills, as well as develop communication and organisational skills, which is especially important in the context of modern educational challenges.

However, despite the obvious advantages, the practice of participating in grant programmes in the pedagogical field has not yet received sufficient theoretical and practical development. The lack of systematic analysis and methodological support for this form of pedagogical research creates certain difficulties for teachers - from choosing effective methods of project implementation to ensuring sustainability and implementation of the results obtained in the educational process. In addition, teachers often face bureaucratic, organisational and financial obstacles, which negatively affects the quality and effectiveness of their research.

Therefore, the study of the practice of participating in grant-based educational projects as a form of pedagogical research is extremely relevant, as it allows us to comprehensively reveal the mechanisms, opportunities, and challenges faced by modern teacher-researchers and opens up new perspectives for introducing innovations in education.

It is worth noting that pedagogical research is a holistic, scientifically based process of studying educational phenomena, which aims to identify patterns, formulate practical recommendations and improve educational activities. Its methodological basis is based on the integration of general scientific approaches and special pedagogical methods, which ensures a deep and comprehensive understanding of the educational process. Within the framework of grant activities, pedagogical research is of particular relevance, as grant projects require rational, targeted, and efficient use of resources. Participation in grants promotes the introduction of innovative methods, expands opportunities for scientific research, and allows you to test research results directly in educational practice.

In general, a grant is financial or material, other resources provided to citizens or foreigners who carry out scientific and other activities that meet the conditions of the grant [3, p. 125].

In the explanatory dictionary, a grant is interpreted as money allocated for the implementation of a specific programme [2].

The Law of Ukraine on Scientific and Technical Activity states that a grant is financial or other resources provided on a free and irreversible basis by the state, legal entities, individuals, including foreign ones, and (or) international organizations for the development (experimental) developments, in particular on the remuneration of scientific (scientific-pedagogical) workers in the framework of their implementation, according to the directions and under the conditions determined by the grant providers [1].

There are several interpretations of the concept of «grant» in the scientific literature, but for the purposes of our study, this term is interpreted as targeted financial

support provided by foundations, government agencies or other organisations for the implementation of educational projects, programmes, research or initiatives. Such funding is non-refundable and is aimed at improving educational process, introducing innovative approaches, enhancing the professional skills of teachers, creating modern educational resources, and supporting student research or creative activities. Grant support in the educational sector helps to improve the quality of education, develop the material and technical resources of institutions and expand their participation in international academic cooperation.

Grant-related activities of higher education institutions involves the provision or receipt of certain financial or other resources for research or other activities in accordance with the terms of the grant [4].

Higher education institutions are actively involved in grant activities to expand their research potential, improve educational processes and modernise infrastructure. The specificity of grant activities at universities is that they are aimed at supporting research, developing international cooperation and integrating education with industry [5].

In today's educational environment, grant projects play an important role as a means of intensifying innovation, introducing new approaches to teaching and learning, and as a factor in the development of pedagogical science. Their significance is not limited to financial support alone – grants are becoming an effective tool for combining research and practical activities of teachers.

First of all, they create conditions for the implementation of applied pedagogical research, the results of which have a direct impact on the quality of education. Unlike purely theoretical works, the results of grant initiatives have a practical focus: these can be new educational approaches, assessment tools, digital platforms or professional development programmes.

In addition, participation in grant programmes helps to improve the qualifications of teachers, develop their research culture, competencies in project management, data collection and analysis, teamwork, and preparation of reporting documentation. This experience helps to integrate teachers into the scientific environment, especially in the context of higher education institutions.

Grant activities also have a positive impact on the development of educational institutions in general. Successful involvement in grant programmes strengthens the academic reputation of the institution, increases its competitiveness, promotes the expansion of international relations, development of human resources and modernisation of the material and technical base.

It is worth noting that many grant projects are interdisciplinary in nature, which bring together different fields of research – pedagogy, social sciences, technology, and management. This contributes to the expansion of the methodological approach in pedagogical science and its closer integration with other fields of knowledge.

In practice, participation in grants contributes to the development of innovative learning models, such as blended, problem-based, competency-based, and project-based learning, the introduction of digital solutions, inclusive practices, and the formation of a culture of academic integrity.

Thus, grant activity is an important factor in the transformation of the educational process. It not only facilitates the implementation of pedagogical research, but also acts as a driver of change, ensuring the practical implementation of research results, raising the need for evidence-based innovations and strengthening the relationship between science and educational practice.

In the field of education, grant programmes cover a variety of areas, each of which is focused on achieving specific goals, such as improving the quality of the educational process, stimulating research, developing the professional skills of teachers and expanding access to quality education. The main types of grants in this area can be classified as follows:

1. Grants for research in education play an important role in supporting innovative projects that can significantly transform or improve the education system. They are aimed at stimulating the scientific work of teachers, lecturers, postgraduate students and researchers in the field of educational sciences, which allows not only to create new knowledge but also to effectively implement it in the practice of educational institutions. These grants support research in various areas relevant to modern education: improving the quality of education, developing inclusive education, digitalising the educational process, strengthening academic integrity, improving the management of educational institutions and shaping educational policy.

An example of a grant project would be the development and testing of adaptive learning platforms for children with special educational needs, which helps to ensure equal access to education and increase the inclusiveness of the educational environment. Another example is the study of the effectiveness of digital technologies and cloud services for distance and blended learning. Such projects often involve the development of new teaching methods based on evidence-based practices that improve learning outcomes and student motivation.

Funding under research grants usually involves empirical research, collecting and analysing statistical data, and piloting new pedagogical models and knowledge and skills assessment tools. For example, in one project, researchers can evaluate the impact of interactive teaching methods on learning in schools in different regions or study the effectiveness of teacher training programmes on the use of digital technologies in the classroom. In addition, research grants promote a close relationship between theoretical pedagogy and educational practice, helping to create a more adaptive and modern education system. They support interdisciplinary approaches, which allows for the consideration of social, psychological, technological and managerial aspects of the educational process. As a result, research results are more easily integrated into practice, contributing to sustainable development and improving the quality of education in general.

Thus, grants for research activities not only stimulate scientific activity, but also act as a powerful tool for modernising the educational sector, improving the professional skills of teachers and creating conditions for introducing innovations into the educational process.

2. Grants for educational projects play an important role in supporting innovative changes and improving the educational environment. They create opportunities for educational institutions, teachers, researchers, and NGOs to introduce new approaches to teaching, modernise infrastructure, and provide access to quality education for a wider range of students. Such funding is usually provided by government agencies, international donors (e.g., Erasmus+, Horizon Europe, USAID, UNICEF, British Council), and private foundations (e.g., Soros Foundation, International Renaissance Foundation, Education Development Foundation) and has a clear thematic focus.

The main areas of implementation of such programmes include the development of inclusive education, digital transformation of the educational process, improvement of teachers' professional competences, implementation of modern educational programmes, technical modernisation of educational institutions, establishment of cooperation between educational institutions and integration of educational processes with labour market requirements.

An example is the participation of Ukrainian higher education institutions in the Erasmus+ programme, which allows them to promote academic mobility, update educational content, develop interdisciplinary courses and conduct exchanges with European universities. Another example is grants to establish STEM laboratories in schools, funded by both international organisations and local communities. They contribute to the development of science and mathematics education and foster students' interest in engineering and technical professions.

Projects that support the psychological health of students, the development of emotional intelligence, anti-bullying, and the integration of children from vulnerable social groups, including students from the temporarily occupied territories, are also common. Participation in such initiatives not only helps to solve pressing educational problems, but also shapes new approaches to education management, enhances community participation, promotes the autonomy of educational institutions and strengthens international partnerships.

Thus, grant activities in the field of education are an effective means of implementing changes, expanding institutional capacity and developing an innovative educational ecosystem.

3. Grants aimed at professional development and professional growth of teachers play an important role in ensuring continuous learning and updating professional skills and knowledge in line with modern challenges in education. These programmes provide educators with the opportunity to undertake internships, participate in trainings, seminars, conferences, international educational exchanges and study abroad programmes. The main goal is to update professional training, develop digital skills, learn the latest pedagogical techniques, and raise awareness of academic integrity, inclusive education, educational leadership and management. For example, Erasmus+ provides for the short-term mobility of higher education teachers to European universities, which allows them to study other educational practices, improve their foreign language skills, and establish international cooperation. There are also British

Council programmes that support Ukrainian teachers in taking courses in English and modern pedagogical approaches. At the state level, an example is the initiatives of the Ministry of Education and Science of Ukraine, which fund professional development for educators in the context of the NUS reform or the digital transformation of education. Such grants promote the professional flexibility of teachers, stimulate career development, help update the content of educational programmes and support the development of innovations in educational institutions, motivate teachers to self-development, active participation in educational changes and the formation of a research and innovation environment in educational institutions.

4. Grants for students and pupils are an effective mechanism for supporting their academic and personal growth, as they provide access to quality education, increase motivation to learn, promote academic mobility and open up new horizons for professional development. Such grant programmes operate at both the national and international levels and cover a wide range of areas: from rewarding academic success and social activity to encouraging participation in research, project, leadership, or entrepreneurial initiatives. For example, the Erasmus+ Youth and Erasmus+ Student Mobility programmes allow students to study, undertake internships or participate in short-term projects in other countries, which helps to develop intercultural interaction and professional flexibility. There are also numerous initiatives in Ukraine, including grants from the Ministry of Education and Science for young researchers, competitions of the National Academy of Sciences of Ukraine for undergraduate and postgraduate students, and support from charitable foundations. School students can receive grants based on their achievements in subject-specific competitions, competitions of the Small Academy of Sciences, or socially significant projects. A striking example of international support is the FLEX programme, which provides Ukrainian students with the opportunity to study in the US for a year with full financial support and accommodation with a host family. In addition, some private educational institutions in Ukraine run their own grant programmes, offering full or partial tuition reimbursement for talented young people. Thanks to these grants, pupils and students not only develop their abilities, but also become actively involved in scientific, creative and social life, forming a new generation of the country's intellectual and professional potential.

5. Grants for the development of educational infrastructure are aimed at modernising the material and technical base of educational institutions, creating a comfortable, innovative and safe educational environment that meets modern requirements. These programmes support the modernisation of classrooms and laboratories, the purchase of digital technologies, the opening of STEM centres, media studios, educational hubs, resource rooms, and the refurbishment of premises to ensure inclusive education. Additional funding is provided for the implementation of energy-efficient solutions. In particular, grants are available for infrastructure projects related to digital transformation, accessibility, and international cooperation in education as part of the European Union's initiatives and the Erasmus+ programme. The Ukrainian

Cultural Foundation supports the creation of innovative educational spaces in the field of culture and art. International organisations, such as USAID or GIZ, provide funding for the reconstruction of educational facilities, the expansion of digital infrastructure, and the creation of online educational resources. For example, UNICEF implements grant programmes that provide access to education for children in emergency zones, whether through mobile schools or repairs to damaged buildings. Such grants can also support projects to create modern educational design, including areas for informal learning, coworking spaces, and interactive spaces that promote critical thinking and collaboration. Participation in such grant initiatives allows for the modernisation of educational infrastructure without putting an additional burden on local budgets, and promotes the principles of sustainable development, inclusiveness, and innovation in the educational environment.

6. Grants for partnership education initiatives are designed to support interaction between educational institutions, NGOs, local authorities, international organisations and the business sector to implement joint projects that promote the development of the educational sector, exchange of experience and the application of innovative approaches. Such programmes encourage cross-sectoral cooperation, pooling of resources, and active participation of various stakeholders in addressing current educational challenges such as digital transformation, improving the quality of education, inclusiveness, and developing civic and environmental competencies. Examples of such initiatives include the Erasmus+ Collaboration Partnerships and Capacity Building in Higher Education strands, which support international educational projects involving higher education institutions and other organisations. In the Ukrainian context, such projects are implemented through competitions of the Ministry of Education and Science, the Ukrainian Cultural Foundation, and donor programmes that encourage cooperation between schools, communities, and NGOs. For example, as part of the British Council's Active Citizens project, communities work with educators and young people to implement educational initiatives at the local level. Partnerships between universities and IT companies are also effective in setting up training laboratories, introducing dual education, or organising professional internships. Such grant opportunities not only contribute to updating the content and approaches to education, but also form sustainable partnership networks, increase the management capacity of institutions, and promote the introduction of modern models of educational process.

7. International grant programmes and academic mobility initiatives provide opportunities for higher education students, researchers and teachers to study, teach, undertake internships or conduct research in educational institutions in other countries, which promotes academic exchange, global cooperation and enrichment of professional and research experience. These programmes support the development of language and intercultural competence, provide conditions for the exchange of educational and scientific practices, and facilitate the creation of international partnerships and the implementation of joint research initiatives. Among the leading

programmes is Erasmus+, which finances short- and long-term mobility of students, teachers and staff of higher education institutions, and also provides for participation in joint Erasmus Mundus master's programmes. The Fulbright programme offers Ukrainian researchers, graduate students and teachers the opportunity to study or conduct research at US universities. DAAD (Germany) provides a wide range of scholarships for language courses, postgraduate programmes, research projects and internships. Chevening is a British government scholarship programme that allows students to obtain a master's degree at leading UK universities. Horizon Europe provides for international scientific cooperation with mobility between countries and institutions. In Ukraine, academic mobility is also being developed through bilateral agreements between higher education institutions, participation in international associations, consortia and double degree programmes. Such grant opportunities significantly strengthen the integration of Ukrainian education into the global space, contribute to updating the content of educational programmes and training competitive specialists with international experience.

Each type of grant support has its own peculiarities in terms of requirements for applicants, duration of projects, amount of funding, and reporting procedures, so effective participation in such programmes requires careful preparation, project thinking, and understanding of the strategic goals of education.

After classifying the main types of grant programmes, which include research, professional development, infrastructure development, academic mobility, and partnership initiatives, it is advisable to consider the specifics of their implementation in different contexts. This allows for a deeper understanding of how similar projects function in different countries, what factors influence their effectiveness, and what practices can be adapted to the national educational system.

In order to better understand the effectiveness of grantmaking in the education sector, it is worth conducting a comparative analysis of educational grant implementation practices in Ukraine and abroad, based on the key parameters of project management, participant support, and impact on the educational environment.

One of the main differences between Ukrainian and foreign grants is the institutional structure and stability of donor support. In Ukraine, most educational grants are funded from the state budget (Ministry of Education and Science of Ukraine, Ukrainian Cultural Foundation), charitable foundations, or through individual international projects (USAID, UNICEF, GIZ), while in European countries and the United States, there are sustainable multi-year programmes such as Erasmus+, Horizon Europe, Fulbright, DAAD, Chevening, which have a clear methodology, legislative support, and high autonomy of participating universities.

The priorities of grantmaking in Ukraine are largely determined by current challenges, including the war, digital transformation, integration of internally displaced persons and adaptation of education to crisis conditions. International programmes focus on sustainable development, intercultural communication, democratisation of education, gender equality and innovative pedagogical approaches. Another difference

is the organisation of the application process and project support: international initiatives often offer methodological support, consultations, open databases of successful projects, and online courses, while in Ukraine such resources are limited, making it difficult to prepare competitive applications and reducing the transparency of the selection process.

Financial conditions also differ: international grants provide for advance payments, budget flexibility, and clear cost control, while domestic grant programmes have strict budgetary constraints, difficulties with reallocation of funds, and risks of funding delays, especially in public or mixed initiatives. In terms of outputs, international grants encourage open access to results, conferences and communities of practice, while in Ukraine the practice of disseminating results is still emerging and is often limited to formal deliverables without scaling up.

Of particular note is academic mobility, which is an important part of many international grants, such as Erasmus+, which provides exchanges of students, teachers and researchers. In Ukraine, such opportunities are mostly implemented through partnership agreements between educational institutions, but require significant development and institutional support.

The comparative analysis is summarised in Table 1.

Table 1

Comparative analysis of the peculiarities of implementing grants in the field of education in Ukraine and abroad

Parameter	Specifics of implementation in Ukraine	Specifics of implementation abroad
Institutional support	Funding mainly from government agencies (MES, UCF), international projects; limited sustainability	Stable multi-year programmes (Erasmus+, Horizon Europe, Fulbright, DAAD, Chevening); clear legislative support
Grant priorities	Digitalisation, adaptation to crisis conditions, inclusion, patriotic education	Intercultural communication, sustainable development, innovation, democratisation of education
Application procedures	Limited support, lack of advice centres, complex documentation	Availability of consulting offices, open databases of successful projects, online training in project management
Financial mechanisms	Strict budget reporting, limited flexibility, risk of funding delays	Advance payments, possibility to adjust the budget, transparency of expenses
Monitoring and reporting	Formal, often bureaucratic, limited support during implementation	Active support, regular monitoring, management support
Results and impact	Results are often not scalable, no systematic dissemination	Dissemination of results through publications, conferences, and the creation of communities of practice

Parameter	Specifics of implementation in Ukraine	Specifics of implementation abroad
Academic mobility	Insufficient institutional support, mainly due to bilateral agreements between higher education institutions	Wide opportunities for mobility of students, teachers, researchers (Erasmus+, Fulbright)
Supporting professional development	Limited number of programmes, uneven access	Regular internship programmes, advanced training courses, professional networks
Openness and transparency	Limited information support, low transparency of processes	Open tenders, public results, transparent selection criteria
Innovation	Gradual development, focus on adapting foreign experience	Active implementation of innovative technologies, stimulation of scientific innovations

Thus, the comparative analysis shows that international practice is characterised by greater stability, consistency, accessibility of support and transparency of procedures. It is important for Ukraine not only to adapt such models, but also to create its own strategy for supporting grant activities in education, based on partnership, openness, efficiency and scientific integrity.

Participation in grants is a powerful tool for implementing pedagogical research, which allows combining theoretical analysis with the practical implementation of innovative solutions in the educational process. Let us illustrate this with the example of several successful educational projects.

The Digital Skills for Teachers project, implemented as part of the Erasmus+ programme, aims to improve the digital competence of higher education teachers through the creation and implementation of specialised training programmes. The main goal of the project is to provide teachers with the necessary knowledge, skills, and methodological tools for the effective use of information and communication technologies (ICT) in the educational process. During the project implementation, a detailed analysis of the needs of the teaching staff was carried out: researchers assessed the level of digital literacy, identified the difficulties faced by teachers in integrating the latest technologies, and identified priority areas for professional development.

Based on the findings, the team developed innovative training modules containing theoretical materials, practical exercises and case studies focused on the use of modern digital tools, from basic office applications to sophisticated distance learning platforms. The proposed teaching methods were tested in experimental groups of teachers, which allowed us to evaluate their effectiveness and make the necessary adjustments.

The project resulted in the creation of an integrated online platform accessible to a wide range of teachers, which contains all the developed courses, teaching materials and methodological recommendations. In addition, practical advice on the optimal integration of ICT into the educational process was developed, which not only

increased the digital literacy of teachers but also significantly improved the quality of teaching and stimulated students' active participation in learning. The project also contributed to the formation of a professional network of teachers who support innovations in education, share experiences and develop together. Thus, participation in the grant programme has become an impetus for the systematic development of digital competencies in the teaching community and an incentive for further research and implementation in the field of educational technologies.

The project to develop adaptive learning platforms for children with special educational needs, implemented with the support of grant funding, allowed us to introduce innovative solutions that take into account the individual characteristics of each student and ensure equal access to quality education. As part of this initiative, pedagogical research was conducted to study the needs of children with various types of disabilities, and the developed platforms were tested in real educational institutions. The project has significantly increased the level of inclusiveness in schools, contributed to the adaptation of teaching materials and the creation of comfortable learning environments.

It is also worth highlighting projects focused on the implementation of social-emotional learning (SEL) methods and support for students' mental health. These initiatives combine scientific research into the psychological aspects of child development with practical programmes that have been successfully applied in schools. Grant funding has helped to create and test training for teachers on developing SEN skills, develop educational materials for students, and set up mental health support systems. The implementation of these programmes has improved the psychological climate in classrooms, increased the level of understanding between students and significantly reduced the number of conflicts.

These projects clearly demonstrate how grant support makes it possible to combine theoretical developments with practical results that have a real impact on educational activities. They confirm that systemic support for teachers and researchers opens up opportunities not only for creating new knowledge but also for transforming the educational process towards innovation, inclusion, and sustainable development.

Conclusion. The study has confirmed that participation in grant-based educational projects is an effective mechanism for the development of pedagogical research and the introduction of innovative practices in the educational process. The analysis of the theoretical foundations of international and national experience in implementing grant programmes shows their significant role in stimulating the scientific activity of teachers, improving their professional competence and modernising teaching methods. A comparative analysis of the peculiarities of grants in Ukraine and abroad has revealed key advantages of international models, such as greater stability of funding, transparency of procedures and systematic support for participants, which can be a useful guide for improving national grant policy. Practical examples of successful educational projects have confirmed that grant initiatives contribute not only to the creation of new knowledge but also to its implementation in

real pedagogical practice, which ensures the sustainable development of the educational system. The further development and active use of grant opportunities is an important area for improving the quality of education and supporting innovations in teaching.

Implementation of grant projects in the field of education is a multifaceted process that requires a systematic approach, a high level of professional training and a responsible attitude on the part of the participants. Successful implementation of such projects is only possible if key methodological, administrative, ethical, and financial requirements are met, which ensures not only the effectiveness of the initiatives but also a positive impact on the quality of education and the development of pedagogical science in general.

Prospects for further scientific research in the field of grant activity in education open up a wide field for research in both theoretical and applied dimensions. In particular, an in-depth analysis of the mechanisms for integrating pedagogical research into the structure of grant programmes is advisable, as well as a study of the impact of grant initiatives on the transformation of the content, forms and methods of the educational process.

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