



УДК 37.014.05:37.07](477)

**GUIDING PROJECTIONS OF A FUTURE VISION IN THE
DEVELOPMENT STRATEGIES OF EDUCATIONAL INSTITUTIONS
ПРОВІДНИЦЬКІ ПРОЄКЦІЇ ВІЗІЇ МАЙБУТНЬОГО В СТРАТЕГІЇ РОЗВИТКУ
ЗАКЛАДІВ ОСВІТИ**

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Abstract. *The turbulence of social processes, uncertainty of future prospects, and the threats posed by martial law compel educational policy and educational management to seek new approaches aimed at preventing a further crisis in Ukraine's education system. This context necessitates a clear political and societal focus, as well as recognition of contemporary educational leaders and trust in their capacity to model and shape the future. The formation of future-oriented visions for educational institutions relies on forecasting methods, foresight technologies, productive scenario planning, and the application of artificial intelligence resources.*

Keywords: *leadership; influence of the national knowledge elite; modelling the development strategy of an educational institution; types of vision; forecasting; foresight; scenario thinking; artificial intelligence.*

Introduction

Turbulence, uncertainty, and instability have become structured components of the VUCA world. The continued advancement of human civilization, while preserving its accumulated achievements, requires recognition of contemporary realities and the search for new forms of managerial decision-making that demonstrate resilience to modern disruptive challenges. Under these conditions, traditional management models are insufficient to address emerging risks and threats.

Main Body of the Article

Not only have global circumstances changed; profound tectonic shifts have occurred in individual worldviews at both holistic and cognitive levels. The global dissemination of leadership has not served as a guarantee against transformations of



this scale. Consequently, the need for authentic guiding actors has intensified. However, leadership continues to be idealized, while the ethnic and cultural potential of guidance as a strategic resource remains underestimated. As a result, a complex situation has emerged in which society persistently searches for guiding figures, while repeatedly maintaining expectations of external solutions to internal challenges [9].

Lev Sylenko expressed a distinctly pessimistic position in his prognostic reflections, questioning whether society would ever witness the emergence of its own “Washington.” He argued that such an outcome should not be expected, asserting that within a society characterized by an unorganized collective consciousness, the appearance of a “Washington endowed with a new and just law” is impossible [9].

Similarly, the Ukrainian economist **Mykhailo Tuhon-Baranovskyi** emphasized that the majority of society, by its very nature, consists of individuals of average capacity. In his view, historical development is driven not by the masses but by a limited number of guiding figures – individuals possessing exceptional abilities, often described as heroes of thought and will [19].

Therefore, it is necessary to deepen the investigation into why guidance remains an unrealized social and managerial project in Ukraine [17].

Four years of Ukraine’s war with the northern aggressor have not diminished the need to construct a future for the national education system, despite significant uncertainty. During this period, the state and the direct administrators of educational institutions must assume the responsibilities of guiding actors, strengthening the confidence of educators and learners in eventual victory and the restoration of conditions for social well-being.

The situation is, in fact, extremely complex. Ukraine has lost a significant number of defenders, over 7 million Ukrainian citizens have relocated to European countries, and 20% of the country’s territory has been lost. This has resulted in an extraordinary migration of the younger generation in search of a “*New Ark*.” These individuals are engaging with different cultures and acquiring new social, linguistic, and existential practices. They have become active participants in relations with the state regarding the realization of their aspirations and social mobility in an uncertain future. In their



perception, the process of achieving this future on native territory has been severely disrupted or even rendered unattainable.

The American sociologist and historian **Immanuel Wallerstein** summarized his observations regarding the future in the mid-1990s as follows: “*The new era we are entering may, however, prove even more deceptive. We sail in seas not yet charted on the map. We know much more about the errors of the past than about the dangers of the immediate future... There is no reason for optimism or pessimism. Everything remains within the realm of possibility, but everything remains uncertain...*” [5].

It is therefore acknowledged that visions of the future are typically kaleidoscopic and syncretic in structure.

The guiding mission in educational management is formally declared in the **European Pedagogical Constitution**, adopted in 2013. The need for guiding actors in education reflects not only the expectation that they will solve all problems or provide protection in exchange for loyalty, but also the societal tendency to seek someone to blame and to assign responsibility.

For illustrative purposes, consider the “poetic” lines regarding the “glory” of guiding figures from **Yurii Rybchynskyi**’s poem *Poizd*, in the verse *Naperedodni*:

Where are our national giants?

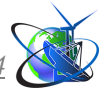
All have died—on the eve.

Similarly, **Vasyl Stus**, in his collection *Veselyi Tsvyntar*, writes:

If you are alive—it is worse for you:

we honor only the dead.

At the end of the 20th century, in order to mitigate pervasive uncertainty in educational management, several works by international authors addressing potential solutions were published, including: *Managing on the Edge* – **Pascal Dennis**; *The Fifth Discipline* – **Peter M. Senge**; *Flow* – **Mihaly Csikszentmihalyi**; *Breakpoint and Beyond* – **George Lang, Beth Jarman**; *The Critical Path to Corporate Renewal* – **Michael Beer, Russell A. Eisenstat, Bert A. Spector**; and *Managing the Unknown* – **Ralph D. Stacey**. Some of our approaches to this sensitive topic have been presented in the 5th chapter “*The Labyrinth of National Education: Phantoms and Soothsaying*”



about the Future” of the collective monograph *Visions and Dawns of Education* [7].

Uncertainty regarding the future is generally understood as the recognition that our beliefs and perceptions of reality cannot accurately predict future events in our environment, and that interpolation techniques are ineffective in this context. Similarly, the outcomes produced by the Venn diagram method appear to be of limited utility.

To illustrate this, we have developed and proposed a demonstrative mathematical formula (1), the “*Reality of the Future*”:

$$a \times x_1 \times x_2 \times x_n = ? \quad (1)$$

where:

a – the situational reality of the present;

x_1 – uncertainty;

x_2 – another form of uncertainty;

x_n – ambiguity;

?– the reality of the future.

It can be concluded that within the concept of vision, foresight, and the images and meanings of future education, the most tangible elements for constructing original cognitive frameworks are mental models at the level of educational institutions. Future modeling is a powerful tool for innovation, transforming ideas into tangible prototypes and helping to realize visions in practice.

Historically, in the fields of education, culture, and management, there have been moments when situations appeared to have reached a dead end, only for new individuals to emerge and effect change. As noted by **I. Antonova**, these individuals are capable of finding and igniting a spark from the ashes. They act as guiding figures in the domain of education. They operate within the System, but the System does not live within them.

Researcher **Serhii Lysakov** writes that guidance consists of a series of processes that include envisioning the future, devising strategies to achieve it, and communicating this vision to others in such a way that they believe in it. Subsequently, it involves creating an environment that motivates and inspires people to transform this vision into reality. The task of guidance is to develop systems that managers can operate



or to fundamentally alter these systems so that they adapt to external changes, capitalize on opportunities, avoid risks, and elevate standards [12].

During practical sessions of the master's program "*Educational Institution Management*", learners often raise the question: "*Why are there no outstanding figures of educational guidance today? Are the heads of ministries guiding actors or not?*" The answer is a clear no. They function primarily as administrators of the system, seeking to preserve and strengthen the administrative powers of the system as their main prerogative.

Liana Skibitska articulated this perspective in a critical manner: "*Do not challenge the SYSTEM! Do not defend yourself, but adapt to it. In the past, the individual came first; in the future, the system must come first*" [15].

Ukrainian psychologist **Professor Yaroslav Vasyliiev** argues that time functions as a unique coordinate for the realization of certain prolonged meanings in human activity. He introduced the term futurereality [6] into the scientific discourse, which refers to our capacity to plan life and implement certain meanings within it, while experiencing existential comfort and integrity, taking into account our understanding of the future we anticipate and the mental representations we construct of that future.

Futurereality can be understood in two senses:

1. As a situational characteristic of the reality of the system in which our lives and professional educational and managerial activities occur;
2. As both a cognitive and an irrational capacity of an individual for productive foresight-based modeling of the future under conditions of uncertainty (similar to *avantime* – ahead of time).

Foresight-related characteristics represent an implicit capacity of individuals to project models of their own future. Unfortunately, this capacity often operates behind the scenes of pragmatic, and sometimes harsh, reality. The real world and pragmatic rationality gradually lose their appeal, and individuals begin to retreat behind the fence of virtuality. Over time, people increasingly relocate to this metaphorical "backstage" of life.

This phenomenon represents a form of psychological defense (a *Robinsonade*), in



which an individual escapes from reality into a more attractive, personalized imagined world. Numerous self-constructed realities emerge, where, as in improvised “sanatoriums,” processes of psychological restoration take place. The cognitive illusory constructs of educational professionals became particularly pronounced during wartime [8,10].

The irrational nature of personality structures drives participants in the educational process, disrupted by war, toward illusions – misperceptions of reality, unattainable dreams, and unfounded expectations. The inner world of these illusions is often colorful and positively emotionally charged. This is accompanied by a decrease in social resilience and self-esteem, as well as the emergence of the status of “*Putty Peeps*”. Individuals find it easier to comply with messages from authority figures, accept narratives uncritically, and engage in cognitive activity within an irrational mode of tacit knowledge. In this context, the illusion of stability predominates over the drive for development, resulting in a pervasive attitude of “*As you say!*”

According to **Sigmund Freud**, most people require illusions for psychological functioning, without which they cannot live.

Antitrust economist and expert in applied microeconomics, **Volodymyr Novikov**, having found no studies on the contemporary management culture of Ukrainian society from the perspective of **L. Harrison**’s framework, subjectively evaluated 25 factors and concluded that Ukrainian culture is largely hostile to socio-economic development. Ukraine is not only failing to develop but is experiencing degradation [13]. To a certain extent, this assessment also applies to the field of education and its governance.

Finally, **B. Budzan**, CEO of the International Institute of Management, conceptualized the notion and condition of the “*mindlessness of Ukraine*” as the primary cause of the country’s various “*Black Swan*” events [2]. Despite the presence of a considerable number of intellectuals, Ukraine can be characterized as a “headless” society, unable to act purposefully and to effectively realize its human and natural potential [4].

To ensure the anticipatory development of individuals relative to societal practices, the educational system must employ *future-based assessment frameworks*.



This implies that social standards regarding educational quality should primarily rely on the construction of predictive models of the competencies of graduates. As the science fiction writer and futurist **Isaac Asimov** stated in his letters, “*No intelligent decision can be made without considering what the world will become in the future*” [1].

Berdyansk State Pedagogical University prepares second-cycle higher education students in the specialty “*Educational Institution Management.*” The priorities of an uncertain reality prompt a focus on methods for forecasting and the extent of future representation in education. A vision – an idea of the future educational institution (preschool, general secondary, or extracurricular) – is cumulatively articulated in the “*Educational Institution Development Strategy*”, a mandatory conceptual document that defines the vision for the future, mission, values, and long-term goals to ensure educational quality, foster an innovative environment, and support the successful self-realization of learners.

From this perspective, with certain reservations, it is appropriate to discuss the main types of visions, as identified by **Professor Valerii Smolii**: frontal, paradigmatic, situational, receptive, reflexive, and conditional [18].

Frontal visions (positions of state educational policy) encompass the holistic perspectives of administrators and stakeholders regarding the future, represented in discrete segments – such as the role of the state, society, and community, as well as the principles and foundations of the educational civilization and landscape. They also include approaches to designing and constructing models of educational institutions and predictive models of graduates in the future.

Paradigmatic visions (dawn-era, New Ukrainian School) tend to rely on foundational models, strategies, and concepts from contemporary psychological and pedagogical sciences, as well as the requirements of human civilization’s progress. Typically, these visions are borrowings, modifications, or adapted projections of recognized scientific standards, exemplars, or models. Overall, they represent a product of cognitive adaptation and futurological extrapolation of present realities toward a desired, socially acceptable future reality, reinterpreting current ideas within the



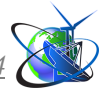
framework of an alternative (possible) reality.

Situational visions are primarily reactive responses to critical, pivotal, or tense circumstances arising from military actions, the relocation of educational institutions, changes in institutional status, or the loss of students and faculty. Under these dramatic conditions, educational institution management adjusts strategies and attempts to anticipate, envision, and forecast possible societal, political, and cultural shifts, including escalations or mitigations of events, as well as changes in circumstances and conditions. Unfortunately, this type of vision is the most prevalent within the Ukrainian educational system in territories close to conflict zones.

Reflexive visions are oriented toward self-analysis of an educational institution's achievements and prospects, reflecting on its position within imagined near- and long-term futures. Examples of such prognostic approaches are provided in the textbook *“Educational Institution Management.”* Currently, these visions focus on the post-war restoration of human capital (learners and educators) and the reconstruction of infrastructural and temporal losses.

Conditional visions (e.g., George Marshall Plan, W. Edwards Deming Plan) are based on the author's projection of specific conditions for constructing the near- or long-term future. These ideas have been implemented in the authorial schools of **V. Durdukivskyi, V. Sukhomlynskyi, I. Tkachenko, M. Huzyk, M. Chumarna, and I. Kolesnikov**. Such visions require exceptional authorial imagination to generate and organize scenarios and projections. In other words, the visionary – the author of an imperative idea – occupies a decisive, indisputable, and active role in shaping the future. Blind acceptance of a conditional vision from a leader, under certain circumstances, may provoke authoritarian situations in the management of the institution's development. The future of the institution is projected through diverse situational scenarios. For example, the innovative educator **Mykola Paltyshev**, author of the concept of pedagogical harmony, was respectfully referred to by colleagues as even the Ecclesiastes of education.

According to **M. Fullan** and **K. Robinson**, having a vision alone is insufficient. To accomplish these tasks, support, resources, and skills are required. As soon as we



approach the future, we are immediately confronted with a multitude of its diverse possibilities [3].

Frederick Taylor, known as the father of scientific management, did not develop specific methods of forecasting in the contemporary sense of the term. The primary instrument of vision is *foresight* – a look into the future. The term *foresight* was first used by the science-fiction writer Herbert George Wells in 1932, who proposed the establishment of a special academic position: **professor of prediction**.

As a scenario-based model, **foresight** does not provide a realistic description of the future state of an educational institution, but rather a spectrum of the most probable directions of its potential development. In this regard, it can be considered an effective conceptual basis for integrating scenario planning, probabilistic forecasting, and indicative planning, ultimately supporting effective state governance of strategic educational development under conditions of uncertainty and innovative transformations. **Scenario planning** represents a probabilistic narrative oriented toward the future.

Regardless of the established visions of prognostic managerial and leadership activities, a constant demand for approaches that correspond to the real situation remains an inevitable condition. At the same time, attention must be paid to the personality structure of the educational institution's leader. These specific aspects of modeling the future of an educational institution are investigated by the scholar Andrii Skliarov [16].

The prevailing chaos in societal governance must still be overcome through the emergence of true leaders. The most probable, to some extent alternative and potentially salvational scenario for us lies in the proliferation of socially and semantically diverse IT technologies and networked structures. Currently, the greatest expectations are placed on the resources of artificial intelligence (AI). Why?

First, it primarily protects the state and society from the mental tradition of blindly trusting the opinions of political figures or leaders who are granted the status of “wise forecasters.” In reality, this often takes the form of the “oat effect” or “wishful thinking.”



Second, irrationality in state governance will inevitably acquire a rational character, with possible and necessary situational adjustments made “by human hand.”

Third, we rely on the impartiality of data and artificial intelligence in assessing apocalyptic acronyms and trends in the transformation of scientific management.

Fourth, there is hope for the systematization of the concept of “**anti-management**”, not as a trophic or destructive type of human cognitive activity, but as a unique, non-replicable vision of emerging leaders. This should enable the synthesis of total civilizational acme and the capabilities of artificial perception of reality within continuous **synergistic, transversal, and critically human-centered** connections.

It should be noted that when forecasting the distant future of our education system, its realities will belong to a different generation, whose members will embody modes and forms of thinking and social behavior distinct from the present, shaped by the realities of their own time. The generation conducting foresight-based predictions, generating the future with the assistance of artificial intelligence, may not only be surprised by the images and meanings produced but may also express rejection of what lies beyond their imagination and social practices.

We have analyzed forecasts of the future of education by Alvin Toffler, Rolf Jensen, Kjell A. Nordström, Jonas Ridderstråle, Ari Pokka, Robert Cornish, A. Dligach, Daniel Bell, Francis Fukuyama, Aurelio Peccei, Michio Kaku, and Stephen Hawking, and we conclude that these projections fundamentally reproduce the realities of the early 21st century. They lack novelty or wonder. The next generations, whose designation we have yet to determine, will live in different dimensions.

Overall, artificial intelligence is not a panacea; it represents merely one of the potential technological solutions to prospective civilizational challenges. This technology is still “in the laboratory,” behind the scenes, and is fraught with conflicts concerning the “human approach.” These conflicts should not be dismissed, as they may contain truth or serve as a pathway toward it. We hope that the concept of the chronotope and futurreality, as implemented through artificial intelligence, will be situationally productive.

The future is inevitable! Leaders strive to bring it closer in order to shape it or to



productively utilize its realities. The next generations, whose designation we have yet to determine, will inhabit different dimensions.

The thoughts of Elon Musk, an innovator and generator of ideas for the future of humanity, are particularly interesting and useful for educational scientists and leaders in education: *“Technology is more powerful than us, but not smarter. As long as we have goals, we are not algorithms. Humans remain free from ‘pressure’ as long as they are able to maintain inner focus, make their own choices, and keep in consciousness what is meaningful.*

And most importantly: we must learn to be human before systems begin doing everything for us” [20].

A metaphor emerges in relation to artificial intelligence. Historically, throughout the ontogenesis of human civilization, we have become accustomed to consuming high-quality food sourced directly from nature. Similarly, in productive activity, we energetically transform the world and adapt to its changes. Now, however, genetically modified products have appeared by our own design – artificial intelligence, the triumph of human intellect. We have overcome hunger! Yet, after the euphoria and triumph, we increasingly avoid them in our intellectual “diet.” Already, we are unable to distinguish between human-made artifacts (textual, digital, artistic) and those generated by artificial intelligence, in which the physical and cognitive nature of HUMANITY– shaped by our educational system – is distorted.

Conclusions

The problem under investigation is of a palliative nature, where the development of its individual processes has a significant temporal dimension and lies beyond the scope of explored and acquired managerial experience. The forecasted characteristics of the development of the educational civilization, system, or educational landscape (institution) are inherently non-equilibrium in terms of uncertainty and influence on the educational organization. Therefore, forecasts and visions addressing these “noo-problems” compel managers to perform “manual, authorized” governance with a high research culture.

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Анотація. Турбулентність суспільних процесів, невизначеність перспектив, загрози воєнного стану спонукають освітню політику та менеджмент освіти до пошуків нових підходів забезпечення подальшої кризи освіти України. Необхідний політичний та суспільний акцент і визнання сучасних провідників у галузі освіти, прийняття на віру їх спроможності моделювати майбутнє. Інструментарієм побудови візії майбутнього закладу освіти є прогнози, технології форсайту, продуктивне сценування та ресурси штучного інтелекту.

Ключові слова: провідництво, вплив національної «еліти знання», моделювання стратегії розвитку закладу освіти, види візій, прогноз, форсайт, сценарне мислення, штучний інтелект.

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Статтю надіслано: 27.12.2025 г.

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