УДК 37.016
Kudlaii S.V., Assistant of the Department of Translation
Scientific advisor: Vysotska T.M., Head of the Department of Translation, Associate Professor, Cand.Sc. Philology
(Dnipro University of Technology, Ukraine)

REDEFINING HIGHER EDUCATION ON A DIGITAL CONTEXT

The European Commission has emphasized the importance of digital competences and green skills in its Digital Single Market strategy. According to the European Commission, "digital competences and skills are essential for the European Union's citizens and businesses to fully benefit from the opportunities offered by the digital transformation".

The Commission has also emphasized the need for "sustainable and inclusive digital transformation" that considers ethical and inclusiveness issues. The importance of digital skills and competences for the socio-economic development of countries is also recognized by organizations such as the Organisation for Economic Co-operation and Development (OECD). In its report on the "Future of Education and Skills 2030", the OECD highlights the need for "digital skills for all" and recognizes the crucial role of higher education in preparing students for the digital economy. Similarly, the United Nations Sustainable Development Goals (SDGs) also recognize the importance of digital skills and competences for sustainable development. In particular, SDG 4 on Education calls for "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all". On top of it though, according to the European Commission, the cooperation between Ministries of Education and Higher Education Institutions is crucial for ensuring the quality and relevance of current digitally updated curricula with the labour market, while proposing solutions to eliminate connectivity issues of HEIs in remote areas, ensuring equal digital education for all. According to ETF's Position Paper on Sustainable Development and Education and Training, "education policies can make a fundamental contribution toward a more sustainable future for Higher Education". Considering the EC's European Strategy for Universities, it is crucial to deepen the cooperation in research and innovation with the aim to "Empower universities as actors of change in the twin green and digital transitions" and "set more coherent and compatible policy priorities and create appropriate conditions in regard to connectivity" to achieve this.

All in all, the importance of digital skills, green competences, ethics and inclusivity issues in digital learning and teaching is widely recognized by leading international organizations and governments, and is seen as a crucial factor for the socio-economic development of countries, demanding national actors to facilitate the transition process, while ensuring consistency.

Erasmus+ project "Redefining Higher Education on a digital context, while promoting a common, inclusive and sustainable framework based on EU best practices and policy recommendations" will constitute a transformative work on the issues aroused after the digital usage expansion in HE bringing forward national actors and stakeholders for the showcase of the needs of different HEIs of Ukraine and Georgia and on a country level.

The aim of the project is to train staff and trainers, concerning the redesigned curricula developed and craft policy recommendations on connectivity issues of remote HEIs, with ultimate goals to equally meet the labour market needs as well as learners' needs, match the essential skills and jobs, adapt to fast-changing workplace requirements and bring forward innovative skills.

In detail, RE-DIRECTION aims at reinforcing Ukrainian and Georgian Universities with innovative forms of teaching, by redesigning and updating current curricula covering the triphasic spectrum of digitalization, sustainability and inclusivity.

At the same time, the project envisages to create this change homogenously towards target country HEIs and for this reason a Methodological Framework will be developed, based on the desk and field research, putting evidence on the current trends, societal skills demand, best practices and identifying gaps and inefficiencies.

During the development phase of the curricula, we will develop both core and specialized courses which will be validated by a Consultation Committee, reassuring the standards are maintained and regulations are followed.

To conclude, the project will make it possible to improve the quality of higher education as well as the level of competences and skills. It will update the educational process with innovative learning and teaching methods and promote inclusive education. It will also enhance teaching and assessment mechanisms, while increasing capacities of HEIs and pinpointing public-private collaboration opportunities for definition, implementation and monitoring of reform processes in regard to connectivity. Finally, it will stimulate the cooperation of institutions within the Eastern Neighbourhood region and across different regions, boosting exchange of best practices.