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EDITORIAL SUMMARY

This article examines the training of administrative professionals in the education sector, focusing on the Ukrainian experience between 2020 and 2024 within a context marked by war and reconstruction. It highlights the use of the Bologna Process and international exchange programs to align Ukraine's educational system with European standards, as well as the incorporation of digital technologies and international management practices. The introduction is clear and well contextualized, and the theoretical framework is solid, demonstrating broad engagement with the literature.

Although the manuscript contains overly dense passages and could benefit from a more thematically organized literature review, the study's contribution is significant. The article presents a timely and relevant analysis with strong academic and policy potential in the field of educational management, particularly in contexts of crisis.

ARTICLE ANALYSIS

INTRODUCTION

The article examines the specific features of training administrative professionals in the education sector, emphasizing how the Bologna Process and international exchange programs are being used to bring Ukraine's educational system closer to European models.

The introduction clearly and contextually presents the issue of educational leadership training, linking the current challenges in education to the evolving demands of pedagogical leadership roles.

- It highlights the transformation of social and economic demands that directly impact the landscape of professional training;
- It draws connections between the Ukrainian context and international educational models, with emphasis on European and North American influences;
- The article's objective is well defined and logically aligned with the argument presented throughout the manuscript.

CRITICAL ANALYSIS

The article is well constructed and offers a broad and up-to-date view of educational leadership training during times of crisis. The topic is highly relevant, the theoretical framework is robust, and the international comparative approach is one of the paper's strengths. However, some sections could be written more clearly, balancing the density of information with more direct explanations.

STRENGTH OF ARGUMENTATION

The arguments are strong from both theoretical and contextual perspectives. Their impact could be further enhanced with clearer articulation and a more detailed methodological section. The article holds significant academic and political potential, especially if these aspects are addressed in future versions or complementary studies.

LIMITATIONS AND OPPORTUNITIES

The article makes a valuable contribution to the field of educational leadership studies, particularly in transitional and unstable contexts.

Nonetheless, some areas require improvement:

- Several sentences are excessively long, which affects readability and narrative flow;
- The literature review presents numerous authors and concepts in succession but lacks thematic organization, which may confuse readers;
- The conclusion could be more direct in presenting the study's limitations and offering suggestions for future research.

ENGAGEMENT WITH OTHER SCHOLARS

The authors reference key works that contribute to understanding the training and professionalization of educational leaders in diverse contexts. Alcántara et al. (2023) and Wodon (2023) emphasize how the European integration process is actively incorporating European standards into leadership training, noting that Ukraine's educational globalization requires the adoption of the most effective American and European models. Rivkin et al. (2024) analyze two specific policies: a training program for future urban school leaders and a merit-based bonus system for effective principals, showing the positive impact of these initiatives on school management.

Complementing this perspective, Gordon et al. (2022) highlight that training programs continue to provide support to new principals for one to two years after they assume leadership roles. Toprak's (2020) systematic study demonstrates a growing interest in educational leadership models, indicating an expansion of research in this area. Özkan and Tokel (2018) stress that effective leadership is also expressed through genuine care for the holistic development of both students and educational staff. Finally, Adams (2023) argues that educational leaders play a key role in fostering collaboration, promoting innovative thinking, and building a shared vision within schools.

CONTEMPORARY RELEVANCE

The topic is especially relevant today as it articulates contemporary crises (war, pandemic), internationalization agendas (Bologna Process, academic mobility), training challenges

(psychological, technological), and post-conflict reconstruction efforts. These issues directly affect the capacity of educational systems to respond in a resilient, inclusive, and innovative manner to 21st-century demands.

FINAL ASSESSMENT

This article offers a timely analysis of the training of administrative professionals in the education sector, with a focus on Ukraine's experience from 2020 to 2024. It demonstrates how the Bologna Process and international exchange programs are helping align Ukraine's educational system with European standards.

The introduction is well written and effectively defines the problem and study objectives. A major strength of the article is its comparative approach, linking the Ukrainian case to European and U.S. educational models—particularly relevant given the challenges posed by war and the need to adapt training to crisis scenarios.

That said, the conclusion could be more explicit in addressing the study's limitations and proposing future research directions. Despite these areas for improvement, the article presents solid and relevant arguments, especially in exploring the intersection between leadership training, digital technologies, and post-war reconstruction strategies. It is a valuable contribution to the field of educational management and has potential to inform public policy in times of crisis and transition.

REQUIRED REVISIONS

Please highlight the following changes in yellow in the manuscript:

- Some sentences are excessively long, which compromises the text's readability;
- The literature review includes numerous authors and concepts without clear thematic organization, which may hinder comprehension;

The conclusion should more clearly identify the study's limitations and offer suggestions for future research.

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