EXECUTIVE PROFESSIONAL DEVELOPMENT PLATFORM 'MOTHERSHIP' IN HEA AND PUBLIC NGO RESEARCH SYNERGY

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Abstract. *As academics, we cannot influence our students' social and economic early conditions easily. Family roots and social-economic parents' position of upcoming students to HEA institution is given. Education purposes are not just a degree. Pathway to those achievements in HEA is crooked and theoretical content transferred by lectures' good faith in systematic preparation leads to curricula fulfilment only. The HEA level is dealing with various challenges daily. Those hidden challenges may be invisible insurances of bright future for students in the non-ideal institutional world, balancing on the curricular theoretical framework without functional connectivity. A starting position of our PhD students is poorly supported, especially in the EU context policy for humanities in an early carrier trajectories of research skills development. The endeavour to transfer an excellent practical outputs, developed by students in institutional conditions, research and practice go hand in hand. This analytical study introduces mixed methodological design Interpreting the results of content analysis of interviews conducted with students in PhD programmes and proposes strategies for the best practice transfer to a legal NGO entity. Firstly, monitoring questionnaire analysis helps to create essential structure of the interviews with PhD students' according to their needs. Outputs of this analysis reinforced the transfer of non-governmental professional support for early carrier academics already since 2018. Moreover, it identifies factors of early academics' identity belonging under institutional support curricula. Secondly, National policy content analysis points in 2022 to fundamental improvements in early carrier academics institutional policy, based on practice connection in scientific research HUB. Although, presented outputs are new outcomes of pilot cooperation with NGOs' association Máma studuje z.s., they already represent an applied output for further scientific students' development and suggest how to enrich entrepreneurship with research and teaching excellence to make an impact on other societies out of academia.*
Keywords: early academic carrier, HEA development, Máma studuje NGO association, Mothership platform, PhD identity, PhD students' development, scientific HUB,

Introduction

Social divergency is a publicly known factor of successful professional life. Those general topics about social wealth are chasing us on each step in the news worldwide. The traditional Czech university insight changes under the circumstances connected with increasing demands in post-covid daily situations, reflecting them in global Higher Education Area (hereinafter the "HEA") policies. Internal and national levels of the educational policy of HEA fields in Czechia are

under the force of National strategic plans and The Research, Development and Innovation Council (R&D&I Council) (Výzkum.cz, 2022a), which results in *the National Research, Development and Innovation Policy of the Czech Republic 2021* (hereinafter the "National Policy") for upcoming years up to 2030, mainly with broad set up content which aims to lower levels of the education system and up to 2027 plans for HEA. Presented and applied Strategy for the Education Policy of the Czech Republic up to 2030 (hereinafter the "Strategy 2030+"; older one "Strategy 2020+") (MEYS, 2022) for lower education levels is a standardly written scheme of balanced ideas conceptions and brings curricula challenges for teachers and schools for the next post-covid era with nicely situated recommendations of urgent changes for the 21st Century. Thus, a very utopistic vision concerning a reasonably transferred education framework would be discussed with the most important 'player' in a successfully defined plan for future – universities. The state strategies, and globally the EU visions (European Commission, 2022) are usually secured by frontier lines of teachers, educators, non-educational workers, pupils, students and other society, *ipso facto* parents and experts.

However, a critical sovereignty point bouncing on the glassy wall of these papered ideas shred into small pieces. Future teachers' preparation is in the hands of universities, i.d., faculties of education with accredited programme offers. Those produce high yearly numbers of students who 'saddle up' into school practice. Questionable is a fact, if universities in connection with their institutional bodies and facilities in the HEA level in the Czech Republic are fully independent or all need some unified strategic plan for upcoming years as a template vision which is connecting all curricula state visions with 21st-century demands for graduates' completed professional identities. All of those curricula unclear variety of indicators bring expectations unlinked to 21st-century skills (Kropáč, 2021a). Open opportunities and lots of space for entrepreneurship and volunteer enthusiasm are missing in curricula implementations, mostly at humanities-oriented faculties. These policy changes may lead to developing the desperate identity of future academics and hostility ethos among them where victims will be future teachers in preparation and other professional communities. A key idea of universities that has to be accepted in society is linked to high amount of students who are predicted to participate in the giant blind experiment with their lives. Those brave and involuntary participants have to achieve an ideal professional, and social role and purpose and university lecturers/teachers are expected to guide and form them on their way.

Society may easily understand and label their identities roles in social justice leaders where students are lurking for roulette results, after all, satisfaction full of acceptance or rejection in the eyes of society. Albeit that is philosophical demand of consistently practical example for an existential way of daily life identity limits,

based on the thesis predisposition Is and Ought problems by David Hume (Hume in Cohon, 2018).

PhD gap of future lecturers and institutional sovereignty

In the consent of social equality where the scientific field and community are unwanted, and lack of cooperation leads to misunderstanding from the sight of population, which do not accept continuity between theoretical conclusions and practical engagement synergies from both worlds and public interests of universities and NGOs. These strategic inventions are going from uncertain expectations pervaded from universities boards and longitudinal conceptions from the Ministry of Education Youth and Sport in the Czech Republic (hereinafter the "MEYS"), supported by legal *32005H0251* Recommendation (EUR-LEX, 2005). The PhD identity definition of European Economic Area (hereinafter the "EEA") is quite vague, and the meaning is highlighted by trying to narrow crooked situations in the HEA sphere. The definition in Section 3; *32005H0251* Recommendation *for forming socio-professional identities* to separate researchers who completed their PhD into two categories. Firstly, the definition pointing to the Early-stage researcher with less than four years of practice, including a period for training. Secondly, pointing to more skilled researchers who are defined by the EUR-LEX *32005H0251* Recommendation as "Experienced researchers […] at least for or already in possession of a doctoral degree."

Current trends in PhD-support implementations lies in Czechia in entities of virtual platforms of PhD university schools which started in early 2021. The boom of PhD virtual schools' bodies and scholars' entities are going hand in hand with public universities' business models, enriching science. Some PhD programmes are the flagship of many proud universities. Traditional academia *faux pas* is when mentoring professors use students as 'shovels' to cover their representative social roles impotence, e.g. lack of students' support due to academic writing, teaching management, empowerment of profitable posts and deployment of selected puppets for the purpose of having control. This traditional unspoken taboo about exploitation is unethical and overruling domination in natural scientific cooperation between diverse and open Humbolts' universities and affects students' identity dignity. Virtual PhD schools try to protect unbalanced principles and lead students' knowledge improvement, such as in principles of cooperation. However, there is a non-institutional way to systematically involve all PhD students under one institutional umbrella. We can do so by developing an utilitarian PhD identity consisting of their interdisciplinary skills and connecting all majors of various faculties by the chained research HUB (Kropáč, 2020).

The authors from the last decade are trying to autopsy the identity and role of academic PhD students, contra universities' HEA policy. Analysis of the actual outcomes presented in the literature below should include response to questionable findings in various fragmented areas from economic independency

of PhD students, institutional support or everyday life problems connected with the founding of families of single mothers who have to face a difficult decision between professional carrier on the PhD level or family issues. These markers of social justice must be closely investigated in continual research and implemented to standardised curricula. For purposes of article complexity, we are presenting reduced research commission by those selected authors, i.d. Barnett (2017), Chudý & Kropáč (2019), Krouglov (2018), Van Lankvald (2017), Pokorny & Warren (2016), Wiegerová et al. (2013). The PhD identity constructivism at universities is vital for its economic, and social and scientific importance. However, lack of institutional care determines some of the excellent and enthusiastic early carrier academics to fail.

Especially in Czechia universities, there are many of humanities models of education doomed. Measured by drop-out policy and curricula, warning finger monitor outputs point to mentors' intolerance to students' needs during the second or third year of PhD study, when most students were leaving their dreamed carriers due to the family issues. This stage of exodus brings the most measurable and significant reported drop-out data (MEYS, 2022) until COVID-19 started in 2020 to influence early academic workers in PhD preparation in all PhD studies statistics in the Czech Republic.

Institutional responsibility to develop entrepreneurship opportunities with social justice impacts

Entrepreneurship synergy is taken by Krouglov's (2018) vision of HEA environment, connecting universities with society effectively. Although different knowledge fields locked behind universities' walls have to be taken outside for *pro bono*, there is critical to count with transfer variability of shared responsibility to third parties like entrepreneur units and NGO associations or other stakeholders. Whereas Warren (2020) points to the need for social responsibility transfer based on the common values, people are entities who enhance social justice conditions in further context. The role of academia with rightly selected macro and micro values may fix a situation in a capitalist vision of separated society indoctrination where HEA segment consistently influence the gap between opening scissors for students and social synergy.

Institutional development is based on the social integration and level-up of PhDs' identities in many ways. Stratification scissors between population's knowledge and its accessibility represent the gap where only a tiny percentage of people finished HEA levels' approbations. Narrowing conditions at universities between the years 2015-2020 in strategic visions of MEYS and essential older outlines in Strategy 2020+ allowed increasing opportunities to foster economically the development of future teachers at universities. Although this modified National Policy's (Výzkum, 2022a) conceptual aims (Výzkum, 2022b),

academics in Czechia did not solve any comprehensive problems in education environments, such as 'covidity pitfalls' or non-secured technical infrastructure conditions of students' support environment (Kropáč, 2021b).

Among the trends of actual practice for elementary social understanding, universities gain or lose their credits with any impacted or realised improvements in HEA area. Whether is covid situation handling or dealing with an infrastructure and environment conditions for PhD students' preparation.

At least Strategy 2030+ (MEYS, 2022) is trying to push curricula improvement in teachers' professional development, and the curricula enhancement is in the hands of universities. Academic values over the European HEA updated evaluation (European Commission et al., 2020) of *Yerevan and Paris Communiqué*, published as a conclusion of data analysed report in 2020, is pointing to the new roles of HEA reactions and changes. Those marginal contextual visions target our next generation of students, teachers, and academics who are standing on social justice crossroad. Although this highly recommends implementing doctrine further to education area, what is the most important is a fact there is a responsibility lying on the all of us in EHEA "Scientists and academics, whether working in universities, health systems, pharmaceutical companies or other settings are playing a key role in addressing the response to the challenges created by the COVID-19 pandemic." (European Commission et al., 2020: 158). Universities should help narrow social justice gaps in the current 'covidity' era; if not, they should at least try to do something that will help eliminate institutionalisation and lost independence by new blessed indoctrination outdated pre-pandemic strategic intention.

In dogmatic society, those views may be explained as elite group stratification. General dogmatic society views cannot understand the role and power of HEA on the utilitarian usage idea in proof-of-concept results. Society accepts only one public identity, defined as a teacher's identity, but complex identity is constructed in HEA, forming PhD students into graduates, doctors. So many factors are hidden and difficult to explain in broadening the theoretical and legal context to the public in simple language without academical jargon (Kropáč, 2020). People miss the fundamental point and struggle with only one idea, while the synergy of both worlds is cracked. Dusted institutional identity leads to fragmented entities claiming positions over faculty bodies, mainly legally settled for *bona fide* of academia. All of those processes tend to narrow procedures in achieving education until those social rights are not brightly taken by fake experts or unethical Foucaults' empowerment (see Bierhanzl, 2015; Kriššák, 2017).

In contrast, social justice improvement is developing overseas. On the other hand, bright future in post-communism era in Czech HEA sphere is a daily reality challenge. The Velvet Revolution on 17th November 1989 forced the Communist party to surrender in a non-bloody march to academia ethos of students' enthusiasm shared by the whole society. The current situation in a country is more likely a model of hostility and towards the academic individualism and

performance all over longitudinal society cooperation and academia embassy as invisible hands of brightness. However, there are many gaps in presenting science, applied science or commercial science in humanities with transfer to the other goodness. Those markers are irrelevant for social justice, and representative data are only for university repute. Those are re-sell as an economic data object in statistical methodics' markers rules by *the Methodology for Evaluating Research Organisations and R&D&I Purpose-tied Aid Programmes* (2017+) (Výzkum, 2022), where relevant factors are sublimated into the subjectivity of 'collegial spite' of fact, publish or perish rules and research pork-barrel spending.

Institutional responsibility to previously mentioned drop-out reports (MEYS, 2020) includes a drop-out matrix where the number of PhD students and presented figures indicates a failing gap in the inclusion process during their studies. Moreover, there is a practical approach to students' exodus in PhD programmes. The exodus of PhD students/candidates pointed to the non-functional requirements of the PhD education structure in fourth-year programmes, which were innovated in 2006 on the outdated vision of the Bologna process (EACEA et al., 2015; EURYDICE, 2018). Even though comprehensive results ascertain involved conceptual visions on the strategical educational approaches presented in the Bologna latest report updates evaluated as a conclusion from 2020, some of them are closely presented in Strategy 2030+ (MEYS, 2022). For HEA's global impact policy, challenges in Czechia are modifying a new document responding to the EU demands and current national expectations in the yearly shortage vision from 2022 up to 2025 (MEYS, 2022).

Methodology
Briefly pop in into methodological mastermind

Between 2019-2020, continuous data collection was conducted by phenomenological narrative interviews. The results were interpreted in the dissertation anchor background dataset for newly constructed online monitoring questionnaires in 2021 and distributed over unofficial online "early academics group" at Palacký University. In addition, students of PhD programme at the Faculty of Education identified leaks. Specifically named obstacles during their preparation and up to the 3rd year after their graduation in PhD programmes.

The applied research approach consists of data analysis using Atlas.ti to find the factors which influence the professional development and enhance students' identity in preparation in PhD programmes. Continuously, a mixed research approach underpins the needs of students in PhD preparation programmes. The research sample of involved students were 24. Therefore, it is necessary to mention pre-analysis via monitoring questionnaire to identify factors that impact the needs of NGO association and university platform connectivity for upcoming cooperation.

A questionnaire was constructed with Likert Scale options, semi-closed questions, and open questions to understand better setting up rules and ethos over early academics' preparation programmes. The results have been benchmarked over phenomenological expectations and gaps that influence needs and expectations for further platform development with the synergy of NGO and HEA sectors.

Set up research aims is to identify and construct a functional, utilitarian model of social justice engagement between academic and social valued research across scientific, NGOs and stakeholders.

The research question concerning options and possibilities; are there any ways to support PhD students during different stages of studies?

In pilot research tool for Mothership platform establishment has also been component partial monitoring research questions:

1. How to involve PhD students more in applied research synergy and deleting dogmatic society views?
2. How to prevent exodus in PhD programmes and motivate students by NGO (social justice tool)?
3. Which kind of support helps to lower 'drop-out prevention' for studying single mothers?
4. How is the working retention of single mothers among social equality mechanisms at university?
5. What is a critical need of PhD students from divergent social stratification?
6. What would happen when PhD students from the divergent social sphere have the option to develop their academic skills within a growing social community? E.g. supported mentoring or service-learning?
7. How to develop academic-social practitioners and engage their social responsibility in NGO & stakeholders' HUB research cooperation?

Results
The analytical part of research and monitoring – a bridge to results challenges in practical outputs

The applied outputs of dissertation research indicate necessary needs to support PhD students, engaging their social responsibility, and not hiding their knowledge and freshly gained skills for academic purposes only. However, the volatility of the support in academia does not focus on the most jeopardised categories of students. These are not specified in strategy framework with predictions or social impulses/stimulus how to involve enhanced tools to help them during their doctoral preparation and during their early career development, full of researchers' enthusiasm.

Therefore, we propose a thought NGO's association called Máma studuje z.s., a supportive key Mothership platform that enhances equal opportunity in

social and institutional synergy for early carrier researchers and youth academical PhD, non-PhD workers, teachers, students and all people from society. All those who are breathing for knowledge. Mothership platform to be implemented to curricula on Palacký University for engaging PhD students.

*Table 1 **Analysis of open data Monitoring HEA indicators***

PhD studies open data	2020	2019	2018	2017	2016	2015
Population **N** amounts of students in PhD programmes	21 726	20 921	21 420	22 228	23 265	23 928
Students per graduates' coefficient (student/finished studies in year)	1:12	1:9	1:9	1:9	1:10	1:10
Percentage of successful graduates in PhD programmes (student/successfully ended studies)	1:8,5	1:11	1:11	1:10,7	1:10,0	1:10,1
Successfully graduates amount	1 837	2 310	2 362	2 384	2 335	2 405

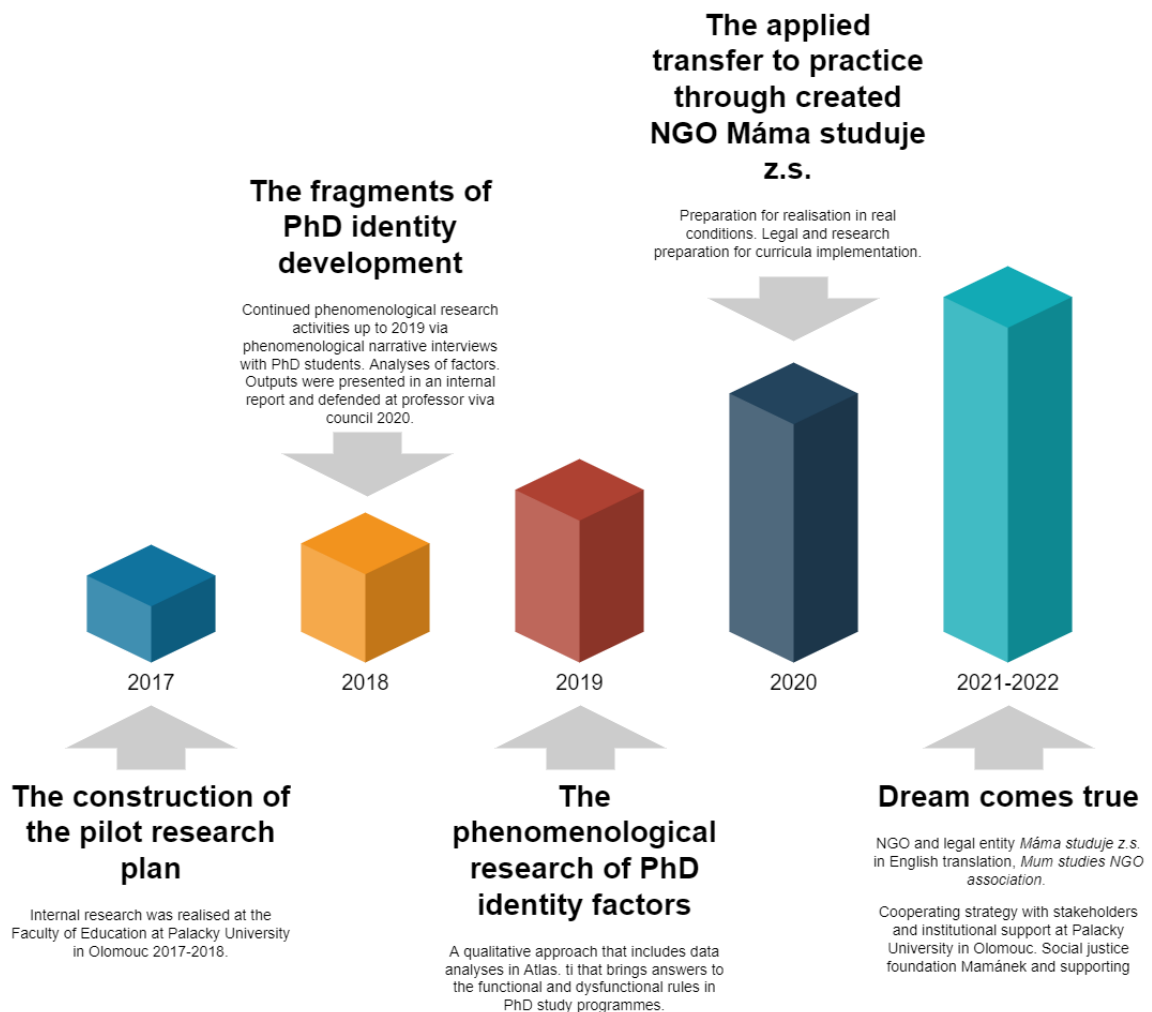*Source: Open data source MEYS up to July 2021 (2022)*

*Figure 1 **Phases of Mothership platform development** (created by the author)*

Established websites mamastuduje.cz and English modification on websites mumstudy.eu leads students and other society to cyber environment HUB, where collaboration starts based on the complex strategy of NGO association Máma studuje z.s., which provides a platform Mothership and Mamánek foundation.

The Memorandum of cooperation among NGO association, Palacký University and other stakeholders would offer all students the same conditions if they decided to start with research, workshops, service-learning programmes or other educational activities.

Rules are based on fair access, transparency of connections between academic ethos and mentoring opportunities from broad expert sides, based on the *ex vitro* institutional model; for example, students' works are mentored by advanced mentors who are helping or offering enhancement options for better professional identity construction. Essential skills which are supported via the Mothership platform are also exclusion and inclusion monitor application as drop-out prevention in PhD programmes at the Faculty of Education.

Furthermore, through a particular way of applied research and cooperation entity in volunteer platform participation, students' may enhance their soft-skills and connect academic identity with different purposes in practice teaching society HUB by NGO options and unique tracks in calls which helps to improve a piece of knowledge and enrich prevention in actual social justice themes. Therefore, teaching and learning HUB society and open-call grant Mamánek for PhD students at Faculty of Education in Palacký University Olomouc in 2Q/2022 will aim to enhance this identity development tool.

This dissemination aims to create connecting puzzles supporting research engaging concept and civil expectations of social justice learning activities.

Discussion

The unspoken question is a fact: Did we not forget the connection between research and teaching continuity, which is underpinning an academic's complex identity together and not sublimated it into too small fragments?

Applied NGO HUB is connecting institutional needs and expectations, developing PhD skills and transferring interdisciplinary knowledge in volatile areas among schools, perception of stakeholders and society. Moreover, all indicates that it will help to avoid or lower the drop-out in maternity cases of PhD students' through tailored support. Foundation grand Mamánek fully supports early academics and students, single mothers or students with unstable starting conditions among non-only PhD students. Also, this is a preventing tool across divergent social situations in starting research careers of PhD students and divergent social situations, leading to obstacles in applied research out of the university. It helps implement values, to engage social responsibility, and to conduct applied research underpinning theoretical studies, case studies, and the

best practice. Students may involve themselves in training and consulting opportunities, transfer their framework close to their approbation and educational institutions to stakeholders, and naturally develop academic and social commitments.

Created NGO Máma studuje z.s., the society with Mothership platform that reflects human endeavour and boosts opportunities to various students by Mothership platform and financial support for early academics and PhD students. Non-material support is by connecting the chain of society needs. Which is mainly standing on the cooperating social opportunities for research, engaging students to practice, value enhancement and social justice narrowing opportunities which may prevent to loss of motivation during studies, helps to connect theorem and practice point of views in society by attendance in schools, NGOs, institutions and local stakeholders.

Conclusion

The presented paper deals with the current rules and policies on the national and cross-national levels in the HEA sphere. Social dignity is a purpose of all great universities with a historical commission in the modern world. Development and enriching a students' consciousness about knowledge and transferability out of university walls are the essential keys to social justice. Our bright future is not only about setting up curricula for all educational levels based on the trends of leading empowerment but about the further versatility of values as mentioned Warren (2020), an expectation of the synergy in entrepreneur cooperation outside the university world mentioned by Krouglov (2018) and not in the last stand about us – academics (Kropáč, 2020). A university ethos has not to be only connected with the number of published articles (Barnett, 2017), and those recounted to economic indicators, competitiveness and hostile environment, mainly university is about divergency discussion with priority transfer to pragmatical way for society. If there is a power of knowledge and theorem, it must also exist a valuable synergy HUB, which erases all unfair conditions and helps boost social justice environments via complex and humble academics' identity. The critical point is to enhance opportunities for early carrier academics and help them survive a twist of the curricula and research expectations in institutional preparation. While students are in the Foucaults' empowerment clique position, there is always a liberal way to support our future colleagues, friends, and other society in natural educational conditions in the HUB space model. Educational challenges are encountered, but the best investment is based not only on money efficiency but also on our enthusiasm and our time to support an NGO approach to identity development and lead to results together with HEA institutions – academics and stakeholders.

Acknowledgements

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