



The main tendencies of higher education in Ukraine in the context of the current challenges of European integration

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ABSTRAKT

Objective: This article is aimed at revealing the main tendencies in the field of higher education in Ukraine. The object of analysis is the changes in the structure of the system of higher education.

Research Design & Methods: The article uses an institutional approach, which allowed to study the influence of non-economic factors on the structure of higher education and student migration.

Findings: The research finding suggest that the main trends in the system of the higher education in Ukraine are: the domination of the share of state-owned educational institutions in the structure of educational institutions; reduction of the share of expenditures for higher education in the amount of total expenditures; the domination the share of social science, business and right in the structure of higher education; the general tendency to reduce the number of students studying in Ukraine also took place among foreign students.

Implications & Recommendations: The system of higher education in Ukraine should be: a dynamic, flexible, adaptive, efficient system capable of adapting and converging in the context of European integration. It needs: updating of the legislative, adequate time requirements, creation and provision of opportunities for implementation of various educational models, educational institutions of different types and forms of ownership; introduction of mechanisms of institutional development in the activities of universities; intensification of international etc.

Contribution & Value Added: The proposals developed may be useful for improving educational policy, forming a strategy, making managerial decisions in HEIs.

Article type: research paper

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INTRODUCTION

Sustainable economic development, based on an innovative model of development, requires the preparation and attraction of human capital, turning it into a significant factor in social production. When Ukraine ratified the Association Agreement between Ukraine and the EU, it has received a tool and a road sign for internal transformation. Compliance with the requirements of this Treaty will allow Ukraine to become a full member of the EU in the future. This requires the preparation of a competitive human capital for the innovative development of the country, self-realization of the individual. The society, the labour market and the state needs qualified specialists in meeting the needs. Improving the quality of educational services will raise the issue of implementing institutional changes in the field of education in Ukraine. The higher education system must be a dynamic, flexible, adaptive, effective system capable of adapting and converging in the context of European integration. It needs to update the issue of introducing new disciplines in universities in the field of European integration, include new curricula, and offer them to students. Improve the quality of teachers' training on EU issues and European integration processes (thanks to modules that deepen European integration issues). It needs to encourage the involvement of young teachers in European studies and research on European integration.

The purpose of the article is to investigate the state and main trends in the field of education in the context of the challenges of European integration and offer practical recommendations on the improvement of the educational process in HEIs.

Modern strategic management should take into account external and internal factors that can act as a positive and negative for the development of the organization. At the external level, such factors for modern universities are the concept of national education (at the level of legislation), the level of financing, the level of provision of higher educational institutions by budget places, the regional environment, etc. The internal factors influencing strategic management are the corporate policy of the university, organization of educational and scientific process, teaching potential, material and technical base, practice base, social level of students, and others.

MATERIAL AND METHODS

Methodological value for the processes of analysis and synthesis has a systematic approach, which enables to analyse the problem or synthesize the necessary object aimed at achieving a certain goal, in the unity of all its components that continuously interact with each other and with the external environment. It's worth adding that the system approach considers an organization as an open system consisting of a certain number of interconnected subsystems. The methodology of the system approach, defines the system as a set of interacting components that have integral properties that are not inherent to each of these elements separately. The features of any system are: integrity, structure, hierarchy, etc.

By the view Vorotin, the signs of the new paradigm are now manifest in strengthening the tendencies towards globalization, the development of subregional integration, convergence of the system of various spheres of activity. It is known that the transformation of the command-administrative system is destroying a monopoly for the market. The mo-

nopoly and real business can't exist together in a market economy. Macroeconomic regulation to the whole economy of the country in the conditions of transition from one system to another inherent specific transformation and further development. Market mechanisms should be thoroughly studied (Vorotin, 2002).

In the opinion of Dmitrenko, the main tendency (based on the purpose of management) is the prevalent role of human resources in relation to factors of a logistical and other nature (Dmitrenko, 2006). The index of quality of life of villagers, towns, cities, districts, regions, country as a whole should become the final result of the activity of public structures at all levels. It is shown that uniqueness of Ukraine according to the specifics of social capital requires, respectively, a unique strategic trajectory and unique technological means of its increase. It is determined that such a trajectory is the perception of eco-logical human-centeredness as a unifying ideology of the development of society, and the key technological tool is the transition of government and local structures to the culture of target management by the final results (Dmitrenko, 2016).

The concept of "structure" comes from the Latin. "Structura" – construction, placement, which means the internal structure of something, a certain interconnection of parts of the whole. The structure expresses the essence of the system and discloses in the general for this system of economic laws. In turn, the organizational structure reflects the totality of the formed ties of the object, which ensure its integrity and identity to itself, that is, the preservation of its basic properties under various external and internal changes.

In the structure of the system of higher education of Ukraine are singled out: a state higher educational institution financed from the state budget; higher educational institutions of communal ownership, established by local authorities, financed from the local budget; higher educational institutions of private ownership, based on private ownership.

In the early 90's. Ukraine identifies its own ways improvement of management education. The emergence of new department of management (until 1992 there really existed one department of management – at the Faculty of Economics of the KNU Taras Shevchenko Head – Doctor of Economic Sciences, Professor Vorotina), specialties, faculties, and then educational institutions, showed the necessity of studying market theory and practice of reforming and public administration. The need to study the market theory and practice of reform and public administration. At this time they began to invite to Ukraine well-known management specialists (Gavrilyshyn et al.) who trained teachers and practitioners with the latest tools economic practice, regulation, management, and business. The understanding of the need to improve management education is beyond doubt. The real attempts have been made about this in Ukraine for ten years already. A great deal of work in this area is carried out by non-state educational institutions, in particular the Interregional Academy of Personnel Management, European University (Vorotyn, 2002). Theoretical and methodological aspect development of pedagogical education in Ukraine researches Lugovy (1995). Gryshchenko researches the higher educational institution as an economic entity that carries out a variety of activities economic action. Any university has a range of economic relations. This is the cost of the staff (from the rector to the guard), and the costs of the equipment, procurement of materials for educational and scientific purposes process, etc. At the same time, this is the costs for students, the cost of living lease of property, payment for the use of services in the territory of higher educational institutions, etc. Such economic actions also create many other additional services

that are available products of economic activity of the staff of the higher staff educational institution (Gryshchenko, 2014). From the perspective of an economist, educational activities are one of the types human economic activity. As a result, educational products are created (educational, scientific and other services). It should be noted that this is mediation activity between knowledge and person.

Universities are subjects of transformative impact in nature as they are focused on the creation and dissemination of new knowledge (Kalenyuk, Tsymbal, 2017). Modern universities operate and interact in a global competition and the challenges of the knowledge economy, which updates the task of achieving the leadership position in the global market for knowledge services. Leadership is part of a management process and more and more shifts to the sphere of economic analysis at different levels. Leadership of universities is not only a goal but a tool of competition and competitive advantage. Leadership itself is a phenomenon that can have a powerful transforming, transformative impact of leaders on the external and internal environment of the university. Transformative leadership refers to a form of leadership under which the leader of the company changes the internal forces to achieve the goal. We can agree with Kalenyuk and Tsymbal that, the transformative impact is experienced by both leading universities and all university environment for which new vectors and new goals are set and achieving them is possible only on the basis of new approaches to management. Klich (2015) researched the education market and called the corporation rivals of Universities in the market of educational services.

The impact on changes in the structure of higher education can be carried out according to an institutional approach. One of the principles of an institutional approach is interdisciplinary. Using an institutional approach, we can investigate the impact of non-economic factors on the structure of higher education (such as legal ones).

LITERATURE REVIEW AND THEORY DEVELOPMENT

An idea of a knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and social cohesion set as a Lisbon Agenda 2000 goal is a fundamental basis of the European integration in the 21-st century. By 2020 the EU member states are expected to achieve four key objectives to address challenges in education and training systems: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; promoting equity, social cohesion and active citizenship; enhancing creativity and innovation, including entrepreneurship, at all levels of education and training. In this context, the harmonization of national educational policies is in progress — as a result, the European space is transforming into an entity of individuals and institutions that are interconnected through a network of ideas, tasks and practices vertically and horizontally. The modernization agenda for higher education includes increasing the number of university graduates; improving the quality of teaching and learning; promoting the mobility of students and teachers as well as cross-border cooperation; strengthening the “knowledge triangle” through a better interaction of education, research and innovations; and the introduction of mechanisms for the effective governance and funding of higher education (Kremen, 2017).

European integration into education has come a long way. The basic principles of a common policy, the goals, the timing of their achievement, implementation tools for measuring success in their implementation (indicators, standards) have been established.

Measures were taken on the formation of a community of individuals and institutions that are interconnected vertically and with ideas, tasks and practice.

Table 1. Evolution of the institutional-legal support of European integration in the education

Stages	Institutional-legal support	Year of adoption
50-60 years of the twentieth century – the mission of education is the formation of a new European society	European Cultural Convention of the Council of Europe	1954
	the basic principles of the common policy on vocational training were approved (Council decision 63/226).	1963
70-80 years of the twentieth century – European identity is enriched with the plot of individual characteristics – knowledge / competences / qualifications – of Europe's citizens in a common European cultural, social, economic space of mutual understanding and cooperation.	The Resolution of the Council of the EEC No.337 / 75 established the European Center for the Development of Vocational Training (CEDEFOP)	1975
	The European Educational Information Network – Eurydice will be launched	1976
	Since 1985, the exchange of human resources has been added to the exchange of information and statistics – the epoch of various programs starts: EUROTECNET (1985), COMETT (1986), ERASMUS (1987), PETRA (1987), Youth For Europe (1988), LINGUA (1989)	1985-89
90 years of the twentieth century – education was first recognized as an EU area of interest.	The Maastricht Treaty (EU Treaty), Brussels, has legislated for policy development in the area of vocational training	1992
	Framework Document "Bologna Declaration"	1999
The beginning of the XXI century – the fundamental basis of European integration in the twenty-first century is the idea of forming in Europe the most dynamic knowledge-oriented economy in the world	Lisbon agenda	2000
	Strategy for Education and Training 2010	2001
	Education and Training 2020	2009
	Copenhagen Declaration	2002
	The European Reference System for Key Competences for Life-long Learning	2006
	The European Qualifications Framework for lifelong learning	2008
	European Credit System for Vocational Education and Training	2009
	Bologna Process 2020	2009
	Programs: Erasmus +; Horizon 2020; Digital Technology Program for Europe; Program for New Skills and Jobs; European Platform against Poverty; Youth Employment Initiative; Copernicus and others.	From 2000 till now

Source: own elaboration based on (Kremen, 2016).

Twenty-five years Ukraine's independence strengthening was marked by the formation, implementation and modernization of the national education policy. During the 1991-2002 there was created quite self-sufficient working system of the national education. While preserving the progressive traditions of the past it has corresponded to the new social relations more effectively and had accumulated the innovative potential for the further development. Started with the adoption in 1991 of the Laws on Education and on Science and Scientific and Technology Activities this period of national education

self-identification ended with final disintegration with the post-Soviet education space, creation of the national education legislation and adoption of the National Doctrine of Education Development (Kremen, 2017).

The economic development in the XXI century is not based on natural resources only, but, primarily, depends on the opportunities which come out of knowledge and innovation (Vochozka & Kasych, 2017). The Constitution of Ukraine (1996) the article 53: «Everyone shall have the right to education. Citizens shall have the right to obtain free higher education at the state and communal educational establishments on a competitive basis». The Law on Higher Education (2014) establishes legal, organizational, financial basis of functioning of system of the higher education, creates conditions for strengthening of cooperation of state bodies and business with higher educational institutions on the principles of autonomy of higher educational institutions, education combinations to science and production for the purpose of preparation of competitive human capital for high-technology and innovative development of the country, self-realization of the personality, ensuring requirements of society, the labour market and the state in qualified specialists.

The main trends in the higher education in Ukraine

The current situation and main trends in the higher education in Ukraine are can be investigate using the analysis of statistical indicators. The main trends in the higher education in Ukraine are: the domination of the share of state-owned educational institutions in the structure of educational institutions. The share of private higher education institutions in the overall structure of higher education institutions is not high compared to EU countries. The share of institutions of state / communal ownership decreased from 97% in 1991 to 79% in 2013 (respectively, the share of private institutions higher education increased from 3% to 21%). To a large extent, such growth of the private sector is higher education was in the period 1993-2007. It was the general liberalization. But limited financial resources from the state, dampening the cost of educational services state institutions of higher education, demographic crisis and the introduction of external independent evaluation in order to guarantee a fair and transparent the high quality of education, as well as the marketing policy of these institutions of higher education led to a decrease in the student contingent in private higher education institutions. The number of state / communal ownership in 2017 was 533 – 81%, (2015 – 520 or 79%), private institutions – 128, 19% (2015 – 144 or 21%). In this way, the elements of economic competition in higher education are actually ruined.

The constant reduction of the number of higher education institutions in Ukraine since 2004 has changed in 2017. It was believed that in terms of demographic and economic crisis, a large number of universities affects the quality of educational services and the competitiveness of universities at national and European labour markets. Therefore, in 2011, the Ministry of Education and Science, Youth and Sports of Ukraine proposed a two-stage optimization program for the public sector network. In the period from 2010/11 to 2014/15 academic years, a network of higher education institutions, accredited by the III and IV levels of state and municipal property fell by 34 institutions representing 14%. However, the number of private higher education institutions has decreased by 19 institutions or by 18%. In 2017, the situation has changed. The number of HEIs was increased from 657 (in 2016) to 661 (in 2017). There were 372 colleges, technical schools, vocational schools

(1st and 2nd accreditation levels); 289 universities, academies and institutes (3rd and 4th accreditation levels) in Ukraine in the 2017-2018 academic year.

Table 2. Indicators HEIs III-IV accreditation levels in the years 2010-2017

Indicators	2010/11	2012/13	2014/15	2015/16	2017/18	2010-2017	
						num.	%
Number of HEIs (III-IV)	330	316	277	288	289	41	12
<i>state/communal</i>	231	220	197	208	212	19	8
<i>private</i>	99	96	80	80	77	22	22
Number of students	2066667	1770311	1437955	1375160	1329964	736703	36
Number of students, for 10 thousand people	476	410	335	322	314	162	34
Share of students admitted to study at the expense of state /individuals, hrn / %	170616/ 206445 44,8 /54,1	- /-	134194 /140767 51,6 /47	126839 /122081 50 /48,6	1214954/ 139275 5,9 /52,7	49121/ 67170	28,8 / 32,5

Source: own calculations based on data from (State Statistics Service of Ukraine, 2018).

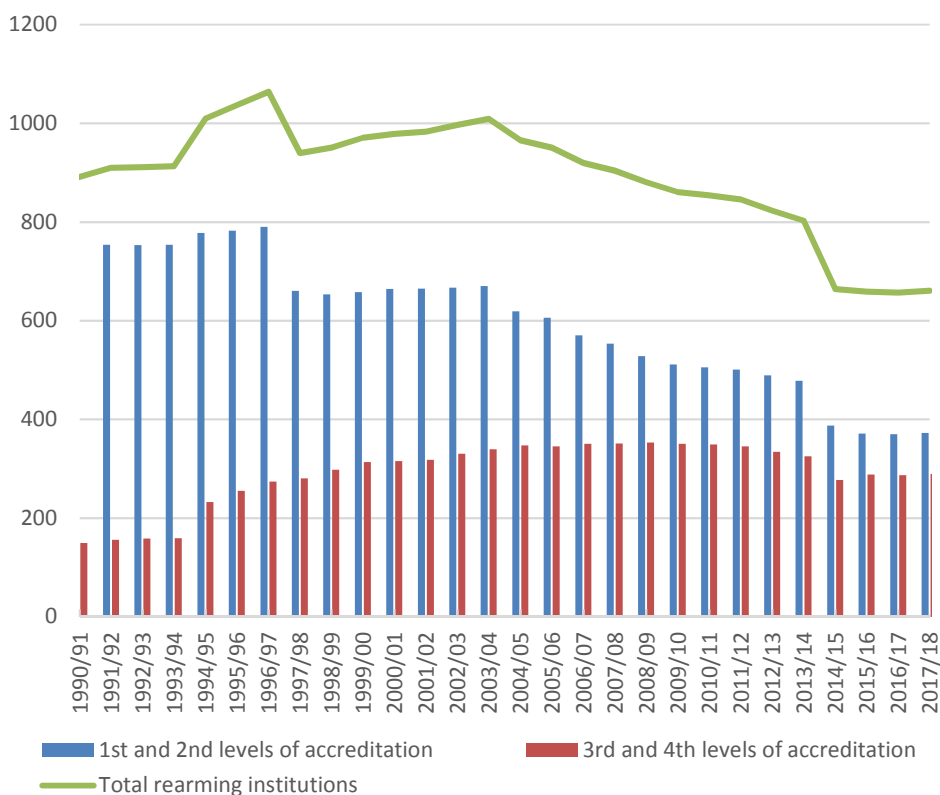


Figure 1. Total rearming institutions in Ukraine in the years 1990-2018

Source: State Statistics Service of Ukraine, 2018.

The share of expenditures for higher education in the amount of total expenditures is reducing. In 2017 the share of expenditures for higher education in the amount of total expenditures was 3,7 % (2000 – 4,7 %, 2005 – 5,7%).

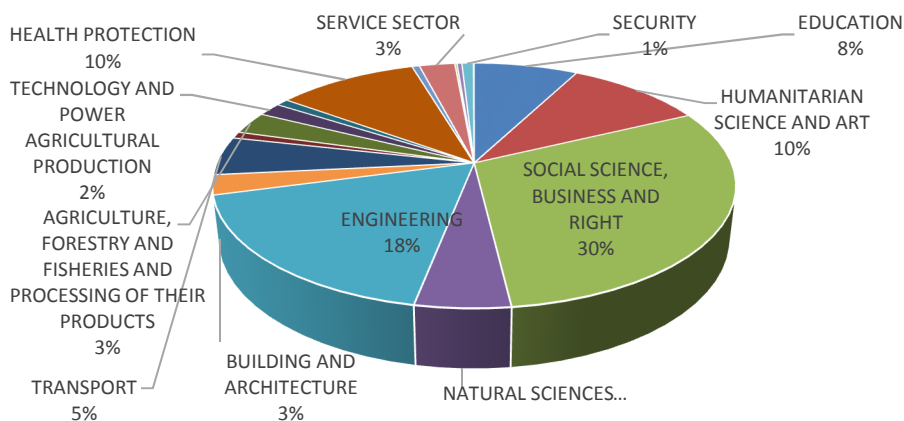


Figure 2. The structure of higher education in Ukraine in the years 2017-2018, %

Source: State Statistics Service of Ukraine, 2018.

The domination the share of social science, business and right in the structure of higher education. The share of social science, business and right was 30%, engineering – 18%, humanitarian science and art – 10%, health protection -10%, education – 8%, public administration 0,2% in 2017-2018.

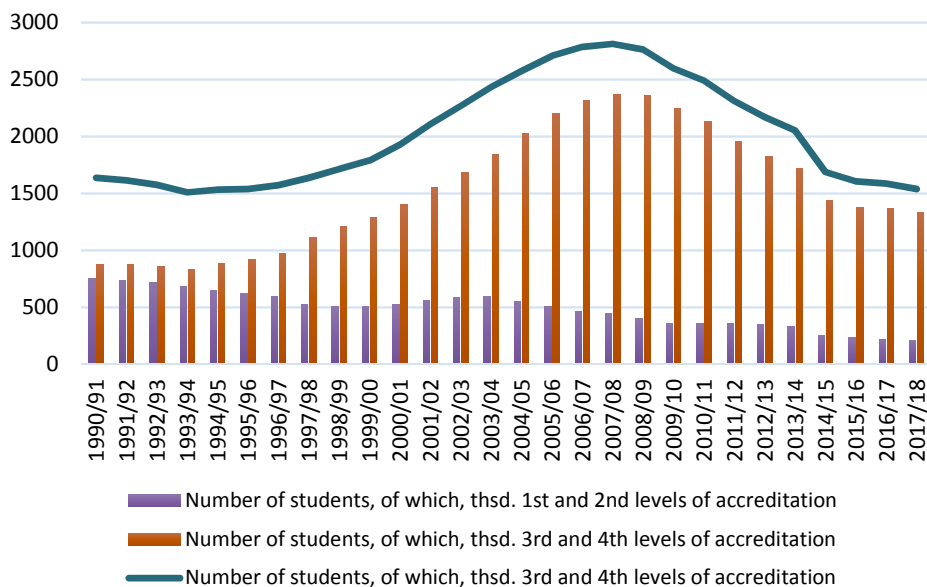


Figure 3. Total students in Ukraine in the years 1990-2018, thsd.

Source: State Statistics Service of Ukraine, 2018.

The downward trend continues in 2017-2018 (reducing the numbers of students in Ukraine since 2007). Demographic and economic crises have affected the decrease in the number of entrants in HEIs. The rate of reduction in the number of students has decreased in 2016. The situation has stabilized since 2016. But the number of students of educational institutions of Ukraine decreased over the past seven years at 912 993 (Table 2).

Table 3. The number of students of educational institutions of Ukraine according to the International Standard Classification of Education in the years 2010-2017

<i>Levels of education</i>	2010/11	2012/13	2014/15	2015/16	2016/17	2010-2017
5	566 194	571 228	452 292	427 471	408 732	157 462
6	1 433 590	1 153 791	890 277	855 683	800 450	633 140
7	491 504	445 122	346 657	322 116	377 572	113 932
8	36 214	35 454	30 031	30 308	27 755	8 459
<i>Total</i>	2 527 502	2 205 595	1 719 257	1 635 578	1 614 509	912 993

Source: own calculations based on data from (State Statistics Service of Ukraine, 2018).

The continuation the growth trend the migration of Ukrainian students in Poland which was founded in the past years. An active marketing company in Poland, the Czech Republic and other countries has led the growth dynamics from 2009 to 2016 amounted to 176%. The growth of Ukrainian students in Russian universities has slowed down somewhat, their number grew slightly more than a thousand. Recall that such growth is not typical of previous years before Russian aggression. Therefore, obviously, it is mostly the result of involuntary migration of Ukrainians of admission age from temporarily uncontrolled territories of Donetsk and Lugansk regions to Russia. Comparing the last two years, the growth is almost 20% or 10,934 people. Moreover, 2/3 of this increase was made by Ukrainians studying at Polish universities. They showed the most rapid increase, both in absolute and relative terms, from 22,833 to 30,041 persons (almost 32%).

The general tendency to reduce the number of students studying in Ukraine also took place among foreign students (2014-2015 – 56,8 thousand people and 48,8 (2017-2018). But Ukraine continues to be one of the leaders in international education. Many students come from Africa and Asia. The number of students from India (7666 in 2017; 3925 in 2014; Morocco (3529 in 2017; 1978 in 2014) has increased. Not much decreased but there is a large number of students from Azerbaijan – 6629 (2017); 9239 (2014), Turkmenistan study in Ukraine – 3669 (2017), 13471(2014), Nigeria – 2705 (2017); 3326 (2014), Iraq – 943 (2017); 2611(2014), China – 1269 (2017); 1749 (2014), Turkey – 1393 (2017). But after the completion of the full cycle of less than half the number of students from those who entered the study. A large number of students come to study from Georgia – 2101. The students from USA – 248 (2017), Poland – 674 (2017); Moldova 269 (2017), Germany – 94 (2017), Slovakia – 30 (2017) also study in Ukraine.

Modern economic challenges raise the issue of increasing the energy efficiency of universities. For example, the European Investment Bank acted as the borrower of 7 Ukrainian universities (a loan was provided to bring current energy efficiency standards and create a new research base for training modern specialists by involving a research process aimed at solving public problems).

No less interesting is the project of laying the foundations of the spatial data infrastructure: providing the basis of the Ukrainian government to support sustainable economic growth, funded by the Canadian government, with the participation of national universities (Kyiv National Taras Shevchenko University, NTUU "KPI").

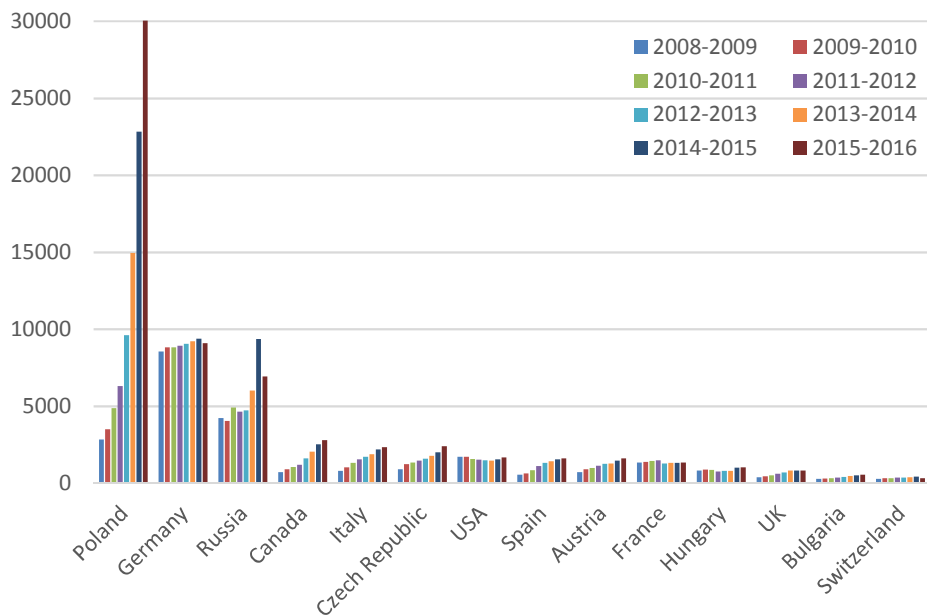


Figure 4. The migration of Ukrainian students in the years 2008-2016

Source: Centre for Society Research (CEDOS, 2016)

CONCLUSIONS

The research findings suggest that the main trends in higher education in Ukraine are: the domination of the share of state-owned educational institutions in the structure of educational institutions. The share of private higher education institutions in the overall structure of higher education institutions is not high compared to the EU countries; the constant reduction of the number of higher education institutions in Ukraine since 2004 has changed in 2017; reduction of the share of expenditures for higher education in the amount of total expenditures; the domination of the share of social science, business and right in the structure of higher education; the continuation of the growth trend of the migration of Ukrainian students in Poland which was founded in the past years; the downward trend continues in 2017-2018 (reducing the numbers of students in Ukraine since 2007), the general tendency to reduce the number of students studying in Ukraine also took place among foreign students. Crimea annexation and events in eastern Ukraine have affected the decline in the number of foreign students from China and some Asian countries. When the escalation of the conflict in Eastern Ukraine will terminate the negative factors will reduce their influence to the system of higher education in Ukraine.

The system of higher education in Ukraine needs further reforms. The system must be: a dynamic, flexible, adaptive, efficient system capable of adapting and converging in the context of European integration.

The practical recommendations are:

- updating of the legislative and normative basis of the system of higher education adequate time requirements;
- creation and provision of opportunities for implementation of various educational models, educational institutions of different types and forms of ownership, various forms and means of training;
- introduction of mechanisms of institutional development in the activities of universities (modern strategic management, personnel development, involvement of external stakeholders in management, institutional audit, etc.);
- intensification of international cooperation (establishing contacts with scientists from foreign countries, participation in international scientific projects, updating the content of programs in accordance with the requirements of time and future needs);
- activating the use of modern information technologies, etc.

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