



**The transformation of
the higher education
system in Ukraine:
proposals and
perspectives**

MONOGRAPH

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INTRODUCTION

The economic success of developed countries, as practice shows, is achieved due to the development of education and scientific research, which are quickly mastered. Education of people can be considered as an effective factor of economic growth. At the same time, it is the most important component of human capital, which accumulates in society and becomes the main economic resource.

However, its long-term development requires state support. The experience of providing state support and development of education in advanced countries of the world can be useful for Ukraine, which needs to reform the education system and build an innovative economy. But here you need to clearly imagine the problems that will arise and find ways to solve them.

Solutions to the problems of the educational space are currently complicated by a full-scale war and the pandemic state, under which COVID-19 has received a permanent "registration" in the modern world.

The relevance of the study is determined by the growing number of problems in education caused by external and internal factors, the importance of ensuring quality education at all levels and supporting inter-university cooperation.

Russian military aggression, the partial destruction of the educational fund, a large number of migrants and many hours of power outages make the process of qualitative initiation impossible, both live and online. This monograph is designed to focus attention on complex and, at the same time, important challenges of the educational environment, which, in turn, can change the future of our country.

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8 EDUCATIONAL PROCESS SECURITY ENSURING PROBLEMS IN THE TERMS OF WAR

For the past 9 months, Ukraine has been suffering from the brutal, open and large-scale military aggression of Russia. Aggressor troops are attacking Ukrainian cities, shelling the civilian population, infrastructure, houses, kindergartens, schools, colleges, universities.

Today, Ukraine, at the cost of the lives of its best sons and daughters, is protecting not only European values, it is protecting Europe from a terrible invasion! Thousands of Ukrainians were killed, in Europe, in 2022, in the 21st century. It is still impossible to establish even the actual number of dead and wounded due to the lack of access to the inspection of the places where events happened and due to the active hostilities of the occupying troops in Ukrainian cities.

Any war is always a large-scale shock to the country's national security. In Ukraine, these are: significant loss of human capital (losses between the military and civilian population), according to preliminary data, more than 9,000 civilians were killed, including more than 450 children, more than 800 children were injured; shelling of the civilian population, residential buildings, kindergartens, schools, colleges, universities, in particular, more than 2550 educational institutions were damaged, 333 institutions were completely destroyed; massive migration processes are taking place, with a “prospect” of not 100% return (more than 7 million refugees left Ukraine, about 7 million temporarily internally displaced persons); potential risks of new military aggression remain, etc. Unfortunately, due to Russian military aggression in Ukraine, not every child can go to their own school in their hometown or village. At the same time, education and science are functioning in Ukraine despite the war. It is obvious how important it is to ensure the right of every child to a quality education under martial law.

Ukrainians are fighting for their rights not only to education, but also to existence, the independence of the Ukrainian nation, their sovereignty and security. Today, it is obvious that the problem of security is relevant, which influenced not only the emergence of a science - securitology and it is a relatively new branch of knowledge, but has also acquired a new understanding of its content. Security is the most important category and a necessary prerequisite for the balanced functioning of the system of social relations, which ensures the security, vital activity and capacity of the state, society, individual from internal and external threats (Onyshchenko, 2017).

Security is a general, historical and social category that includes the entire history and the entire future of mankind; it is of the utmost importance for the existence of both an individual and society as a whole. The initial categories in determining the preservation are state, property, interests, dangers to interests. That, they characterize the state of the object in relation to threats of various origins, is common to all of them. Consequently, the nature of the danger is an organizational feature in this group of concepts. Features of the prerequisites for the emergence, the degree of manifestation and the degree of influence of threats determine the nature of security. Ukraine in the 21st century faced global threats - military danger, an unprecedented violation of international law by the Russian Federation, encroachments on the territorial integrity and sovereignty of an independent country, the destruction of the system of balanced relations between people / nations regarding their life support and livelihoods, destruction of the principles of safety, freedom and democracy.

The problem of security has always arisen at the highest level of government and was regulated by various state institutions. In accordance with the current regulatory framework of Ukraine, economic security is understood as the state of economic development, which enables to maintain resistance to internal

and external threats and is able to meet the needs of the individual, family, society and the state (Methodological recommendations for calculating the level of economic security of Ukraine; Onyshchenko et. al, 2021). Dialectical approaches and institutional conditions for the formation of state security have recently been based on the improvement of security relations and consisted in a continuous process of strengthening the functional basis of viability and comprehensive protection of the national economy.

Since the war is a large-scale structural shock for Ukraine, one of the manifestations of which was the loss by the state budget of a large number of traditional revenues in the form of taxes, excises and customs duties. Some of these losses have been replaced by concessional financing from international partners and direct budget financing from the central bank, which has an inflationary and devaluation effect, but extraordinary circumstances require an extraordinary response. In other words, in conditions of war... “we do not ask how we will pay for it – we will decide it after it is over” (“When the war is over...”, 2022).

The total losses of the Ukrainian economy due to the war, according to the general estimates of the Ministry of Economy and KSE, considering both direct losses and indirect losses (decrease in GDP, cessation of investment, outflow of labor, additional spending on defense and social support, etc.) range from \$564 billion to \$600 billion. The total amount of direct documented loss of Ukrainian enterprises have already reached \$11.3 billion. Over the past week, this figure has increased by \$591 million. Since the beginning of russia`s war against Ukraine, at least 227 enterprises, plants and factories have been damaged or destroyed (“Total economic losses incurred during the war...”, 2022).

The inflationary threat in the context of the war in Ukraine is significant and has a destabilizing effect on all components of

the socio-economic security of the state. On an annual basis, prices are expected to increase by 15-20% in Ukraine during 2022. Price increases are limited by regulatory measures such as price adjustments for fuel, natural gas, heating and electricity, as well as fixed exchange rates. Supply chain disruptions, increased business costs and the physical destruction of business assets due to russia's full-scale war against Ukraine, as well as uneven demand and supply of goods across regions, remained the main factors behind the acceleration of inflation. Yes, the realization of pent-up demand for goods and services in relatively calm regions against the backdrop of a gradual return of citizens fueled price increases. In the occupied cities and areas with a high intensity of hostilities, the supply of goods was limited by a significant pro-inflationary factor (Official website of the National Bank of Ukraine, 2022).

Rising consumer inflation indicates a further increase in inflationary pressure (Onyshchenko & Masliy, 2017).) due to the consequences of the war. Inflation escalation risks remain significant in the context of russia's prolonged full military aggression and deliberate destruction of food warehouses, retail outlets, blockades of ports and damage to transport infrastructure.

These factors have a negative impact on the target parameters of the safety of the educational process in Ukraine, since they cause key challenges in the educational sphere.

Among the most dangerous challenges, the unprecedented scale of internal and external migration should be highlighted. It has a significant impact on the development of human capital and can be an important factor in the redistribution of internal human resources. The hostilities forced about 27% of the population to leave their permanent place of residence, including 36% of the population aged 18–24 and 34% of those aged 25–34.

A study by The UN Refugee Agency on Ukrainian migrants abroad, conducted in August-September 2022, showed that almost 9.6 million people left Ukraine due to the war (Fig. 8.1), the vast majority of them left their homes or at the start of the war, or left when the war reached their region.

At the same time, not only external, but also internal migration in Ukraine is extremely large in scale. The number of internally displaced persons is growing and amounts at 6.9 million as of August 23, 2022. Many internally displaced people are vulnerable groups: children, pregnant and lactating women, the elderly, people with disabilities and chronic illnesses, and those directly affected by violence. During the 2014-2015 war in Donbas, more than one in 10 pre-displaced persons (13.5%) were re-displaced. About 40% of internally displaced persons are in Western Ukraine, of which 30% are from Kyiv, more than 36% from eastern Ukraine and 20% from the north.

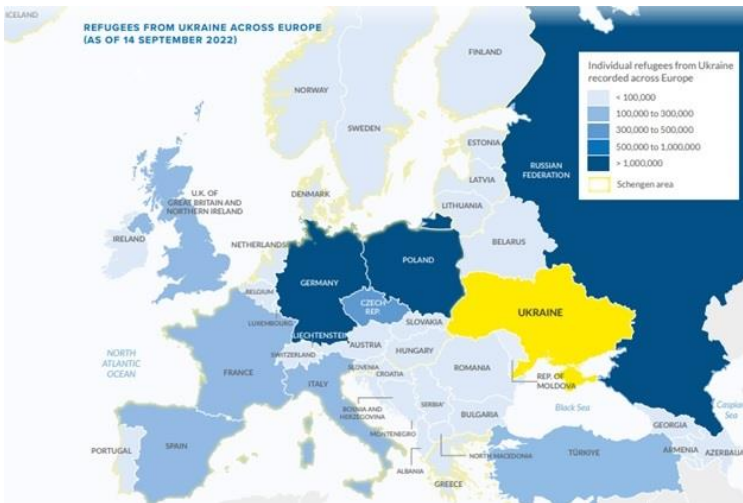


Fig. 8.1 – Refugees from Ukraine across Europe (as of 14 September 2022)

Source: The UN Refugee Agency UNHCR (2022)

The duration of hostilities determines the outcome of internal and external migration. At the place of residence, if the floating population works remotely, there are housing problems and difficulties in finding work. The longer the war goes on, the greater the chance that these problems are successfully resolved and the less reason to return home.

Another reason for the change of residence may be the massive destruction of infrastructure. Even after the end of the war, rebuilding housing and social infrastructure takes time. Most of the destroyed territories (for example, the city of Bucha or the city of Mariupol) are uninhabitable or almost uninhabitable for some time.

According to a study by the International Organization for Migration in 2020, almost 40% of those displaced in 2014-2015 were not going to return to Donetsk and Luhansk regions after six years of war, which is a significant proportion. If such a trend happens again, at least in part, in the current large-scale war, the loss of human capital and the redistribution of local labor are extremely large in scale.

The main challenges for the education sector in the conditions of war are summarized by the Ministry of Education and Science of Ukraine in the Information and Analytical Collection “Education of Ukraine in the Conditions of Martial Law” (2022) and are presented in fig. 8.2.

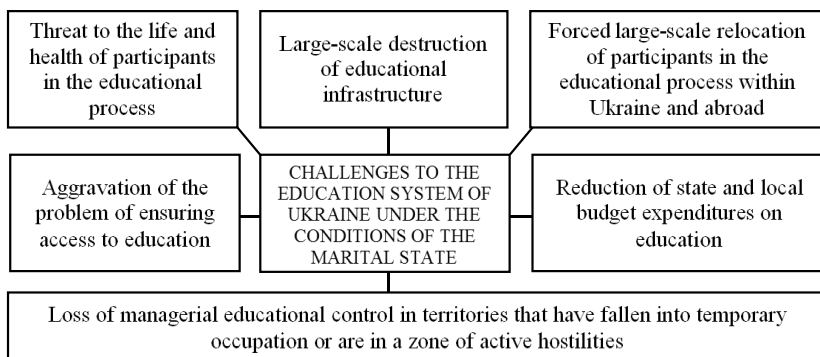


Fig. 8.2 – Challenges to the Ukrainian education system in the conditions of war

Source: compiled according to MES data (2022)

Among the key problems of ensuring the educational process security in a war, the destruction of the educational infrastructure should be highlighted. According to the Ministry of Education and Science of Ukraine (“Education is under threat”, 2022), as of November 11, 2022, as a result of bombing and shelling, 2,739 educational institutions were damaged, which is more than 10% of their total number, of which 2,406 were damaged and 333 were completely destroyed (Table 8.1).

Table 8.1 – The number of victims of bombing and shelling educational institutions in Ukraine

Types of educational institutions	Destroyed	Damaged	Total suffered
Preschool education institutions	95	859	954
Institutions of secondary and specialized education	178	1151	1329
Institutions of extracurricular education	19	111	130

Continue of table 8.1

Types of educational institutions	Destroyed	Damaged	Total suffered
Institutions of professional education	17	118	135
Institutions of vocational pre-higher education	15	106	121
Institutions of higher education	9	61	70
All educational institutions	333	2406	2739

Source: compiled according to the data of MES (2022)

Among all educational institutions, the largest number of destroyed and damaged schools is 178 and 1151, respectively. 954 kindergartens were also affected, of which 95 were destroyed, 859 were damaged. In the regional context, the greatest damage caused to Ukrainian educational institutions as a result of the Russian attack was in Donetsk and Kharkiv regions (Fig. 8.3), where 739 and 545 educational institutions were damaged, respectively. The largest number of destroyed educational institutions in the Zaporozhye region - 127 institutions.

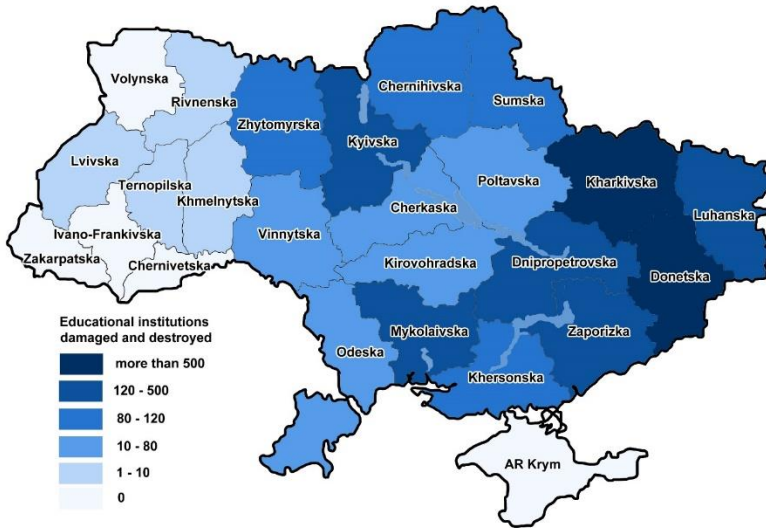


Fig. 8.3 – Cartogram of the destruction inflicted on Ukrainian educational institutions as a result of the russian attack in the regional context as of 11/11/2022
 Source: built according to the MES data (2022)

In the western regions of Ukraine, the least amount of destruction of the educational infrastructure, which enabled educational institution work resumption in this territory with the obligatory observance of safety requirements during the missile threat that persists throughout the country. In general, as of September 1, 2022, about 41% of all educational institutions in Ukraine had the opportunity to start education in the traditional format, while parents were given the right to choose the form of education for their children.

An equally significant problem in the educational sphere during the war is the migration of educators and applicants from Ukrainian educational institutions abroad, as well as their stay in the temporarily occupied territories.

The largest share of teaching staff out of their total number in the regional context went abroad precisely from those regions most affected by shelling and bombing, namely from Kharkiv, Donetsk and Zaporizhzhia regions (Fig. 8.4). So, 22531 teachers left the Kharkiv region, which is 12% of their total number in the region as of the beginning of the 2021-2022 academic year.

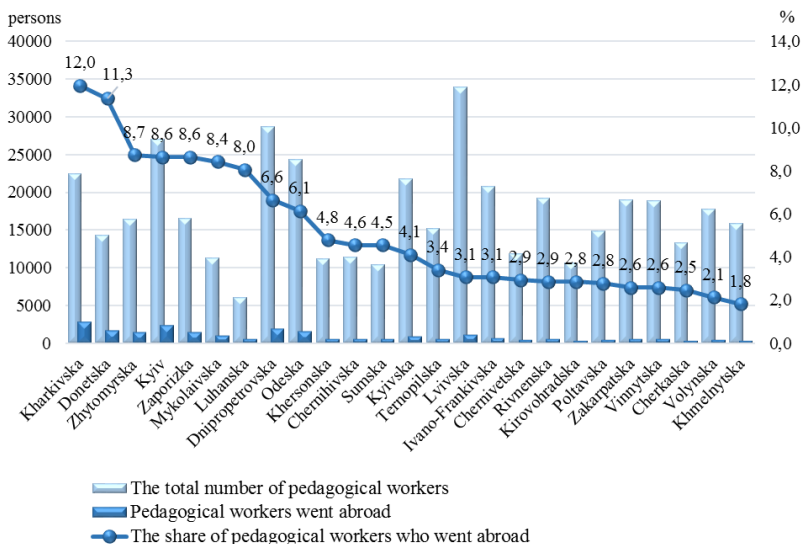


Fig. 8.4 – The percentage of teaching staff of general secondary education institutions who went abroad, starting from February 24, 2022 (as of June 22, 2022)
 Source: built according to MES data (2022)

In absolute terms, more teachers left Kharkiv region (2694 people, which is 12% of the total number of teachers in the region), Kyiv (2337 people or 8.6%) and Dnipropetrovsk region (1909 people or 6.6%).

As of the beginning of October 2022, about 13,000 Ukrainian teachers were abroad, out of 27,000 teachers who left starting February 24, 2022. That is, in total, more than half of the

teaching staff returned, including only during September 2022 almost 13% of teachers who went abroad with the start of a large-scale russian invasion. The losses of the contingent of teaching staff due to the war unleashed by the russian federation are significant, which poses a significant threat to the education sector and the national security of Ukraine.

The United Nations estimates that 3 million children and youth have left Ukraine since the start of the full-scale Russian invasion of Ukraine. The largest number of students as a percentage of their total number in the regions of Ukraine left Kyiv, Kharkiv and Mykolaiv regions - about 23% (Fig. 8.5). In absolute terms, the largest number of Ukrainian students left Kyiv, Kharkiv, Mykolaiv, Odesa and Dnipropetrovsk regions.

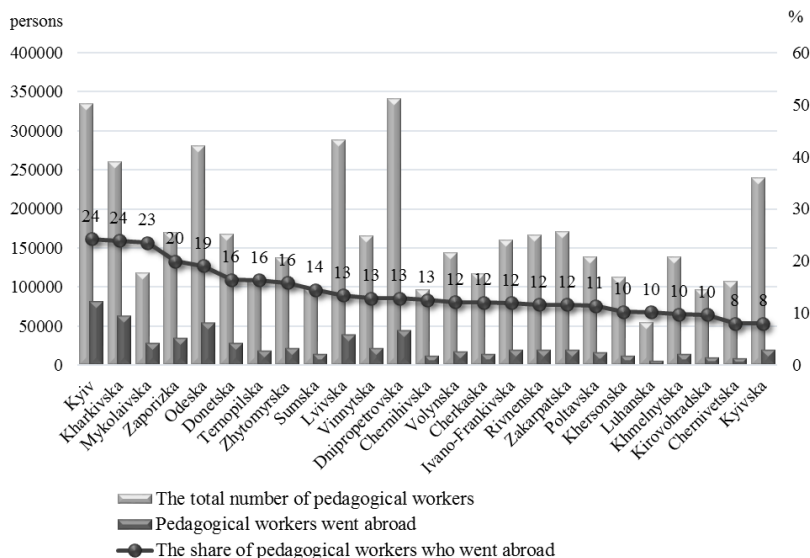


Fig. 8.5 – Percentage of general secondary education students who have gone abroad since February 24, 2022 (as of June 22, 2022)

Source: built according to MES data (2022)

According to the data of the European Commission, as of September 1, 2022, more than 506,000 Ukrainian children went to schools in the EU countries. More schoolchildren from Ukraine are registered in Poland - more than 528 thousand, Germany - about 290 thousand and the Czech Republic - 70.5 thousand. In Italy, Romania, Spain and Slovakia - from 30 to 40 thousand Ukrainian children of school age. There are countries where a few families can be mentioned: in Iceland - 700 children, in Montenegro - about 500, in Belgium and Malta - less than 300 schoolchildren (“How are Ukrainian schoolchildren taught abroad?”, 2022). Less than a third of Ukrainian children living in countries such as Denmark, Greece, Croatia, Malta and Romania go to local schools. More refugee children from Ukraine go to school in Ireland - 92%, Spain - 75%, Italy - 71%, the Netherlands - 66%, Austria - 63%. The rest study remotely in Ukrainian institutions of general secondary education. It indicates a high risk of significant educational losses for Ukrainian children abroad, which is confirmed by the results of a survey of Ukrainian citizens currently abroad conducted by the UN in September 2022 (fig. 8.6).

REFUGEES' INTENTION TO RETURN IN NEXT 3 MONTHS

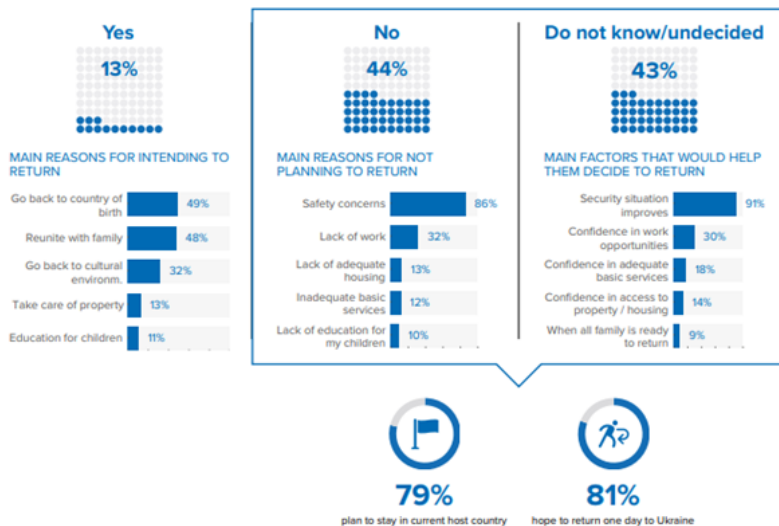


Fig. 8.6 – Results of a survey of Ukrainians living abroad regarding their intentions to return to Ukraine in the next 3 months (September 2022)

Source: United Nations High Commissioner for Refugees (United Nations High Commissioner for Refugees, 2022)

Only 13% of respondents plan to return to Ukraine within the next three months, while 44% do not plan to, and 43% have not decided due to the unsatisfactory security situation, and therefore 79% of them plan to stay in the host country. In general, according to the results of the UN study, people with children tend to stay abroad. Among those who left the country at the beginning of the war, the proportion of persons with children was higher. Mothers are in no hurry to return their children to Ukraine both because of the safety factor and because of the desire to create a favorable social environment for them: conditions for learning, communication with peers, cultural and sports development.

Another category of citizens who are in no hurry to return are students. They want to complete their education in their current host countries, where the educational process has fewer complications than in Ukraine. In addition, countries are actively attracting Ukrainian youth to the labor market, and they are successfully adapting there.

Irreversible migration losses among children and youth threaten the Ukrainian economy not only with a reduction in the supply of labor in the foreseeable future, but also with extremely serious problems with the birth rate.

Air raids, bombing and shelling, hostilities, temporary occupation of part of the territories, interruptions or lack of power supply, absence and lack of gadgets, low quality or lack of Internet connection, the movement of migrants and refugees both within the country and abroad - this is far from complete a list of problems of ensuring the safety of the educational process during the war. As a result, some children have significant interruptions in learning and so-called educational losses occur. The loss of a third year of effective learning for students affected by the pandemic's school closures in early 2020 reduce countries' GDP by an average of 1.5% for the rest of the century, according to a report from the Organization for Economic Cooperation and Development. According to the World Bank experts, educational losses in Ukraine due to war can be more than one year, that is, only this factor can reduce Ukraine's GDP by more than 4.5% (“How educational losses will affect the economy of Ukraine”, 2022). Therefore, there is an urgent need to develop and implement a strategy to compensate for educational losses in Ukraine during the war, both at the state and local levels, as well as within each educational institution, considering the specific features of the organization of the educational process in a particular territory.

Ensuring the security of Ukraine is a necessary condition for the survival of the state, both from a theoretical and practical

point of view, because the war entailed an insane migration of the population, an increase in inflation and a budget deficit, an acute crisis in public finances, the monetary and banking system, an outflow of capital and exacerbation of social tension of the population. A significant number of enterprises have been destroyed, others are forced to change sales markets, supply chains are disrupted due to the occupation of the southern regions, the inability to sell products or provide services in the usual volumes, and therefore the negative effect of the current crisis phenomena associated with the war on economic security is catastrophic. The global scale of threats and dangers to the Ukrainian economy requires urgent structural changes, strengthening the capacity of state institutions, the rule of law, ensuring the rights of investors and reducing corruption risks for economic revival and ensuring the national economy security.

The war changed the plans of the vast majority of Ukrainian students and education workers. Everyone had to escape from physical danger, and after that to recover and try to connect new realities with the old life. Many of the usual things stopped working. Some teachers could not or did not want to resume the distance learning process because they changed their place of residence. Teachers went abroad, some of them were unable to conduct classes with students online and found work in their new country of residence.

Although the bombs of the aggressor country fell on university buildings, they did not destroy the education system itself. Although it is unfortunately to be aware of such destruction, one can also find a positive side of this situation - the Ukrainian education system will have to be rebuilt, reformed and a large number of innovations will be implemented. So, after the war, it should be improved and become better.

It is important to educate students who will develop the country's economy while realizing their talents and potential.

Now every change in the educational program must pass through the filter of relevance in the 21st century.

Therefore, digitization of educational processes can become a chance for millions of Ukrainian students to continue obtaining quality knowledge in Ukrainian higher education, which means to continue being mentally connected to their homeland. This will reduce the brain drain of talented young people abroad.

In general, education should become more interactive, exciting and encouraging to deepen knowledge in order to give Ukrainian applicants competitive advantages in the global educational arena. Talks about granting autonomy to higher education institutions among educators have been going on for a long time, but right now is the most opportune moment to implement such goals.

Military actions became another impetus for changing the principles of the teaching process. Teachers once again realized that now their strength is not in the ability to tell what students can listen to on YouTube or read on the Internet without them. Now their strength lies in their ability to support and ignite a thirst for knowledge, motivate, help find their talent, and become a support. These skills proved indispensable to the students during the war and helped them to pull themselves together and regain what seemed to be lost forever. These skills are extremely important in the future as well. Our children need adults who will believe in them and support them on the path of search and formation.

Discussions about the development of higher education in Ukraine are conducted in two directions: the work of universities in the terms of war and post-war reconstruction. The focus is on the quality of education. But another role of universities remains out of discussion - their contribution to economy development of the country and regions.

The topic of improving the quality of education is always multifaceted. Industry representatives understand that investing

in fundamental academic education development increases the number of educated people in Ukraine. This is such a national bank of knowledge for people who influence changes in the state and, as a rule, are drivers of effective reforms. And they will definitely have many tasks after the victory.

It is clear that today the combination of formal academic and informal applied education is probably the only mechanism that fills the country's industry with qualified specialists.

Ukraine has an extremely favorable environment for the development of education. Our country is implementing the integration of the best world practices into the system of training specialists. This is done in order to provide those who wish with quality education and promote the competitiveness of Ukrainian specialists. In April 2022, the European Commission recommended recognizing Ukrainian diplomas for work in the EU (Quality Education as a Sustainable Development Goal in the Context of 2030, 2020). The European Education Fund has created a resource center on Ukrainian qualifications for the exchange of information, which will speed up the procedures for the recognition of diplomas.

There is no doubt that further reforms in education are needed. We face a difficult task: to modernize the system, using the best practices of the West, but without losing the positive aspects of the past.

Education under martial law requires not only clear, quick and timely solutions, but also accessible explanations of existing challenges.

Higher education in Ukraine corresponds to the education structure of most developed countries. In 2005, our state joined the Bologna system and began to actively develop the plan for implementation European standard in the field of higher education. In this regard, the goal was set to create a true European educational standard, which would provide citizens with quality education, create equal conditions for obtaining it,

encourage mutually beneficial cooperation and, no less importantly, recognize the role of education in the development and preservation of democracy peace.

In the terms of war, inclusive education development plays a key role. The concept of inclusive education reflects one of the main democratic ideas of the world, based on the fact that all students are valuable and active members of society. Therefore, the organization of educational space should be based on such components of inclusive education as inclusive culture, inclusive policy and inclusive practice. Inclusive culture carries the philosophy of inclusive education, is built on inclusive values and is shared by all employees of the university. The method of inclusive education implementation becomes tangible for all members of the community.

Inclusive policies should reflect inclusion in all documents, strategies and institutional development. The documents developed by the institution of higher education should provide clear strategies for the development and inclusive space in which it is located.

Inclusive education poses serious challenges to the educational system and the functioning of the educational institution, mobilizes to the coherence of the work of the team, improvement of programs and teaching methods, stimulating the development of the competence of teachers and other specialists. Ukrainian society has reached such a level of social development that it cannot afford to lose a single growing person, and the recognition of the UN Convention on the Rights of the Child and the World Declaration on Ensuring the Survival, Protection and Development of Children increased the attention of teachers, the state and the public to their problems from birth and to coming of age and responsibility for development, education and upbringing. Of course, students with special educational needs should not be left without proper attention either. After all, historically, they were deprived of the opportunity to receive an

education alongside their peers with normal development, they were denied access to the educational curriculum and taught in special institutions.

Therefore, one of the most important phenomena in modern special education is the movement for inclusive education. Inclusion has a significant impact on policy, research and practice and has many meanings, ranging from the simple enrollment of students with special educational needs in mainstream groups to the transformation of philosophy, values and practical approaches of entire educational systems. Our state needs inclusion as a means of achieving social justice in the interests of students with special educational needs.

Scientists are discussing the problems of integrating students with special educational needs and are actively developing approaches to their education and upbringing in the conditions of the higher education system. Studying the features of creating a comfortable inclusive educational environment is important for the successful upbringing and socialization of such students (Lantero.et. al., 2022).

At the current stage of development of the education of students with special educational needs, the creation of an inclusive educational environment takes priority. In such an environment, all students study together in the mass education system according to general education programs adapted to the needs of such a person. Among the primary steps in the direction of creating an inclusive environment, the following are considered: to abandon stereotypical views of teachers, students, and the educational process; to create an atmosphere at the university based on the ideas of inclusion; to develop an educational institution as a community; focus on cooperation rather than competition; to instill faith in each member of the team.

Necessary conditions for the formation of an inclusive educational environment in educational institutions are:

- recognition by the teacher of the need to use various educational approaches, taking into account different learning styles, temperaments and personalities of individual students;
- adaptation of educational materials for use in a new way, supporting their independent choice in the learning process;
- use of various options for grouping;
- establishment of cooperation and support among students in the group;
- use of a wide range of classes, practical exercises and materials corresponding to the level of personality development.

The purpose of this environment is to focus on personality development and meet the demands of the social environment and human expectations.

An educational environment will be inclusive only when it has a number of features:

- planned and organized physical space in which students could move safely during group and individual classes;
- availability of a favorable social and emotional climate;
- created conditions for joint work, as well as helping each other to achieve a positive result.

In an inclusive educational environment, all students are capable of success.

Arguments in favor of students staying in an inclusive educational environment are undeniable. Therefore, the contrary statement that the rest of the students receive a lower-quality education in an inclusive environment or find themselves in less favorable social conditions can hardly be called well-argued.

In many ways, other students benefit from being in an inclusive environment just as much as students with special educational needs.

The presence of students with excellent abilities in the group does not interfere with the success of others who do not have limitations.

Students without disabilities can build self-esteem and consolidate content knowledge by mentoring others. They also have the opportunity to learn additional skills, such as learning to read Braille or communicate in sign language. Learning these skills can take place in a situation where all participants in the process are aware of their importance and can apply them in practice. In addition, having them provides an opportunity for personal growth, which is often deprived of students who did not have the opportunity to study with those who have exceptional abilities.

All students, in an inclusive environment, can learn to value and respect gifted students. They learn to see the person, not primarily their flaw or giftedness, and to ignore the social labels associated with them.

Thus, an inclusive educational environment is an environment where all students, regardless of their educational needs, are able to learn more effectively, improve their social competence, improve their communication skills, and feel part of the community.

The formation and development of a democratic society is impossible without observance of basic human rights. One of these rights is the right to receive education, regardless of religious affiliation, physical development and health status. Perhaps the most important factor in the progressive development of society is a humane attitude towards students who cannot lead a fulfilling life due to physical and mental development disorders. Inclusion - the full involvement of such students in all aspects of education that are available to other children. Inclusive education is a process in which an educational institution tries to meet the needs of all by making the necessary changes to the program and resources to ensure equality of opportunities. Our educational institution joined the problem of involving students with special educational needs in the general educational environment. After all, through inclusive

education, students with special needs can walk the path that leads to adulthood as active members of society. And although the family is the main environment for the formation of a person, it should not be the only agent of influence, because a special person needs communication with other members of society and should not be confined to the home environment. Such a system of educational services gives everyone the right to study at their place of residence. Inclusive education teaches everyone how to work as a team and how to communicate and function with others who are differently abled. They learn to appreciate diversity, to see the capacity of others to be useful, and this gives students a sense of unity. At our university, a student with special needs has the opportunity to get an education according to his individual abilities and freely communicate and engage in joint activities with his peers.

After all, our university is an educational institution that is open to all students, regardless of their physical, social or other characteristics. Therefore, it has a barrier-free learning environment, adapted curricula and plans, developed and developed teaching methods and forms. The task of the university is to provide equal opportunities for learning and development to all students. Therefore, the creation of inclusive groups is the most effective means of ensuring solidarity, mutual respect and understanding between students with special educational needs and their peers. The organization of an inclusive educational environment is carried out by specialists who constantly work on improving their qualifications for working with students with special educational needs, undergo course training, attend specialized trainings for employees of the educational sector, engage in self-education and share their experience with colleagues. There can be no doubt that an inclusive educational environment is formed by a teacher, and moreover, not by one teacher, but by a whole team of teachers and specialists - a team that works in interdisciplinary

cooperation. Each teacher working with a student with special educational needs in an inclusive group is responsible for the implementation of the components according to the individual development program. The teacher uses various forms of organization of work (group, pairs), which are designed to ensure the active participation of the student in as many pedagogical activities as possible, thus creating an appropriate atmosphere of relationships in the academic group. The teacher also has the opportunity to provide direct assistance to the student in acquiring knowledge. Socio-pedagogical support of a student with special educational needs is carried out by a tutor, whose presence is a necessary condition for inclusive education. Together with the teacher, tutor performs educational, educational, social adaptation measures, introducing effective forms of their implementation, helps the student in completing educational tasks, involves him in various types of educational activities. Psychological support of inclusive education and initial evaluation of the student is carried out by a practical psychologist of the university, who collects and reports to the group information about the strengths, needs, interests and specific characteristics of the student (development of cognitive processes, emotionality, temperament, learning style, etc.), provides recommendations to group members regarding the features of adaptation to the environment that meet the special educational needs of the student and develops a plan of psychological assistance. The psychologist continuously monitors the student's behavior, observes changes in behavior and development, and provides psychological assistance to the student and teachers working in such groups.

Due to the training classes, positive results appear in communication with peers, self-confidence is developed, the classes help each student feel that the classmates are not strangers, and students studying in inclusive education only

begin to feel themselves in full communication with their peers like everyone else.

The implementation of inclusive education is already yielding certain results. First of all, it opened up the opportunity to transform life outside society into a full life in society for such students; to open the pages of a new quality life for them. And today, inclusive education provides such students with the opportunity to live a quality life. Therefore, the transition to inclusive education, as the most modern form of socio-pedagogical rehabilitation for students with special needs, should become a priority in the development of the national education system.

Today, in the process of modernizing the education system, one of the central issues is ensuring an appropriate level of quality in higher education. Realizing the importance of having a quality education, most countries of the world declare this problem a national priority and a prerequisite for their own national security. Education and science, influencing without exception all forms of organization of the macrosocial system and all its structural elements, is a universal factor in the modernization of the country, its technological, military, environmental and energy security. It is no coincidence that indicators of educational and scientific and innovative policy in international practice have long been introduced into the system of national security parameters. For Ukraine, the quality of domestic higher education is also a matter of national security, because during the years of independence, Ukrainian society not only managed to reverse the trend of education depreciation, but also managed to put into practice the ancient postulate about the power of knowledge. Today, the desire of the Ukrainian people to live in decent conditions can only be realized if the principle of competitiveness and competitiveness is observed. The entry of Ukraine into the structures of the European Union implies the

application of European quality standards, which, of course, also are applied to higher education.

Reforming the Ukrainian educational system defines one of the urgent tasks the problem of creating a national system for assessing and ensuring the quality of higher education, which is impossible without a preliminary comprehensive philosophical understanding of the problem. The quality of higher education arises, on the one hand, as an attributive characteristic of higher education, and on the other hand, as an integral product of the development of science and culture, which meets the actual needs of the development of society. At the same time, the essence of the quality of higher education can be represented as the total energy-informational potential of the individual, which she accumulates in the process of studying at a higher educational institution. The content of this potential is determined by the innovative nature of the productive activity of a specialist. Education is one of the most important factors in the sustainable development of society, competitiveness and national security of the state. The quality of education has become a fundamental category of state policy, the main guideline of international policy in the field of education. Researchers dealing with the problems of higher education argue that the concept of "quality of higher education" is characterized by employers associate quality education with the training of specialists who have the necessary competencies and are able to adapt to dynamically changing production conditions (Muthanna, Almahfali & Haider, 2022). For the Ministry of Education and Science of Ukraine, quality is regarded as impeccable in terms of compliance with the requirements of state educational standards, legislation in the field of education and accreditation criteria. The growth in the number of students, the internationalization of education, the recognition of the fact that higher education and the level of competence of graduates are vital for the economic, political and

social success of the economy, makes higher education institutions pay special attention to quality issues. The problem of guaranteeing the quality of education is one of the most important problems in the higher education development.

Today, the world is watching us, the best are extending a hand of support. We are interesting. But we must continue to join forces at all levels, and as much as possible keep the focus on the availability of education, its quality, and continue to invest. The future of Ukraine lies in its educated citizens.

We have learned to survive in extreme conditions, united in mutual assistance, do not plan life in advance and try to take care of mental health. Education cannot be put on hold. A person's income depends on his education. There are many other social benefits from investing in education. For example, more educated people have a more active civic attitude and trust government institutions more. Strong and influential institutions, in turn, create the basis for an effective business environment and, ultimately, greater economic well-being.

The faith of Ukrainians in victory and the planning of the country's development after it is what causes wonder and respect in our Western allies, and what gives us strength. As long as the war continues, the foundation for the new post-war Ukraine is being laid in the rear. We are building a consensus in every industry and sphere in order to make changes when opportunity for reforms will appear. Until then, it is important to have public discussions to develop a common vision of priorities for future educational reforms.

The transformation of the higher education system in Ukraine: proposals and perspectives

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