

## EUROPEAN INTEGRATION AND THE REFORM OF THE UKRAINIAN EDUCATIONAL SECTOR

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**Abstract.** *In this paper, trends in the development of Ukraine's education sector in the context of the country's European integration are revealed. This is accomplished through research into the dynamics of changes in the basic indicators of the development level of the sector in the 1990–2019 period on the basis of state statistical reporting. The purpose of this article is to establish the dynamics and directions of changes in the main indicators of pre-school, general secondary, vocational, and higher education. Further, this article seeks to provide an objective and sound assessment of the public authorities regarding the implementation of the state policy of reforming the Ukrainian education sector in accordance with the European integration concept.*

**Keywords:** *European integration, education system, educational policy of the state.*

**Reikšminiai žodžiai:** *eurointegracija, švietimo sistema, valstybės švietimo politika.*

**Introduction.** The current status of education in the territory of Ukraine has been formed

in the years since the country's independence, and has passed through certain stages, including legislative ones. One of the first educational laws adopted in the territory of the Ukrainian state was the Law of Ukraine "On Education", as amended in 1991. Its content was based on the ideas of the country's political elite regarding the possibility of the rapid implementation of plans for positive changes in all spheres of public life: economic, cultural, educational, military, and so on. The first version of this law absorbed many positive innovations borrowed from the education legislation of developed countries in Europe and around the world. These innovations are typical of the education systems of countries with developed socio-economic formations, and that are capable of development and innovation. This first edition became the basis for the adoption of a number of laws regulating the functioning of pre-school, general secondary, extracurricular, vocational and higher education. On the one hand, the content of such legislation was aimed at the development of Ukraine's education system; on the other hand, the implementation of some of the proposed norms was impossible due to existing socio-political and economic realities. These realities included: an economic crisis, the lack of a clear system of regulatory bodies in the education sphere, the low competitiveness of educational institutions, technological backwardness, etc.

Before submitting the draft law, as amended in 1991, to the Verkhovna Rada of the Ukrainian SSR, its developers studied the experience of decentralized management in the field of education in the United States. The idea of decentralized education management was enshrined in many provisions of this version of the law. Along with positive results, there were significant shortcomings in the process of development of the education system in Ukraine in the 1991–1996 period, which were caused by the introduction of the paradigm of decentralized management of the education sector. There was a process of uncontrolled and unjustified opening of private higher education institutions and closure of educational institutions, especially pre-schools, which operated on the basis of state and communal property. The policy of decentralization of education management in Ukraine led to the narrowing of the functions of the central bodies of state education management, leaving behind the functions of defining state policy in the field of education and the management of educational institutions of national importance. This led to the appointment of managers to the positions of heads of education departments, without the consent of higher education authorities, from among pedagogues who were not professionals in their field and had no managerial experience. The idea of decentralizing the management of the education system did not work on the basis of the real Ukrainian educational space. Therefore, there was the urgent need to revise the content of the Law of Ukraine "On Education", which was carried out in its new version in 1996. The developers of the draft law of 1996 paid more attention to the study of systems of centralized education management in such countries as France and Germany, and came back to the Ukrainian experience in the period up to 1991. On this basis, the article on state control over the activities of educational institutions appeared in the new version of the law.

The adoption of the above-mentioned law allowed the central authorities to critically review the realities of Ukraine's education system and focus their efforts on studying and implementing the best practices of European education policy. As a result of such activities, regulations on state educational standards of Ukraine were adopted. The standardization of educational activities is a process aimed at developing norms, rules, requirements, etc., in the process of providing educational services, the result of which is a set of standards that serve as indicators of order in the education system of a country. The effectiveness of these standards shows the strength of the desire to achieve better global indicators. Thus, since 1996, Ukraine has become an active participant in European integration processes, as evidenced by the recognition by the Verkhovna Rada of

Ukraine of the Lisbon Convention (1997); The Sorbonne Declaration (1998); the Bologna Declaration (1999), etc.

**Presentation of the Problem.** All of the developed countries of the world carry out the permanent improvement of the educational policy of their state and direct significant material, financial, personnel, etc., resources towards improving the functioning of the educational sector to the levels of the best global standards. The main ways of reforming are the introduction into practice of countries' own legislative, pedagogical, scientific, etc., innovations, as well as the best experience of functioning education systems in other countries. The mentioned problem was and remains relevant, and is in the field of view of a number of scientists. In particular, the experience of a number of European countries has been studied by authors as follows: Ukraine – Zablotskyi et al. (2019); Lithuania – Hasiunaite-Binkene (2018); Poland – Vakhrina (2014) and Kovalenko (2014); Austria, Belgium, Luxembourg, France, Bulgaria, Estonia, Romania, Hungary, Croatia, the Czech Republic, Finland – Radkevych V. et al. (2018); Great Britain – Ohiienko (2014) and Remezovska (2010); Germany – Kolesnyk (2014); Italy – Nelin (2014); Denmark, Norway, Sweden – Lohvynenko (2014); the Netherlands – Zaiats (2013), and others.

Since 2014, the Government of Ukraine has been actively implementing measures to introduce the successful best practices of European educational systems in the educational system of Ukraine, starting with the adaptation of legislation to the norms and standards provided by international documents. In order to implement state policy in the field of European and Euro-Atlantic integration, the Cabinet of Ministers of Ukraine took the following steps (“European and Euro-Atlantic Integration” 2019): the conclusion of the Ukraine-EU Association Agreement (2014); the appointment of Deputy Ministers for European Integration in the Ministries (2014); the establishment of the Government Office for European and Euro-Atlantic Integration in the Secretariat of the Cabinet of Ministers of Ukraine (2014); the introduction of the post of Deputy Prime Minister for European and Euro-Atlantic Integration (2016); the creation of directorates in the ministries for the formation of state policies and strategic planning (2016); the establishment of a government office for the coordination of European and Euro-Atlantic integration (2017); the approval of Comprehensive Plan for the implementation of the association agreement (2017); the implementation of the reform of general secondary education and its approximation to the practices of European countries (2017); and the introduction into the Constitution of Ukraine of norms on the acquisition of full membership of Ukraine in the European Union (2018).

From 2014 to the present day, the legislative and executive authorities of Ukraine have outlined the following directions of implementing reforms in the educational system: improving educational policy; creating the European Educational Institution of the Eastern Partnership; promoting the development of the educational sphere in general and each institution in particular; securing accession to the EU Horizon Europe Framework Program; raising the prestige of the teaching profession; improving the financial situation of pedagogical workers; improving the quality of educational services; promoting the mobility of students and scientific-pedagogical workers of educational institutions; creating favourable conditions for learning; providing support and funding for research projects; developing distance education; creating the lifelong learning system, etc.

These slogans give the impression of striving to develop, improve and enhance the functioning of Ukraine's education system, but each of the proposed areas for reform needs deep thought and a politically sound accompanying mechanism. Unfortunately, the desire to quickly implement the best examples of European educational policy by public authorities has led to the disregard and

violation of a number of objective requirements that are crucial in the process of reforming any socio-economic sphere of the state, and especially the requirements concerning material-technical, financial, personnel, scientific-methodical, normative-legal, etc., support for the educational process in Ukraine. As a result, such neglect of the real state of affairs not only blocked the possibility of the sustainable development of the country's educational environment, but also became a source of destructive processes in the education system.

According to Krulashov (2005), the inadequate attention paid by the state to the development of scientific research led to: the sharp reduction of its resources; the outflow of researchers and teachers into other areas of human life; low financing of the sphere of education, which contributed to personnel and logistical losses; the departure of the best teachers abroad, promoted by the openness of higher education institutions to European integration and the state's failure to provide the necessary conditions for quality of life; the displacement of educated pedagogues as a result of educational bureaucracy, especially on the ground; and the imbalance between metropolitan and regional educational institutions, contributing to the degradation of the latter. Chyzykhov and Antoniuk (2012) believe that the lack of a single certification of the quality of educational services leads to the free adjustment of prices of higher education institutions – especially private institutions, which charge between 1000–2000 USD per year. In our opinion, this tendency leads to the violation of the constitutional right of Ukrainian citizens to free access to education, as not all are able to afford such funds for study. According to Ryzhak (2008), the lack of effective state regulation of the number of entrants and students in the higher education institutions of Ukraine leads to an imbalance between the labour market and the educational services market, which contributes to: an increased number of unemployed citizens with higher education; graduates very often becoming unemployed, even with a qualitative higher education; a lack of quality knowledge and the profanation of the idea of continuing education as a result of the ability to study simultaneously in two or more faculties (specialties); and a decrease in the quality of teaching and systematic bribery as a result of the desire of many students not to obtain knowledge, but to obtain a diploma.

Taking into account the above, the problem of developing and implementing effective state policy in the field of education and science based on the best European standards remains relevant. This involves the optimization of pre-school, general secondary, vocational and higher education, taking into consideration the needs of the population, the labour market, the demographic situation, the regional order, and the abilities of educational institutions of each type to provide qualitative educational services.

**Objectives of the Research.** In determining the main objectives of the development of the educational sector of Ukraine, it is advisable to search for scientifically sound answers to a number of relevant questions. In the context of European integration processes, a number of ratified international regulations, and the vector of Ukraine's political course, which to some extent depends on the results of the struggles between the ruling oligarchic elites, these questions are as follows:

1. What are the dynamics of changes in the main indicators of the development of the education sector at each of the stages we have described since Ukraine gained the status of a sovereign state?
2. What is the content of the main trends in the development of education in Ukraine?
3. What are the reasons for slowing down the sustainable development of the educational sector of Ukraine – what is their content and significance?

Thus, this research will allow us to characterize the main trends in the education sector of Ukraine in the context of European integration processes, to determine the content of causes and

negative phenomena that reduce the efficiency of the functioning of this sphere, and to provide a reasoned assessment of the activity of public authorities in the educational sphere of Ukraine.

**Materials and Methods.** To solve the objectives of the research, we analysed the primary statistical reporting of the Ministry of Education and Science of Ukraine in the 1990–2019 period, using the main indicators of development of pre-school, general secondary, vocational and higher education in Ukraine according to the “United nations development program. Human development report” web resource (United Nations Development Program 2020). For the analytical presentation of the main trends of changes in the studied indicators, the moving average method was used with an interval of 5 years, and the rate of changes was determined using the formula:

$$W (\%) = \left( \frac{X_2}{X_1} - 1 \right) \cdot 100,$$

where:  $X_1$  – primary period;  $X_2$  – final period. The graphical method was used to visualize the trends of changes in the main indicators of the level of development of the education sector. The above tasks were implemented using the R-studio mathematical and statistical complex (Kabanov 2014; Crawley 2007).

**Results of the Research.** According to the objectives of the research, we characterize the dynamics of changes in the development of Ukraine’s education sector based on its subsystems and identify the main trends in these changes during significant periods in the political history of Ukraine. From 1990 to 2019, the number of pre-school institutions in Ukraine decreased by 40% (from 24,500 institutions in 1990 to 14,800 in 2019; State Statistics Service of Ukraine 2020a).

The greatest rate of decline in the number of preschool institutions occurred in the period from 1990 to 2005 (reducing by 39%) – after 2005, their number remained relatively constant, and reduced by only 1% (see Figure 1). It should also be noted that starting from 2014, statistics are provided without taking into account the territories of the Autonomous Republic of Crimea, the city of Sevastopol and parts of the Donetsk and Luhansk regions.

The index of coverage of children in pre-school institutions was characterized by the multi-directional dynamics of changes in the study period. This index was defined as the ratio of the number of children in pre-school institutions to the number of children of the appropriate age (%), see Figure 2). The level of coverage of children was 57% in 1990 and 58% in 2019. A significant deterioration of this indicator was observed in the period from 1990 to 1998 (reducing by 33%), and since 1998 there has been a steady increase in this indicator to the level of the base year of comparison. Characterizing the overall dynamics of changes in the number of children in pre-school educational institutions in Ukraine, it should be noted that it decreased from 2.4 million in 1990 to 1.23 million in 2019, i.e., it almost halved (reduced by 49%). This can be explained by the reduction of the total population of Ukraine in the study period, which in turn is due to the deep socio-economic crisis that led to high mortality, low birth rates, and migration processes.

The total number of secondary schools in Ukraine in the 1990–2019 period decreased from 21,800 to 15,200 (a reduction of 30%; State Statistics Service of Ukraine 2020b; see Figure 3). It should be noted that in the 1990–2005 period the number of secondary schools in Ukraine did not change significantly, but since 2006 a significant decrease in the number of schools in Ukraine has taken place, which amounted to a reduction of 11% by 2014 (from 21,700 in 2006 to 19,300 in 2014). Further significant reduction has already occurred due to the loss by Ukraine of part of the territories of the Donetsk and Luhansk regions and the Autonomous Republic of Crimea.

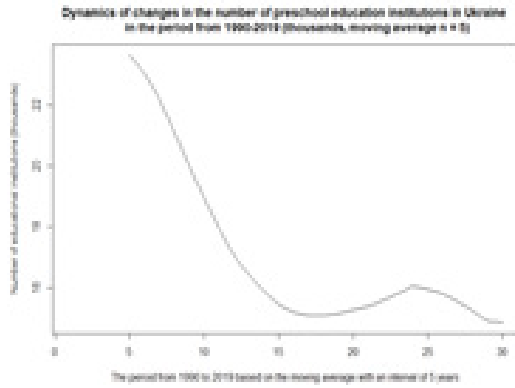


Figure 1.

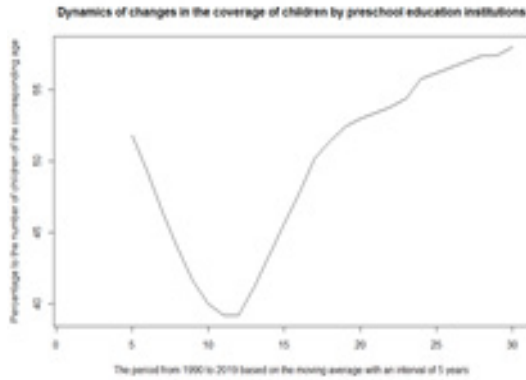


Figure 2.

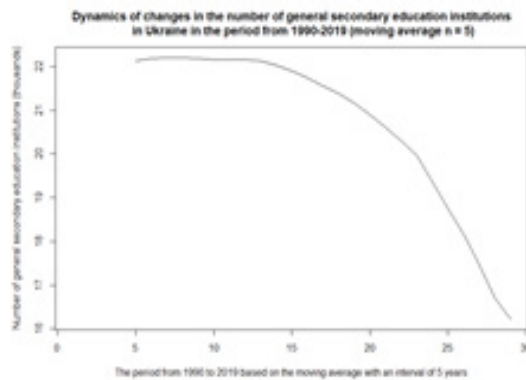
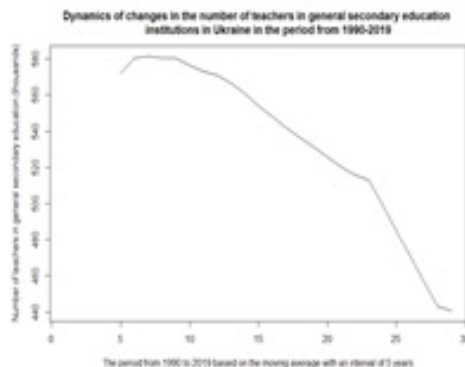


Figure 3.

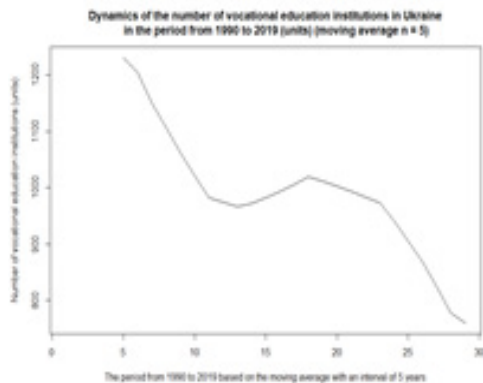
The indicator of the number of pupils in general secondary education institutions is characterized by extremely negative dynamics in the studied period (see Figure 4). The total number of pupils in the period from 1990 to 2019 decreased by 42% (from 7.132 million in 1990 to 4.138 million in 2019). It should be noted that the largest reduction in the number of pupils occurred in the period from 2006 to 2014, and amounted to a decrease of 27%. In these 8 years, the number of pupils decreased more than in the previous fifteen years, from 1990 to 2005, which saw a reduction of 20%. In absolute terms, this meant a reduction of 1.527 million pupils from 2006 to 2014 against 1.401 million from 1990 to 2005. Another important fact is that in the last five years there has been a gradual increase in the number of children in secondary schools by 10%. This figure was determined without taking into account the lost territories.

The negative dynamics of changes in the number of teachers in secondary education institutions is only natural in this context (see Figure 5). In the period from 1990 to 2019, the total number of teachers decreased by 18%, and the dynamics of these changes were multidirectional. Thus, from 1990 to 1997 there was an increase in the number of teachers in secondary schools, and since 2000 there has been a steady and gradual reduction in this indicator – by 7% in the period from 2006 to 2014, and by 13% from 2014 to 2019. This indicates that in recent years the crisis in the field of general secondary education is deepening, the number of institutions and jobs in Ukraine is declining, and the demand for the teaching profession in the labour market is declining.

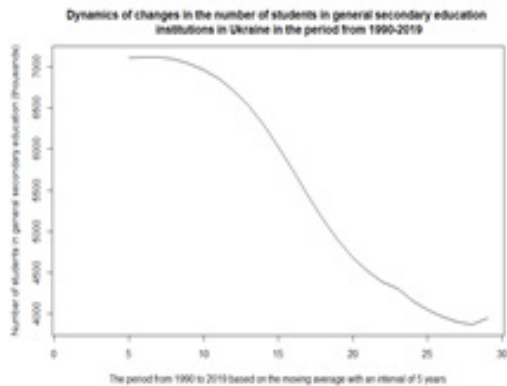
The field of vocational education decreased by 42% (see Figure 6) in terms of the number of vocational schools in the 30-year period studied (State Statistics Service of Ukraine 2020c) – from 1,246 to 723 educational institutions. For the first 20 years (from 1990 to 2010) of this period in Ukraine the number of vocational schools decreased by 22%, and from 2010 to 2019 the rate of negative change was more intense, as in less than 9 years the number of vocational schools decreased by a further 26%. This indicates that Ukraine is losing the base of training skilled workers for various sectors of tangible and intangible production, which is an extremely negative factor influencing the sustainable economic development of Ukraine. Clear confirmation of this is the significant reduction in the number of young people who choose to study in vocational schools in Ukraine – as of 2019, compared to 1990, their number had decreased by 62%, from 643,400 to 254,800 (see Figure 7). The highest rate of such reduction occurred in the period from 2010 to 2019, and amounted to a decrease of 43%, without taking into account the lost territories of Ukraine.



**Figure 4.**



**Figure 5.**



**Figure 5.**

Such negative dynamics testify to the low efficiency of the state policy of Ukraine in the field of vocational education and the presence of systemic crisis phenomena in the relationships between employers and vocational schools for the training of skilled workers and their further employment at Ukrainian enterprises.

The reform in the field of higher education has significantly reduced the number of educational institutions that have trained junior specialists (“junior bachelors” according to the new law of Ukraine on higher education) (see Figure 8). In general, the number of technical schools and colleges (educational institutions of the 1st level of accreditation) decreased in the period from 1990 to 2019 by 54% (State Statistics Service of Ukraine 2020d). The period from 2006 to 2019 was characterized by a particularly rapid decline in such educational institutions (a 44% reduction).

Quite natural in this context is the tendency to reduce the number of students who studied in higher education institutions of this type (see Figure 9). In 1990 their number was 757,000, while in 2019 there were only 173,600 such students. This represents an actual reduction of 77%, with the fastest rate of decrease (66%) in the period from 2006 to 2019. The dynamics of changes in the number of higher education institutions of levels 2–4 of accreditation were completely the



opposite, as the number of such institutions in Ukraine increased by 89% (from 149 in 1990 to 281 in 2019) (see Figure 10). The highest growth rates occurred in the 1990–2005 period, when the number of higher educational institutions increased by 133%. It should be noted that over the past 15 years, the number of higher education institutions in Ukraine has decreased by 19%, from 347 in 2005 to 281 in 2019. In accordance with the growing number of higher education institutions in Ukraine, the number of students who studied in all forms of education – full-time, evening (distance) and part-time – also grew (see Figure 11). The largest growth rates in the number of students in higher education institutions occurred in the period from 1990 to 2005, with an increase of 130%, but since 2008 there has been a gradual decrease in the number of young people entering higher education institutions in Ukraine. As of 2019, compared to 2006, their number had decreased by 43%. This is not only due to the demographic crisis in Ukraine, but also to the introduction of the independent external testing of schoolchildren, who graduate from secondary schools and, according to the results of which, are enrolled on a competitive basis in the universities of Ukraine. Another important reason for the decrease in the number of students in higher education, in the authors' opinion, is the students' choice of foreign higher education institutions. Confirmation of this can be seen in the value of the index of international student mobility, which is calculated annually in the framework of United Nations reports on human development (United Nations Development Program 2020). For Ukraine, this index was –1.5% on average in the 2010–2017 period, which in turn indicates a negative difference between the number of young people who go to study abroad and the number of young people from other countries who choose to study in Ukrainian higher education institutions. This also indicates a significant decline in the prestige and ratings of leading Ukrainian higher education institutions.

One of the most important indicators that determines the level of development of higher education and science is the number of graduate and doctoral students who obtain the relevant degrees and meet the staffing needs of their respective sphere by becoming highly qualified specialists (see Figure 12). Along with the increase in the number of students in higher education institutions, the number of graduate students (Figure 12) and doctoral students (see Figure 13) who studied in the higher education institutions of Ukraine increased. The total number of graduate students increased by 89% in 2019 compared to 1990 (from 13,374 to 25,245), and the number of doctoral students increased by 121% (from 503 to 1,113). The period from 1990 to 2005 was characterized by the largest increase in these indicators – a 123% growth in the number of graduate students and a 161% growth in the number of doctoral students. It should be noted that, starting from 2007–2008, their number gradually began to decrease, culminating in an overall reduction of 19% over the last 10 years. Along with the increase in the number of graduate and doctoral students in Ukraine, and accordingly the number of those who successfully defended their dissertations, in the period from 2010 to 2019 the number of employees involved in research and development saw a steady decline (see Figure 14). In total, as of 2019, there were 79,262 such employees compared to 182,484 in 2010 (a decrease of 57%). The number of doctors and candidates of science involved in research and development in the period under study also decreased significantly – by 45% for doctors of science, and by 64% for candidates of science (see Figures 15, 16). In 2010, 11,974 doctors of science and 46,685 candidates of science worked on various scientific projects, while in 2019 their number was 6,526 and 16,929, respectively. This negative trend unequivocally indicates the partial collapse of basic research in Ukraine, possibly a decrease in the quality of research, and the significant outflow of scientific personnel abroad (State Statistics Service of Ukraine 2020e). Among the possible reasons for the reduction in the number of teachers, scientists, research and teaching staff in Ukraine

are the mass departure of specialists abroad, changes in the type of professional activity caused by the socio-economic crisis, rising prices for basic necessities, a decrease in the purchasing power of the hryvnia, increases in unavoidable utility bills, etc. On the other hand, we must consider their critically low wages, especially in comparison with the wages of workers in other economic activities such as the civil service, the courts, the military, and the police. This is an even more shameful phenomenon against the backdrop of the increasing number of millionaires and billionaires from pro-government oligarchic groups. Brief official data on the average monthly salaries of educators and researchers in the period from 2010 to 2019 – in terms of US dollars via the weighted average annual exchange rate (State Statistics Service of Ukraine 2020f; Word and Deed. Analytical Portal 2020) – indicates that, as of 2010, the average salary of an educator was 237.43 USD per month, and that of a researcher was 367.23 USD.

Over the next 10 years, the salaries of educators rose to 298.02 USD, and those of researchers to 533.03 USD (see Figures 17 and 18). It should be noted that in 2016 the salary of a teacher in Ukraine was only 149.62 USD, and a researcher only 319.97 USD. This did not and still does not cover the minimum costs of living, thus nullifying any prospect of the arrival in the field of education of talented and gifted young people, the sustainable development of education and science, and in general the socio-economic growth of Ukraine.

## **Conclusions**

Our study allows us to draw the following conclusions:

Analysis of the development of the education sector in Ukraine during its independence has revealed positive and negative trends in the educational policy of the state in terms of meeting the needs of citizens in receiving educational services. The results of the analysis of research conducted more than 15 years ago on the implementation of European integration processes remain relevant today, as evidenced by the statistics of the State Statistics Service of Ukraine. We agree with the opinion of Kruhlyashov (2005) on the existence of the fact that the state ignores the development of the scientific potential of researchers and provides low funding to educational institutions and pedagogues. This has led and continues to lead to the outflow of personnel abroad, increasing unemployment in the labour market. This opinion is supported by Chyzykhov and Antoniuk (2012) and Ryzhak (2008) who also claim that the necessary conditions for teaching and learning have not been created in the country. The government's reform policy leads to imbalances and disparities at every level of education and contributes to the destruction of the entire system, which is saturated with highly qualified pedagogues and scientists who are eager for strategic transformations, novelties, and the innovations of European integration. The experience of European countries such as Lithuania, Poland, Austria, Belgium, Luxembourg, France, Bulgaria, Estonia, Romania, Hungary, Croatia, the Czech Republic, Finland, Great Britain, Germany, Denmark, Norway, Sweden, the Netherlands, etc. confirms that the political stability and high economic potential of the state not only influence but also act as a factor of the stability and development of the education sector. Thus, as our research has shown, Ukrainian governments of different periods understood the need for changes in education policy and tried to implement European integration and Euro-Atlantic education systems through the establishment of appropriate bodies, the appointment of people responsible for certain sectors, signing contracts, implementing legislation, and more. However, this was not sufficient, because only structural and organizational changes within public education bodies – without deep changes at the level of the main sphere of education that would create the necessary and sufficient conditions for the effective functioning of schools, universities, partici-

pants of the educational process, etc. – have not, during the 30 years of Ukraine’s independence, led to qualitative changes in the educational sector. As evidenced, present dynamics and indicators show the ineffectiveness of public policy, its dependence on the ruling political force at any given time, and the interests of certain political and oligarchic clans, which are the source of existing factors that slow down the development of the education system of Ukraine.

The dynamics of changes in the field of pre-school education in the period under study are characterized not only by a decrease in the number of institutions, but also by a decrease in the number of children. The indicators that impact the outlined processes are: the legislative non-regulation of compulsory pre-school education; reduced fertility; the financial inability of citizens to pay for the services of the institution; and the low standard of living, which leads to migration processes.

The negative dynamics of the number of general secondary education institutions and teachers working within them is explained by the introduction of reform processes, which have consisted of closing schools located in rural areas – a trend that is explained as “saving” money for their maintenance. This leads to the consolidation of schools of district-level importance, but at the same time results in the reduction of the number of teachers and reduced school attendance due to unorganized transportation. There is also a decline in the demand for the teaching profession due to low pay, although there is a need in the state to provide general secondary education institutions with experienced teachers.

During the period of existence of independent Ukraine, there has been a tendency within the whole territory of the rapid closure of industrial and agricultural enterprises, which negatively affects the economic development of the state and leads to the loss of demand for vocational education. This leads not only to the rapid reduction of employment, but also to the loss of highly skilled workers who are then employed abroad.

The decrease in demand for education in educational institutions of the 1st–2nd levels of accreditation – and, as a consequence, their reduction in number – is explained by the introduction of the external independent evaluation system and providing entrants with the opportunity to enter higher education institutions based on their score, avoiding bribery. Along with this, there is a dynamic of increase in the number of higher education institutions, which gives entrants the opportunity to freely choose their future profession and institution. Paradoxical against the tendency of the increasing number of higher education institutions is the fact that the number of students is decreasing. This is explained by two reasons: the legally regulated norm on external independent evaluation, and the possibility for entrants to choose not only institutions in the territory of Ukraine, but also abroad.

According to the analysis of the dynamics of changes in the main indicators of the development of the educational sector in Ukraine, it should be noted that the reform of the education system should be aimed primarily at creating conditions for providing quality educational services to the population in all spheres and at all educational levels. This would involve optimizing their number, establishing decent social guarantees, and offering proper remuneration of scientific and pedagogical workers. Furthermore, reform measures should not be reduced, but their requirements should be strengthened and the responsibilities of key employees should be increased, although such measures are more justified for the heads of educational institutions. It should also be noted that the influence of a number of objective negative socio-economic and, especially, political factors, which are only intensifying in Ukraine, will not, a priori, ensure the high quality of the educational process in the educational institutions of Ukraine in the near future.

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## UKRAINOS EUROINTEGRACIJA IR ŠVIETIMO SEKTORIAUS REFORMA

**Anotacija.** Straipsnyje pateikiamas Ukrainos švietimo sektoriaus plėtros lygio pagrindinių rodiklių pokyčių dinamikos (1990–2019 metais) tyrimas. Jis atliktas remiantis valstybine statistine ataskaita, sektoriaus plėtros tendencijų nustatymu Ukrainos eurointegracinės krypties kontekste. Straipsnio tikslas yra nustatyti ikimokyklinio, bendrojo vidurinio, profesinio techninio ir aukštojo išsilavinimo plėtros pagrindinių rodiklių pokyčių dinamiką ir kryptis. Tyrimu taip pat siekta remiantis eurointegracijos koncepcija pateikti objektyvų ir pagrįstą valstybės valdžios institucijų veiklos įvertinimą, joms įgyvendinant viešąją politiką Ukrainos švietimo sektoriaus reformos srityje.

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