

# Institutional Changes in the Ukrainian Education Industry: Problems and Solutions

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**Abstract.** This paper highlights the main directions of reforming the educational sector in Ukraine. Objective and subjective factors of reforming at all levels of educational services are revealed. The authors critically evaluate the current state, results and consequences of institutional changes in education. The necessity and advantages of introduction of innovations in educational process are substantiated in the work. The authors identified the main institutional threats from the implementation of "mechanical monkey" of the world-recognized educational standards without a systematic approach and adequate financial and logistical support. The peculiarities of the emergence of institutional pathologies due to inefficient management decisions in the field of education and their influence on the formation of the institutional environment and socio-demographic situation in the country are revealed. It is substantiated that the basis for the implementation of reasonable, understandable and achievable institutional changes is the search for effective growth points of the reform of the educational sector. The authors identify key areas for institutional change to ensure the success of education reform in Ukraine.

## 1 Introduction

The continuous process of innovation, which is now inherent in all spheres of activity, dynamizes the labor market and requires the person to adapt in the shortest possible time to changes in the socio-economic environment and to be ready to develop his knowledge and skills throughout life. Therefore, education reform is extremely important and relevant to modern society.

The learning process of the young generation determines the future of the state and its place in the world division of labor. Unfortunately, today it is obvious that the national level of education does not meet the modern demands of the individual and society, the needs of the economy, or the world trends. At present, Ukraine needs systemic institutional changes in the educational sector, since education is the basis for the intellectual, spiritual, physical and cultural development of the individual, his successful socialization, economic well-being, the key to the development of a society united by shared values and culture, and the state. The

key objectives of such changes are: first, to provide citizens with the opportunity to continuously update their knowledge throughout life; second, high quality education at all levels, from elementary school to higher education. This is the main premise of "... the formation of conscious, socially active citizens capable of ensuring the economic growth and cultural development of the country" [1].

## **2 Data and Methods**

The authors of this article have used the methodology of scientific knowledge and systematic approach, as well as general scientific and special methods of cognition, while writing the article. In particular, the following methods were used in the work: abstraction for isolation for consideration of such elements as institutional pathologies and institutional deformities in the educational field; content analysis and comparative analysis to compare the norms of national and foreign legislation in the field of regulation of the educational sector and identify the main directions of its improvement; system-structural method for building a structural-logical scheme of institutional development of the educational sector; hypothetical method and generalization method for formulating conclusions and suggestions. The study used current regulatory documents on state regulation of the educational sector, statistical information and data from other analytical sources on the state of education in Ukraine and in the world, scientific works of leading scientists for the period from 2010 to 2019.

## **3 Results**

Large-scale institutional changes in the educational sector in Ukraine are envisaged in the Law of Ukraine "On Education" (hereinafter the Law). The preamble to this Law states that "... the purpose of education is the comprehensive development of a person as a person and the highest value of society, his talents, intellectual, creative and physical abilities, the formation of values and necessary for the successful self-realization of competencies, education of responsible citizens who are capable of a conscious society. choosing and directing their activities for the benefit of other people and society, enriching on this basis the intellectual, economic, creative and cultural potential of the Ukrainian people, more education of the citizens to ensure the sustainable development of Ukraine and its European choice [2].

In general, the Law declares the intentions of the state to significantly improve the state of the modern education industry at all levels of education - from elementary to higher education, but as rightly stated in the work of A. Romin, S. Dombrovskaya and V. Shvedun [3] such changes require adequate funding that in the conditions of economic and social crisis it is quite problematic for modern Ukraine. However, despite the challenges and challenges facing education consumers and the education system as a whole, the success of institutional change in the education sector requires the creation and implementation of innovative forms of education focused on the following:

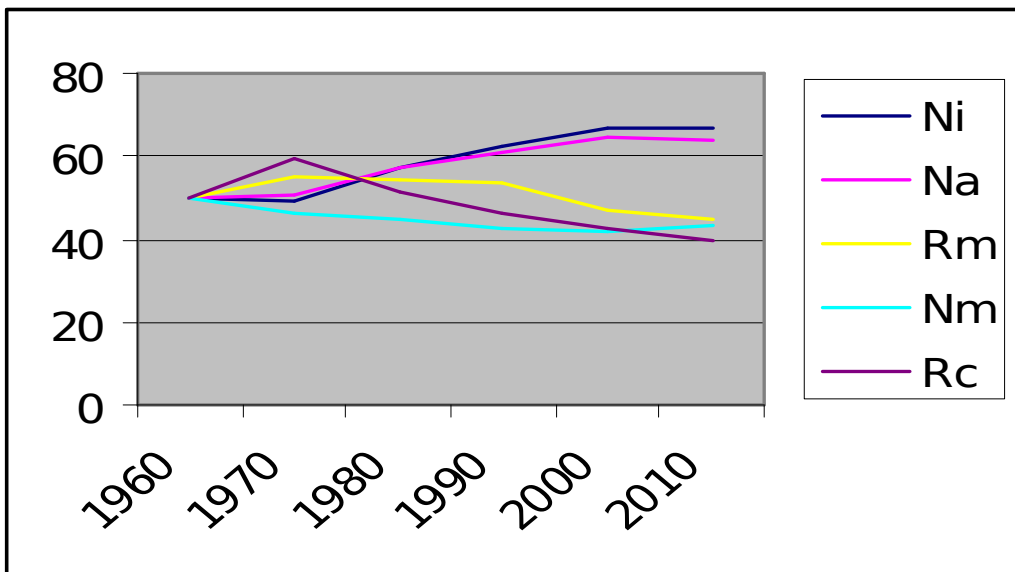
- awareness of all participants in the educational process of the need to constantly acquire all new competencies;
- formation within the educational institutions of the ability to function in new models of economic activity;
- Guaranteed state provision of exponential technology development and accelerated growth of knowledge, because accelerated technology development requires a double acceleration of knowledge development.

So, first of all, all participants in the educational process, from parents, children, educators, teachers, etc., and ending with representatives of the authorities, must understand the main thing

20 November 2020

- it is necessary to constantly work in the direction of mastering new knowledge and competences.

The development of an innovative economy requires a broad mastery of society with new knowledge, skills and competences based on a competency-based approach. The introduction of new technologies leads to the displacement of manual mechanical work and the search for non-trivial approaches to solving certain industrial or managerial problems. The skilled work of managers requires an increasing focus on resolving unstructured problems and effective analysis of information, taking into account the risks and consequences of making a management decision. In economically developed countries, since the middle of the last century, there has been a steady tendency to reduce jobs that required routine manual and cognitive skills and to expand the number of jobs in the information-analytical and management spheres. That is, there is an increase in the demand for qualified specialists, capable of non-trivial analytical work, and specialists with advanced communication competencies (Fig. 1).



Ni – nonroutine interpersonal

Na – nonroutine analytical

Rm – routine manual

Nm – nonroutine manual

Rc – routine cognitive

**Figure 1 Dynamics of labor market needs in types of competences (US economy 1960-2010)**  
[4]

The figure shows that over the past 50 years, the need for specialists with competencies that have the capacity for nontrivial work has high communication and analytical skills has increased significantly in the United States over the last 50 years. These are the competencies that potential employees should have throughout their lives, and most importantly, they should be embedded in training at all levels, from kindergartens to higher education. It is precisely the formation of such competences that should be directed at the modern domestic education system if Ukraine wants to overcome the socio-economic crisis in which it found itself as a result of short-lived reforms and experiments in the educational sphere in recent years. So the question is, is there a need for education reforms? is rhetorical. Usually needed! But there are

20 November 2020

questions about the quality of reform actions, the validity of institutional changes, as well as staffing, financial and logistical support. After all, only creative, financially independent, socially active teachers can teach non-trivial thinking, communication and analysis of situations. In addition, they must not only have knowledge of a particular field, but also be able to communicate their knowledge to the student, student or listener in an accessible manner. It is also important to show how this knowledge can be used throughout life in different situations.

Secondly, educational institutions must learn to function in the conditions of rapid development of new models of economic activity, to respond promptly to the needs of the labor market in order to provide their graduates with work in the future.

According to researches of scientists in the modern world, a tendency is emerging with the emergence and spread of new models of functioning of the economy, in particular, sharing economy demonstrates a particularly rapid growth (sharing is a business concept that emphasizes the benefits of renting goods to individuals over purchasing goods)) and gig economy (gigonomics is the model in which people work as freelancers) [5]. This form of employment is already typical for 20-30% of people in the US and Europe [6].

The authors of this article are convinced that educational institutions should take into account the needs of gigonomics in the process of education, because in the conditions of rapid evolution of technologies, the labor market requires a large number of professionals with a wide range of skills in various fields of activity. The peculiarity of this industry is that employers are able to hire temporary workers without limiting the geographical and geographical factor (remote work), which is the driving force behind gigonomics. HR specialists point out that the freelancer's work is often higher than that of a full-time employee because of his interest in completing the job quickly and efficiently and getting paid. According to foreign experts, this form of cooperation will only expand in the future: Intuit studies predict that by 2020, 40% of Americans will work as independent contractors [7]. The rapid growth of gigonomics has attracted the attention of official institutes. UNI Europa Regional Secretary (European Trade Union Service) Oliver Rating noted that the EU should begin to secure equal rights for decent pay and decent working conditions for workers online and offline with full-time employees, and work towards achieving a high level of social protection, applying these principles regardless of employment status or the type of contract, regardless of the economic sectors in which they are employed [8].

Finally, at the level of public administration, there should be an understanding of the need for the state to ensure exponential development of technologies and accelerated growth of knowledge, since accelerated development of technologies requires a double acceleration of knowledge development. It is the exponential development of technology and the simultaneous accelerated growth of knowledge that is another important factor in determining the need for innovative forms of education. At the same time, it should be noted that if the accelerated development of technologies requires the creation and implementation of innovative forms of education that can keep up with the changes, then the development of information technology itself provides the appropriate tools for the functioning and development of educational innovations.

The implementation of the aforementioned major, in the authors' view, areas for institutional change in the education sector should be based on an innovative platform. And the state itself should act as both the customer and the guarantor of the development of innovative forms of education, including through the introduction of the educational model "lifelong learning" (lifelong learning). This model allows a person to adapt and develop their competences and professional skills in the light of rapid changes in the economy, technology and labor markets.

In our view, this model includes the following subsystems:

20 November 2020

- by degree of institutionalization - non-formal and informal education;
- by the method of organizing the educational process - full-time, distance and distance education;
- by means of implementation - traditional (contact) and online education;
- mixed education - a combination of traditional and online learning).

It should be noted that at the beginning of the 21st century, there was a formal recognition of the importance of education for humanity throughout life, which led to the modernization of European education policy. For example, in March 2000, the Council of Europe Lisbon Summit adopted the A Memorandum of Lifelong Learning [9]. This Memorandum stipulates that lifelong learning should become the main political agenda of civil society, social unity and employment. In order to develop the main provisions of the Memorandum in 2006, the European Parliament and the Council adopted Recommendations 2006/962 / EC "On basic competences for lifelong learning", which set out the reference framework for basic competences as a means of personal fulfillment, an active public life, employment opportunities and more. These Recommendations define the following basic competences for lifelong learning: communication in native and foreign languages; knowledge of mathematics and general knowledge in the field of science and technology; digital media skills; training for the sake of knowledge acquisition; social and civic skills; initiative and practicality; awareness and expression in the cultural sphere. The reference frameworks include: critical thinking, creativity, initiative, ability to solve problems, risk assessment, ability to make decisions and ability to constructively manage emotions [10].

Today, the institutional support for the functioning of the education system in the leading countries of the world is built in such a way that the educational service providers themselves decide when and how they want to receive them. International regulatory documents in the field of education are focused on enhancing motivation for personal growth. Thus, a survey conducted among EU citizens showed that 80% believed that education should improve their working lives, and 72% believed that personal life [11]. Respondents acknowledged that distance education based on information technology allows them to realize their desire to learn and to acquire certain knowledge, skills and abilities [12].

The positive attitude to the use of new technologies is constantly growing in formal education. Thus, if in 2002 less than half of respondents from the US academic environment considered online education a prerequisite for the development of HSE, in 2012, nearly 70% of US educational institutions said that online education was an important element of long-term strategic development of higher education institutions education [13]. According to international experts, up to 50% of all US higher education courses were planned to be provided online by 2019 [14]. The European education market is also showing similar trends. Thus, according to the Impact of Distance Education on Adult Learning report, only 20% of European higher education institutions that participated in the survey did not offer distance learning courses in any form; 9% offer online education exclusively. Half of the institutions of higher education implement online courses in addition to the basic learning process, with another 20% building a blended model that is increasingly popular [15]. For Ukraine, online education is extremely relevant, especially for students and students from temporary occupied territories who may not attend traditional classes.

Noteworthy is the proposal to improve the educational process from the founder of mass open online courses edX - Anant Agarwal. It offers an alternative to the standard American model of four-year HLT, namely: first-year admission - distance students, next two years - university, and last year - part-time and online . According to A. Agarwal, such a model is more attractive for those wishing to combine learning with work or other activities than the traditional form of education [16]. We believe that the use of the blended learning model proposed by the

author allows to activate the interest of students, increase their success, and most importantly - this model takes into account the dynamics of economic and social change. This form of training is particularly relevant in the context of various force majeure circumstances. For example, it is appropriate for quarantine, which has been introduced in many countries by the COVID-19 coronavirus.

## 4 Conclusion

Thus, the challenges of modern education cannot be overcome without institutional changes in the education sector. These changes should be based on the development and implementation of innovative forms of education. In the context of accelerating innovation processes, forms of traditional education cannot satisfy either the growing personal demands of the individual for knowledge or the dynamic demands of the labor market on workers. In Ukraine, the problem of the inconsistency of the existing education system with the new needs of society and people is exacerbated. Against this background, a new perspective on the role and importance of lifelong learning is needed, which will meet the broader educational needs of the broader life-cycle education model, which requires the state to support and develop all of its subsystems: non-formal and informal education, online education, blended learning models.

We believe that lifelong learning at the national level should be defined as a full-fledged educational service with the formation of appropriate institutional support, with a focus on controlling and verifying the quality of education and recognizing various forms of education.

Achieving this goal requires the following institutional changes:

to develop and, in the near future, adopt the Law of Ukraine "On Lifelong Learning" and amend the Laws of Ukraine "On Education" and "On General Secondary Education" with the view that "... qualifications obtained through non-formal and informal education can be confirmed and recognized in the formal education system", namely the bill "On Lifelong Learning" should define the mechanisms for such recognition and confirmation;

to develop effective models for the assessment and recognition of prior learning, taking into account the recommendations of the European Parliament and the Council of the EU "On core competences for lifelong learning";

to develop a program for stimulating and supporting the introduction of blended learning practices by domestic higher education institutions in order to increase the accessibility and effectiveness of education in terms of developing practical competences;

The implementation of our proposals will not only adapt the domestic education system to international standards, but will also provide an opportunity to meet the needs of consumers of educational services in obtaining quality and competitive education.

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20 November 2020

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