

Quality of education for ensuring sustainable development in Ukraine

Kuzmak Olena

kuzmakolena3007@gmail.com

*Doctor of Economics, professor ,Head of the department for
ensuring the quality of the educational process*

Lutsk National Technical University(Lutsk,Ukraine)

ABSTRACT

The article examines the development of systems of internal and external quality assurance of higher education. The Human Development Index of Ukraine was studied in comparison with European countries, in terms of regions of Ukraine, and the change in dynamics over the years was evaluated. The influence of the war on the quality of education in Ukraine is studied, in particular, the share of damaged/destroyed educational institutions in Ukraine during the 9 months of the full-scale war in Ukraine is given. It is proposed to form an effective management system that takes into account the specifics of provision, consideration, and satisfaction of interests between stakeholders and universities. Ways to improve the quality of education in Ukraine on the path of sustainable development are proposed.

KEYWORDS: quality of education, European ESG standards, quality of educational services, sustainable development of education, European Higher Education Area, education quality monitoring, system of internal assurance of university education quality.

Received : 26/12/2022

Revised : 19/01/2023

Accepted : 24/04/2023

1.Introduction.The right to education is one of the fundamental and integral rights, declared by the General declaration of human rights. From the point of view of human development, education drastically expands possibilities for a person, because it positively influences different sides of life activity, health conditions, public and political activity, access to knowledge and skill to operate it at work and in everyday life, raising a child, etc. One of the conditions to achieve balanced (sustainable) development is science and education, which are, at the same time, the most important tools for effective management, justified decision-making, development of democracy. At all stages of development and the embodiment of the concept of sustainable development – from clarification of needs, and formulating ideas to practical realization, it requires a strong, deep, and branched scientific and theoretical background and the broadest possible educational and explanatory work.

The purpose of the research: scientific and methodological substantiation of the organizational and economic mechanism of integration of the quality of higher education into the European educational space. To achieve this goal, the following tasks are solved: the state of the internal system of assurance of higher education quality in the universities of Ukraine is researched.

2.Literature Review. The idea of sustainable development has been aroused from United Nations Conference on the Human Environment in Stockholm (Sweden, 1972). (Conference on Environment and Development, 2000). From that time, two global events happened. One of them is the Universal Committee of the UN of environment and development 1987(Our common report on the future) (Conference on Environment and Development, 2000), and the Conference of the UN of environment and development 1992(Summit in Rio-land). For UNESCO, education, for sustainable development, envisions the integration of key questions about sustainable development in education. This can include, for instance, instructions about climate change, decreasing the risk of natural disasters, and biodiversity, and decreasing poverty and sustainable consumption. It also demands methods of participation and teaching, which motivate and give an opportunity for pupils to change their behavior and take action for sustainable development. So, SDE promotes the development of concepts like critical thinking, imagining future scenarios, and making joint decisions (Education for Sustainable Development Goals, 2017). Sachs J.D. points out, that global sustainability challenges need to be solved with help of knowledge and facts (to know, how the real world is, and which problems are relevant) and in real-life conditions (Sachs J.D, 2015)

3.Methodology. In the process of research, we used general scientific methods, in particular: monographic – with the theoretical justification of the topic, the principles of diversification and decentralization, measures and tools of the mechanism of integration of higher education system in Ukraine; graphic – to visualize the proposed algorithm for continuous quality measurement, scientific generalization – in the development of proposals for improving the system of internal quality assurance of education in Ukrainian universities. The information base of the study was static data, scientific works of domestic and foreign authors, electronic resources presented on the Internet, etc.

4.Results. Universities and institutions of higher education in general play a key role in the life of a city. They are capable of acting as primary mechanisms in society, economics, and the environment on a local and international scale. While being an important ground for developing new knowledge, research, innovation, and studying future workforce, these institutions are playing a key role and influencing society.

It should be noted that practically modern Ukrainian universities execute socially important functions. In particular, they take part in the development of national, industrial, and regional programs of development for cities and territories of implementing modern technology in different aspects of life, spreading better worldwide experiences and practices, etc. With the start of the war, many universities have become centers of volunteering, and the rooms of universities and dormitories have become the hotbed of help for internally displaced persons, who were escaping war. The Campuses became home to hundreds of families.

The importance of the education component in sustainable development, which foresees mutual agreement between ecological, economic, and social factors, was accented at Universal Conference “Planet Earth” in 1992 in Rio de Janeiro. In 2002 at the Universal Summit of sustainable development in Johannesburg the plan of action was approved, and it was recommended to announce “The Century of Education for sustainable development”. In accordance with this recommendation, the General Assembly of the UN on the 57th session in September 2002 instructed UNESCO to be the lead agency in preparation and carrying out “The Century of Education for sustainable development”. The Council of UNESCO on the 166th session in April 2003 validated the decision for the realization of “The Century of Education for sustainable development”, starting from the 1st of January 2005. The report of the regional meeting of ministers of the European Economic Committee of the UN of preparation for the Universal Summit on the topic of sustainable development in Johannesburg, 2001 (Sustainable development of education, 2005). In the document, for the first time, on the global level, the question was raised about the necessity of international agreements and actions in the sphere of education for sustainable development. In the 31st paragraph, it is stated that the education system should be improved and an education program should be created for sustainable development for the purpose of deepening overall knowledge of how to implement sustainable development in practice. The level of education is one of three aspects of the Human Development Index (together with GDP per capita and average life expectancy) The Human Development Index (HDI), which is presented in three dimensions, reflects key opportunities in ensuring the entire process of human development, is considered a generalized indicator: to live a long and healthy life (dimension – longevity); acquire, expand and update knowledge (dimension – education); to have access to means of livelihood that ensure a decent standard of living (dimension – the material standard of living).

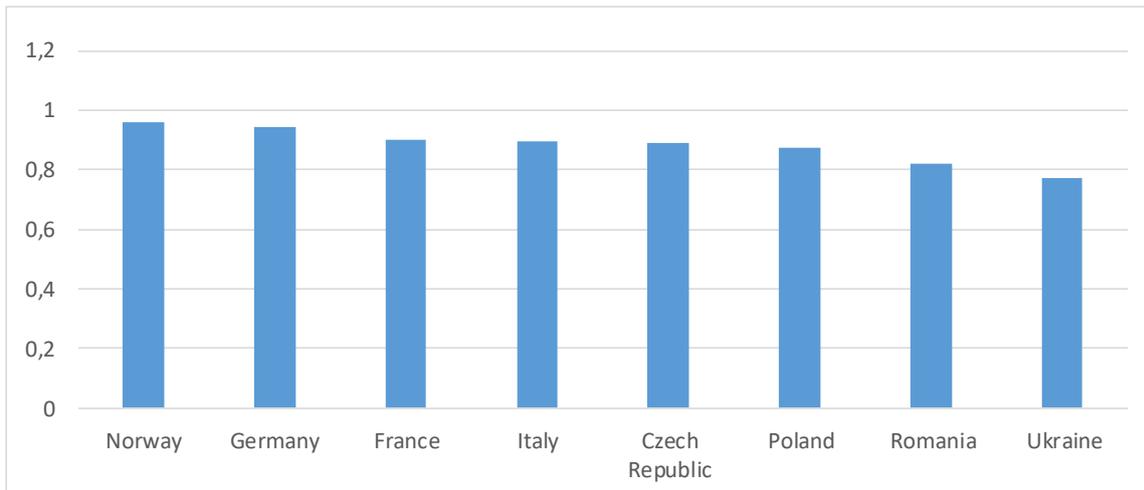


Fig. 1. Human Development Index, 2021 (Human Development Report, 2022)

The HDI indicator for each country shows how much remains to be done for that country to achieve the selected goals – an average life expectancy of **85** years, full literacy of the population and continuous coverage of education for the youth, and a level of average annual income per person of **\$40,000** at purchasing power parity national currency. These goals are closer, the closer the HDI value is to one. Ukraine ranks **77th** in the ranking of countries according to the Human Development Index, having risen by **10** points compared to **2019**, in which it ranked **88th**. The third component of HDI is most relevant to the financial security of households, as it characterizes the socio-economic component of citizens' lives. Incomes and expenses are the key characteristics of the financial condition of households that directly affect their financial security.

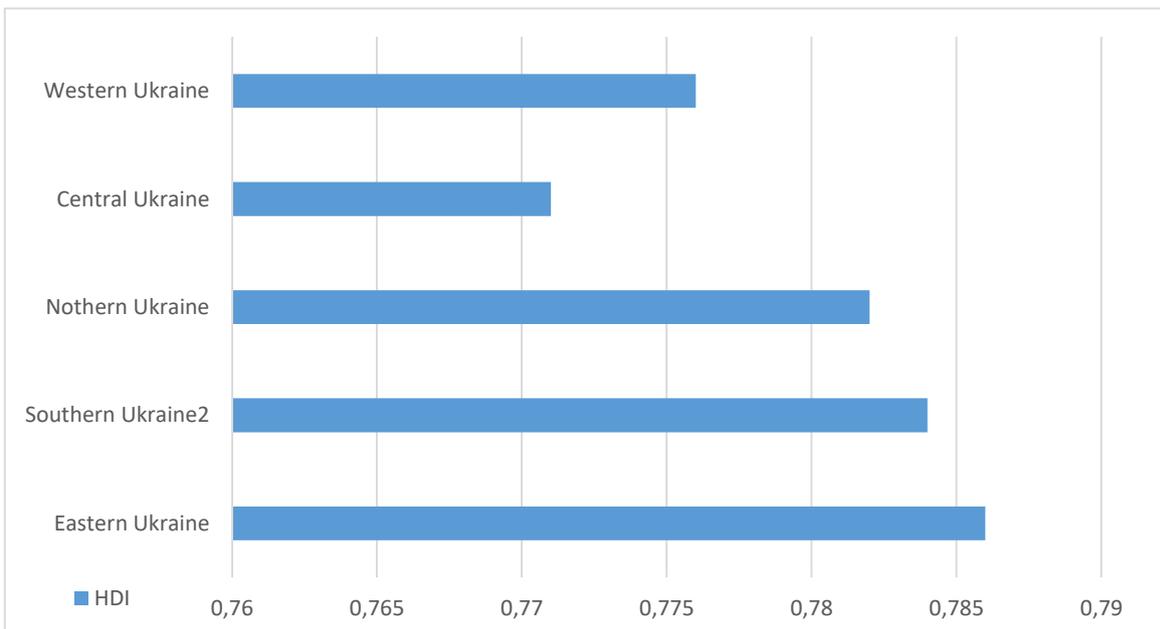


Fig. 2. List of regions of Ukraine by Human Development Index as of 2020 with data for the year 2019, (Human Development Index. 2020)

We can observe, that in **2019** the highest HDI in terms of the region was in Eastern Ukraine, and the lowest – was in Central Ukraine, at the same time, if we look at **2022**, Eastern Ukraine suffered

the most, especially talking of buildings of educational institutions and population. The dynamic of HDI in Ukraine is interesting throughout the years.

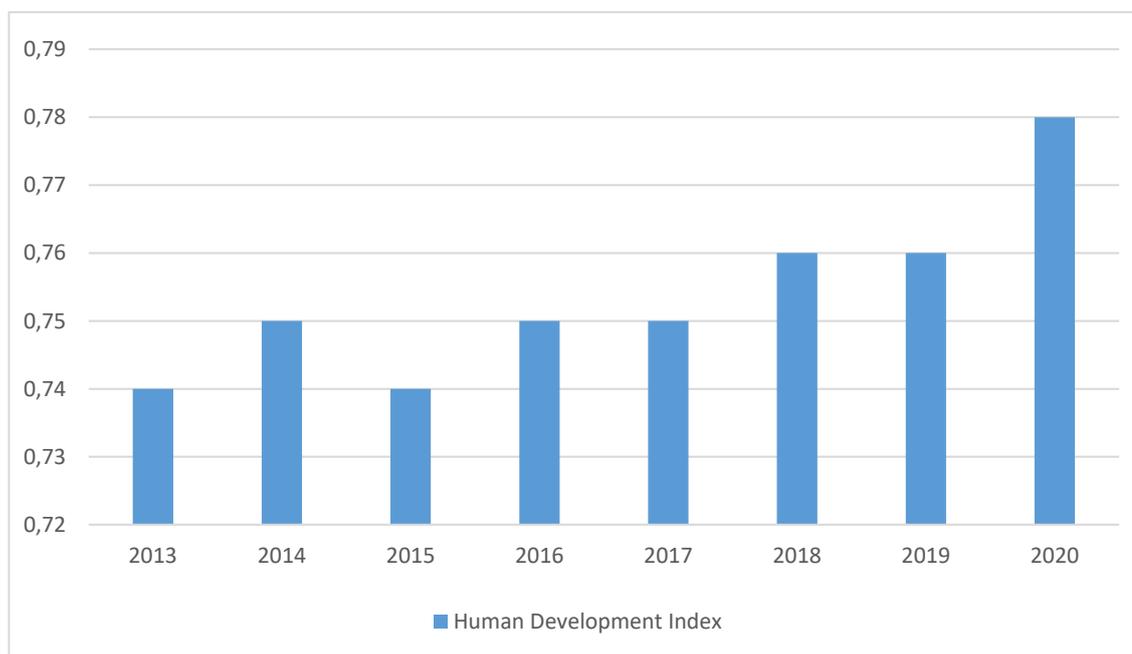


Fig. 3. Human Development Index of Ukraine (Human Development Index of Ukraine, 2022).

As of November 2022, according to data from Ministry of Education and Science of Ukraine 2783 institutions have been damaged by bombing and shelling, and 337 were destroyed. The part of damaged/destroyed objects is 6.8% of the total amount of educational institutions. It is no wonder that HDI will decrease in 2022 due to war, after all, all educational institutions have been temporarily shut down, and then have been transferred to online studying. Many children were forced to leave their homes and move out to other Ukrainian regions, which were more peaceful, or to other countries. Universities, which suffered the most:

- Kharkiv region (1 institution destroyed, 19 – damaged);
- Donetsk region (6 – damaged);
- Zaporizhzhia region (4 – damaged);
- Chernihiv region (3 – damaged);
- Mykolaiv region (3 – damaged).

Study rooms, equipment, sports halls, Campuses, assembly halls, and buildings of educational institutions were destroyed. According to the Ministry of Education and Science of Ukraine, during 10 months of the war, there are 7 million children in war (Ministry of Education and Science of Ukraine, 2022).

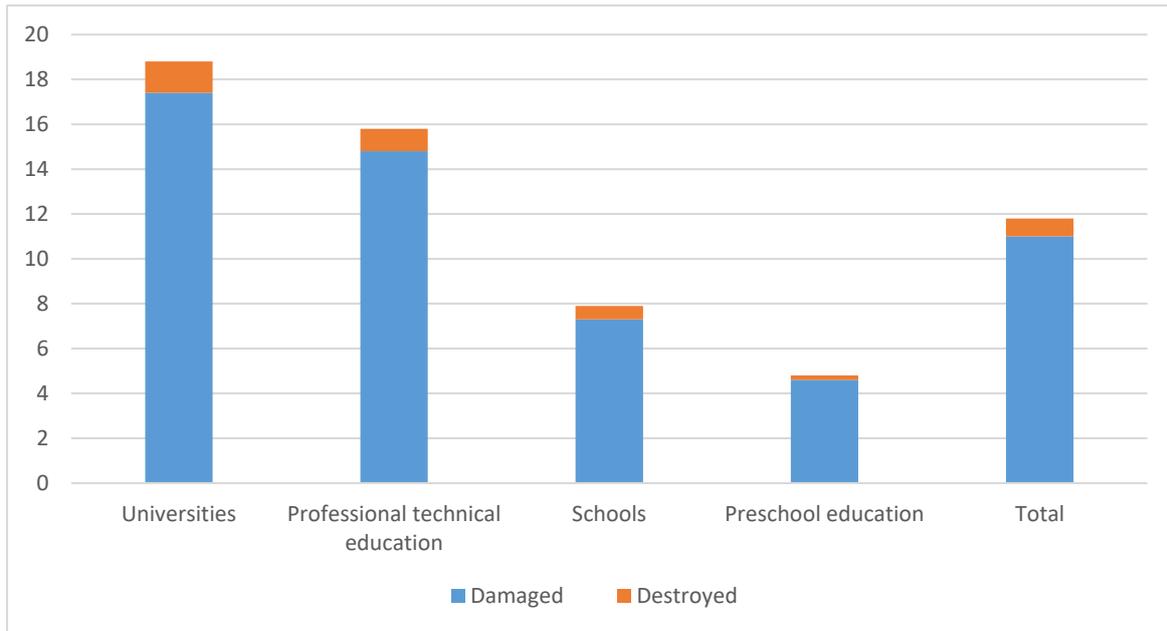


Fig. 4. The shares of damaged/destroyed educational institutions from total amount, by types, %, (Ministry of Education and Science of Ukraine, 2022).

Higher Education, Proftech education, secondary education, primary education, total Damaged, destroyed. The given data show that higher education institutions have been damaged/destroyed the most among all types of educational institutions. This is partly explained by that in Kharkiv Region, which suffers almost the most, 63 higher and pre-high education institutions are located, which is the second highest indicator in the country after Kyiv. Understandably, the more continued and intense combat operations were in the region, the more educational institutions were damaged/destroyed (as well as other buildings). For instance, the third region in this list is the Mykolaiv region, which took on the main strikes of the Russian Army at the southern front. The proportionate damage to the educational sector is in northern regions. At the same time, the amount of damaged/destroyed educational institutions in the Kherson and Zaporizhzhia regions, which were partly under occupation from the first days of the war, was half as much. So, the destruction of educational infrastructure in the north was limited in time, but much more intense. In regions, which was not occupied, the scale of destruction is smaller. However, almost in every region, except four regions on the west (Volyn, Zakarpattia, Ternopil, and Chernivtsi region), at least one educational institution was damaged because of aerial bombardment. In the Kharkiv region, because of the above-mentioned periodical aerial bombardment, at least every third educational institution was damaged, in the Mykolaiv region – one of six, in the Chernigov region – at least one of seven and in the Kyiv region – one of nine, (Tymchuk & Panasyuk, 2022).

5. Conclusion. The main goal for sustainable development is the competence of people, who contribute to the process of sustainable development. Education for sustainable development needs to be based on a complex approach to problems of social, economic, and ecological problems, and informing must be looked upon as a process that complements education. For implementing education for sustainable development we should:

- create a regulatory framework, which covers all aspects of sustainability at every level of education;
 - increase the level of competence of employees of the educational system, to include questions of sustainable development in the educational process;
 - give an opportunity to persons, who study to be responsible themselves for the process of their study;
 - provide equality of access to education to all members of society;
 - support the realization of scientific and practical seminars, and conferences with the theme of sustainable development for other students of higher education institutions;
 - expand international cooperation with leading European, American and Canadian universities with an accent on mutual scientific research, and academic exchange;
 - implement new forms of organization of educational process for Master's degree students (such as international student Internet seminars, the work towards getting the certificate of one of the leading western universities according to results of studying a certain course, etc.).
- Achieving inclusive and quality education once again proves the belief that education is one of the most powerful and proven remedies for sustainable development.

References

- Data from the Ministry of Education and Science of Ukraine. (2022).* <https://saveschools.in.ua/>
- Education for Sustainable Development Goals: Learning Objectives (2017) . UNESCO Education Sector:* <https://unesdoc.unesco.org/ark:/48223/pf0000247444>
- Human Development Index of Ukraine, (2022)* https://en.wikipedia.org/wiki/Human_Development_Index
- Human Development Index (2022).* Human Development Report 2022 <https://report.hdr.undp.org/>
- Krasovska, O. (2012). Modern models of implementation of business education in the conditions of globalization of the world educational space. *Bulletin of the International Nobel Economic Forum*, 1 (5)2,167-171 : <https://econforum.duan.edu.ua/images/PDF/2012/2/24.pdf>
- List of Ukrainian regions by Human Development Index. (2020)* https://en.wikipedia.org/wiki/List_of_Ukrainian_regions_by_Human_Development_Index
- Program of Action "Agenda for the XXI Century" (2000): Adopted by the UN Conference on Environment and Development in Rio de Janeiro (Planet Earth Summit, 1992):* Trans. from English. K.: Intelsfera.
- Sachs ,J.D. (2015). *The Age of Sustainable Development.* – Colombia University Press. <https://cup.columbia.edu/extras/supplement/sachs-9780231173148>
- Sustainable development of education. Guidebook. (2005)* <http://ekmair.ukma.edu.ua/bitstream/handle/123456789/142/Stalyi%20rozvytok%20suspilstva.pdf>
- Tymchuk ,A., Panasyuk, A. (2022). *Losses of the educational sector: \$3.5 billion in losses in 4 months of the war.* <https://bit.ly/3WrjImH>