

ISSN 2450-3878
ISBN 978-83-60904-60-2

T. 55
(2) 2024

PRACE NAUKOWE

Wyższej Szkoły Zarządzania i Przedsiębiorczości
z siedzibą w Wałbrzychu

***Pedagogika, psychologia, zarządzanie
i inżynieria zarządzania
– interdyscyplinarność
jako oś współczesności***

praca zbiorowa pod redakcją

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z siedzibą w Wałbrzychu

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ISSN 2450-3878

ISBN 978-83-60904-60-2

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Printed in Poland

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Indicators of achieving the goal of "Quality education" in the system of sustainable development goals

INTRODUCTION

In the framework of the Sustainable Development Goals, Goal 4 at the global and national levels is defined as "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Short definition of Goal 4 – "Quality education" (Figure 1).



Figure 1. The Global Goals of Sustainable Development¹.

¹ TRANSFORMING OUR WORLD: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT. URL: [<https://www.undp.org/ukraine/publications/transforming-our-world-2030-agenda-sustainable-development>].

In order to achieve Goal 4, aimed at ensuring quality education, in the National Report "Goals of Sustainable Development: Ukraine"², the task is defined taking into account the priorities of the national education policy, national aspects of the accessibility and quality of education, taking into account the issue of acquiring the modern competencies demanded by the market labor. The task regarding the need to ensure among young people and the adult population the ability to read, write and count, which is defined at the global level, is not relevant for Ukraine, therefore it is not reflected in the national framework of tasks (decided at the national level). The problem of gender inequality, which is determined to be solved within the framework of Goal 4 at the global level, is foreseen to be solved at the national level within the framework of the tasks of Goal 5 "Gender Equality".

The specialized agency of the United Nations in the field of education is UNESCO, which is entrusted with managing and coordinating the 2030 Agenda for Education.

Education in the framework of the Sustainable Development Goals is at the center of the Agenda and has been widely recognized as a key factor in sustainable development.

The purpose of the article: to analyze the level of performance of tasks related to providing affordable and high-quality education in Ukraine.

Analysis of the actual values of indicators that characterize the availability and quality of education in Ukraine

Ukraine has always paid special attention to the education system, which in various socio-economic and socio-cultural conditions fulfills the social order for personality formation. Today, transformational processes are taking place at all levels of education, which take into account the needs and expectations of Ukrainian society, the national economy, the state, and global trends in the development of the educational sector. The current policy of the Government in the field of education is aimed at providing every Ukrainian with full access to quality education. Therefore, the development of accessible and high-quality preschool education, the New Ukrainian School, modern professional (vocational and technical) education, high-quality higher education and the development of adult education are important tasks.

Comparing the target values of the indicators, which are reflected in the National Report "Sustainable Development Goals: Ukraine"³ with the actual values, indicates the degree of fulfillment of the goals of Goal 4.

Ensuring equal access of children to high-quality preschool education is one of the priority directions of the Ministry of Education and Science of Ukraine, because the creation of an effective network of preschool education institutions will ensure the integral development of the child, the for-

² Цілі Сталого Розвитку: Україна. Національна доповідь. URL: [<https://www.kmu.gov.ua/storage/app/sites/1/natsionalna-dopovid-csr-Ukrainy.pdf>].

³ Цілі Сталого Розвитку: Україна. Національна доповідь. URL: [<https://www.kmu.gov.ua/storage/app/sites/1/natsionalna-dopovid-csr-Ukrainy.pdf>].

mation of his personality, the development of creative abilities, and will contribute to his acquisition of social experience.

One of the ways to improve the availability of preschool education is the development of the private preschool sector. Resolution No. 1187 of the Cabinet of Ministers of Ukraine dated December 30, 2015 amended the Licensing Conditions for educational activities of preschool education institutions of all forms of ownership and individual entrepreneurs⁴. This made it possible to consolidate the tendency to increase the share of children enrolled in preschool education institutions.

As part of the implementation of the order of the Cabinet of Ministers of Ukraine dated December 06, 2017 No. 871-r "On approval of the action plan for 2017-2019 for the phased creation of additional places in educational institutions for preschool children" (with changes)⁵, throughout 2017-2019, 71675 additional places were created in preschool education institutions for children. During the pandemic, more than 4000 additional places were also created in 2020. The creation of additional places led to a reduction in the queue at preschool education institutions: compared to 2018, the queue was reduced by 20,4%, and compared to 2014 – by 72,1%. As of the end of 2019, there were still 26783 children in the queue (for comparison, in 2014 – 95900 children, in 2018 – 33666 children).

However, in 2020, the rate of enrollment in preschool educational institutions for children aged 5 did not reach the set target of 80%⁶. In 2020, it amounted to 74,8%, but according to data from the regions in 2020, the percentage of coverage of 5-year-old children varies, reaching up to 100% in certain areas. In general, we note a negative trend in terms of the index of coverage of preschool educational institutions: in 2021, the indicator was 73,4%, in 2022 – 65,6% (table 1).

Table 1. The level of ensuring the availability of quality preschool development for all children

Indicator	Year							
	2015	2016	2017	2018	2019	2020	2021	2022
Coverage of children aged 5 years by preschool education institutions and structural divisions of legal entities under public and private law, %	70,6	69,8	69,5	69,1	70,5	74,8	73,4	65,6

Source: Compiled by the author based on the data [9].

⁴ Про затвердження Ліцензійних умов провадження освітньої діяльності. Постанова Кабінету Міністрів України № 1187 від 30.12.2015 р. URL: [https://zakon.rada.gov.ua/laws/show/1187-2015-п#Text].

⁵ Про затвердження плану дій на 2017-2019 роки поетапного створення додаткових місць у закладах освіти для дітей дошкільного віку. Розпорядження № 871-р. від 6 грудня 2017 р. URL: [https://zakon.rada.gov.ua/laws/show/871-2017-п#Text].

⁶ Цілі Сталого Розвитку: Україна. Національна доповідь. URL: [https://www.kmu.gov.ua/storage/app/sites/1/natsionalna-dopovid-csr-Ukrainy.pdf].

The reform of the decentralization of power in Ukraine gave impetus to the creation of educational districts and supporting educational institutions within the framework of associations of territorial communities. The number of supporting schools has been growing since 2016, and as of August 1, 2020, there were 950 supporting schools and 1435 branches. In 2020, the first nine support institutions appeared in the Transcarpathian region, which proved that a network of support schools was created in all regions of Ukraine to provide quality education to 425409 children. In such supporting schools, learning conditions based on innovative approaches have been created. Modern technologies using the Internet are used in the educational process. Attention was paid to creating access to the Internet in rural areas (table 2).

Table 2. Indicators characterizing the learning conditions created in schools based on innovative approaches

Indicator	Year							
	2015	2016	2017	2018	2019	2020	2021	2022
The share of general secondary education institutions in rural areas that have access to the Internet, %	85,9	89,0	91,1	91,5	95,2	98,8	98,4	95,5
The share of general secondary education institutions in rural areas in which computers are used in the educational process, %	72,3	95,1	96,6	98,2	98,7	99,3	99,5	98,2
The share of full-time general secondary education institutions that have inclusive education, %	-	9,26	16,66	25,11	36,07	44,11	52,16	53,83

Source: compiled by the author based on the data [9].

It is worth noting the growing need for inclusive education. According to the official data of the State Statistics Service, the share of inclusive education is growing. The share of full-time educational institutions in which inclusive education is organized in 2020 was 44,11%, in 2021 – 52,16%; in 2022 – 53,83%. According to the data of the State Statistics Service of Ukraine, in terms of types place of residence (urban / rural), the indicator of ensuring inclusive education is higher in urban areas.

The level of availability of professional (vocational and technical education) is evidenced by the data presented in Table 3. At the state level and at the level of local authorities, measures are implemented to promote the acquisition of knowledge and skills for obtaining labor specialties. A high proportion of students in vocational (vocational and technical education) institutions in Ukraine study at the expense of the state or local budgets.

Table 3. Availability of professional education

Indicator	Year							
	2015	2016	2017	2018	2019	2020	2021	2022
The ratio of the number of entrants to vocational (vocational-technical) education institutions to the total number of places in vocational (vocational-technical) education institutions financed from state and local budgets	84	93	76	85	85	90	85	94

Source: compiled by the author based on the data [9].

The tuition fee for 94% of entrants to vocational (vocational and technical) institutions in the total number of places in vocational (vocational and technical) education institutions was financed from the state and/or local budgets in 2022.

Improving the quality of higher education is correlated with spending on training specialists, ensuring its close connection with science. The costs of training a specialist, as well as the costs of higher education institutions for carrying out scientific activities, are presented in Table 4.

Table 4. Indicators characterizing the quality of higher education and ensuring its connection with science

Indicator	Year							
	2015	2016	2017	2018	2019	2020	2021	2022
Expenses for specialist training, UAH	27890,0	29606,9	33577,4	40724,7	52172,0	61217,0	73918,0	71395,3
Costs of higher education institutions for carrying out scientific activities, mln UAH	598,8	710,0	1002,6	1147,3	1156,5	1260,0	1703,3	1172,7
The number of Ukrainian cities that are members of the UNESCO Global Cities Network, units	-	1	4	4	4	3	3	6

Source: compiled by the author based on the data [9].

It is worth noting that all amounts of expenses of higher education institutions for carrying out scientific activities, which are shown in table 4, are expenses from the state budget of Ukraine.

The number of university cities increased to 6 units in 2022, however, this number lags behind the defined target value (planned 10 units by 2020⁷).

The level of accessibility and quality of education can be monitored in the ratings of international institutions. In particular, the Global Talent Competitiveness Index is informative in this context. In the annual reports of Global Talent Competitiveness Index provides information on both countries and cities (the 2022 report covers 133 countries and 175 cities from 79 economies worldwide and all income groups)⁸. The results of the study provide systematic information on the competitiveness of talents in different countries, as well as make it possible to form programs for the development of their economies, to make informed decisions about creating conditions for the development of talents and leveling problematic aspects. In recent years, Switzerland has been the leader in the ranking of talent competitiveness. Ukraine in the Global rating Talent Competitiveness In 2022, the Index moved to the 66th position (in 2021, it was in 61st place).

Table 5 presents the positions of Ukraine in Global reports Talent Competitiveness Index for 2020-2022 according to the components of the "Global knowledge" criterion.

Table 5. Ratings of Ukraine by components of the criterion "Global knowledge"

Components of the "Global Knowledge" criterion	Year		
	2020	2021	2022
Work force with higher education	3	5	5
Researchers	50	50	53
Innovative result	35	36	36
Exports with high added value	72	75	74
Specific weight of new business	60	61	65
Articles in scientific publications	62	59	59

Source: compiled by the author based on the data [13].

Despite the underfunding of higher education, the reduction of budget expenditures for financing the education of higher education seekers, in particular, social and behavioral sciences, the values of the indicators "gross enrollment ratio in higher education" and "average duration of education" Ukraine is ahead of some countries with a high level of human development. The importance of the effective functioning of the labor market in Ukraine is highlighted in the publication [3]. However, a significant proportion of specialists with higher education do not work in the field they have acquired. The data in Table 5 show that Ukraine is among the leaders

⁷ Цілі Сталого Розвитку: Україна. Національна доповідь. URL: [https://www.kmu.gov.ua/storage/app/sites/1/natsionalna-dopovid-csr-Ukrainy.pdf].

⁸ The Global Talent Competitiveness Index. URL: [https://www.insead.edu/sites/default/files/assets/dept/fr/gtci/GTCI-2022-report.pdf].

in the ranking in terms of the number of workers with higher education, accordingly, we record the unrealized of graduates of higher educational institutions by the specialty they received.

A wider range of research results of international institutions, the importance of innovative development is reflected in the publication [2], and the place of Ukraine in the system of world-civilizational transformations and innovative development under the prism of war is described in the publication [5].

In general, we note that education expenditures in the structure of state budget expenditures of Ukraine decreased from 4,28% in 2021 to 1,51% in 2023⁹. This is due to the growing needs of financing the country's defense in wartime conditions.

The implementation of the concept of continuous education requires an increase in the participation of the population (primarily those who are starting to enter or have already entered the zone of social risks) in educational programs. The level of participation of the population in formal and informal types of education and professional training was 8,5% in 2021 (more detailed information in terms of disaggregated indicators is shown in Table 6).

Table 6. Level of population participation in formal and informal types of education and professional training, %

Indicator	Year						
	2015	2016	2017	2018	2019	2020	2021
The level of participation of the population in formal and informal types of education and professional training, %	9,2	9,0	8,7	8,6	8,0	8,2	8,5
by age groups							
15-24 years old	55,9	56,5	57,6	59,4	55,5	60,0	62,1
25-64 years old	0,8	0,9	0,8	0,8	0,7	0,5	0,5
by gender							
women	8,8	8,4	8,1	8,0	7,5	7,6	7,7
men	9,8	9,6	9,3	9,4	8,7	8,9	9,4

Source: compiled by the author based on the data [9].

Young people are the most active (62,1% of the population aged 15-24 are enrolled in various types of education in 2021).

Monitoring the formation of skills in the use of information and communication technologies at work and in everyday life demonstrates a dynamic growth in the number of Internet users in Ukraine (table 7). The main components that form the spectrum of digital technologies, as well as their significance in the context of achieving the goals of sustainable development, are described in the publication [4]. The issues of ensuring the

⁹ Державний бюджет України. Міністерство фінансів України. URL: [https://index.minfin.com.ua/ua/finance/budget/gov/expense].

sustainable development of socio-economic systems, its innovative and creative aspects are also covered in publications [10; 11].

Table 7. Share of the population who reported that they used Internet services in the last 12 months, %

Indicator	Year						
	2015	2016	2017	2018	2019	2020	2021
Share of the population that reported using Internet services in the last 12 months, %	48,9	53,0	58,9	62,6	70,1	75,3	79,4
by type of place of residence							
urban	58,4	62,7	67,7	70,1	77,4	81,0	83,4
rural	30,3	34,1	41,7	47,8	55,9	64,1	71,2
by gender							
women	46,5	51,3	57,0	60,0	68,2	72,9	76,9
men	51,6	55,0	61,1	65,5	72,4	78,2	82,2
by age							
up to 15 years	36,6	43,8	50,2	53,2	64,8	70,8	74,3
15-17 years old	86,7	86,0	91,1	89,2	97,7	99,5	100,0
18-24 years old	81,9	84,7	89,6	93,5	95,8	99,0	99,2
25-35 years old	75,9	80,4	87,6	89,3	94,4	97,7	98,8
36-59 years old	52,2	57,1	65,1	70,7	79,7	86,6	90,8
60-74 years old	18,7	22,3	26,5	33,0	39,5	46,8	55,1
75 years and older	4,2	5,1	6,1	7,7	12,9	10,3	90,2

Source: compiled by the author based on the data [9].

In the context of gender equality, it is appropriate to note the predominance of women among teaching staff (table 8).

Table 8. Structure of teaching staff by gender, %

Indicator	Year						
	2015	2016	2017	2018	2019	2020	2021
Total, %	100	100	100	100	100	100	100
Share of women among teaching staff, %	85,21	85,69	85,68	86,61	86,95	87,08	87,85
Share of men among teaching staff, %	14,79	14,31	14,32	13,39	13,05	12,92	12,15

Source: compiled by the author based on the data [9].

The full-scale invasion of the Russian Federation on the territory of Ukraine significantly affected all spheres of life in Ukraine, including education.

According to the data of the Ministry of Education and Science of Ukraine¹⁰, by the end of July 2024, the Russian Federation completely destroyed at least 350 educational institutions (including 197 schools destroyed, 1625 schools damaged) in Ukraine. In total, 14,73% of educational institutions of Ukraine were damaged or completely destroyed. Statistics take into account institutions of preschool, secondary, extracurricular, specialized, professional and technical, professional pre-university, higher education, as well as adult education (including postgraduate).

The distance format of education, or face-to-face distance education, began to be implemented in Ukraine in 2020 under the conditions of a pandemic. From February 24, 2022, in the conditions of war, the distance education format, on the one hand, made it possible to ensure the educational process, on the other hand, it negatively affected the quality of the educational process, socialization, etc. Due to the military actions of the Russian Federation in Ukraine, the conditions for providing comprehensive and high-quality education have deteriorated. In the course of preparation for the new 2024-2025 academic year, safe cells are being set up in schools that do not have shelters, but could work in face-to-face format, taking into account the relative safety due to the distance from the territories of active hostilities.

However, unfortunately, in the course of the war, the Russian Federation takes people's lives (in particular, from February 24, 2022 to August 8, 2024, 569 children were killed in Ukraine, 1514 children were injured of various degrees of severity, 1929 are considered missing).

CONCLUSIONS

In Ukraine, the level of school education coverage and the level of literacy of the adult population are traditionally high, there is no significant social inequality at all educational levels.

The war of the Russian Federation against Ukraine had a negative impact on the implementation of educational processes. To ensure the safety of educational processes for the 2024-2025 academic year, shelters are being prepared. In difficult war conditions, Ukraine promotes the development of education and science, thereby creating conditions for the generation of new knowledge and obtaining a powerful tool for ensuring sustainable development.

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¹⁰ Інформація офіційного сайту Міністерства освіти і науки України. URL: [<https://mon.gov.ua/timeline?&type=posts>].

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АНОТАЦІЯ

Індикатори досягнення цілі «Якісна освіта» в системі цілей сталого розвитку

У статті проведено аналіз показників, які характеризують ступінь вирішення завдань щодо досягнення цілі сталого розвитку «Якісна освіта». Зазначено, що Україна в усі часи приділяла особливу увагу системі освіти. На державному рівні здійснюються заходи щодо забезпечення рівного доступу дітей до якісної дошкільної освіти, створення умов для якісної шкільної освіти на основі інноваційних підходів, фінансування, підтримання професійної (професійно-технічної) освіти, підвищення якості вищої освіти та забезпечення її тісного зв'язку з наукою, популяризації концепції безперервної освіти (освіти впродовж життя). Зазначено, що трансформаційні процеси розвитку освітньої галузі зіштовхнулися із викликами війни, які обумовили потребу облаштування, модернізації укриттів для забезпечення безпеки в реалізації освітніх процесів.

Ключові слова: сталий розвиток, дошкільна освіта, шкільна освіта, професійно-технічна освіта, вища освіта, безперервна освіта, якість, інклюзивність.

STRESZCZENIE

Wskaźniki osiągnięcia celu „Jakość edukacji” w systemie celów zrównoważonego rozwoju

W artykule dokonano analizy wskaźników charakteryzujących stopień rozwiązania zadań związanych z osiągnięciem celu zrównoważonego rozwoju, „Jakość edukacji”. Należy zauważyć, że Ukraina zawsze zwracała szczególną uwagę na system edukacji. Na poziomie państwa podejmowane są działania mające na celu zapewnienie równego dostępu dzieci do wysokiej jakości edukacji przedszkolnej, stworzenie warunków dla wysokiej jakości edukacji szkolnej opartej na innowacyjnych podejściach, finansowe zapewnienie edukacji, utrzymanie wykształcenia zawodowego (zawodowo-technicznego), podniesienie jakości szkolnictwa wyższego oraz zapewnienie jej ścisły związek z nauką, działania popularyzujące koncepcję kształcenia ustawicznego (kształcenia przez całe życie). Należy zauważyć, że procesy transformacyjne rozwoju sektora oświatowego stanęły przed wyzwaniem wojny, które określiły potrzebę aranżacji i modernizacji schronów, aby zapewnić bezpieczeństwo w realizacji procesów edukacyjnych.

Słowa kluczowe: zrównoważony rozwój, edukacja przedszkolna, edukacja szkolna, kształcenie zawodowe, szkolnictwo wyższe, kształcenie ustawiczne, jakość, inkluziwność.

SUMMARY

Indicators of achieving the goal of "Quality education" in the system of sustainable development goals

The article analyzes the indicators that characterize the degree of solving tasks related to the achievement of the goal of sustainable development "Quality education". It is noted that Ukraine has always paid special attention to the education system. At the state level, measures are taken to ensure equal access of children to high-quality preschool education, create conditions for high-quality school education based on innovative approaches, finance, support professional (vocational-technical) education, improve the quality of higher education and ensure its close connection with science, popularization of the concept of continuous education (lifelong education). It is noted that the transformational processes of the development of the educational sector faced the challenges of the war, which determined the need for the arrangement and modernization of shelters to ensure safety in the implementation of educational processes.

Keywords: sustainable development, preschool education, school education, vocational education, higher education, continuous education, quality, inclusiveness.

