

# Organizational and Economic Features and Approaches to the Educational Process Management in HEIs

Oksana Koshelieva<sup>1\*</sup>, Oksana Tsyselska<sup>2</sup>, Olena Kravchuk<sup>3</sup>, Ihor Baida<sup>3</sup>,  
Nataliia Miatenko<sup>4</sup> and Bohdan Buriak<sup>5</sup>

<sup>1</sup>Department of Television Journalism and Actor Skills, Faculty of Film and Television, Kyiv National University of Culture and Arts, Kyiv, Ukraine

<sup>2</sup>Department of Directing and Actor's Skills, Faculty of Theater, Film and Variety, Kyiv National University of Culture and Arts, Kyiv, Ukraine

<sup>3</sup>Department of Film and Television Arts, Faculty of Film and Television, Kyiv National University of Culture and Arts, Kyiv, Ukraine

<sup>4</sup>Department of Event Management and Leisure Industry, Faculty of Event Management and Show Business, Kyiv National University of Culture and Arts, Kyiv, Ukraine

\*Corresponding author: renisenb@ukr.net (ORCID ID: 0000-0002-1653-2103)

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## ABSTRACT

The aim of the research is to identify organizational and economic features and approaches to the management of the educational process in HEIs in Ukraine. **Methodology.** The study used a mixed design to analyze and evaluate the organizational and economic features and approaches to the management of the educational process. **Results.** The study highlights the general features and approaches to the management of the educational process in HEIs in Ukraine in the context of European integration. Among the key changes in management is the introduction of the basic principles of the European Higher Education Area for the modernization of the higher education system. It is based on standards and recommendations for quality assurance in the European Higher Education Area. The main content of higher education is determined by the standards of higher education of the new generation, which are based on a competency-based approach to education. Ukraine has experimentally introduced a dual form of higher education. The economic features of the management of the educational process of HEIs provide for the introduction of rules for the distribution of state budget funds for the training of higher education students. These rules provide for the dependence of the amount of funding for higher education institutions on the results of their activities in accordance with certain indicators. Along with the change in the principles of distribution of state funding in Ukraine, an indicator of indicative cost: economically justified tuition fees has been introduced at the legislative level. In order to strengthen financial autonomy and quality of management in Ukraine, the autonomy of HEIs has been strengthened. It involves reducing the regulatory functions of the state and ensuring self-organization and self-regulation of the academic community.

## HIGHLIGHTS

- ① The study highlights the general features and approaches to the management of the educational process in HEIs in Ukraine in the context of European integration.
- ② Along with the change in the principles of distribution of state funding in Ukraine, an indicator of indicative cost: economically justified tuition fees has been introduced at the legislative level.

**Keywords:** Management of educational process, economic specifics of management, management of HEIs, organization of management in HEIs.

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The higher education system ensures the development of human capital, which determines the potential of the country's economic development and is one of the factors of competitiveness of the economy as a whole, specialists and the education system in particular. Ukraine's 2019 HDI value of 0.779 (Human Development Report, 2020) places the country in the category of high human development, ranking it 74<sup>th</sup> out of 189 countries and territories. Ukraine shares the ranking with Grenada, Mexico and Saint Kitts and Nevis. In the period from 1990 to 2019, Ukraine's HDI value increased from 0.725 to 0.779, i.e. by 7.4%. From 1990 to 2019, life expectancy in Ukraine increased by 2.2 years, the average duration of education increased by 2.3 years, and the expected duration of education increased by 2.7 years. At the same time, from 1990 to 2019, GNI per capita in Ukraine decreased by about 18.3% (Human Development Report, 2020). Ukraine's HDI for 2019 was higher than the average of 0.753 for countries with a high level of human development and lower than the average of 0.791 for Europe and Central Asia. Ukraine is ranked 74<sup>th</sup> in the 2019 Human Development Index ranking, next to Mexico (74), Peru (79) and Thailand (79). Ukraine is among the most educated societies in the world, with a gross tertiary enrolment ratio of 83% (Human Development Report, 2020). However, despite high human development indicators, in general, the competitiveness of Ukraine's education system at the international level has declined in recent years. While in the ranking of national higher education systems, compiled in 2012 by the Universitas 21 network of research universities, the country ranked 25<sup>th</sup>, in 2019 it dropped to 38<sup>th</sup> position in the same ranking: this is due to the fact that Ukrainian schools often do not have adequate premises, modern equipment or quality textbooks. This leads to the search for the causes of such negative transformations, including, in particular, the organization of management and economic features in the management of the educational process in higher education institutions.

The purpose of the article is to identify organizational and economic features and approaches to the management of the educational process in HEIs in Ukraine.

## Literature Review

The concept of "management in education" is covered in the scientific literature quite diverse. Education management is a purposeful activity of management subjects of all levels aimed at organizing the functioning and development of the education system (Hom *et al.* 2020). Management of the educational process is a controlled influence on the educational process and knowledge, skills, competencies of the future specialist. Moreover it includes theoretical and practical preparation for professional activity by means of providing educational services by higher education institutions (Redondo, E. G. (2016).

Higher education management takes place at three levels of HEI: process, organizational and at the level of education quality management (Manatos, Sarrico & Rosa, 2017). The implementation of quality management practices is based on an integrated holistic approach and in accordance with the strategic development plans of the HEI (Sharma & Kaur, 2016; Manatos, Sarrico & Rosa, 2017). The scientific literature discusses the quality of higher education in the following areas: teaching and learning, research, services, approaches at the institutional level (Stensaker, Langfeldt, Huisman, & Westerheijden, 2011). The introduction of total quality management (TQM) (Al-Salim, 2018; Saha, 2016) is associated with the need to reduce the level of fragmentation of educational institutions and to establish cooperation between universities to exchange experience, knowledge and research. TQM has led to the need for universities to develop strategies, development plans, taking into account the requirements, problems of the market environment, which increasingly needs a workforce with a wide range of competencies (Myna *et al.* 2016; Ferrer-Estévez & Chalmeta, 2021). As a result of the implementation of strategic development plans, international ratings for assessing the quality of higher education institutions by various components, including management, are emerging and developing. An example is the development at the international and national levels of tools for classification and ranking of higher education institutions, the adoption of a wide range of measurements and performance indicators (Van Vught & Westerheijden, 2010; Duque, 2013). The managerial context of universities

is becoming increasingly integrated, which leads to the centralization of power in a small number of decision-making and management bodies of higher education institutions (HEIs) (Melo, Sarrico, & Radnor, 2010). In practice, universities follow the trend of TQM implementation with the aim of greater integration of various management practices into the global quality management system (Manatos, Sarrico & Rosa, 2017).

Thus, the literature discusses the general features of higher education management, there are no studies on organizational and economic features and approaches to the management of the educational process of HEIs. There are also no comprehensive studies of the management of higher education institutions in developing economies. It is therefore advisable to analyze the transformation of organizational and economic features and approaches to the management of the educational process on the example of Ukraine.

## Methodology

The study used a mixed design to analyze and evaluate the organizational and economic features and approaches to the management of the educational process. Statistical analysis has been used to identify the economic features of management, the volume of funding of higher education institutions in Ukraine. The indicators of the World Bank and the State Statistics Service of Ukraine have been used for the analysis:

1. Current education expenditure, tertiary.
2. Expenditure on tertiary education (% of government expenditure on education).
3. Government expenditure per student, tertiary (% of GDP per capita).
4. Research and development expenditure (% of GDP).

## RESULTS

### General features and approaches to the management of the educational process in HEIs

With the adoption of the new version of the Law of Ukraine "On Higher Education" (2014) Ukraine has introduced the basic principles of the European Higher Education Area for the

modernization of the higher education system. The transition to a three-level higher education system (Bachelor (Junior Bachelor as a short cycle), Master, Doctor of Philosophy / Doctor of Arts) has been completed. At the same time, since 2017, the enrollment of entrants to educational programs at the educational qualification level of a specialist has been discontinued, and in connection with the separation of the level of professional pre-higher education from 2020 also at the educational qualification level of a junior specialist, the implementation of educational programs for the training of professional junior bachelors at the level of professional pre-higher education has begun. A new approach to the training of Doctors of Philosophy / Doctors of Arts is carried out under structured educational-scientific / educational-creative programs that provide an educational component, which has become a prerequisite for the creation of doctoral schools that bring Ukraine closer to the European Higher Education Area.

The new system of quality assurance in higher education is based on standards and recommendations for quality assurance in the European Higher Education Area. The accreditation of educational programs is based on the assessment of their qualitative educational characteristics and development in the context of internal quality assurance in higher education institutions. The established National Agency has the features of an institution of professional self-regulation, acts as a collegial body. It includes representation of state, municipal and private higher education institutions, the National and national branch academies of sciences, employers and students. The legal requirement to enroll foreign students only in accredited educational programs is a guarantee of their quality training and an important measure to ensure confidence in Ukrainian higher education in the world.

The main content of higher education is determined by the standards of higher education of the new generation, which are based on a competence-based approach. At the legislative level, professions for which additional regulation has been introduced have been identified, which makes it possible to increase attention to the quality of training in the relevant specialties. At the same time, training in all other specialties is being deregulated, in particular

by relaxing the requirements for licensees and simplifying the licensing procedure in general.

The approval of a new list of fields of knowledge and specialties in 2015 was an important step towards the modernization of the structure of higher education in Ukraine and its integration into the world educational and scientific space. Its harmonization in 2021 with the International Standard Classification of Education was also significant. Harmonization of the National Qualifications Framework with the European Qualifications Framework for Lifelong Learning in 2020 contributed to the creation of conditions for the recognition of national educational qualifications in the international environment.

The experimental implementation of the dual form of higher education is an integral part of the policy of ensuring the quality of higher education through the development of cooperation between higher education institutions and employers. It involves the engagement of labor market representatives in the formation of educational programs and standards of higher education, the activities of supervisory boards, the creation of sustainable funds (endowments) of higher education institutions.

There is a special procedure for the formation of the state order and its placement in higher military educational institutions and higher educational institutions with specific conditions of education. This is necessary in order to train specialists to ensure national security and defense, protect the state border, meet the needs of the Armed Forces, other military formations established in accordance with the laws, the Security Service of Ukraine, law enforcement agencies and civil protection service.

Since 2020, for the first time, rules for such distribution of state budget funds for the training of higher education applicants have been introduced, which provide for the dependence of the amount of funding for higher education institutions on the results of their activities in accordance with certain indicators. The purpose of such changes is to motivate higher education institutions to increase the volume of research and take the position of TOP-1000 in recognized international rankings. The list of indicators and the corresponding coefficients and indexes used to assess the educational, scientific and international activities of higher education

institutions are being improved gradually through the practical implementation of the new approach.

Along with the change in the principles of distribution of state funding, an important tool to ensure fair competition of educational entities in the market of educational services was the introduction at the legislative level of such an indicator of indicative cost as an economically justified amount of tuition fees.

One of the key principles of the European Higher Education Area is the autonomy of higher education institutions. It involves reducing the regulatory functions of the state and ensuring self-organization and self-regulation of the academic community. In accordance with the criteria of the European Association of Universities on academic, organizational, human resources and financial autonomy of higher education institutions, the institutional autonomy of Ukrainian institutions (primarily its academic component) has generally expanded. However, further development is hampered by significant restrictions on financial autonomy that remain.

The expansion of autonomy is accompanied by increased responsibility of the heads of higher education institutions for the results of their work. The establishment of target performance indicators of higher education institutions was introduced, the achievement of which must be ensured by their leaders. It is an important basis for assessing the effectiveness of management activities by the founder, participants in the educational process, local community and society.

Student self-government bodies, which in many higher education institutions have become real representatives of the interests of students and participants in the process of ensuring the quality of higher education, have gained greater influence on the lives of participants in the educational process.

In general, the higher education system of Ukraine has demonstrated great adaptive potential during the forced transition to distant innovative learning technologies during the quarantine period established by the Cabinet of Ministers to prevent the spread of acute respiratory disease COVID-19 caused by the coronavirus SARS-CoV-2. At the same time, the limited capabilities of the IT infrastructure of many higher education institutions



and the unsatisfactory level of digital competence of scientific, scientific-pedagogical and pedagogical staff did not allow to ensure the educational process in distance learning at a sufficient level.

The priorities of higher education development in Ukraine, which determine the conceptual model of higher education, are: autonomy and institutional capacity of higher education institutions; transparency and openness of management; collegiality and involvement of participants of the educational process in the processes of reforming the higher education system; responsibility; pragmatism in the choice of development models; partnership; rejection of corruption; academic integrity; академічна свобода; професіоналізм; academic freedom; professionalism; close connection of education with science and economy; focus on the highest scientific achievements; focus on achieving the highest quality of education; focus on current and future priorities of society and the national economy; preservation of the best achievements of national education; preservation of intellectual human potential in the regions; accessibility and equality, impartiality; focus on the comprehensive development of the individual throughout life; inclusiveness; external openness on a parity basis; adaptability; diversity; self-organization; sustainability.

In response to a number of challenges in the management of the educational process in HEIs in 2022, the Cabinet of Ministers approved the Strategy for the Development of Higher Education in Ukraine for 2022–2032 (Verkhovna Rada of Ukraine, 2022), which is coordinated with other strategic documents. The Strategy for the Development of Higher Education of Ukraine defines the main strategic and operational goals in the context of ensuring the effectiveness of HEI management (Table 1).

The main indicators of achieving management efficiency are the level of autonomy and the amount of funding. In particular, the level of academic autonomy of universities is defined at the level of at least 70 percent in 2032 (according to the criteria of the European Association of Universities); organizational – at least 80 percent; personnel – at least 87 percent; financial – at least 70 percent. The achievement of the volume of financing of higher education institutions at the expense of the state

budget in terms of one student per academic year in 2032 is determined – UAH 130 thousand. Public expenditures per student in higher education (% of GDP per capita): available data for Ukraine as of 2017 – 34.5% of GDP per capita, for 2019 – 59.2%, for 2020 – 62.73% (38.5% in 2016, 37.1% in 2014, 43.9% in 2013, 37.8% in 2011) (Ministry of Finance of Ukraine, 2022; World Bank, 2022c).

### **The main economic features of the management of the educational process of HEIs**

Since the beginning of independence, the higher education system of Ukraine has been characterized by a number of shortcomings in economic management, including:

1. insufficient level of financing of the higher education system, inefficient management and use of resources, uncompetitive salaries and working conditions of employees: in 2019, total expenditures on education at all its levels amounted to 6.07% of GDP, consolidated budget expenditures – 5.44% of GDP, in 2020 – 5.98% (252.3 billion UAH, in 2021 – 5.73% (312.9 billion UAH (Ministry of Finance of Ukraine, 2022). Expenditures on education at levels 5-8 of the International Standard Classification of Education (excluding expenditures on research and scientific and technical (experimental) development) amounted to 1.84% of GDP in 2019, 0.75% in 2020 (Ministry of Finance of Ukraine, 2022). The share of public spending on higher education in total education spending was 34% in 2011, 32% in 2014, 30% in 2016, 25% in 2017, 13.32% in 2019, and 12.56% in 2020 (Ministry of Finance of Ukraine, 2022; World Bank, 2022b). The share of current expenditures on higher education was 91.1% in 2016, 94% in 2017, 94.6% in 2018, and 93.7% in 2019 (% of total expenditures in higher public institutions) (World Bank, 2022a). In 2022, planned consolidated budget expenditures on education exceeded 7% of GDP for the first time (Verkhovna Rada of Ukraine, 2022);
2. low (compared to neighboring countries) level of gross domestic product and undiversified system of budget financing

**Table 1:** Strategic objectives for achieving the effectiveness of educational process management in HEIs

Strategic objectives	Operational objectives	Results
Efficiency of management in the system of higher education that is socially responsible.	Ensuring targeted budget financing; improving the efficiency of the higher education system and fulfilling the obligations by the state; promotion of social responsibility of higher education institutions; autonomy of higher education institutions (ensuring equal rights and broad institutional autonomy, including financial).	Creating an effective management system by combining the autonomy of higher education institutions and responsible state educational policy; providing budgetary and extra-budgetary funding for the formation of the required competencies; ensuring corporate social responsibility of educational institutions in accordance with European standards.
Efficiency of the organization of educational process management in HEIs.	Organization of fair and transparent admission to higher education institutions. Organization of conditions for the development of innovations, effective implementation of new knowledge and technologies with the participation of higher education institutions. Involvement of civil society representatives in the formation of educational policy and management of higher education institutions. Ensuring state regulation of educational activities (licensing, standards, training priorities, etc.). Modernization of infrastructure, educational space and educational and scientific equipment. Implementation of the best foreign educational experience in Ukraine. Increasing the number of projects of international educational and scientific cooperation, integration of scientific and scientific-pedagogical workers into the world scientific space	Creation of intellectual and innovative products and services by higher education institutions. Ensuring fair admission, objective assessment of knowledge. Taking into account advanced scientific research in the educational process, creating a modern educational space for students and providing modern laboratory equipment. Ensuring the openness of the higher education system of Ukraine and the introduction of the best world experience. Conducting research of the highest scientific quality by Ukrainian scientists together with foreign colleagues.

*Source:* Generated by the author on the basis of the Verkhovna Rada of Ukraine (2022).

- of higher education and, as a result, lack of motivation for achievements;
- 3. lack of consistency in the implementation of state policy and inconsistency in the management of the higher education system, inconsistency of the network of higher education institutions with the needs of the state;
- 4. the gap between the higher education system and the labor market, the imbalance of demand and supply of innovative specialties, the lack of feedback mechanisms between employers and higher education institutions,

- the lack of mechanisms for private sector funding of HEIs and mechanisms for attracting funds to improve the quality of educational services;
- 5. decline in the prestige of teaching, in particular due to non competitive conditions and remuneration and high level of bureaucratization of professional activity.

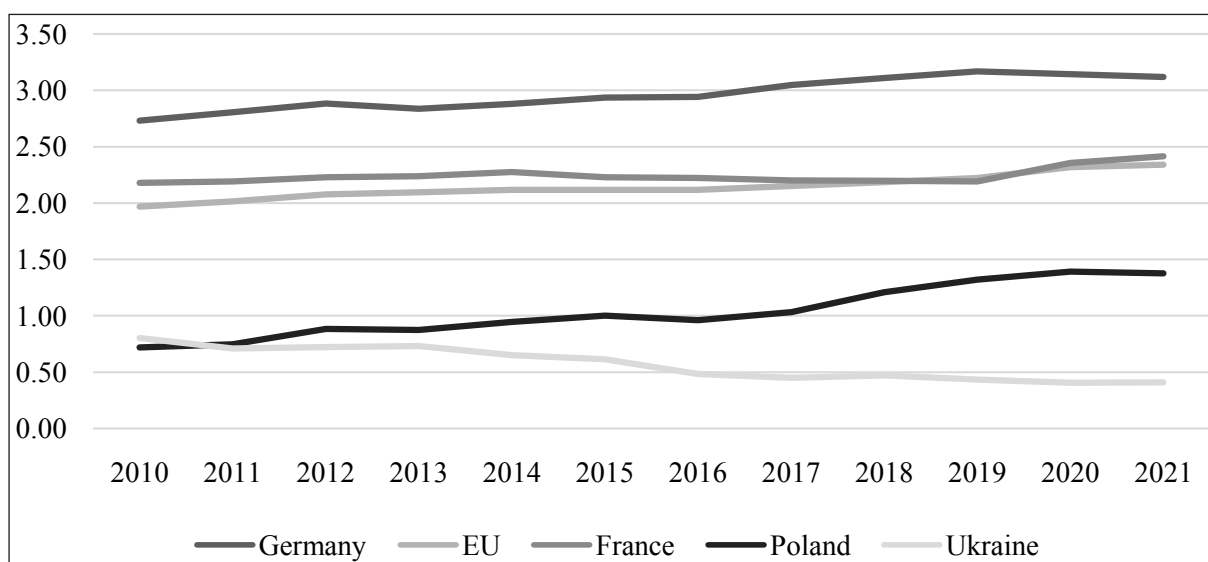
The high enrolment rate is to some extent a consequence of the perverse incentives created by a funding system that encouraged higher education institutions to focus on the number of students rather than the quality of their education.

Since 2020, a new system of budget allocation has been introduced. However, the number of students is still the main factor determining the amount of funding for higher education institutions. Therefore, institutions often try to enroll as many applicants as possible, not paying attention to their level of training, motivation to obtain higher education. In order to prevent the reduction of funding, higher education institutions also do not expel students for failure if they do not meet the requirements of the educational program. This does not contribute to improving the quality of educational services and demotivates scientific, scientific-pedagogical and pedagogical workers, whose work is devalued.

The insufficient level of funding for higher education can be traced in particular in the financing of research and development, and the lack of an effective policy for allocating funds. As shown in Fig. 1, the share of R&D expenditures in Ukraine was only 0.57% of GDP on average in 2010–2021, while in Germany it was 2.97% of GDP, in the EU – 2.14% of GDP, in France – 2.24% of GDP, and in Poland – 1.04% of GDP (World Bank, 2022 d). Note that gross domestic expenditure on research and development (R&D), expressed as a percentage of GDP, includes capital and current expenditure in four main sectors: business enterprise, government, higher education, and private non-profit organizations. R&D covers basic research, applied research and experimental development.

Over the past 10 years (from 2010 to 2020), the real volume of research and development in Ukraine has decreased by 45% (in international dollars at purchasing power parity), and the number of researchers has more than halved (by 62%). For example, during 2018, R&D in Ukraine was carried out by 950 organizations, 48.1% of which belonged to the public sector of the economy, 37.0% – to the business sector, 14.9% – to higher education (State Statistics Service of Ukraine, 2022). In 2018, the share of R&D performers (researchers, technicians and support staff) in the total employed population was 0.54%, including 0.35% of researchers (World Bank, 2022d). Ukraine was among the countries with the lowest concentration of researchers (11 people per 10,000 population against 55 in Europe and the OECD). On the eve of the war Ukraine was among the countries with the lowest level of “research capitalization” of GDP. Therefore, the share of total R&D expenditures in GDP was 0.47%, including 0.17% at the expense of the state budget. According to the data of 2017, the share of R&D expenditures in the GDP of the EU-28 countries averaged 2.06%. Thus, research and development performed in Ukraine in 2020 amounted to only 0.4% of GDP, while the average for OECD countries is 2% of GDP; in Switzerland – 3.4%; Korea – 4.2%; Israel – 4.3% of GDP (World Bank, 2022d).

As a result of insufficient funding of the education system, a number of problems arise, in particular:



Source: World Bank (2022d).

Fig. 1: Dynamics of the share of R&D expenditures in Ukraine and the EU in 2010-2021, % of GDP

Ukrainian students and specialists travel abroad at the expense of their families, sponsors, foreign charitable foundations, etc.; foreign study and internships at the expense of universities or the state is less than 10% of the officially announced number of applicants; there are no national systems to stimulate the implementation and implementation of the results of international educational and research projects; low efficiency of using the results and funds of international projects.

European integration processes have a positive impact on the development of higher education, which accelerated the transition of Ukrainian universities to new models of quality management and inclusion of educational institutions in the international knowledge system. Institutional changes accompany these processes, resulting in increased competition in the market of educational services. Higher education institutions strengthen their own competitive positions through:

1. optimization of the internal system of quality assurance;
2. implementation of the principles of transparency of activities;
3. strengthening the centralization of management decisions in accordance with the corporate practice of strategic management, taking into account current market problems related to the competitiveness of human resources;
4. introduction of the practice of assessing the quality of higher education by stakeholders and feedback tools;
5. reorganization and optimization of subsystems of HEIs to achieve certain strategic goals;
6. active use of technology.

Strategic plans of HEIs consider the challenges of the labor market of Ukraine and the requirements for the competencies of employees. They take into account the problem of low productivity of labor resources of Ukraine, migration of workers to countries with higher wages, low level of qualification of workers in Ukraine compared to developed EU countries. European integration has contributed to changes in approaches to the educational process: Higher education institutions

are moving to a student-centered approach to learning, competency-based approach, problem-oriented approach to learning due to the awareness of employers' need for practical skills of specialists (critical thinking, technical and digital skills, complex problem solving skills, etc.).

Institutional changes in Ukraine, globalization of education and integration into the EU contribute to a gradual change in approaches to the training of a highly qualified workforce. However, in practice, Ukrainian higher education institutions are still facing the problems of demographic crisis, transformation of needs, labor market requirements for professional competencies of specialists, introduction of new rules for awarding professional qualifications. In addition, there is a reduction in the number of foreign citizens who need educational services. Moreover, there is a problem of inconsistency of regulatory documents in the field of education, the lack of updated, new regulatory acts that comply with the laws, etc.

### **Organizational features of the educational process management**

Insufficient manifestation of social responsibility, failure to ensure equality and autonomy of higher education institutions in full, widespread imitation of student-centrism, lack of management training among the leadership of higher education institutions, lack of awareness of the mission of leadership in the formation of human capital and social cohesion, in adult education, which leads to a decrease in the attractiveness of higher education institutions.

The identified problems in the organization of educational process management in HEIs are as follows:

- ◆ traditional unification in the educational process hinders the individualization of educational trajectories, the search for their own model of self-realization of higher education applicants;
- ◆ low level of managerial capacity and culture of governance in higher education, formalism and inflexibility in approaches to the organization of educational, scientific, technical and innovative activities;
- ◆ insufficient attention of the state and higher education institutions to adult education,



widespread in society formal attitude to lifelong learning;

- ♦ concentration of higher education institutions solely on educational and scientific activities, which does not contribute to the creation of conditions for the comprehensive development of the individual and the realization of his talents.

European integration changes have improved the quality of organization and management of the educational process in HEIs, namely:

1. updating the national qualifications framework due to European integration processes in accordance with the Qualifications Framework of the European Higher Education Area. Important steps towards the modernization of the structure of higher education in Ukraine and its integration into the world educational and scientific space were the approval in 2015 of a new list of fields of knowledge and specialties and its harmonization in 2021 with the International Standard Classification of Education. Harmonization of the National Qualifications Framework with the European Qualifications Framework for Lifelong Learning in 2020 contributed to the creation of conditions for the recognition of national educational qualifications in the international environment;
2. approval and updating of the standards of higher education of the new generation, which are based on a competency-based approach, determine the integral, general, professional competencies of specialists in various specialties. These standards take into account the needs of employers in the skills of specialists (in particular, focus on solving complex problems and problems in practice, critical thinking, analysis), the requirements of labor markets for professional competencies of specialists, which are enshrined in higher education standards. At the legislative level, professions for which additional regulation has been introduced have been identified, which makes it possible to increase attention to the quality of training in the relevant specialties. At the same time, training in

all other specialties is being deregulated, in particular by relaxing the requirements for licensees and simplifying the licensing procedure in general;

3. change of approaches to the training of highly qualified human resources: introduction of competence-based and student-centered approaches to training, which will promote the development of proactive learning, increase the motivation of students – future professionals to work;
4. the new, legally enshrined, standards of higher education define the following forms of education: institutional (full-time (day, evening), part-time, distance, network); individual (external, at the workplace (at work); dual. The experimental introduction of the dual form of higher education is an integral part of the policy of ensuring the quality of higher education through the development of cooperation between HEIs and employers, which involves the engagement of labor market representatives in the formation of educational programs and standards of higher education, the activities of supervisory boards, the creation of sustainable funds (endowments) of HEIs;
5. introduction of new rules for assigning professional qualifications based on transparency, simplification of procedures;
6. improvement of higher education quality assessment systems (updated procedures for accreditation of educational programs based on ESG; full functioning of the National Agency for Quality Assurance in Higher Education), improvement of internal and external systems for assessing the quality of higher education and the availability of an internal system for monitoring the quality of educational services, which includes a survey of employers as one of the key stakeholders;
7. introduction of corporate practice of strategic management in HEIs and approval of development strategies that take into account current market problems related to the competitiveness of human resources in strategic plans;

8. the readiness of the university staff to change, as evidenced by a wide range of updated and new educational, professional and educational-scientific programs.

## DISCUSSION

European integration processes accelerate the transformation of the educational process management of Ukrainian HEIs to new models of quality management and inclusion of educational institutions in the international knowledge system. Institutional changes accompany these processes, resulting in increased competition in the market of educational services. Ukrainian HEIs are optimizing the internal quality assurance system, implementing the principles of transparency; strengthening the centralization of management decisions. The latter is due to the gradual introduction of corporate practices of strategic management, taking into account current market problems related to the competitiveness of human resources. The strategy of higher education development provides these transformations in the management of the educational process to increase the competitiveness of Ukrainian HEIs and their integration into the European and international educational space. In addition, the management involves the organization of the practice of assessing the quality of higher education by stakeholders and the use of feedback tools, involving stakeholders to improve the management of the educational process. Ukrainian HEIs are actively reorganizing and optimizing education subsystems to achieve certain strategic goals and improve governance. Strategic plans of higher education institutions take into account the strategy of higher education development, the main challenges of the labor market of Ukraine. They consider the problem of low productivity of labor resources of Ukraine, migration of workers to countries with higher wages, low level of qualification of workers in Ukraine compared to developed EU countries.

In Ukraine, quality management of higher education takes place at three levels of higher education institutions: process, organizational and “a quality management principles level” (Manatos, Sarrico & Rosa, 2017). The implementation of quality management practices is based on international standards and an integrated approach and in

accordance with the strategic development plans of the HEI (Manatos, Sarrico & Rosa, 2017). In addition to the traditional practices at the process level, which relate to teaching and learning, research, services, approaches at the institutional level (Stensaker, Langfeldt, Huisman, & Westerheijden, 2011), Ukrainian HEIs are implementing innovative quality assurance practices, forming unique environments with the involvement of professionals from different fields of practice.

Among the most positive organizational management changes are: updating the national qualifications framework due to European integration processes in accordance with the Qualifications Framework of the European Higher Education Area; approval and updating of new generation higher education standards; change of approaches to the training of highly skilled workforce: introduction of competency-based and student-centered approaches to training; legislative consolidation in higher education standards of three forms of education (institutional (full-time (day, evening), part-time, distance, network); individual (external, at the workplace (in production), dual); introduction of new rules for awarding professional qualifications based on transparency, simplification of procedures; improvement of higher education quality assessment systems; introduction of corporate practice of strategic management in higher education institutions and approval of development strategies of higher education institutions; preparedness of HEI staff for changes.

## CONCLUSION

The study highlights the general features and approaches to the management of the educational process in higher education institutions in Ukraine in the context of European integration. Among the key changes in management is the introduction of the basic principles of the European Higher Education Area for the modernization of the higher education system. It is based on standards and recommendations for quality assurance in the European Higher Education Area. The main content of higher education is determined by the standards of higher education of the new generation, which are based on a competency-based approach. Ukraine has experimentally introduced a dual form of higher education. The economic features

of the management of the educational process of HEIs provide for the introduction of rules for the distribution of state budget funds for the training of higher education students. The aforementioned rules provide for the dependence of the amount of funding for HEIs on the results of their activities in accordance with certain indicators. Along with the change in the principles of distribution of state funding in Ukraine, an indicator of indicative cost was introduced at the legislative level: economically justified tuition fees. To strengthen the financial autonomy and quality of management in Ukraine, the autonomy of HEIs has been strengthened, which involves reducing the regulatory functions of the state and ensuring self-organization and self-regulation of the academic community.

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