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# ECONOMIC SECURITY OF THE SYSTEM OF HIGHER EDUCATION INSTITUTIONS THROUGH THE PRISM OF THE DEVELOPMENT OF HIGHER EDUCATION

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ЕКОНОМІЧНА БЕЗПЕКА СИСТЕМИ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ  
ЧЕРЕЗ ПРИЗМУ РОЗВИТКУ ВИЩОЇ ОСВІТИ

***The article examines the theoretical and methodological aspects of developing a strategy for ensuring the economic security of the system of higher education institutions of Ukraine, taking into account the social and humanitarian dimension. Attention is focused on the importance and relevance of the transformation of the paradigm of educational activity and, in particular, the system of higher education, taking into account higher education as important areas that have a significant impact on the level of the state's competitiveness on the world stage in the conditions of the russian-Ukrainian war. Attention is focused on the fact that currently there is an increase in disparities, which lead to a deepening of the disconnection between education, science and production, which contributes to a decrease in the quality of higher education, taking into account its ambivalence, and an increase in a number of negative trends in the field of higher education. The main such trends, which are formed under the influence of factors that, in turn, lead to a decrease in the efficiency of the functioning of the system of higher education institutions and the level of their economic security, are considered.***

*The analysis of economic losses from the war was carried out, attention was paid to the fact that its consequences will have a negative manifestation in the development of all spheres of life of society, and the risks predicted to arise for the functioning of all elements of the socio-economic system were highlighted. The relationship between the categories "economic security", "factors", "challenges", "danger", "economic danger", "threat", "risk" in the context of ensuring the economic security of the system of higher education institutions is considered. The main challenges for the field of education in general and higher education in particular are highlighted. It was concluded that in modern conditions it is important to develop measures to increase the level of economic security of the higher education system as a result of using a comprehensive approach to analyzing the current state of higher education development with an assessment of the short— and long-term effects of the war. Attention is focused on the expediency of ensuring the adaptation of the educational system to the realities of today and the formation of a strategy for ensuring the economic security of the system of higher education institutions of Ukraine in the socio-humanitarian dimension.*

*У статті проведено дослідження теоретико-методичних аспектів розроблення стратегії забезпечення економічної безпеки системи закладів вищої освіти України з урахуванням соціально-гуманітарного виміру. Акцентовано увагу на важливості та актуальності здійснення трансформації парадигми освітньої діяльності й зокрема системи вищої освіти з урахуванням ЗВО як важливих сфер, які справляють значний вплив на рівень конкурентоспроможності держави на світовій арені в умовах російсько-української війни. Сфокусовано увагу на тому, що наразі відбувається нарощування диспропорцій, які призводять до поглиблення розриву зв'язку між освітою, наукою та виробництвом, що сприяє зниженню якості вищої освіти з урахуванням її амбівалентності, й нарощуванню низки негативних тенденцій у сфері вищої освіти. Розглянуті основні з таких тенденцій, які формуються під впливом чинників, що, у свою чергу, призводять до зниження ефективності функціонування системи закладів вищої освіти та рівня їх економічної безпеки. Проведено аналізування втрат економіки від війни, акцентовано увагу на тому, що її наслідки знайдуть негативний прояв у розвитку усіх сфер життєдіяльності суспільства й виділено ризики, які прогнозовано виникнуть для функціонування усіх елементів соціально-економічної системи. Розглянуто у взаємозв'язку категорії "економічна безпека", "чинники", "виклики", "небезпека", "економічна небезпека", "загроза", "ризик" у контексті забезпечення економічної безпеки системи закладів вищої освіти. Виокремлено основні виклики для сфери освіти загалом й вищої зокрема. Зроблено висновок про те, що в сучасних умовах важливим є розроблення заходів підвищення рівня економічної безпеки системи ЗВО у результаті використання комплексного підходу до аналізування сучасного стану розвитку вищої освіти з оцінкою коротко- та довгострокових впливів війни. Акцентовано увагу на доцільності забезпечення адаптації освітньої системи до реалій сьогодення та формування стратегії забезпечення економічної безпеки системи закладів вищої освіти України у соціально-гуманітарний вимірі.*

*Key words: higher education, economic security, higher education institutions, competitiveness, infrastructure, financing, quality of higher education.*

*Ключові слова: вища освіта, економічна безпека, заклади вищої освіти, конкурентоспроможність, інфраструктура, фінансування, якість вищої освіти.*

## GENERAL STATEMENT OF THE PROBLEM AND ITS LINK WITH MAJOR SCIENTIFIC OR PRACTICAL CHALLENGES

Higher education in general and its effective development is a guarantee of the state's development. Global transformations and challenges, digitalization, the COVID-19 pandemic, Russia's full-scale war against Ukraine,

etc. contribute to the spread of disparities in the development of the economy, a significant increase in the dangers for the higher education system of Ukraine, which are both leaders of innovation and centers capable of accumulating knowledge and transforming it into intellectual potential with the aim of its further capitalization for economic recovery in the post-war period.

An objective condition for this is the formation of a strategy for ensuring the economic security of the system of higher education institutions of Ukraine, taking into account the social and humanitarian dimension, problems and prospects of the development of higher education in the specified perspective.

## ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

A large number of works by scientists are devoted to the study of the state of higher education in Ukraine, in this context, the works of the authors are thorough in the context of the research issues, in particular: in the context of the transformation of the higher education system of Ukraine in the conditions of martial law (Pogrebnyak V. P., Dashkovska O. V., Melnyk O. M. [1]); taking into account the purpose of the concept of economic security of higher education institutions (Nyzhnyk V. M., Nyzhnyk I. V., Lysak V. M. [2]) and evaluating the strategy of its provision (Parsyak V., Zhukova O. [3]). However, paying tribute to the scientific work of the authors and taking into account the significant scientific development in this field, the aspects related to the study of the theoretical and methodological aspects of the development of a strategy for ensuring the economic security of the system of higher education institutions of Ukraine, taking into account the socio-humanitarian dimension in the context, require thorough consideration appropriate transformation of higher education.

## FORMULATION OF THE ARTICLE OBJECTIVES (TASK STATEMENT)

The purpose of the article is to study the theoretical and methodological aspects of developing a strategy for ensuring the economic security of the system of higher education institutions of Ukraine, taking into account the socio-humanitarian dimension.

## PRESENTATION OF THE MOST IMPORTANT RESEARCH MATERIAL, WITH A FULL JUSTIFICATION OF THE SCIENTIFIC RESULTS OBTAINED

In the conditions of the russian-Ukrainian war, it is important and urgent to transform the paradigm of educational activity in general and the higher education system in particular, taking into account higher education (as one of its central links), which are important areas that have a significant impact on the level of the state's competitiveness on the world stage [4].

As a result, there is an increase in disparities, which lead to a deepening of the gap between education, science and production, which contributes to a decrease in the quality of higher education (because it is ambivalent in content, on the one hand, an increase in the quality of higher education contributes to an increase in the level of economic development of the state, and on the other hand, the implementation of state policy with the help of various programs is decisive in the functioning of the higher education system in general) and has an impact on improving its quality [5] and, accordingly, contribute to the growth of a number of negative trends in the field of higher education, the main of which are the following:

- decrease in the number of higher education institutions and students;
- predominance of the rate of decrease in the number of entrants to higher education institutions over the rate of decrease in the number of graduates;
- reduction of the volume of the state order;
- reduction of opportunities to reproduce the intellectual potential of the state;
- from lowering the competitiveness of institutions of higher education and higher education and the country as a whole.

In general, negative trends are formed under the influence of factors that, in turn, lead to a decrease in the efficiency of the functioning of the system of higher education institutions and the level of their economic security, taking into account the fact that they are simultaneously elements of the socio-economic system and business entities [5].

Under such circumstances, an important task of the state is to ensure the appropriate level of competitiveness of university graduates both on the domestic and international labor markets by obtaining quality educational services and the competitiveness of the system of higher education institutions as a whole, which, in turn, will lead to an increase in the positions of higher education institutions both in domestic (within country), as well as in external (within the world) ratings, will contribute to an increase in the amount of investments in human capital from the state (due to an increase in funding from the state budget), attracting funds from domestic and foreign students, as well as from private investors [5—6].

Russia's military aggression against Ukraine had a negative impact on the labor market (a large number of workers became IDPs or went abroad, the shortage of qualified personnel increased both as a result of this and as a result of mobilization), many enterprises were destroyed, part of the territory was under occupation, and a certain part still, unfortunately, remains occupied [7].

Negative changes also occurred in the sphere of employment and unemployment. Thus, "on the eve of the russian invasion, the official unemployment rate in Ukraine was almost 10%, for comparison in EU countries, the average figure is 7%. The largest number of Ukrainians worked in trade, agriculture, industry, education and healthcare systems". In the first months of russia's full-scale war against Ukraine, "Ukrainians lost almost a third of their jobs. However, at the end of 2022, the situation improved significantly: experts of the International Labor Organization estimated the level of unemployment in Ukraine at the end of 2022 at 15.5%" [8]. The main reasons for this are the restoration of the work of individual enterprises of various sectors of the economy, the de-occupation of part of the territory [8]. The most affected as a result of the russian aggression were the enterprises working in the market of construction and repair works. As of April 1, 2023, 20% of the registered unemployed were previously employed in trade, 16% in processing industry, 15% in agriculture, and 13% in public administration [8].

All this and much more (the list of factors that had a negative impact on the level of economic development of the state is not exhaustive), which are the terrible consequences of the russian-Ukrainian war, had a significant negative impact on the activities of domestic business and the system of higher education institutions. As a result, in the post-war period during the recovery of the country, it is predicted that risks will arise for the functioning of all elements of the socio-economic system, which include, in particular, the following:

- insufficiently high level of knowledge of graduates of higher education institutions;
- shortage of qualified personnel;
- certain difficulties in obtaining financing for recovery and adaptation to new conditions;
- increased competition;
- low level of solvency of the population, etc. [9].

The material base of many HEIs was significantly damaged as a result of military operations. As of September 2023, as a result of bombing and shelling, 5 higher education institutions were destroyed and 88 were damaged — these data are given in the scientific and analytical report "Higher education of Ukraine under martial law and post-war reconstruction: challenges and responses" [10]. Destruction and destruction of buildings, damage to infrastructure and loss of equipment created critical conditions for the normal functioning of higher education institutions.

A significant number of students and teachers were forced to leave their places of residence due to hostilities. According to the data of the World Bank [11] from May 3 to 10, 2022, 665,000 students and school pupils (16% of the total number) and 25,000 workers in the education sector (6% of the total number) left Ukraine from under russian aggression. Relocation and evacuation led to a decrease in the number of students, which negatively affects the financial condition of institutions. The lack of funds from contract training and the reduction of state funding complicates the situation.

According to [12—14] in 2022—2023, the amount of state expenditures on education was smaller compared to 2021 (63,837.1 million UAH in 2021, 58,508.1 million UAH in 2022, 60,452.2 million UAH in 2023) and uncertainty with international grants and support have become significant challenges for the economic security of the HEIs system.

For the period from February 2022 to January 2024, direct losses of educational institutions amount to 6.8 billion dollars. USA, 380 institutions were damaged or destroyed, another 3,429 were damaged (the losses of educational institutions ranked sixth and amounted to 6.8 billion US dollars) [15]. These data significantly correlate with the data on damage to the infrastructure as a result of the actions of the aggressor country, such as: the amount of direct damage to residential and non-residential real estate, other infrastructure, vehicles and merchandise stocks exceeded 157 billion dollars. USA (at replacement cost), and testify to increasing threats to the economic security of Ukraine's higher education institutions system.

With regard to the regional dimension, according to the report on direct damage to infrastructure from the destruction caused by russia's military aggression against

Ukraine, as of the beginning of 2024 [15], these damages were unevenly distributed in the regional dimension. So, 10 regions account for almost 95% of direct losses: Donetsk region (37.4 billion US dollars), Kharkiv region (30.2), Luhansk region (17.1), Zaporizhzhya region (14.8), Kherson region (12.3), Kyiv without the city of Kyiv (11.2), Mykolaiv (7.9), Chernihiv (5.8), Sumy (3.4), Dnipropetrovsk (3.4 billion US dollars). The rest of the regions and the city of Kyiv account for a total of 5% of direct losses, which amounts to 8.3 billion dollars USA at the regional level.

According to Operational Data Portal of the UN Refugee Agency, in Ukraine [16] russia's armed aggression and temporary occupation of part of the Ukrainian territory led to the deepening of the demographic crisis. This is manifested in a significant decrease in the birth rate, an increase in the death rate among the military and civilians (including children), the multi-million internal displacement of residents and the forced emigration abroad of more than 6.6 million of the population of Ukraine. According to the Ministry of Social Policy of Ukraine [17] the number of officially registered internally displaced persons in the country is 4.9 million people, and according to the assessment of the "Strategy of Demographic Development of Ukraine for the period until 2040" of the Ministry of Social Policy of Ukraine [18, p. 31] the population of Ukraine within 1991 as of January 1, 2022 was 42.0 million people, and as of August 2023 — 36.3 million people, of which 31.5 million people live in the territories controlled by the Ukrainian authorities.

According to [18, pp. 31, 46, 52—53, 55—56] in January 2024 compared to November 2022 and May 2023, the main barriers to the return of Ukrainian refugees are: deterioration of the economic and security situation, destroyed or damaged housing, economic motives, assimilation in host country, desire to live abroad.

Before the start of russia's full-scale war against Ukraine, the system of financing public and private higher education institutions was in a state of crisis; there was a discrepancy between the main quantitative parameters of the sector and the number of existing and potential higher education applicants; there was a lack of progress in reforming the management system of state and private higher education institutions and an insufficiently high level of international integration. The situation in which higher education in Ukraine found itself after February 24, 2022 was completely different from all previous experience.

In this context, it is appropriate to note that there is a close relationship and interdependence between the categories of "economic security", "factors", "challenges", "danger", "economic danger", "threat", "risk" in the context of ensuring the economic security of the system of higher education institutions [5; 19].

Given the characterization of challenges as one of the forms of factors, which they acquire in the event of negative changes in the external and internal environment and contribute to the generation of danger, the derivative of which is a threat, which, in turn, receives a manifestation in the form of risks, which, in turn, are considered in the quality of detailing threats and can lead to an increase in the amount of losses in the socio-

economic sphere of the state as a result of the negative influence of factors of the external and internal environment [5].

Taking into account the relationship of such categories as "challenges", "security", "danger", "economic danger", "threat", "risk", threats generally form the main threat to the functioning of the system of higher education institutions, which is generated by the influence of external and internal factors environment and represents insufficient compliance of the level of training of specialists with higher education to the needs of the economy, the requirements of the labor market and employers. Thus, it is considered appropriate to define and form systemic forms of threats to the economic security of the higher education system. After all, under the condition of improving the quality of higher education, there will be a reduction of threats to the functioning of the higher education system, the need for highly qualified personnel, an increase in the level of its economic security and a synergistic effect of the development of the economy will be ensured [5; 19].

According to [20], Russia's military aggression against Ukraine has become a threat to the existence of our state, its sovereignty and unity. The main challenges for the field of education in general and higher education in particular are as follows:

1. Threat to the life and health of participants in the educational process and limiting access to basic human needs.

2. Large-scale destruction of the educational infrastructure: damage to the premises of educational institutions, the educational material and technical base, and the educational and production bases of practice.

3. Forced large-scale displacement of participants in the educational process within Ukraine and abroad, which caused significant losses of the contingent of education seekers, pedagogic and teaching staff.

4. Exacerbation of the problem of ensuring access to education for Ukrainian schoolchildren and students, violation of the continuity of the educational process.

5. Loss of managerial educational control in the territories that have come under temporary occupation or are in the zone of active hostilities. Forcible reorientation of Ukrainian education seekers to Russian curricula, textbooks and forced transition to the Russian language of instruction.

6. Reduction of state and local budget expenditures on education.

7. Ensuring the development of private education at the levels of preschool, general secondary and out-of-school education.

## CONCLUSIONS

Taking into account the above, it is considered appropriate to state that in modern conditions it is important to develop measures to increase the level of economic security of the higher education system as a result of using a comprehensive approach to analyzing the current state of higher education development with an assessment of the short— and long-term effects of the war.

Considering the significant destructive consequences in all spheres and in particular higher education, huge losses for the Ukrainian economy, irreparable loss of human lives, the role of higher education institutions is significant — they are the basis for capitalizing the intellectual potential of the nation in the post-war period and a source of replenishment of highly qualified personnel in the post-war period restoration of the economy of Ukraine in order to ensure its future prosperity [7].

It is also appropriate to ensure the adaptation of the educational system to the realities of today, in particular in the case of the introduction of innovative methods of teaching and management and the corresponding expansion of cooperation with leading institutions of higher education with the formation of a strategy to ensure the economic security of the system of higher education institutions of Ukraine in the socio-humanitarian dimension, which in general constitutes prospects further investigations on the subject of the study.

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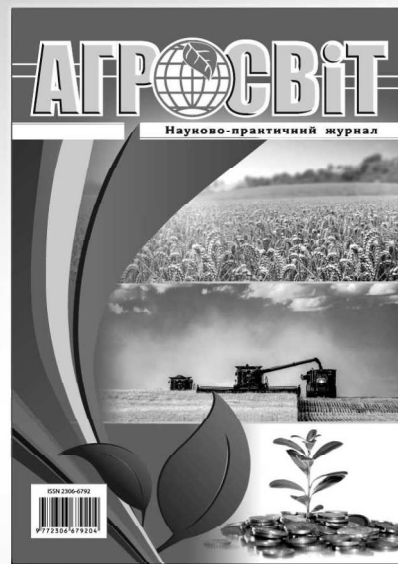
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