

Nataliia Bakhmat ¹
Tatiana Voropayeva
Vadym Artamoshchenko
Serhii Kubitskyi
Gennadii Ivanov

Article info:

Received 22.12.2021.

Accepted 09.10.2022.

UDC – 005.6

DOI – 10.24874/IJQR16.04-10



QUALITY MANAGEMENT IN HIGHER EDUCATION IN TERMS OF SUSTAINABLE DEVELOPMENT

Abstract: *The objective of article is to develop recommendations for quality management in the education system in terms of sustainable development with the application of ethical principles and European standards. The analysis and synthesis of reports of international organizations allow determining the competitive quality of higher education in Ukraine and show its current state compared to other countries. The article highlights the main problems of education quality management, divided into two sources: regulation issues and issues of education organization within the institution of higher education. The study of international literature and approaches to improving higher education highlights the main conceptual ambushes of enhancing the quality of education, which can become the basis for domestic standardization of higher education quality. The practical significance of the research lies in the possibility of integrating the proposed recommendations into the organization of educational services by higher education institutions to improve quality standards.*

Keywords: *Sustainable Development, Quality Standards, Higher Education in Ukraine, Institution of Higher Education*

1. Introduction

Today, the opinion of higher education quality standards, rooted since the days of the Soviet Union, has almost completely lost its value in society (Ukrainian Institute of the Future, 2017). Despite this, Ukrainian school graduates will still get higher education, even knowing that it is not a guarantee of successful employment. According to the Ukrainian Institute of the Future (2017), 53% of graduates do not work in their specialty. If we evaluate the education quality by employers, the lack of practical professional skills is noted by 61% of companies. A significant problem for all graduates, employers consider the inconsistency of theoretical knowledge and practice,

unprepared to work in real business (Ukrainian Institute of the Future, 2017).

An insufficient knowledge level, which is challenging to implement in practice, leads students to emigration - the most prepared, talented, and ambitious young people decide to enter foreign universities. The tendency toward "educational emigration" is reinforced by easier conditions of admission to foreign universities and their aggressive policy in attracting Ukrainian youth to study. As a result, from 2008 to 2017, the number of Ukrainians who left for higher education abroad increased more than threefold - from 24 thousand to 79 thousand people (Ministry of Education and Science of Ukraine, 2021).

Thus, we can say that today there is no complete and consistent system of quality

¹ Corresponding author: Nataliia Bakhmat
Email: bahger.teacher@gmail.com

assurance of higher education, which complies with European standards, and most importantly, with the principles of sustainable development. Despite this, monitoring the higher education quality by the state is regularly carried out, which does not reveal the critical problem of managing the education quality. It's also confirmed by the Ministry of Science and Education report in Ukraine, which does not pay enough attention to the main problems of education.

At the same time, the students' and graduates' opinions analysis and critical scientific articles of practicing teachers and scientists show the existence of severe problems in the organization and higher education management in Ukraine. Therefore, these studies can become a theoretical basis for education improvement. They can also become the basis for developing the education quality system in Ukraine, which, with a sufficient level of stakeholders' will, can be implemented in practice, not just formally.

Certain problems form the practical and scientific value of the study.

The study aims to develop recommendations for higher education quality management in sustainable development based on European education standards.

2. Literature overview

The concept of sustainable development began to take shape in the 1970s. Its essence was to combine the economic, social, and environmental platforms for a balanced solution to the urgent problems of humanity and future generations. Understanding the education importance started in parallel with sustainable development principles formation. But the potential of education in the sustainable development of countries was documented in 2017 when UNESCO developed recommendations for using the potential of education to achieve each of the Sustainable Development Goals (Unesco Educational Sector, 2017).

Given fifty years of experience of normative regulation of education system development for sustainable development in Europe, in Ukraine, sustainable development was developed recently, in 2016. According to the document, education plays a vital role in sustainable development. To regulate the country's education system, seven tasks and 11 indicators were formed by the Ministry of Economic Development and Trade of Ukraine. In 2017, the results of sustainable development goals were presented, and the "Matrix of relationships between sustainable development goals" was created (Institute of Social and Economic Research). This document became a tool for strengthening the coordination and relationship between public policy and education policy.

Ukrainian sustainable development strategy aims to provide harmonious development of the country, which meets the national and global needs of the economy and society. In this context, quality education becomes a national priority and even a precondition for preserving state security, which is described in the National Doctrine of Education Development of Ukraine (2002).

According to the Berlin Declaration, adopted on September 19, 2003, the Ministers of Education of the countries participating in the Bologna Process ENQA developed "Quality Assurance Standards and Recommendations in Higher Education in the European Higher Education Area" (EQAR, 2015). This document became the basis for constructing internal and external evaluation systems and quality assurance of education and accreditation of European education quality assessment agencies. Ukraine adopted the Bologna education system in 2005, which made the prerequisites for a complete reform of the education system and the gradual adaptation of quality management standards to European standards.

The standards and guidelines primarily support the spirit of the "Graz Declaration of July 2003" (EUA, 2003) proclaimed by the European University Association, which

states that “the European quality assurance dimension aims to promote mutual trust and greater transparency within the diversity of national systems and subject areas. The document recognizes the primacy of national higher education systems, the educational institution's autonomy importance, assurance quality agencies, and the specific requirements of different academic disciplines. It is also essential to understand that according to the principle of institutional freedom, the primary responsibility for quality assurance in higher education rests with each institution. It forms the basis for the authenticity of academic accountability within the national quality assurance system.

The European experience in higher education quality management highlights the following ethical foundations stated in the document “Ethical conduct of participants in the educational process.” The main ethical rules of quality higher education are honesty, truth, transparency, respect, trust, accountability, fairness, equality, democratic governance, striving for improvement, institutional autonomy, and international cooperation.

But although the European standards provide for the HEI autonomy and the possibility to implement their standards of quality higher education. So far, Ukraine has not created a regulatory document, which would show the criteria of quality higher education at the state level. Therefore, some universities in Ukraine develop it independently, while some rely on European standards. For example, the UNESCO document “Reform and Development of Higher Education” (1995) defines the criteria for the educational activities quality, including staff quality, students training, and infrastructure of educational institutions. The Bologna Declaration, in turn, defines the quality criteria of education as:

- training of specialists quality;
- strengthening of trust between the subjects of education;
- compliance with the European education market;

- mobility of HEI students and teachers;
- the compatibility of qualifications at the graduate and postgraduate stages of training;
- strengthening the competitiveness of the national education system.

Creating the concept of education quality management is quite debatable and in scientific circles. Among modern scientists who have investigated the issues of education as a tool for sustainable development, it is necessary to highlight Khmelevska (2018). In her study, the author showed the institutional component of education as the main subject of regulating the education quality in sustainable development. Education is seen as a social institution capable of uniting the past, present, and future, transferring knowledge, values, skills, and abilities from generation to generation. The success of this function depends on the education quality. Garashchuk & Kutsenko (2019) highlight the following components of the education quality:

- processes of functioning of educational systems quality;
- educational content quality;
- knowledge quality and ways of solving problems;
- teaching methods and technologies quality;
- conditions for ensuring the education quality;
- tangible and intangible resources quality;
- education management system quality;
- individual education quality;
- education quality assurance mechanisms (Garashchuk & Kutsenko, 2019).

Today, sustainability is a significant component of the national educational systems values in many developed countries. The academic literature (Wolff et al., 2017; Sachs, 2015) describes sustainability as a multifaceted, interdisciplinary phenomenon with economic, environmental, and social

dimensions. They relate to current global and local factors and past actions and perspectives. The sustainable development concept is considered both a worldview and a problem-solving method based on normative, ethical, and analytical theory, respectively (Sachs, 2015). Accordingly, higher education quality management within sustainable development should also be based on a normative and ethical framework and an analytical theory.

To assess the HE quality management in sustainable development, the European higher education quality standards were studied. Furthermore, to analyze the current state of quality management of higher education in Ukraine, a study of statistical information of the State Statistics Service of Ukraine, the development of higher education strategy in Ukraine until 2020 and 2030 was conducted.

3. Research methodology

The Ministry of Education of Ukraine controls the evaluation of higher education, and therefore this body publishes information on the results of its research. These studies show the results of social surveys, which are conducted to study public opinion on higher education quality. In addition to the studies of the Ministry of Science and Education, Razumkov Center's surveys studied: "Education and pandemic: what Ukrainians think about distance learning and how they assess ZEN" (Razumkov Center, 2020), the Ukrainian Institute of the Future studied "The State of Education in Ukraine" (2017). The analysis and systematization of the initial data on the results of the surveys allow us to conclude the quality management of higher education. Statistical analysis is carried out by horizontal analysis, comparative analysis, determination of average values. Furthermore, trend analysis allows forecasting the state of education in relatively stable development conditions. Thus, the following tasks will be set:

- conduct a literature critical analysis of education quality management and higher education management under sustainable development;
- using induction and synthesis to define the place of quality higher education in the sustainable development system;
- to systematize normative regulation of providing quality management standards in the higher education system;
- to analyze higher education quality current state in Ukraine by using statistical methods;
- based on the deductive method to suggest methods of improving the higher education quality management in sustainable development.

4. Research Results

4.1. Higher education in the international competitiveness rating

International research on higher education quality shows that Ukraine's higher education indicators are heterogeneous. On the one hand, by the quantitative indicator – higher education coverage – Ukraine is among the world's first 10-15 countries. On the other hand, mathematics and science education have relatively high indicators - Ukraine ranks no lower than 50th (see Table 1). In education quality management terms, Ukraine's place fluctuates around 100th (Zhiliaiev et al., 2015).

Unfortunately, the World Economic Forum has stopped reporting on higher education rankings - the last data were recorded in 2018. But indicators trend analysis by calculating the approximation coefficient (R^2) according to the data for three periods allows us to determine a pretty uniform dynamics of some indicators ($R^2 > 0.9$). It suggests a rapid decline in higher education quality, so there is a threat of further reduction in the education

quality if the state will not engage in its reform. It is also possible that the rating of the higher mathematical and natural schools will

decrease considerably. In turn, enrollment in higher education will continue to grow.

Table 1. Ranking positions of Ukraine by components of the Global Competitiveness Index

Indicator	2012	2015	2018	R2	2021*
Quality of education in general	62	72	56	0,14	x
State of higher education	51	40	35	0,96	26
Quality of management and business education	116	88	88	0,75	x
Quality of primary education	52	40	42	0,60	x
Quality of higher mathematics and science education	36	30	27	0,96	22
Coverage of tertiary education	7	13	16	0,96	21
Number of countries taking part in the experiment	142	144	137	0,48	x

Source: compiled by the authors based on Zhiliaiev et al. (2015); Schwab (2018) and own calculations

*Note: planned calculation for 2021 based on trend analysis

The problem's existence is confirmed by the results of the Skills component of the Global Competitiveness Report, which evaluates the degree of preparation of the current workforce in the country (Ministry of Education and Science of Ukraine, 2021). Ukraine ranks 44th in the skills component with an index of 69.9. The “skills” component includes several sub-components: the degree to which graduates possess the skills necessary for work. According to this indicator, Ukraine ranked 54th with an index of 54.5 (Schwab, 2019).

4.2. Higher education in the ranking of international student mobility

The international student mobility data also shows the low global ranking of the higher education system. Thus, according to Eurostat and Gosstat of Ukraine for 2012, Ukraine ranked 30th in the share of international students in the total number of

students of Ukrainian higher education institutions (HEIs) (Zhiliaiev et al., 2015). As of 2013/2014, about 59,000 international students were studying in Ukraine. With the outbreak of military conflict and Russian aggression in Ukraine in 2014, their number decreased. Still, in 2018 international students number increased to 54 thousand persons, or by 11.4% (Ministry of Education and Science of Ukraine, 2021). As of 2021, 67.3 thousand international students’ study in Ukraine, while higher education students’ total number is 1141 thousand (State Statistics Service of Ukraine, 2020). So, 5.9% of international students study at Ukrainian HEIs, concluding that the global mobility rating situation has improved.

Let us make a rating of TOP-30 countries with the highest international student mobility in 2020 according to OECD Data (2020) and State Statistics Service of Ukraine (2020) in Figure 1.

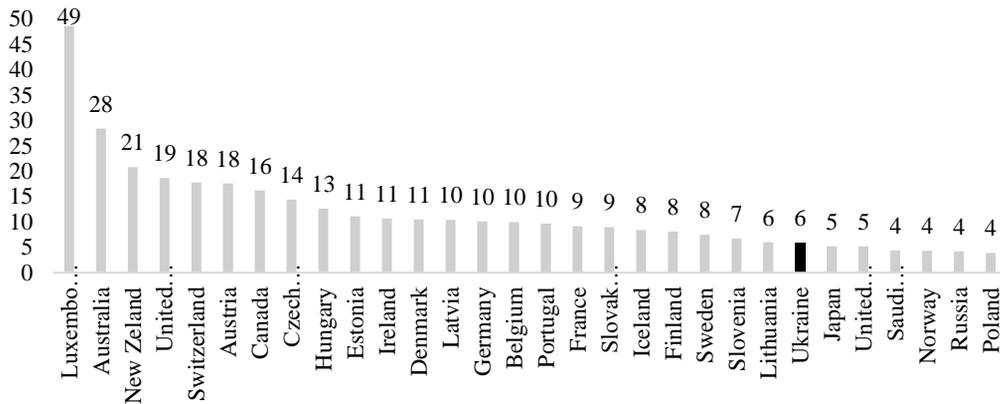


Figure 1. Top 30 countries with the highest international student mobility

Source: Compiled by the authors on the basis of the OECD (2020), State Statistics Service of Ukraine (2020) and their own calculations

According to the study, in 2020, Ukraine took 24th place in terms of international students at national universities. Among international students in Ukraine, natives of former Soviet republics prevail Turkmenistan, Azerbaijan, and natives of China, India, Nigeria, Iraq.

4.3. The satisfaction level with higher education in Ukraine

A nationwide survey (Ukrainian Institute of the Future, 2017) conducted in Ukraine indicates a low higher education quality assessment. Researchers were asked the students of public and private universities about the education quality. The results

showed that the average indicator of the education quality in state universities is significantly higher than the average indicator for private universities, as shown in Fig. 2.

But considering the fact that the education quality is quite a subjective perception, and this indicator is determined to a greater extent by the readiness to self-education, we can conclude that people who want to get a quality education have an equal opportunity to get it both in public and private universities. It is confirmed by the higher number of the highest grades in private higher education institutions (17.1%) compared to the public (15.8%).

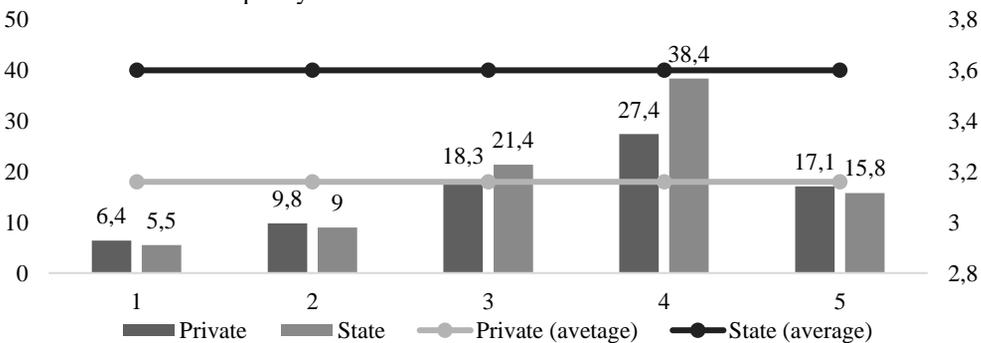


Figure 2. The education quality in private and public universities in Ukraine from 1 to 5 (5 is the maximum score)

Source: compiled by the authors on the basis of the Ukrainian Institute of the Future (2017)

4.4. The higher education system problem Assessment

The Ministry of Science and Education of Ukraine also assesses the issues of the education system. According to the results of the 2013 study, some problems of the

education system were highlighted, which are still relevant today, almost eight years later.

Among the higher education problems, respondents point to the lack of preparation for entering the labor market (Table 2).

Table 2. Main Problems of Higher Education, as Preceded by the Ministry of Education

Description of the problem	% respondents
Non-recognition of diplomas of Ukrainian universities in the world	40.9
Corruption among teachers	37.3
Discrepancy between the quality of education and the labor market	45.0
Discrepancy between the structure of education and the labor market	19.8
Low material and technical base	29.3
Low student culture level, lack of interest in education	28.5
Low educational level in Ukrainian higher education compared to other countries	23.9
Weak connection between the quality of teaching and the authority of teachers	21.0
Outdated textbooks and methods	9.6
Low professional level of teachers	10.8
Difficult to say	14.5
Insufficient level of independence in institutions of higher education	30.0
Lack of real student governance	0.5

Source: Zhiliaiev et al. (2015)

The listed problems can be conditionally divided into two components, higher education regulation issues and higher education organization issues. But, first, let us identify the main sources of the problems of state regulation of education quality.

1) State order for specialties that do not meet the market demand

The most significant number of applicants to universities, academies, and institutes in 2018 chose such fields of study as “Management and Administration” (34.7%), “Education and Pedagogy” (27%), “Information Technology” (21.1%). However, according to the results of the admission campaign of 2020, in the top 10 areas in which applicants have applied, only two are related to computer science and none of the natural, engineering, technological areas, which should form the basis of the development of the real sector of the country's economy. The reason is that students are no longer focused on the state order, and their choice of profession is evaluated in terms of

its market payback (Ministry of Education and Science of Ukraine, 2021).

2) Insufficient funding for education

Article 78 of the Law of Ukraine “On Education” stipulates that the state provides educational expenditures in the amount of not less than 7.0% of GDP at the expense of the state, local budgets, and other funding sources.

The share of spending on higher education (a percentage of the consolidated budget expenditures) decreased from 4.6% to 3.5% from 2015 to 2018. A percentage of GDP fell from 1.6% in 2015 to 1.2% in 2019. Such volumes correspond to 2016 levels of EU-OECD countries, but due to existing differences between higher education systems, a straightforward comparison is impossible.

The reduction of the state order for training specialists has particularly negative consequences for regional higher education institutions, which cannot count on a

significant inflow of applicants. In search of state places, students leave their region and move to a larger and more developed one, provoking internal migration of population and devastation of areas.

3) Insufficient level of teachers' salaries

The salaries of scientific and pedagogical staff at higher education institutions in Ukraine are much lower than in leading countries. In the 2017/2018 academic year, the annual salary of the most qualified staff - professors - in Ukraine was \$5.7 thousand. In the UK - \$116.7 thousand, in Germany - \$99.5 thousand; teachers (lecturers) in Ukraine - \$4.7 thousand, \$54.2 thousand in the UK, and \$58.8 thousand in Germany.

Let's evaluate the average salary of teachers and education specialists as of October 2021. The average teacher salary is 427 \$ per month, 82% of the average wage for all activities in Ukraine.

The problem of insufficient quality of education also lies in internal organizational processes.

1) Corruption

According to the survey, the problem of corruption in the educational process is the most actual. Unfortunately, the Ministry of Science and Education of Ukraine does not pay enough attention to the problem of corruption in its report. Still, students' scientific research and social surveys prove that the problem is quite huge (Fig.3).

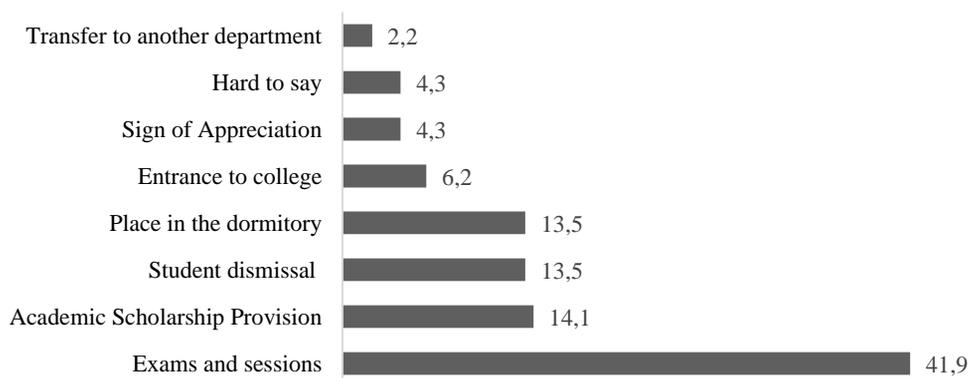


Figure 3. Respondents' answers regarding the area of corruption in HEIs

Source: compiled on the basis of Rozhanska & Wolf (2016)

The issue of corruption is the most common in exams and sessions. Corruption is also present when a student is granted a scholarship, expelled from an educational institution, or receives a dormitory. However, admission corruption in higher education is less pronounced (Rozhanska & Wolf, 2016). In particular, according to the Razumkov Center survey (2021), 60.4% of respondents believe that independent testing has reduced the level of corruption in admission to higher education institutions, with the changes in the regulation of the educational process in the western regions, whose graduates have

gained access to universities in the capital. 79% of respondents from the Ukrainian western parts believe that independent external testing solves the issue of corruption in admission.

2) Outdated Textbooks and Methodological Base

Today, practice shows that graduates of Ukrainian higher education institutions do not have enough practical skills, and their theoretical training is outdated because the learning process, which takes place in a standardized way in almost all educational

institutions, does not meet the current pace of economic development. As long as the textbook is approved as a methodological material, it becomes obsolete and loses practical value. According to the teachers of Kyiv National University of Culture and Arts (2016), students need to develop not the culture of memorizing basic facts, in particular dates, formulas, but the so-called “soft skills.” They include students’ personality traits, the application of which allows them to find answers to the questions asked using current sources of information (Aini & Fitria, 2021).

This problem becomes the root of another problem: the weak relationship between teaching quality and faculty credibility. Teachers who have practiced their teaching methods for years and do not develop them are ineffective because both the information and the techniques used to present it are outdated. The same situation is with rank-and-file teachers without high academic titles, who teach their subjects according to the developed methods of scientists with a lot of experience, but with a low level of progressiveness. These problems combine to cause educational emigration among the most talented young people. Moreover, those specialists produced by domestic universities do not meet the labor market requirements.

Thus, quality management of higher education is a collective activity, which requires joint efforts of both the state and higher education institutions. Therefore, the directions of development or improvement of quality management in higher education should be aimed at the work of the two responsible parties.

Among the most important measures to overcome the crisis in the Ukrainian higher education quality assurance system should be the creation of the national definition of quality based on the best European practices and the knowledge triangle. To date, a wide range of Ukrainian experts (Terziyan, 2013) cannot name either general requirements for the education quality or a generally accepted

definition of this concept that meets the current needs of Ukraine. Therefore, there is an urgent need to develop a model of the national system of values through a set of common properties that characterize the higher education quality. The model developed requirements to be disseminated at the national level and discussed. Ukrainian society must accept it, especially the academic part. The main prerequisites for its compliance with modern needs and trends are:

- abandonment of numerical statistical properties used now in favor of a set of properties that show the effectiveness of education through its actual impact on social and academic progress;
- the formation of quality indicators should be oriented to the world educational values: the creation of new knowledge, innovation and its transfer in a balanced interaction of the triangle of knowledge vertices;
- It is necessary to use the best international experience and practices: it will simplify and reduce the time of analysis and development and contribute to the internationalization of Ukrainian higher education.

5. Discussion

The issue of improving the quality management of education is quite debatable. But, at the same time, today there are enough proposals of scientists and practitioners who have their own opinion in solving this problem.

There are three “generations” of educational reform movements (Vasquez-Martinez et al., 2016) focused on:

- 1) reorganizing governance, finance, and access to education (these are predominantly reforms for financial reasons to reduce the burden on national budgets);

- 2) addressing issues affecting the quality and outcomes of educational processes (these reforms are designed for the competitiveness of economies and aim to produce human capital of superior quality with new competencies);
- 3) promoting social justice by improving social mobility and social equalization (the latest 21st-century reforms focused on improving the performance of educational institutions).

It is necessary to address the issue of insufficient funding in developing recommendations for the reorganization of governance of education. It is difficult for Ukraine to compete with highly developed countries in this context. If, for example, in the USA it costs 20 thousand dollars a year to educate one student, in Ukraine it is ten times less. Moreover, as noted in a report on higher education in the European Union presented by the European Commission, the underfunding of higher education institutions undermines their ability to attract the best talent among students and faculty (Bogolib, 2012).

The introduction of fundraising (fundraising), i.e., cooperation of higher education institutions with businesses, firms, powerful corporations, contributes to improving the financial condition of higher education institutions. They are:

- providing private structures with relevant services;
- the use of the latest brands of famous universities to improve their competitiveness;
- participation of higher educational institutions in research projects;
- consulting by leading representatives of universities to commercial institutions, etc. (Bogolib, 2012).

Many European institutions of higher education practice such interaction, so they offer their own and international students the

possibility of full or partial scholarships to cover education costs. At the same time, this solution solves the issue of equality in higher education. Furthermore, this approach will also help reduce educational emigration among Ukrainian students. It will help them get the education in demand on the market and, consequently, find a job more quickly.

In developing recommendations for the reorganization of the educational process in higher educational institutions, let us turn to the already developed recommendations of domestic scientists, teachers, and researchers.

In particular, Khmelevska (2018) believes that education quality standards should meet international standards ISO 9000 series. To this end, it is necessary to organize the educational process on five main principles.

Customer focus. Since higher education institutions depend on the consumer of their services, the training program must understand current and future needs, meet their requirements and exceed their expectations. It means that success is determined not by the opinion of institutions, regulators, or teachers about their work but by consumers' views on the educational service (Abidin, 2021).

The role of management in educational quality management. Managers achieve the purpose by shaping the organization's internal environment, aimed at all significant tasks. Improving coordination and integration involves the effective use of internal and external communication channels, practical forms, and innovative practices of cooperation at local, national, and international levels (Dhal, 2021).

Involvement of educators in the functioning of the education quality management system. The staff of all levels and categories are the organization's backbone, and their full participation in quality management ensures that everyone can make the best possible use of their abilities. All participants in the educational process must work toward the same goal, and at the same time, they must have sufficient freedom to create programs

that meet the student's individual needs. In this context, interdisciplinarity, which allows collaboration across disciplines and the integration of different disciplinary perspectives, theories, and methods, is necessary (UNESCO Education Sector, 2017). Maintaining a monodisciplinary approach risks giving recipients a “one-sided” view of a phenomenon, bypassing the complex reality. Serditova & Belotserkovsky (2020) believe interdisciplinarity is vital for higher education.

Process and system approach. If all resources and activities are managed as sequential actions, the desired result will be achieved more effectively. In particular, Smetansky (2012) considers the following practical items: changing the conditions of enrollment of applicants, gradual control over their education in universities, the introduction of state and public system of quality assessment of higher education. At the same time, it is necessary to provide quality monitoring at all levels of education.

Continuous improvement. Continuous improvement is a constant goal of higher education institutions in Ukraine. Still, at the moment, we can say that the existing methods of adaptive education are not enough (Michelsen & Wells, 2017). Therefore, higher education institutions should offer “action-oriented transformative pedagogy” (UNESCO Education Sector, 2017), which uses teaching and learning methods to consolidate sustainability competence through active learning. According to Serditova & Belotserkovsky (2020), along with traditional teaching methods, it is essential to practice online lessons, programs, and training that do not require regulatory approval but can significantly increase practical skills consistent with market expectations. Ibragimova (2021) believes that the basis for the active development of teaching methodology is interactive teacher-student interaction and the ability to provide information based on individual student needs creatively.

The issue of equality in higher education is quite relevant for many countries, not only for Ukraine. In particular, in the context of European countries, Palmisiano et al. (2021) showed that the developed countries of Northern Europe could solve the issue of higher education for all categories of the population, regardless of their level of financial security. In doing so, it is essential to ensure the possibility of state-funded education in the country's capital universities and allocate more state places to market-relevant professions at the regional level.

6. Conclusion

Analysis of legal regulation of quality management in the higher education system has shown that Ukraine does not have its concept of quality management of educational services. At the same time, according to European standards, universities in Ukraine can develop those principles, indicators, mechanisms, and methods of standardization, which would meet the peculiarities of the Ukrainian labor market and the needs of school graduates.

Analysis of the current state of quality management in the higher education system showed the following problems, which conditionally are divided into two groups: issues of state regulation and issues of education organization within higher education institutions.

The main problems of state regulation include the lack of funding. The strategy of formation of state funding does not meet the current demands of the labor market, which leads to the problem of choosing an unwanted profession due to the availability of free places. The low level of teacher salaries does not correspond to the European level or even the average wage in the country, which does not allow to organize a sufficient system of motivation of teachers. It is crucial to implement the issue of equality of opportunities for higher education through equal distribution of state places among

regional universities.

The main internal problems of higher education institutions include a high level of corruption, the use of outdated methodological bases and textbooks, the weak link between the authority of the teacher and the teaching quality.

All these problems cause educational migration of the most progressive school graduates and dissatisfaction with the labor market. Due to these circumstances, there is a need to form a model of the national system of higher education quality, which should meet the country's sustainable development.

Based on the country's long-term development, the central aspect of sustainable development is quality education, which must change its orientation to the market's needs rather than to the standards proposed by the regulator.

Within the structure of the educational institution, it is necessary to establish an effective system of communication at all levels between all stakeholders, use an interdisciplinary approach to education, and

organize a system of control over education at all stages of its acquisition, from entry-to-entry graduation of the student. In addition, the educational process should be adapted to market demands, so it should be flexible, creative, which implies autonomy of universities and a high level of technical and technological support.

Thus, we can conclude that the current state of quality management in the higher education system is not focused on the sustainable development of the country, but on the contrary, destabilizes the situation in the labor market. Therefore, the study's practical significance lies in implementing the proposed principles both within higher education institutions and on the part of the regulators.

The field for further research is to study the limits of flexibility and autonomy of HEIs, which will allow improving the education quality and at the same time meet the standards of education established in the state.

References:

- Abidin, M. (2021). Stakeholders Evaluation on Educational Quality of Higher Education. *International Journal of Instruction*, 14(3), 287-308. <https://doi.org/10.29333/iji.2021.14317a>
- Aini, M., & Fitria, R. (2021). Character Education Management in Improving Education Quality in State Senior High School. *Journal of Islamic Education Students*, 1(2). <https://doi.org/10.31958/jies.v1i2.2972>
- Analysis of state strategic documents to take into account the Sustainable Development Goals for 2030 adapted to Ukraine: Analytical report. (2017). *Institute of Socio-Economic Research*, p.43.
- Bogolib, T. (2012). University competition: world experience and Ukrainian realities. *Bulletin of the NAS of Ukraine*, 10, 31-41.
- Dhal, A. (2021). Quality Management in Education. *SSRN*. Retrieved from <https://ssrn.com/abstract=3726921>. <http://dx.doi.org/10.2139/ssrn.3726921>.
- Education and the pandemic: what Ukrainians think about distance learning and how they evaluate external evaluation (2020). *Razumkov Center*. Retrieved from <https://razumkov.org.ua/napriamky/sotsiologichni-doslidzhennia/osvita-i-pandemiia-shcho-ukraintsi-dumaiut-pro-dystantsiine-navchannia-ta-iak-otsiniuiut-zno>

- Education for Sustainable Development Goals: Learning Objectives (2017). *UNESCO Education Sector*. Retrieved from <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>
- Education of Ukraine (2002). National Doctrine of Education Development of Ukraine, 33.
- Garashchuk, O., & Kutsenko, V. (2019). Quality education is a tool for sustainable development (foreign experience and Ukrainian realities). *Scientific Bulletin of Uzhhorod National University*, 23 (1), 49-55.
- Graz Declaration 2003 Forward from Berlin: The Role of the Universities (2003). *EUA*. Retrieved from <https://eua.eu/resources/publications/638:graz-declaration-2003.html>
- Higher education in 2020 (2020). *State Statistics Service of Ukraine*. Retrieved from http://www.ukrstat.gov.ua/operativ/operativ2020/m&w/v_osvita.htm
- Ibragimova, S. (2021). Interactive education is a guarantee of education quality. *ACADEMICIA An International Multidisciplinary Research Journal*, 11(6), 52-56. doi: <https://doi.org/10.5958/2249-7137.2021.01563.9>
- International student mobility (2020). *OECD*. URL: <https://data.oecd.org/students/international-student-mobility.htm>
- Khmelevska, O. (2018). Education for sustainable development: content and institutions. *Demography and Social Economy*, 1(32), 29-42. doi: <https://doi.org/10.15407/dse2018.01.029>
- Michelsen, G., Wells, P. (2017). A Decade of Progress on Education for Sustainable Development: Reflections from the UNESCO Chairs Programme. *UNESCO*. Retrieved from <http://unesdoc.unesco.org/images/0025/002523/252319e.pdf>
- Palmisiano, F., Biagi, F., Peragine, V. (2021). Inequality of Opportunity in Tertiary Education: Evidence from Europe. *Research in higher education (Online)*. doi: <https://doi.org/10.1007/s11162-021-09658-4>
- Rozhanska, N., Wolf, O. (2016). Corruption in higher education: a comparative analysis of social perceptions of students and teachers of universities in the South of Ukraine. *Scientific Bulletin of the Nikolaev National University named after VO Sukhomlinsky. Psychological sciences: collection of scientific works*, 1(16), 171-176.
- Sachs, J. (2015). *The Age of Sustainable Development*. Colombia University Press.
- Schwab, K. (2018). *The Global Competitiveness Report*. *World Economic Forum*. Retrieved from <https://www3.weforum.org/docs/GCR2018/05FullReport/TheGlobalCompetitivenessReport2018.pdf>
- Schwab, K. (2019). *The Global Competitiveness Report*. *World Economic Forum*. Retrieved from https://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf
- Serditova, N., & Belotserkovsky, V. (2020). Education, Quality and the Digital Transformation. *Higher Education in Russia*, 29(4), 9-15. doi: <https://doi.org/10.31992/0869-3617-2020-29-4-9-15>
- Smetansky, M. (2012). Some aspects of improving the quality of higher education in Ukraine. *Higher education in Ukraine: "Integration of higher education in Ukraine to the European space"*, 1, 18-24.
- Standards and Guidelines for Quality Assurance in the European Higher Education Area. (2015). *EQAR*. URL: <https://www.eqar.eu/kb/esg/>

- Strategy for reforming higher education in Ukraine for 2021- 2030. (2021) *Ministry of Education and Science of Ukraine*, 37. Retrieved from <https://mon.gov.ua/storage/app/media/rizne/2020/09/25/rozvitku-vishchoi-osviti-v-ukraini-02-10-2020.pdf>
- Sustainable Development Goals: Ukraine - National Report. (2017). *Ministry of Economic Development and Trade of Ukraine*, 174. Retrieved from https://www1.undp.org/content/dam/ukraine/docs/SDGreports/SDG%20leaflet%20ukr_F.pdf
- Terziyan, V. (2013). The concept of quality assurance in higher education in Ukraine. *Kharkiv National University of Radio Electronics*. Retrieved from https://openarchive.nure.ua/bitstream/document/3430/1/QA%20Concept%20for%20HE%20of%20Ukraine%2026_06_13.pdf
- The state of education in Ukraine: a sociological survey (2017). *Ukrainian Institute of the Future*. URL: <https://uifuture.org/publications/23782-stan-osviti-v-ukraini-sociologicne-doslidzenna/>
- University as a platform for success (2016). *Kyiv National University of Culture and Arts*. Retrieved from <http://knukim.edu.ua/universitet-yak-platforma-uspishnosti/>
- Vasquez-Martinez, C., Gonzalez-Gonzalez, F., Cardona-Toro, J. G., Díaz-Renteria, M. G., Alvarez, M. I., ..., Alvarez, M. (2016). Educational Reform from the Perspective of the Student. *Education Provision to Every One: Comparing Perspectives from Around the World. BCES Conference Books, 14* (1), 157-162.
- Wolff, L.-A., Sjoblom, P., Hofman-Bergholm, M., & Palmberg, I. (2017). High Performance Education Fails in Sustainability? – A Reflection on Finnish Primary Teacher Education. *Education Sciences*, 7, 22. doi: <https://doi.org/10.3390/educsci7010032>
- Zhiliaiev, V., Kalashnikova, S., Kovtunets, V. and others (2015). Strategy for reforming higher education in Ukraine until 2020. *Ministry of Education and Science of Ukraine*, 37. Retrieved from <https://mon.gov.ua/storage/app/media/gromadske-obgovorennya/2016/18-strategiya-reformuvannya-vishhoi-osviti-20.doc>

Nataliia Bakhmat

Kamianets-Podilskyi Ivan
Ohiienko National University,
Kamianets-Podilskyi,
Ukraine
bahger.teacher@gmail.com
ORCID 0000-0001-6248-8468

Tatiana Voropayeva

Taras Shevchenko National
University of Kyiv,
Kyiv,
Ukraine
voropayeva-tania@ukr.net
ORCID 0000-0001-8388-7169

Vadym Artamoshchenko

National Defence University of
Ukraine named after Ivan
Cherniakhovskiy,
Kyiv,
Ukraine
artvadim1971@gmail.com
ORCID 0000-0002-7734-4210

Serhii Kubitskyi

National University of Life and
Environmental Sciences of
Ukraine,
Kyiv,
Ukraine
kubitskiy@ukr.net
ORCID 0000-0002-7691-8606

Gennadii Ivanov

Mykolayiv National Agrarian
University,
Mykolayiv,
Ukraine
Ivanovgo0708@gmail.com
ORCID 0000-0001-7919-4124
