
Education as a Tool for Stabilising the Socio-Economic Situation in Ukraine: Problems, Prospects

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Abstract. *The impact of education on society and the economy is manifested in the reproduction and improvement of: human resources, social capital, personnel, professional and qualification potential of enterprises; motivations and incentives for human development, economic activities, productive employment; standards, benchmarks, priorities of economic and non-economic activities; creative (knowledge and rent generating) potential of social technological support. The purposes of the article are: to determine the features of effective balanced satisfaction of the educational needs of the population and economy, which results in the resilience, sustainable development of the state and society; to identify the shortcomings of modern management approaches to the processes organisation for meeting educational needs and staffing in Ukraine; to justify relevant guidelines and priorities for the educational system and macroeconomic development. The methods of research include: analysis and generalisation of literary sources on the problems of organisation and prospects of improvement of education, social activities of personnel provision for the Ukrainian economy, reproduction and optimisation of professional, qualification and innovation potential; comparison of regularities and problems of the educational system functioning as a progressive stimulus and component of the Ukrainian economy, which allows to synthesise and systematise the urgent priorities for activation of the potentials of education itself and the workforce in order to provide the state resilience and sustainable development in the complex internal and macro-regional realities of today. The role of education as a social institution, an individual and collective resource that creates an environment and provides opportunities to achieve acceptable competitiveness criteria for a range of subjects at micro-, meso- and macro-competitive levels, is constantly increasing in the globalised world. At the same time, the principles and priorities of the reproduction and use of human resources and the labour force itself, the systemic processes of normalisation and deregulation of various aspects of the functioning of the labour sphere, the formation and implementation of social capital, the coordination of administrative and market levers of relevant practices and measures, the sequence of their guidelines have a powerful impact on: the content of comprehensive and professional education recognised as socially necessary (i.e., provided to the average consumer through services of legally recognised basic quality); the quality of material, technical and personnel support of the education system; directions of its modernisation. Fulfilment of the conditions and measures for ensuring compliance of the systems of education and employment organisation with the dynamic requirements of the scientific and technological progress, implementation of their prognostic functions to meet the prospective needs of the economy in personnel requires the participation of a wide range of public institutions and subjects of legislative regulation, macroeconomic and branch administration, provision of services for education, career guidance, personnel selection, employment, certification, material and technical support of various educational and qualification processes.*

Keywords: *educational needs, education system, workforce, professional and qualification potential, staffing, Ukraine's socio-economic policy.*

JEL Classification: E20, E61, H52, I28, J24

1 Introduction

While being formed as a social institute in response to the needs of accumulation and preservation of the sum of knowledge, reproduction of professional and qualification potential, fulfilment of a number of functions for stimulation of economic activity of the population at the request of both communities and individual job seekers, education strengthens the multivectoral influence on other social institutes, viability (resilience) and sustainable progress of states and their economies in the conditions of global dissemination of neo- and post-industrial technological modes.

The impact of a set of parameters reflecting the quality and effectiveness of meeting the educational needs of individuals, communities and the economy is most generally manifested in activities related to reproduction and improvement:

- Human resources, human and social capital, human, professional and qualification potential of enterprises and non-economic spheres of life;

- the content and hierarchy of motivations and incentives for human development, economic activity, productive employment, as well as standards, guidelines, priorities of economic and non-economic activities, which, functioning in individual and collective practices and strategies, together determine the parameters of quality and development of the labour and non-working environment, innovation processes, and the macro-social system as a whole;

- creative (knowledge- and rent-generating) potential of technological support of social institutions built on the coexistence and interaction of industrial, neo- and post-industrial technological modes in the modern globalised world.

An equally important component of the impact of the education system on society and the economy is the consistent increase in the role of its components and business entities of various forms of ownership in the creation of gross product and added value.

2 Methodological Approaches to the Research of the Role of Education in Socio-Economic Development

The problems of organisation and prospects for improving the institution of education, including social activities to meet the educational needs of the population and the economy, staffing in Ukraine, reproduction and optimisation of the professional, qualification and innovation potential of society, are covered in the works, in particular:

- the role of vocational education (higher, vocational and technical) in improving the indicators of socio-economic development, constructive transformation of production and

other spheres of life is outlined (Matiuk T. V., 2013; Lebeda T. B., 2014; Tsyhaniuk D. L., Tsyruyk S. V., 2019; Mazur Yu. V., Palii S. A., 2022) and also the negative impact of socio-economic factors on the development of the education system, promotion and stimulation of employment (Vitrenko Yu., Vorona V., Kiriienko D., Kovtunets V., Melnyk S., Musiienko O., 2017; Bolshaia O., 2021);

- the institutional capacity of the vocational education system as a factor in optimising management decisions is studied (Soboliev V. M., Sobolieva M. V., 2021), the results of the functioning of vocational education institutions, the education system as a whole, and research and development activities as subjects of the market economy are assessed (Vitrenko Yu. M., 2019; Iastremskyi O. I. 2019);

- generalised approaches to the use of the productive potential of economic, as well as open and non-formal vocational education Akhnovska I. O., 2019; Honcharova N., Kamenieva I., Patrykeieva O., 2019).

Acquaintance with the thematic papers proves the necessity of further elaboration of the shortcomings of the social process managing to meet the educational needs of the population and economy, to reproduce the professional, qualification and personnel potential of Ukraine, to provide it with a workforce that will result in the quantitative and qualitative parameters of labour resources and innovative processes, and also in the increasing sustainability, competitiveness, resilience and post-industrial modernisation of the national business complex, economic and extra-economic spheres of society's functioning in general.

Therefore, the purposes of the article are: to determine the features of effective balanced satisfaction of the educational needs of the population and economy, which results in the resilience, sustainable progress of the state and society; to identify the shortcomings of modern management approaches to the processes organization for meeting educational needs and staffing in Ukraine; to substantiate relevant guidelines and priorities for the educational system and macroeconomic development.

3 Principles and Priorities of Using the Systemic Productive Potential of Education in the Globalised World and Ukraine

Neo- and post-industrial forms of economy are spreading rapidly throughout the world, simultaneously increasing the role of human resources, labour, skills and abilities of individual workers and teams of workers in economic and

production processes themselves, intensifying the spectrum of communication (including cross-border logistics), globalising the social practice of the totality of household, labour and social activities of compact human communities (up to the level of separate state entities and their political associations). Hence, it's fully justified to consistently strengthen the role of education as a social institution, as an individual and collective resource that creates an environment and provides opportunities for achieving the competitiveness criteria of the spectrum of subjects at the micro-, meso- and macro-competitive levels desired in the given conditions.

At the same time, the principles and priorities of reproduction and use of human resources and labour force itself, systemic processes of normalisation and deregulation of various functional aspects of the spheres of employment, human and social capital formation and realisation, coordination of administrative and market regulation levers for relevant practices and targeted measures. The sequence of their long-term guidelines serve as a basis for the formation of the comprehensive and professional educational content recognised as socially necessary (i.e., such education must be provided to the average consumer through services of standardised basic quality), as well as for the material, technical and personnel support of the educational system itself, directions for its modernisation. In the whole social dimension, in the functioning of educational institutions, in the provision and stimulation of employment, the public recognition of the quality of educational services is an integral part of the activities for the transmission and improvement of the level and quality of life, i.e., a factor that (together with the systematic national policy of innovative modernisation, economic diversification, social solidarity, including through measures of social provision) exerts a powerful inverse influence on the rates of sustainable competitive development of countries, their political and economic macro-regional unions.

Scientific and technical progress, which accelerates in the periods of changes in innovation cycles and productive technological modes, causes a constant updating of the amount of scientific knowledge concerning the foundations, philosophy, principles, methodology, technologies of all economic and other spheres of life of human communities. Enterprises, public institutions that develop and commercialise or master these innovations as pioneers, as a result, become the first to receive various types of rents until the time of innovations mass dissemination and transformation

of the costs of implementation of the relevant methodological, technical and technological achievements into socially normal, i.e. inherent in the economy in general.

Thus, the competitiveness on the labour market of both students of vocational education and workers and specialists of various qualifications directly depends on the level of modernity of the comprehensive and professional education they have received, which is ensured by the consistent updating of the content, methodology, technological base, methods of teaching professional knowledge, relevant educational disciplines, their materials, programmes, practices, etc., including the level of qualifications and competences of the scientific and pedagogical staff in the spectrum of vocational education institutions (institutions of vocational guidance, professional diagnostics, vocational training, retraining and advanced training). At the same time, saturation of educational cycles and programmes with the latest knowledge, means for its transmission and assimilation is not a sufficient condition for increasing the competitiveness of pupils, students and graduates; it should be complemented by strengthening the focus on practical application of knowledge, assimilation of abilities, skills, competences within the framework of seminars, laboratory classes, industrial practices, etc.

Fulfilment of conditions and measures to ensure socially acceptable quality of satisfaction of educational needs, as well as compliance of education and employment organisation systems with the dynamic requirements of scientific and technical progress, implementation of their prognostic functions in modelling and creation of prerequisites for the perspective economy filling requires participation of a wide range of public institutions and subjects of legislative regulation, macroeconomic and branch administration, provision of a spectrum of services of education, career guidance, personnel selection, employment, attestation, material and technical support of various educational and qualification processes, etc.

In general, it covers the complex process of meeting the personnel, educational, professional and qualification needs of the Ukrainian economy:

– stimulation of the natural reproduction of the population through measures to: legislate and ensure socially acceptable standards and quality of life, socially recognised characteristics of the safety of the living environment (its domestic, labour and environmental components); social protection, including inclusion of vulnerable groups; and promote productive labour migration (in both pendulous and permanent forms);

- reproduction and improvement of the comprehensive educational, professional and qualification potential of the population in the spectrum of pre-school, school, out-of-school, vocational (vocational-technical, higher) and postgraduate education institutions, in particular through the definition and implementation of benchmarks and plans for targeted training within the segments of the state and regional order;

- promotion of vocational guidance, self-education, professional development of the population, activation of its initiatives in the areas of employment, entrepreneurship, labour mobility, including through the implementation of current and future state and territorial priorities for specialisation, diversification, clustering, and economic modernisation;

- encouraging employers, social dialogue institutions and civil society (by legislative, administrative, fiscal, marketing, social advertising means) to reproduce, implement and improve the educational needs, professional and qualification potential, labour mobility (in career; within the framework of programmes and individual measures for retraining, dual education, acquisition of another profession, major, specialisation; its territorial form) of older pre-working and working people, and also the economically active population among pensioners and disabled people.

4 Features and Challenges of Meeting the Educational Needs of the Population and Economy of Ukraine

The task of meeting the educational needs of the population and economy, providing Ukraine with personnel, and improving its professional and qualification potential is a complex one. It requires effective forecasting, planning, and organising of activities, and it reveals the contradiction between the declared desire to increase the competitiveness of business practices and the entire working population through innovative modernisation, diversification, and full use of the intellectual, knowledge, and rent-generating potential of human resources, on the one hand, and appropriate management approaches (in particular, in the processes of: reforming the organisational bases of the general and vocational education system; forecasting the demand for specialists and workers on the labour market; modernising the list of subjects for applicants and students of higher and vocational education; implementing legislative changes to improve the national qualification system in accordance with the urgent needs of the labour market), on the other.

Among the ambiguous trends that are most relevant in the context of long-term prospects for meeting the educational needs of society and the average individual, as well as the human resources needs of the Ukrainian economy, are the following: further progress in ensuring the autonomy and self-management of higher and vocational education institutions, expanding their financial base by meeting the needs of both individual consumers of educational services and corporate clients.

The direct consequence of such a development strategy for the national vocational education system (both its higher and vocational components), with a significant emphasis on dynamic changes in the supply of educational services in response to the rapidly changing conjuncture of their market demand (especially against the background of the significant property stratification and impoverishment of the population), is a high probability of a series of threats to the reproduction of the national professional and qualification potential. The prospective implementation of measures to increase the competitiveness of the economy and its territorial subsystems, no matter how broad, will inevitably lead to an increase in expenditure on programmes to improve human resources support for economic diversification processes and priorities. Given the current educational needs and demands of the population and hromadas, the large-scale autonomy of higher and professional pre-higher education institutions is now primarily focused on promoting:

- cheaper humanitarian education; educational services for professions and specialities in demand in the areas of public needs, management and administration, and business activities to meet individual needs of the population that go beyond the vital ones, including transit through international transport corridors;

- the focus of the Ministry of Education and Science of Ukraine on complicating the structure of the system of higher and professional higher education in order to balance social and individual educational needs and opportunities (including financial) in accordance with the benchmarks of a sustainable market post-industrial economy, which Ukraine is still far from achieving (especially given the relevance of planning and forecasting the labour market during martial law and post-war stabilisation, increasing the resilience and diversification of the national economy);

- attempts by state institutions: to reduce the importance of a long-term socio-economic strategy to improve the position of the collective national producer in the world markets of high-tech knowledge-intensive goods and services

(these conditions require the reproduction and improvement of professional qualification characteristics of the workforce for highly specialised links and complexes of material production); to move away from the practice of consistent planning and forecasting of state and regional orders for training in favour of systemic market influences (Ukraine is still classified as an unstable, corrupt transition economy, which distorts the assessment of training needs in order to achieve productive employment); levelling the role of the state, institutions and mechanisms of social protection in stimulating and implementing individual strategies of professional and social growth (significant property stratification and insufficient income of the general population will further increase the demand for cheaper and more popular humanitarian and service-oriented education).

In addition, numerous assessments of various aspects of Ukraine's competitiveness in the world over the past two decades have at least indicated a significant range of problems and difficulties in using the potential of the national education system to ensure socio-economic progress.

5 Competitiveness and Sustainability Criteria as Guidelines for Improving Education and Employment in Ukraine: Problems and Approaches to Their Implementation

The prospects for the development of macro-regional economic systems and their national components, the improvement of the quantitative and qualitative characteristics of the labour force (both competitiveness and productive mobility) for more than two decades have been reasonably associated with the formation of V and VI technological modes, accompanied by the branching of infrastructure, the increase in "knowledge economy" production, the large-scale spread of information technologies and knowledge-intensive industries. Against this background, the analysis of the peculiarities of Ukraine's socio-economic development testifies, first of all, to the preservation of the more resource-consuming and outdated III and IV technological modes, which, according to their basic characteristics, don't require innovation and don't have significant incentives for investment in human capital today, since the sources of growth in such conditions are formed mainly by the branches for the production of raw materials and semi-finished products, which actually determine the export structure.

The share of scientific and technical developments, goods and services in Ukraine's GDP and exports has been insignificant for a long

time. At the end of the 2000s, 6.5% of the total volume of sold industrial products had signs of innovation (this indicator in the EU was 60%, in Japan – 67%, in the USA – 78%) (Hrazhevskia N., 2008, pp. 59–61); in the mid-2010s, the share of national science-intensive products on the world market was less than 0.1%, compared to 36% in the USA, 30% in Japan, 17% in Germany and 6% in China. Generally, in the last-mentioned period innovations provided less than 5% of the economic growth in Ukraine in comparison with 2/3 – in the developed countries; therefore, due to the spread of new technologies the increase of the gross domestic product was ensured only for 0.7–1.0% (Fedorova Yu. V., 2016, p. 123; Lahutin H. V., 2015, pp. 99–100; Dubyk V. Ia., Osidach O. B., 2014, pp. 32–33, 36).

In the most stable pre-war and post-war years, especially in 2019, Ukraine ranked 46th out of 189 countries in the world in the index of education quality, 42nd out of 196 countries in the index of research activity, 85th out of 141 countries in the index of global competitiveness, and 88th out of 189 countries in the index of human development (Bolshaia O., 2021, p. 26). Despite the presence of a highly educated workforce, human capital accounted for only 34% of Ukraine's national wealth (this indicator for the countries of Europe and Central Asia averaged 62%), and labour productivity reached 22% of that of EU countries (Bolshaia O., 2021, pp. 28–29).

Meanwhile, the quality of general education as a characteristic of intellectual development, cognitive skills and self-fulfilment of future applicants to higher and vocational pre-higher education institutions has deteriorated noticeably, as confirmed, for example, by the international PISA study conducted by the Organisation for Economic Co-operation and Development, which tests the skills and knowledge of 15-year-old students (a population group which, in most countries of the world, at this age has completed incomplete secondary education and is faced with the choice of a profession and future life path).

According to the results of PISA-2023, only 58% of Ukrainian students reached the basic level in mathematics, 59% – the basic level in reading, 66% – the basic level in science (Apostrophe, 2023; Chytomo, 2023).

Only 32% of Ukrainian students reached level 3 and above on the PISA scale in mathematics (i.e. the indicators achieved by the largest proportion of 15-year-old students in OECD countries), 29% – in reading. The average score of 15-year-old Ukrainian students in mathematics was 441 out of 1000 (for comparison: Singapore – 575 points;

China – 547; Japan – 536; South Korea – 527; Estonia – 510 points) (Apostrophe, 2023). The average score in reading – a basic skill in the context of understanding, interpreting, comparing whole and multiple texts, summarising findings from different sources, evaluating the links between statements, themes, conclusions, strategies of presentation and credibility – was 428 points (compared to the scores of the countries chosen by the Ministry of Education and Science of Ukraine as reference countries): 511 points in Estonia, 489 points in Poland, 447 points in Slovakia); the average score in natural sciences is 450 (against 526 points in Estonia, 499 in Poland, 462 in Slovakia) (Chytomo, 2023). For example, in reading, Ukrainian schoolchildren showed a 38-point decline in their score compared to the 2018 results. According to PISA standards, Ukrainian schoolchildren currently lag behind OECD students by about 2.5 years in reading, and students from rural areas lag behind their peers from large cities by almost 5 years (Chytomo, 2023).

When studying the trends, features, and difficulties of meeting the educational needs of the population and economy of Ukraine, it is appropriate to note the stagnation of a number of unfavourable factors that are acutely relevant in the context of the immediate and long-term prospects for modernisation and diversification of the economic complex. Among them, in particular:

- deterioration of the level of intellectual self-realisation and cognitive abilities of students of national vocational education, which threatens their ability to master modern professional knowledge, skills and abilities;

- excessive situationalism of autonomous higher education and professional higher education institutions in determining their own specialisation and marketing strategies in the market of educational services;

- instability of management practices in identifying staffing needs within the state and regional segments of the training order;

- unsatisfactory justification of state policy priorities in the field of employment and job search promotion in the context of the urgent guidelines for modernisation and diversification of the national economy;

- the low level and efficiency of capitalisation and industrialisation of R&D results, which has been observed for decades;

- challenges and shortcomings of the national strategy and practice of productive realisation of the intellectual, professional and qualification potential of human resources, labour force, and the education system itself.

The combination of these unfavourable factors threatens the implementation of plans and programmes to support and revitalise Ukraine's economic, investment and innovation development, even against the background of their modest content and expectations for implementation in the realities of martial law and the post-war period of stabilisation of the socio-economic situation.

According to the results of the Ukraine Recovery Conference held in London in mid-2003, which presented the Recovery Plan for Ukraine discussed to date by the government, the international community and international partners, the programme measures are aimed at increasing added value in a number of competitive sectors, including in particular, in addition to agriculture and metallurgy (traditionally export-oriented in the last three decades), mechanical engineering, construction and building materials industry, furniture production and wood processing, IT industry (Ukraine Recovery Conference, 2023). The implementation period of this programme goes beyond the medium-term forecast and reaches 2032; among the competitiveness factors of national producers in the mentioned sectors, an important place is given to the educated, qualified, economically competitive workforce; among the problems and limitations – to the difficulties in the development of the technological base, low cluster diversification of relevant industries, insufficient investments.

Recently, the Ministry of Economy of Ukraine has repeatedly emphasized the viability and compliance with the established development priorities for the national economic complex, employment sphere and labour markets; therefore, these priorities should become guidelines for planning the demand for specialists and workers, profiling of higher and professional pre-higher educational institutions, scientific-intensive diversification and acceleration of innovative searches in clusters of specialisation branches.

According to the government, the programme measures for the implementation of the Ukrainian plan for the next four years envisage the development of key sectors (energy, green energy, logistics, construction, IT, processing and military technologies), European integration, digitalisation and regional development (Ministry of Economy of Ukraine, 2023). Draft State Budget 2024 allocates 1.4 billion UAH for subsidies to processing companies, including to stimulate their creation and expansion of existing ones, as the share of the processing industry in gross domestic product is planned to increase from the current 10% to 20–25%. It is also expected to

resume the programme of compensation for the cost of domestic agricultural machinery, for which 1 billion UAH will be allocated in 2024; for the first time, the budget will provide funds for the development of industrial parks (1 billion UAH) (Ministry of Economy of Ukraine, 2023). The Government's attention in the development of the processing industry is focused on the production of products with a high share of added value to meet the needs of consumers both in the domestic and foreign markets. At the same time, the Ministry of Economy is working on proposals to attract the development of the processing industry through the Affordable Loans Programme at 5-7-9% (Ministry of Economy of Ukraine, 2023).

6 Modernisation Priorities for the Ukrainian Education System in the Context of Stabilising the Socio-Economic Situation

The post-war revival of Ukraine will lead to an increase in the need for qualified personnel, the shortage of which in certain industries and territorial economic subsystems was acute and growing even before the war. At the same time, the problems of improving the quality of professional training and mobility of specialists in the labour market will become increasingly important.

Therefore, the important task of comprehensive, professional, postgraduate education modernisation is the consistent activity of the Ministry of Education and Science of Ukraine with the support of other bodies of executive and legislative power, the broad scientific community and interested public institutions in updating the scientific and ideological content of a number of theoretical and practical disciplines of the spectrum of professional education types, improving their staffing, scientific and pedagogical, technical and technological support. The important criterion for the competence of the relevant measures is the constant communication of the institutions providing comprehensive, professional, post-graduate educational services, the state management of these branches with the representatives of employers, who are able to assess the prospects and production value of scientific and technical progress achievements, relevant professional knowledge, skills and abilities of job seekers on the labour market most quickly and effectively. Simultaneously, while promoting the spread of corporate practices of staff attestation of suitability for held positions and non-tariff payment systems based on them, the approval of methodologies and non-state institutions for non-formal education recognition, the authorities should regulate and

control the mandatory observance and foundational role of the thematic state standards.

Among the main tasks of modernising the education system, areas of activity, structure and content of educational services in higher and professional higher education institutions of Ukraine are the following:

- ensuring the scientific content and practical orientation of vocational education at all stages of vocational guidance, professional diagnostics, vocational training, advanced training and retraining of various categories of the population throughout their lives;

- harmonisation of state standards of vocational education and criteria for the functioning of non-state, including informal, systems and institutions for its provision and recognition, certification of job seekers in the labour market and employees of enterprises of various forms of ownership;

- improvement of the territorial organisation of the vocational education system in accordance with the priorities of balancing regional development and territorial components of the national economy;

- optimisation of regulatory support and mechanisms for the formation and financing of the state and regional segments of the order for training in accordance with the long-term strategy of specialisation and diversification of the Ukrainian economy;

- a balanced guarantee of the autonomy of higher and vocational higher education institutions in determining the specialisation, content and teaching technologies of the various components of general education and vocational training, the structure of funding sources, bases for pupils' and students' work placements, management and marketing strategies in the market of educational services and in the areas of public relations and cooperation with employers;

- increasing the availability of vocational education, retraining and lifelong learning for vulnerable groups and categories of the population through educational vouchers, loans from government and non-profit institutions, and targeted training for depressed areas and resettlement systems;

- stimulation of consistent growth in effective demand for vocational education, retraining and professional development services as part of a long-term strategy to improve the standard of living and quality of life of the economically active population, and to level the playing field for younger generations.

The potential of the education system should be used to balance the territorial components of the national economy through the following:

– intensification processes of forming regional research, education and production clusters integrated into territorial, including cross-border, economic systems (including a range of free economic zones) and their innovation infrastructure;

– optimisation of the cycle of career guidance, vocational education and training of personnel in various specialisations, coordinated within the structure of vocational education (higher education, vocational, state, municipal and non-state institutions of professional development and employment assistance);

– increase of the efficiency of vocational education and training institutions in the face of funding shortages that threaten their viability through state programmes of targeted training for large territorial subsystems of the national economy, clustering of related economic activities, and social protection of vulnerable categories of the population;

– equalising the starting conditions for socially and economically active life, regardless of a person's origin, psychophysiological characteristics, or place of residence.

7 Conclusions

The requirements for systematic, balanced, sequential processes of satisfying the educational needs of the population and providing the economy with personnel are an integral result of the radical increase in the role of education, labour force, its professional and qualification potential as productive forces of society, components and key factors of the production process, competitiveness of producers, countries, their political and economic associations in the conditions of the modern era of scientific and technical progress, globalisation of living standards and practices (domestic and social, economic – labour and productive), rapid increase of access to electronic databases, intensification of a number of communication and logistic processes.

Neo-industrial and post-industrial technological modes, which have emerged in the context of the large-scale commercialisation of the achievements of scientific and technological progress, play an increasingly important, often mandatory role for the competitiveness of countries and producers on external markets for goods and services, for diversification, for science-intensive modernisation, diversification, science-intensive modernisation, resilience of national economies, equilibrium of their territorial subsystems, innovative clustering of industries and types of economic activities in the world, which is rapidly progressing along the path of diversification of life practices, simultaneously with globalisation

and a noticeable unification of interpretations and standards of the level and quality of the totality of human life aspects. Therefore, it is necessary to emphasise the growing role of the educational institution (as a factor in the balancing of the state socio-economic policy, as well as a common social, collective and individual resource for achieving dynamic criteria of competitiveness for subjects of micro-, meso- and macro-competitive levels).

Modernisation of a set of relations of the educational system, its institutional bases, principles, methodology of its functioning at the national, regional and local levels is an important condition for improvement of efficiency and results of the national economy, its personnel, realisation of the basic constitutional rights of the population to professional self-realisation, all-round development, provision of means to obtain a decent labour income, improvement of the level and quality of life by the individual's own efforts.

The study of the peculiarities of the organisation and development of activities to provide the Ukrainian economy with personnel, the participation of the education system in these processes reveals the contradiction of management and regulatory approaches, which results from the vagueness of the long-term guidelines for socio-economic development, the inconsistency of their political support and implementation.

The consistency of the implementation of the relevant guidelines and priorities is an important factor in the functioning of the educational system, personnel and employment spheres as social institutions, taking into account the existence of a certain lag (in content, time) to ensure the correspondence between an education, including professional, and modern achievements of science and practice. First of all, this problem is based on the objective limitation of all public funds (state, private, commercial and non-commercial) for sufficiently fast development, updating and implementation of modernised textbooks, other educational and methodical materials, plans, training programmes for pupils, students, teachers themselves, as well as technologies and means for implementation of relevant plans, programmes and practices.

The effectiveness of satisfying the educational needs of the population and the economy, reproduction and use of labour force, social capital, the whole human resources is one of the key factors of competitive economic management and development, balanced functioning of the labour sphere, social progress and harmony in the conditions of a spectrum of modern socio-

economic challenges. Considering the potential of the educational system in mitigating and overcoming the relevant challenges and their negative consequences, this Social Institute will above all potentiate complex socio-economic actions related to: ensuring competitiveness, reproducing human resources and human capital in accordance with the requirements of neo-industrial and post-industrial economic modes; assimilating, adapting standards and practices of life activities

(domestic, productive, educational, knowledge and innovation-generating), which are gaining in global importance; creation of preconditions, unification of communities in order to improve the quality of life; integration of the world and its macro-regions; mitigation and overcoming of losses, damages, consequences – direct and indirect, current and remote – of natural and anthropogenic destabilising situations and disasters (in particular of military actions in Ukraine).

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