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**THE PROBLEM OF HIGHER EDUCATION MANAGEMENT
IN THE INTERDISCIPLINARY DISCOURSE OF UKRAINIAN SCIENTISTS
(the 90s of the XXth – first quarter of the XXIst centuries)**

Abstract. Purpose of the Research – to carry out a comprehensive synthesized analysis of the reflection of foreign experience in the management and reform of higher education in interdisciplinary research by Ukrainian scholars in the 1990s – the first quarter of the 21st century. **The research methodology** consists of methods of comparative studies and historiography (periodization, ideographic, historical structural, historical comparative, historical actualization, main array and monographic and selective analysis, analysis of the knowledge system), as well as elements of metaanalysis, content analysis, discourse analysis). **The scientific novelty** of the research lies in the fact that for the first time in historiography, a substantive analysis of the interdisciplinary Ukrainian discourse on the problem of higher education management in European countries has been carried out

and its comparative analysis has been carried out with priority areas of study of the specified problem in the USA, China, etc. **Conclusions.** The results of the study indicate that foreign experience in higher education management became the subject of active studies by Ukrainian scholars in the 1990s – the first quarter of the 21st century. Their important achievement was a comprehensive understanding of this problem from the standpoint of various fields of knowledge (public administration, history, economics, philosophy of education, comparative pedagogical studies); development of an interdisciplinary methodology for studying the problem; understanding of the complex processes of management of modernization of national higher education systems in historical retrospect and through the prism of Ukraine's integration into the European Higher Education Area and the challenges of globalization. The features of the dynamics of the studied historiographic process are determined, when in the first period of the 1990s, a number of works appeared that treated the raised problem within the framework of post-Soviet methodological constructs, in the second period, under the influence of the processes of European integration, its study reached a boom in 2006 – 2011/12, and in the third period, there was a gradual fading of scientific interest and the transfer of the accents of its understanding to the context of globalization. The narrow territorial vector of studies was manifested in the focus on studying the history of the development of administrative and reform processes in the countries of Western Europe and the USA, which led to a certain underestimation, with the exception of Poland, of this experience accumulated by the countries of Central and Eastern Europe. We see the prospects for further research in the implementation of a comprehensive comparative analysis of the achievements of Ukrainian and Polish scholars and scientists from other countries on the problems of higher education policy and its reform in the retrospective of the 20th – early 21st centuries.

Key words: historiography, higher education management, higher education reform, Western European countries, Central European countries, Eastern European countries.

ПРОБЛЕМА УПРАВЛІННЯ ВИЩОЮ ОСВІТОЮ В МІЖДИСЦИПЛІНАРНОМУ ДИСКУРСІ УКРАЇНСЬКИХ НАУКОВЦІВ (90-рр. XX – перша чверть XXI ст.)

Анотація. Мета дослідження: здійснити комплексний аналіз відображення зарубіжного досвіду управління вищою освітою в міждисциплінарних дослідженнях українських науковців 90-х рр. XX – першої чверті XXI ст. **Методологію дослідження** становлять методи компаративістики та історіографії (періодизації, ідеографічний, історико-структурний, історико-порівняльний, історичної актуалізації, головного масиву та монографічного і вибіркового аналізу, аналізу системи знань), а також елементи метааналізу, контент-аналізу, дискурс-аналізу). **Наукова новизна дослідження** полягає у тому, що вперше в історіографії здійснено предметний аналіз міждисциплінарного українського дискурсу з проблеми управління вищою освітою в країнах Європи та здійснено його порівняльний аналіз з пріоритетними напрямками вивчення означеної проблеми в США, Китаї та ін. **Висновки.** Зарубіжний досвід управління вищою освітою став предметом активних студій українських науковців у 90-х рр. XX – першій чверті XXI ст. Їх важливими здобутками стало осмислення цієї проблеми з позицій різних галузей знань (державне управління, історія, економіка, філософія освіти, педагогічна компаративістика); розробка міждисциплінарної методології вивчення означеної проблеми; осмислення досвіду управління і реформування національних систем вищої освіти в історичній ретроспективі та крізь призму актуальних для кожної країни викликів. Визначено динаміку та інші особливості історіографічного процесу: за першого періоду 90-х рр. XX ст. з'явилася низка перших праць, що трактували порушену проблему в рамках пострадянської методології; за другого – під впливом процесів євроінтеграції її вивчення досягло апогею в 2006 – 2011 рр.; за третього – відбулося згасання наукового інтересу та перенесення акцентів її осмислення в контекст глобалізації. Показано вузький територіальний вектор студій, що виявилось у зосередженні уваги на вивченні досвіду країн Західної Європи та певній недооцінці, за винятком Польщі, здобутків у цій сфері в країнах Центральної та Східної Європи.

Ключові слова: історіографія, управління вищою освітою, реформування вищої освіти, країни Західної Європи, країни Центральної Європи, країни Східної Європи.

Problem Statement. The development of higher education during the era of modern statehood of Ukraine was accompanied by complex processes of its structural restructuring, which had ambiguous, contradictory consequences. Under such circumstances, Ukrainian scientists representing such fields of knowledge as public administration, comparative pedagogical studies, economics and finance, etc., have accumulated a significant array of various studies on the study of foreign experience in managing national higher education systems of European countries as a key factor in their transformational changes. They require a comprehensive critical analysis to clarify the achievements and gaps in the study of the specified problem. This enriches the methodology, theory and practice of Ukrainian science with relevant Western experience and opens up new prospects for the development of higher education as an important intellectual and economic factor in the post-war reconstruction of Ukraine.

Review of Sources and Recent Researches. In modern historiography, there have been individual attempts to study the contributions of Ukrainian and foreign scholars to the problem of governance and reform of national education systems, particularly in the countries of the European Union and under globalization (N. Vilchynska, V. Halperina, O. Malynovska, S. Natroshvili, O. Totska), as well as in individual countries – Great Britain (T. Klochkova), Poland (A. Vasyliuiak, Ya. Hrechka, L. Hrynevych, I. Kovchyna), the USA (H. Kalinina, I. Kozubovska, O. Stoika), France (L. Shapovalova), the Czech Republic and Slovakia (H. Tovkanets), among others. However, this analysis was mainly conducted in an annotated manner in the introductory sections of dissertations and monographs and concerned certain countries or specific components of such foreign experience. Thus, the contributions of Ukrainian scholars to the stated problem have not been the subject of a dedicated, comprehensive study.

Purpose of the Research – to carry out a comprehensive synthesized analysis of the reflection of foreign experience in the management and reform of higher education in interdisciplinary research by Ukrainian scholars in the 1990s – the first quarter of the 21st century.

Research Results. The Ukrainian historiography of the problem raised is complex, multi-structured and is marked by a dynamic interdisciplinary discourse. In its development, we distinguish three periods: 1) post-Soviet, 1991 – 2000/2001, when, against the background of “battles for methodology” and sharp criticism of the “Soviet heritage”, interest in foreign experience grew, in particular in the direction of its actualization in the regulatory and legal documents of Ukraine; 2) pro-European, 2002 – 2009/2010, when, with Ukraine’s accession to the Bologna Process in 2006 and integration into the European Higher Education Area (EHEA), a substantive study of higher education management models of European countries for its practical use began; 3) globalist, from 2011 – 2012, when research was reoriented in the context of the challenges of the globalized world. Despite some conventionality of this periodization, it reflects the main trends, vectors, and content features of the studied discourse.

Structurally, the problem of higher education management is considered by Ukrainian scientists in the same context as issues of educational policy and reform of national education systems and as a separate phenomenon that reflects the features of their modernization and transformation. As an example of such a comprehensive approach, we note the monograph of I. Kozubovska and O. Stoika (Kozubovska, & Stoika, 2014). Having subject-matter tracked the dynamics and stages of the US state policy in the higher education system in the second half of the 20th – early 21st centuries, the authors determined the nature and priorities of

its management, which, in turn, determined the trends of reform in this area. It is shown that thanks to such institutional transformations and transformation processes, the quality of higher education as a whole has radically improved.

Let us note an important feature of the domestic historiography of the problem raised. The subject analysis revealed an approximate parity of studies written in the fields of history of public administration, philosophy, law, political science, history, economics, history of pedagogy. In this case, they are quite close both in methodology and content. Such “interdisciplinary unison”, in particular, is manifested in the formulation of the titles recorded as a result of scientific search of about 120 scientific articles prepared in the indicated fields of knowledge and over 30 qualification studies for obtaining scientific degrees, which a priori corresponded to the passport of the specialty. Among them, for example, let us note the dissertations of S. Kalashnikova “Management of the public sector of higher education in the USA” (1999; specialty 25.00.05 – Sectoral Management: Education Management); N. Vilchynska “Educational Policy of the European Union: Features of Formation and Implementation” (2012; specialty 23.00.02 – Political Institutions and Processes); V. Halperina “Educational Policy in a Transformative Society: Socio-Philosophical Analysis” (2003; specialty 09.00.03 – Social Philosophy and Philosophy of History); O. Malynovska “Educational Governance in the Conditions of Globalization and Informatization” (2012; specialty 09.00.10 – Philosophy of Education); Ya. Hrechka “Features of State and Public Management of Education in Poland” (2009; 25.00.02 – Mechanisms of Public Administration); O. Totska “Management of the Development of Higher Education in Ukraine” (2021; 08.00.03 – Economics and Management of the National Economy; Economic Sciences). For comparison, let us note the topics of dissertations in the specialty 13.00.01 – general pedagogy and history of pedagogy by L. Hrynevych “Trends of decentralization of basic education management in modern Poland” (2005), T. Klochkova “Trends of risk management development in universities in the United Kingdom” (2015), H. Kalinina “Education quality management system in higher education institutions in the United States” (2016), etc.

The second important feature of Ukrainian historiography on the problem of management of higher education systems abroad is that from the very beginning, in methodological terms, it developed in the wake of Western theories. In fact, without drawing a “Soviet train” (in the USSR, the concept of “managerialism” meant “bourgeois management theory”), the studies of Ukrainian scientists were almost not influenced by Russian science, which focused on the macro-level of education management, which was traditionally interpreted as a component of national policy (Medvedovska, 2009, pp. 348–349). Instead, Ukrainian scientists considered the problem of higher education management comprehensively, taking into account the experience of Western science, where it began to be developed in the second half of the 1970s.

A comprehensive understanding of Western theories and concepts of educational management is substantively reflected in analytical studies by Ukrainian authors (Babichev, 2017; Medvedovska, 2009; Petrenko, 2009; Natroshvili, 2015; Totska, 2020), the dictionary-reference book “Methodology of Public Administration” (Kyiv, 2002), prepared under the auspices of the National Academy under the President of Ukraine, etc. These works provide a holistic structured idea of the Western discourse on the application in the historical context of the definitions of “management”, “administration”, “leadership” and the peculiarities of their interpretation in Ukrainian science. In the mid-90s of the 20th century. It has introduced multidimensional concepts such as “management in education”, “history of educational management”, etc., which, from the perspective of our research, denote types of managerial

activity that integrate the scientific experience of philosophy, management theory, history, economics, political science, law, pedagogy on the nature and peculiarities of the history of development of regional and national systems of higher education.

The analysis of the domestic interdisciplinary scientific discourse allows us to identify a number of key provisions and approaches to studying the history of the development of management of foreign higher education systems. They consist in the characterization of these processes through the prism of multidimensionality and the transformation of classical models of higher education management into a multilevel one, which functions in a system of coordinates “vertically” (outlines the global; regional/European; state/national; local – individual higher education institutions (HEIs) levels) and “horizontally” (manifests itself in the expansion of the content-thematic vector of studies, covering issues of market-oriented educational services, improving their quality, state-public partnership, etc.).

During the first post-Soviet historiographic period, studies appeared that conceptualized the development of social management and pedagogical management in the organization of the educational process abroad and in Ukraine through the prism of Western management theories. One of the first such comprehensive country studies was Kalashnykova’s dissertation (Kalashnykova, 1999) on the history of the development of management systems in the public sector of higher education in the USA. The scientist carried out its holistic structural analysis: she identified the prerequisites and stages of formation; clarified the goals, functions, and structure of the management of higher education institutions; showed the models and features of management by federal bodies of higher education; clarified the mechanisms of accreditation as a central element of the system of quality management of higher education; revealed the role of the public in the development of American universities and colleges and the nature of training specialists in higher education management as a determining factor in the effective functioning of the entire administrative system. From these positions, the strategies and trends of public higher education management in the USA are shown.

The study of foreign experience in higher education management reached its highest level in the second historiographical period. In the third period, this activity fades away, as new trends in its understanding have emerged. At the same time, the country-specific vector of research remained quite narrow.

First of all, let us note the valuable methodological and historical-retrospective aspects of the study. In the monograph of S. Natroshvili (Natroshvili, 2015), based on the analysis of international experience in strategic management of HEIs in the EU countries under the conditions of economic instability of the 80s – 90s of the 20th century, its key areas were identified: monitoring the educational services market, identifying challenges, organizing countermeasures against risks, implementing integration strategies and developing corporate education programs, etc. Conceptualizing the historical dynamics, content, nature, and forms of rivalry in the educational services market, the scientist substantiated the model of strategic management of HEIs based on the creation and implementation of their competitive advantages in the form of cooperation with external institutions, a comprehensive assessment of the quality of HEI management, etc. The value of such historical-economic studies lies in clarifying the significance of financial, economic, and managerial prerequisites and factors for the development of the system of training future specialists as the core of the formation of the corporate university model.

In this context, it is worth noting the monograph by O. Totska (Totska, 2020), which explored the genesis of the theory and the development of conceptual and methodological

principles of management in the EHEA in the context of Ukraine's integration into it. The scientist's clarification of the role and place of higher education in the history of the formation of the national knowledge economy and the structural components of its indices (indicators of personnel training, skills for innovation, etc.) defined by the World Bank and EBRD is interesting and productive. Based on foreign experience, the scientist considers the phenomenon of higher education management as a historically determined socially significant multifaceted phenomenon, which includes the following groups of elements: historical prerequisites and factors; object, goal, method; mechanism, process, result, etc. In this context, the researcher revealed the priorities of the historical development of the EHEA as a multi-level system, consisting of the following main elements: degrees and terms of study; mechanisms for ensuring the quality of the educational process; mobility of its participants; procedure for employment of graduates; stimulating research and innovation.

The referenced works reflect one of the dominant historiographic trends regarding the subject-specific comprehensive study of the experience of managing the higher education system in the European space in the dynamics of its development and the projection of its implementation in Ukraine.

The second important trend was the study of the problem of higher education system management in the context of its reform processes. It was substantively manifested in a number of substantive studies on the development of these processes not only in Western, but also in Central and Eastern European countries.

As an illustrative example, we note the dissertation of I. Kovchyna (Kovchyna, 1997), prepared from the standpoint of post-Soviet methodology, which operated with the terminological system typical of the 1990s and a relatively narrow source base. Having clarified the trends in the development of education in Poland in the crisis-ridden 1980s, the scientist proves that the ideological content, values, and success of the reform of the system of management of secondary and pedagogical education determined the trade union movement, which included "Teachers' Solidarity", and its modeling on the basis of scientifically substantiated organizational, methodological, and personnel support. In this way, the reform radically changed the entire system of higher pedagogical education – from the creation of a new network of specialized HEIs to the content and methods of teacher training and postgraduate education.

In many studies, scientists in a common context reveal the processes of management and reform of secondary and higher education systems. Thus, implementing the methodological approaches developed at the turn of the 20th – 21st centuries by Western science, L. Hrynevych (Hrynevych, 2005) showed the socio-political background of the process of decentralization of management of the Polish education system and developed its original periodization: 1898 – 1995 – the stage of legislative changes; 1996 – 1998 – subordination of educational institutions to local government bodies; 1999 – 2003 – deep educational reforms. In this context, the scientist identified the main trends in its development (delegation of powers of higher-level bodies to lower-level ones; growth of centralized control over the quality of education; strengthening of public influence, etc.) and outlined the prospects for implementing this historical experience in Ukraine.

For Ukrainian historiography of the early 21st century, the dissertation by Ya. Hrechka (Hrechka, 2009), on the historical experience of the development of state-public management of education in Poland in the 1980s and early 21st centuries, was quite innovative in its subject matter. The scholar characterized its levels (Minister of Education; Education Curators;

Heads of Educational Institutions), revealed the mechanisms of interaction between state administration bodies and the public in the functioning of various links of the education system, showed the historical dynamics of the process of its decentralization, which unfolded on the basis of expanding the powers and cooperation of HEIs and local self-government bodies, etc.

An analysis of these and other scientific studies revealed that, despite the preservation of methodological approaches inherent in different fields of knowledge, the differences between them in terms of content were blurred, so scientists relayed quite similar characteristics and assessments of the historical experience of management and reform in national higher education systems.

The above also applies to the work of O. Borodiienko and A. Zlenko (Borodiienko & Zlenko, 2023) on the history of the development of public-private partnership in education. When studying its foreign experience, the authors implemented a regional approach to revealing the mechanisms of consolidation of educational institutions and the public and private sectors to improve the quality of training of qualified specialists and ensure their career growth in the countries of Southern Europe (Greece, Spain, Italy, Portugal, Serbia), Western Europe (Austria, Germany, France), Northern Europe (Belgium, Netherlands, Norway, Finland, Sweden), Eastern Europe (Poland, Czech Republic, Romania, Bulgaria). Based on a comparison of regional and national characteristics, a reconstruction of the mosaic experience of implementing this effective and insufficiently developed factor of management of higher education systems in Ukraine was presented.

The trend was increasing, according to which the sectoral methodological and substantive focus of research on the problem raised was “eroded” by interdisciplinary narratives. As an example, let us note the doctoral dissertation of H. Tovkanets (Tovkanets, 2014), prepared at the intersection of pedagogical, economic, and historical sciences, on the development of economic education in higher education in the Czech Republic and Slovakia in the 20th century. The author clarified the socio-political, socio-economic, and cultural prerequisites for the reform of this field and, through the prism of the developed periodization, tracked its dynamics and features. In this context, the role of economic education in overcoming the economic crisis in these countries, the development of their cross-border ties, providing the labor market with qualified personnel, etc. is shown.

A landmark phenomenon in Ukrainian historiography on the issue raised was the monograph “Educational Reforms: Mission, Reality, Reflection”, which appeared as the fifth edition of a joint project of the National Pedagogical Academy of Ukraine and the Higher Pedagogical School of the Polish Teachers’ Union (Warsaw, Poland). Its authors, leading comparative scholars of the two countries, presented a number of conceptual studies on the problems of methodology and analysis of historical experience and prospects for reforming and managing the higher education system in the context of educational paradigms and visions of the mission of modern education and science.

To study this problem, it is of great scientific and theoretical importance to clarify the potential of the synergistic approach (Kremen, 2013) and the concept of the spiritual and moral dimension, which involves its understanding on the basis of humanism and anthropocentrism (Khoruzha, 2013), etc.

From the perspective of the philosophy of education, V. Ohneviuk (Ohneviuk, 2007) showed that in the global dimension, the development of processes of management and reform of national higher education systems was clearly manifested in their diversity and

tendencies towards unification and homogenization. According to the scientist, permanent reformation became a defining feature of the evolution of national education systems in the 20th – 21st centuries. They are doomed to constant improvement, because this is what *homo educatus* – a new evolutionary type of person in the world of digital technologies – requires.

The methodology developed by S. Sysoeva (Sysoeva, 2013) for the historical and educational analysis of the management and reform of national education systems involves their study through the prism of state, social, and personal values; mechanisms for the functioning of relevant social spheres; a focus on studying the dynamics of changes in the field of education and its subsystems, etc. From such positions, global and national prerequisites and other parameters of the historical development of educational systems are determined.

Compared to Ukrainian scholars, Polish scholars approach the study of the problem of management and reform of higher education systems from the standpoint of the Western terminological system and pay more attention to their national historical context and socio-political determination. Thus, studying the reforms of the Polish education system initiated in 1989, Meshalskyi (Meshalskyi, 2013) showed the process of its democratization based on the “left idea” and the “idea of equal educational opportunities” as factors of social change. From such positions, the Polish discourse on left-wing values and social inequality and structural decentralization of higher education and the organization of the educational process is analyzed.

Hrabovska’s study (2013) shows that the reform of the management system of higher education systems in Poland and Ukraine contributed to the increase of their role as a sphere of socio-economic life, accelerated development under market economy conditions and due to the demand for qualified personnel and marketization. However, the rapid growth in the number of students had a negative impact on the quality of education in both countries. At the same time, the scientist highlighted the context of ensuring mobility and multiculturalism of higher education in Poland, which in the 2000s had not yet become relevant in Ukraine.

In the absence of a holistic objective understanding of the consequences of 30 years of transformations in higher education in Ukraine, there is growing interest in the study of T. Levovytskyi (Levovytskyi, 2013), which showed that educational reforms have always nurtured hopes for a quick and successful solution to the pressing problems of higher education, but their results in most countries in Europe and the world have been disappointing. The scientist confirmed this conceptual conclusion based on a systematic analysis of the historical experience of administrative educational reforms carried out in Poland after the change of regime in 1989.

Let us note two more features of the historiographic process under study. One of them concerns the “disproportion” of the time dimension, which is manifested in two perspectives. The first – historiographic – testifies to the wave of growth of scientific interest in it in 2006 – 2011/12, determined by Ukraine’s accession to the Bologna Process, which noticeably decreases in the following years. The second perspective concerns the focus of scientists’ attention on the current problems of the development of the foreign higher education system, although historical retrospective helps to better understand its nature and the reasons for positive and negative consequences. This is emphasized by the research of Vavreniuk (2019), which traced the history of reforming the higher education system in Europe from the early 80s – 90s. 20th century, when the creation and conceptual framework of the European Higher Education Area and subsequent intergovernmental measures to develop uniform criteria and standards for the development of national higher education systems were initiated and

defined. This transformational progress is associated with both their democratization and the strengthening of the role of the state in managing them.

A second important feature is revealed in the narrow country-specific scope of the studies, which predominantly focused on 4 to 6 European countries and the United States. This scope was scarcely expanded by the materials of scientific articles, which once again emphasized scholars' focus on the processes of governance and reform of higher education in Poland (S. Bocharov, Yu. Hryshchuk, V. Gzhezhchuk, S. Derkach, Yu. Yevtushenko, M. Karpulenko, N. Nychkalo, M. Palinchak, O. Pyslar, Yu. Fedoryk, R. Shyyan, F. Shlosek, etc.). Among other countries, scholars also focused on the United Kingdom, Germany, and the United States (I. Ivanyuk, O. Ihnatova, L. Dubko, I. Zasrozhnikova, B. Nikolaiev, Ohienko, N. Pavlova), and occasionally on Sweden (O. Feycher), as well as the Czech Republic and Slovakia (B. Melnychenko).

It was the articles that highlighted the trend characteristic of the third historiographical period regarding the study of the raised problem in the context of globalization processes. As an illustrative example, let us note the publication of Ohienko (2012), which revealed the strategic direction of reforming the higher education system in Germany in the 90s of the 20th – early 21st centuries to adapt to the challenges of globalization and increased competition in the world economy. As a response to them, an effective integrated three-level management system (federal center, individual states, higher education institutions) was created in the country, which ensured a harmonious combination of traditional and innovative methods of fundamental training of students with scientific and research activities of universities.

Similarly, in the context of globalization and internationalization processes, Holub (2017), in unison with the above-mentioned authors, characterized the Polish experience of reforming the higher education system with an emphasis on the development of a new regulatory framework, management principles, and adaptation to the requirements and criteria of the EHEA.

Let us note a kind of “historiographic dissonance”, when Ukrainian scholars, focusing on the study of models of higher education reform in Western European countries, underestimated (with the exception of Poland as the absolute favorite) the relevant experience of Central and Eastern European countries, which, compared to Ukraine, have achieved historically significant successes in eradicating the consequences of the common Soviet heritage. In this perspective, let us note the extensive survey investigation by the Czech-Canadian researcher Kulich (2002) on the genesis and development of residential folk high schools in Poland, Hungary, Estonia, Latvia and Lithuania. The author showed how these educational institutions based on the Scandinavian model can ensure the preservation of the best national traditions and finally eliminate Soviet atavisms, as well as increase their adaptability to modern globalist and technological challenges.

In the above-mentioned territorial perspective, we should also note the work of I. Tryhub (Tryhub, 2016), which, based on the criterion of similarity of training of experts in the field of higher education, presents a classification of Eastern European countries into four groups: Slavic EU member states; Baltic countries (Lithuania, Latvia, Estonia); Balkan countries (Bulgaria, Romania, Hungary); Russian Federation. The scholar showed common and specific aspects regarding the activities of specialized accreditation agencies in them, the development of tools and methods for assessing the quality of educational services, and other aspects that ensured the coordinated progress of national higher education systems. Such

publications demonstrate the feasibility and prospects of a substantive study of individual factors, mechanisms, and tools that enabled the effective functioning of national higher education systems as a whole.

It is interesting to compare the domestic and foreign discourse on the problem of higher education management. For this purpose, materials from 2021 – 2025 of three status journals on higher education indexed by Scopus were analyzed: *Higher Education*; *International Journal of Educational Technology in Higher Education*; *Journal of Higher Education*. It was found that compared to Ukrainian professional journals, in particular, the specialized journal “*Higher School*”, which focus on the management activities of state government structures, scientists from Europe and the USA, Canada, and China cover this issue from a different perspective. In particular, they focus on the impact of municipal bodies and local communities on the educational process, the COVID-19 pandemic, as well as AI, interethnic and social relations, etc. Their works are distinguished by their practical orientation, so the problems of higher education management are considered not as the main subject of research, but as an aspect in the perspective of the aforementioned and other social challenges.

As an example, let us note the work of C. K. Y. Chan (Chan, 2023), who, based on the results of a survey conducted in Hong Kong universities, developed a model of a framework policy in higher education based on AI-based text generation technologies. It has three dimensions: pedagogical, focused on the use of AI to improve teaching and learning outcomes; managerial, focused on privacy and security issues; operational, related to improving the infrastructure of university education. Such a framework policy, according to the scientist, contributes to understanding the consequences and responsibility for the integration of AI into its development.

Of interest for our historiographical study is the work of J. H. L. Koh and B. K. Daniel (Koh & Daniel, 2022). Based on a systematic review of 36 empirical articles based on data from the USA, Europe, Asia, and Australia, the authors identified eight management strategies that were used in higher education institutions during the COVID-19 pandemic. They concluded that while online learning strategies ensured the continuity of the educational process, their “asynchrony,” that is, the loss of direct communication between participants, showed students’ unpreparedness to independently manage the educational process, and teachers lacked experience in effectively managing it under new conditions.

To strengthen the practical orientation of Ukrainian studies on the problem raised, the work of A. Soliz and C. Flanagan (Soliz & Flanagan, 2025) is also interesting. The scholars showed that the US state policy of increasing financial assistance to adults for college education did not produce the expected results, since instead of increasing their competitiveness through the acquisition of new knowledge and skills, they preferred to continue their professional activities, in particular, due to fears of losing their jobs. Thus, even thoughtful management decisions do not always turn out to be effective if they do not take into account the direct connection between the learning process and the labor market.

For panoramic research on the history of educational management, the work of M. Brown, S. Sowl and K. Steigleder (Brown, Sowl, & Steigleder, 2023) is of interest. Based on such artifacts as institutional reports, speeches, testimonies and statements of officials and politicians, notes of public meetings, etc., the scientists carried out an original reconstruction of the process of reforming the US education management system in 2011 – 2017. Thus, the significant influence of not only institutional, but also personal interests and contradictions on this process became evident.

For the development of the Ukrainian discourse on ways to develop cooperation between universities with industrial, business, public and other interested external factors, which was updated in the 2010s, the experience of preparing analytical review studies like the article by A. Soliz, C. DeLoach and H. Mesa (Soliz, DeLoach, & Mesa, 2023) is innovative. The authors analyzed not only representative studies on this problem in the field of public administration, but also conducted “in-depth interviews” with 49 participants in this process. On this basis, the common and different visions of theoreticians and practitioners of ways to improve the professional training of future specialists within the framework of partnership relations are shown.

Conclusions. The results of the study indicate that foreign experience in higher education management became the subject of active studies by Ukrainian scholars in the 1990s – the first quarter of the 21st century. Their important achievement was a comprehensive understanding of this problem from the standpoint of various fields of knowledge (public administration, history, economics, philosophy of education, comparative pedagogical studies); development of an interdisciplinary methodology for studying the problem; understanding of the complex processes of management of modernization of national higher education systems in historical retrospect and through the prism of Ukraine’s integration into the European Higher Education Area and the challenges of globalization. The features of the dynamics of the studied historiographic process are determined, when in the first period of the 1990s, a number of works appeared that treated the raised problem within the framework of post-Soviet methodological constructs, in the second period, under the influence of the processes of European integration, its study reached a boom in 2006 – 2011/12, and in the third period, there was a gradual fading of scientific interest and the transfer of the accents of its understanding to the context of globalization. The narrow territorial vector of studies was manifested in the focus on studying the history of the development of administrative and reform processes in the countries of Western Europe and the USA, which led to a certain underestimation, with the exception of Poland, of this experience accumulated by the countries of Central and Eastern Europe. We see the prospects for further research in the implementation of a comprehensive comparative analysis of the achievements of Ukrainian and Polish scholars and scientists from other countries on the problems of higher education policy and its reform in the retrospective of the 20th – early 21st centuries.

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