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## Regional features of school education in Ukraine

Potapowa A., Pogribskij T., Golub G., Golub W., Głuszko S. **Cechy regionalne edukacji szkolnej na Ukrainie.** Przeanalizowano edukację szkolną na Ukrainie. Zbadano warunki i cechy rozwoju edukacji na Ukrainie, czynniki warunkujące rozmieszczenie szkół, przestrzenną organizację rejonów ekonomicznych w sferze edukacji. Określono problemy edukacji szkolnej na Ukrainie na poziomie regionalnym.

Потапова А., Погребский Т., Голуб Г., Голуб В., Глушко С. **Региональные особенности школьного образования в Украине.** В статье проанализировано школьное образование в Украине. Исследованы условия и особенности развития образования в Украине, факторы размещения учебных заведений, территориальную организацию экономических районов в сфере образования. Выявлены проблемы школьного образования Украины на региональном уровне.

Потапова А., Погребський Т., Голуб Г., Голуб В., Глушко С. **Регіональні особливості шкільної освіти в Україні.** В статті проаналізовано шкільну освіту в Україні. Досліджено умови і особливості розвитку освіти в Україні, фактори розміщення навчальних закладів, територіальну організацію економічних районів в сфері освіти. Виявлено проблеми шкільної освіти України на регіональному рівні.

**Key words:** education, school education, school education, region, Ukraine

**Słowa kluczowe:** wykształcenie, edukacja szkolna, szkoła ogólnokształcąca, region, Ukraina

**Ключевые слова:** образование, школьное образование, общеобразовательная школа, регион, Украина

**Ключові слова:** освіта, шкільна освіта, загальноосвітня школа, регіон, Україна

### Abstract

In article is analyzed the school education in Ukraine. The conditions and features of the development of education in Ukraine, the factors of placement of educational institutions, the territorial organization of economic regions in the field of education are studied. Problems of school education of Ukraine at the regional level are revealed.

### Formulation of the problem

The most important component of the spiritual life is the system of education, which is associated with the implementation of the process of dissemination of knowledge. It covers the activities of actually formed social institutions, which prepare young people for life on the basis of the acquired knowledge in pre-school institutions, secondary school. The importance of education in a person's life grows

and therefore it cannot be limited only to the period of study. The urgent need for a constant increase in the level of knowledge has led to the emergence of such an interesting phenomenon in public life as lifelong learning. This process is accompanied by the search for new forms and methods of learning that contribute to the proper formation of the scientific worldview, a deeper understanding of economic and social. Education is one of the most ancient social institutions, which is caused by the needs of society to reproduce and transfer knowledge, skills, abilities, to prepare new generations for life, to prepare social subjects. In the modern world, education is a complex and rich social phenomenon, the sphere of transfer, mastering and processing of knowledge and social experience. Education is a certain system of educational and upbringing institutions, which carry out various forms of involving their experiences in the development of cultural riches.

## Analysis of scientific research on this problem

Education as a powerful driver of society is the object of special research in various scientific fields: philosophy, geography, economics, pedagogy, psychology, sociology, cultural studies, management theory, politics, law, etc. Therefore, the field of education requires comprehensive and systematic research, integration and joint efforts of different scientific fields. Such integration is key in educational research. Today in Ukraine there is a significant research heritage in the philosophy of education, pedagogy, psychology and related sciences, which allows us to understand the educational principles of quality assurance in school and develop scientific tools for their study.

Certain aspects of this problem are reflected in the works of domestic philosophers (V. Andrushchenko, V. Bekh, V. Kremen, V. Kudin, I. Nadolny, V. Ognevyuk), sociologists (V. Ba-

kirov, M. Dobruskin, M. Shulga, O. Yakub). Also important in this context are the studies of teachers and psychologists performed in Ukraine on: theoretical and methodological principles of continuing professional education (S. Goncharenko, S. Sysoeva), theory and history of pedagogy (O. Sukhomlinskaya), development secondary education (V. Andrushchenko, L. Koval, V. Lugovyi, V. Sagarda), professional training of specialists in higher school, in particular in pedagogical universities (A. Aleksyuk, I. Zyazyun, M. Yevtukh, V. Kuz, A. Korzhuyev, I. Prokopenko, M. Shkil), in classical universities (O. Gluzman, O. Meshchaninov), problems of professional orientation, postgraduate education and adaptation of students (V. Bondar, O. Moroz, E. Pavlyutenkov, R. Khmelyuk), psychological and pedagogical training of future specialists (G. Ball, V. Demidenko, O. Kirichuk, V. Semichenko, T. Yatsenko, S. Maksimenko), personal and professional development of personality (S. Maksimenko, V. Molyako, V. Fisheries), modernization of education on the basis of individuals strictly oriented (I. Bekh, V. Evdokimov, S. Podmazin) and competence (N. Bibik, O. Ovcharuk, O. Pometun, O. Savchenko) approaches, general pedagogical innovation.

Scientific researches of S. Honcharenko, V. Zaychuk, V. Maslov, S. Klepko, S. Nikolaenko, V. Ognevyuk, V. Palamarchuk, O. Savchenko, are devoted to the problems of development of general secondary education and development of models of educational system in Ukraine. S. Sysoyeva and other scientists, who revealed the main categories and concepts of educational development and substantiated the principles and scientific approaches to this process. At the same time, the lack of research on the impact of international factors on the development of domestic education, predicting the consequences of global processes and trends on the benchmarks of the educational system of Ukraine attracts attention.

## Presentation of the main material and substantiation of the obtained research results

The national system of secondary education in Ukraine in 2020–2021 has 14,873 general educational institutions, including 9,302 – in rural areas. 848 gymnasiums and 1,070 lyceums have been established and are functioning for gifted children, and the network of such educational institutions is growing every year. The experience of boarding schools has confirmed their need as institutions for children in need of special state assistance in obtaining social education. Under the conditions of appropriately organized social and pedagogical work, children with mental and physical disabilities, children with disabilities successfully develop. The system of general educational institutions of Ukraine has been formed for many years. Historical, economic, settlement and demographic factors had the most noticeable influence on its spatial organization. At the time of the collapse of the USSR, there were about 22,000 secondary schools in Ukraine, with more than 7 million students (KRASNOPOLSKAYA et al., 2019). Crisis processes in the economy and, as a consequence, the complication of the demographic situation have become the reasons for the gradual degradation of the network of secondary schools. During 1990–2021, their number decreased from 21.8

thousand to 14.9 thousand institutions. The process of reduction was gradual, but in recent years it has accelerated significantly. In Ukraine, there is a discrepancy in the dynamics of the number of secondary school and the contingent of students. During this period, the number of secondary schools in Ukraine decreased by 31.7%, while the number of schoolchildren – by 41.4%.

According to the *State Statistics Service*, in 2020/2021 there were 15,335 pre-school institutions, 14,873 institutions of complete general secondary education, 711 institutions of vocational (technical) education, and 515 institutions of higher education. During 2014/2015–2020/2021 years the number of educational institutions at all levels has decreased. Transformation of the network of preschool, full general secondary, vocational (technical) and higher education institutions towards reduction is carried out by optimizing their number, which occurs, in particular, by reorganization (liquidation) of preschool, complete general secondary education institutions and formation on their basis branches of basic educational institutions. In 2019/2020 years the total number of preschool education institutions decreased by 37.0% (as of the beginning of 2021), complete general secondary education by 2.1%, vocational (vocational and technical) education institutions by 1.8%, higher education institutions by 5.1% compared to the previous period (fig. 1).

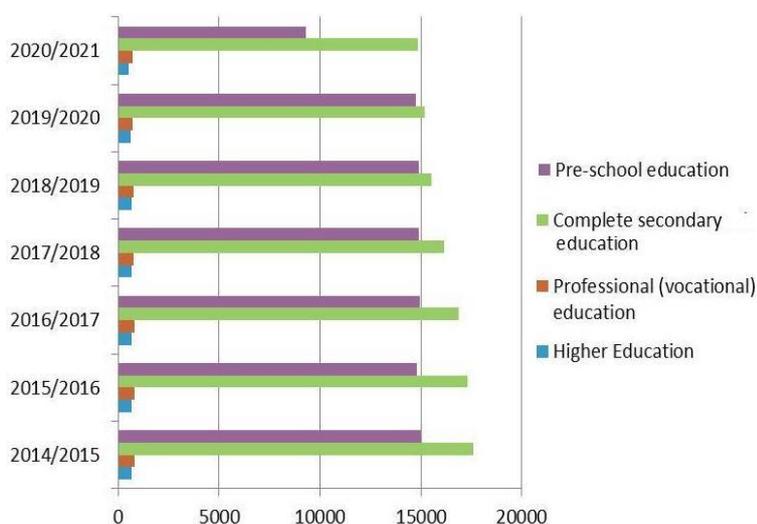


Fig. 1. Number of educational institutions by levels of education in the dynamics (2014/2015–2020/2021 academic year), units (built according to the *State Statistics Service of Ukraine*)

Rys. 1. Liczba szkół o różnym poziomie kształcenia i dynamice (rok szkolny 2014/2015–2020/2021) (wg danych *State Statistics Service of Ukraine*)

Рис. 1. Количество учебных заведений по уровням образования в динамике (2014/2015–2020/2021 уч.г.), единиц (по данным Государственной службы статистики Украины – *State Statistics Service of Ukraine*)

Regional differences, is a consequence of the combined action of many factors, but the leading role is played by the peculiarities of the course of demographic processes. Given the significant public outcry that usually accompanies school closures, authorities at various levels try to minimize this process. Thus, there is an imbalance between the rate of reduction of educational institutions and the number of students. Among the regions of Ukraine, the largest discrepancies are observed in Dnipropetrovsk (8.7% and 40.8%), Zaporizhia (13% and 44.2%), Lviv (4.9% and 34.2%) and Ternopil (37.3%) regions. Rivne (14.4% and 23.3%), Khmelnytsky (28.8%

and 41.0%) and Volyn (13.0% and 24.1%) regions have relative parity (*Education in Ukraine...*, 2020).

Analyzing the dynamics of the number of 1st grade students during 2014/2015–2022/2023 (period 2020/2021–2022/2023 years), it is possible to trace the gradual increase in the number of students during the period from 2014/2015 academic year until 2018/2019. Starting from 2019/2020 year, there will be a tendency to reduce the number of first-graders (in 2022/2023 by 14.8% compared to 2018/2019 academic year) (fig. 2).

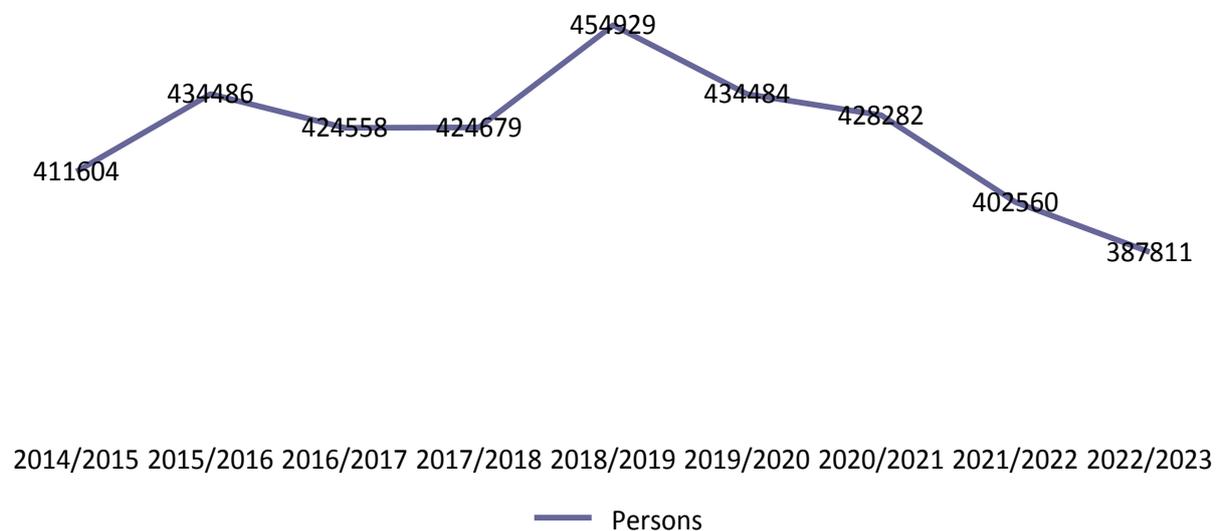


Fig. 2. Dynamics of the number of students of the 1st class of the day schools (without students of the special schools and students of the special classes organized at the day of the schools) (2014/2015 – 2022/2023 academic year) (built according to the *State Statistics Service of Ukraine*)

Rys. 2. Dynamika liczby uczniów 1 klasy szkół dziennych (bez uczniów szkół specjalnych oraz uczniów klas specjalnych przy szkołach ogólnokształcących) (rok szkolny 2014/2015–2022/2023), uwzględniająca prognozy (wg danych *State Statistics Service of Ukraine*)

Рис. 2. Динамика количества учеников 1 класса общеобразовательных школ (без учеников специальных школ и учеников специальных классов, организованных при общеобразовательных школах) (2014/2015 – 2022/2023 уч.г.), с учетом прогнозных показателей (по данным Государственной службы статистики Украины – *State Statistics Service of Ukraine*)

In recent years, the network of institutions of general secondary education (schools) has been optimized. The number of schools full-time and evening forms of education is gradu-

ally decreasing: schools of the full-time form of education – by 15.2%, schools of the evening form of education – by 60.0% (fig. 3).

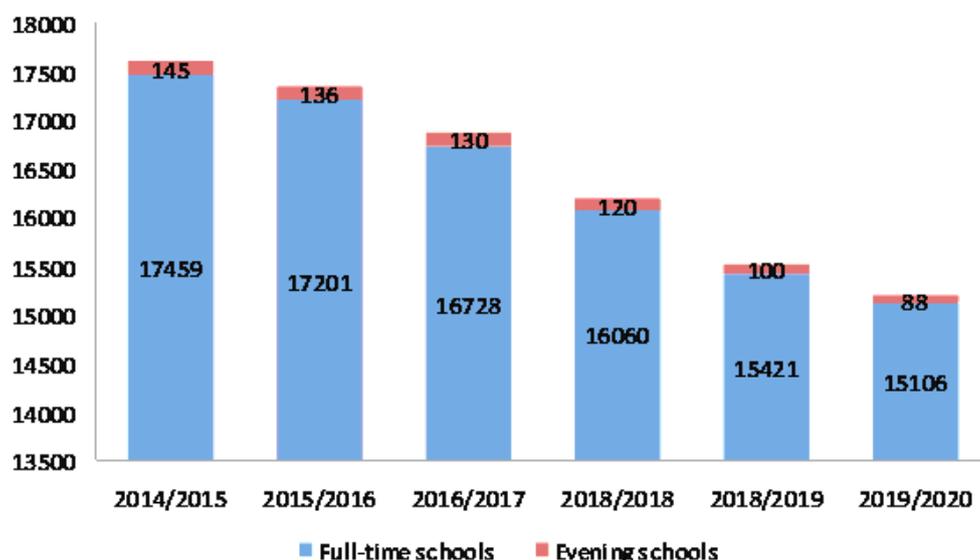


Fig. 3. Dynamics of the number of schools (day and evening) for 2014–2020, units (built according to the *State Statistics Service of Ukraine*)

Rys. 3. Dynamika liczby szkół ogólnokształcących (dziennych i wieczorowych) w latach 2014–2020 (wg danych *State Statistics Service of Ukraine*)

Рис. 3. Динамика количества общеобразовательных школ за 2014–2020 гг. (по данным Государственной службы статистики Украины – *State Statistics Service of Ukraine*)

The decrease in the number of schools is observed in all regions of Ukraine by a total of 13.7%, except for the city of Kyiv, where the number of schools increased by 6.3%. The largest schools in rural areas are located in Volyn and Ternopil regions (81.1% and 81.2%, respectively), while in Dnipropetrovsk – 35.7% and 35 (fig. 4).

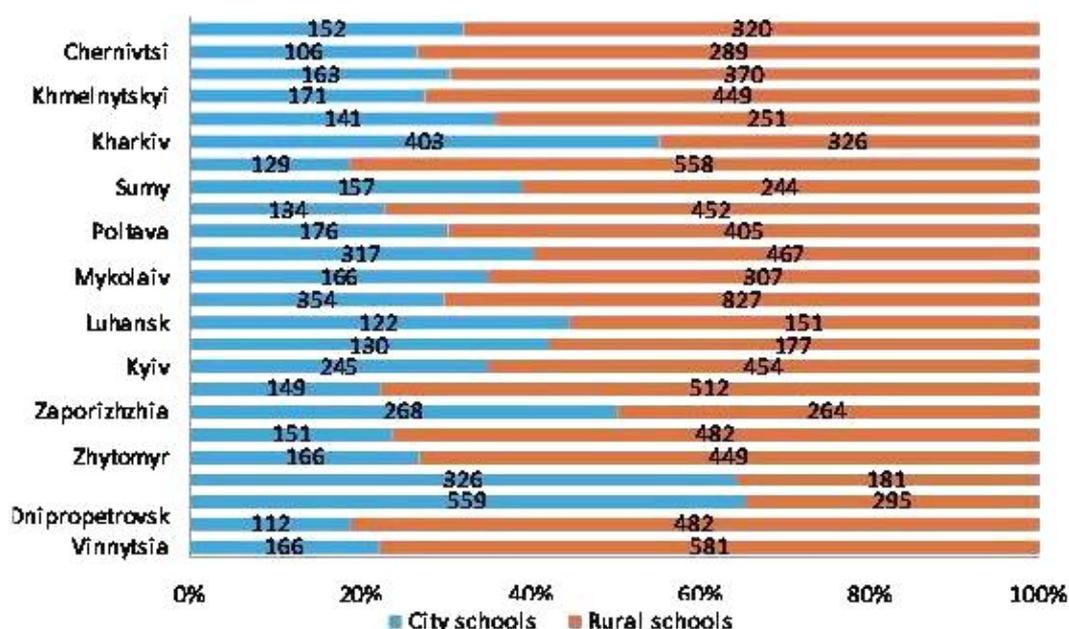


Fig. 4. Distribution of schools (without evening schools) by type of location in terms of regions in 2020/2021 academic year (built according to the *State Statistics Service of Ukraine*)

Rys. 4. Rozmieszczenie szkół ogólnokształcących (bez szkół wieczorowych) w różnych miejscowościach i regionach w roku szkolnym 2020/2021 (wg danych *State Statistics Service of Ukraine*)

Рис. 4. Распределение общеобразовательных школ за типом местности в разрезе регионов в 2020/2021 уч. г. (по данным Государственной службы статистики Украины – *State Statistics Service of Ukraine*)

There is a positive trend in the total number of students receiving education in schools with full-time education. Over the last six years, the number of students has increased by 10.5%. Instead, the number of students enrolled in evening schools decreased by 39.4% (fig. 5). This is connected with the Law of Ukraine "On Educa-

tion", which does not provide for such a type of general secondary education as an evening school. However, the right of education seekers to receive education in its various forms, in particular in the evening, as well as to combine them, is enshrined (*Statistical Yearbook of Ukraine...*, 2020).



Fig. 5. Dynamics of the number of students in schools (day and evening) for 2014–2021 academic years (built according to the *State Statistics Service of Ukraine*)

Rys. 5. Dynamika liczby uczniów w szkołach ogólnokształcących (dziennych i wieczorowych) w latach 2014–2021 (wg danych *State Statistics Service of Ukraine*)

Рис. 5. Динамика количества учеников в общеобразовательных школах за 2014–2021 уч. г. (по данным Государственной службы статистики Украины – *State Statistics Service of Ukraine*)

In the regional context, it is worth noting the Luhansk region, where there is a decrease in the number of students receiving general secondary education (-4.5%). In the Kyiv region over the past seven years, the largest increase in students took place in the schools (23.6%), in the Ternopil region – the smallest (4.6%). The largest number of full-time students of schools in urban areas study in Dnipropetrovsk region and in the city of Kyiv, and in rural areas – in Zakarpattia and Lviv regions. The smallest number of students in cities is studying in Chernivtsi region, in villages – in Sumy, Donetsk and Luhansk regions (fig. 6). In general, in Ukraine in the period 2014/2015–2020/2021 academic year. There is a constant tendency to in-

crease the occupancy rate of schools. Particularly noticeable increase in the occupancy of urban schools (in 2020/2021, almost 14 students more than the previous school year), although during 2014/2015–2015/2016. Starting from 2016/2017 academic year due to the optimization of the network of educational institutions, there is a gradual increase in the number of educational institutions in rural areas. This contributes to improving the quality of education (*State Statistics Service of Ukraine*).

In Ukraine as a whole, the average occupancy rate of schools is 271 students per one institution of general secondary education. The highest number of schools is observed in the city of Kyiv – on average 588 students, and in the

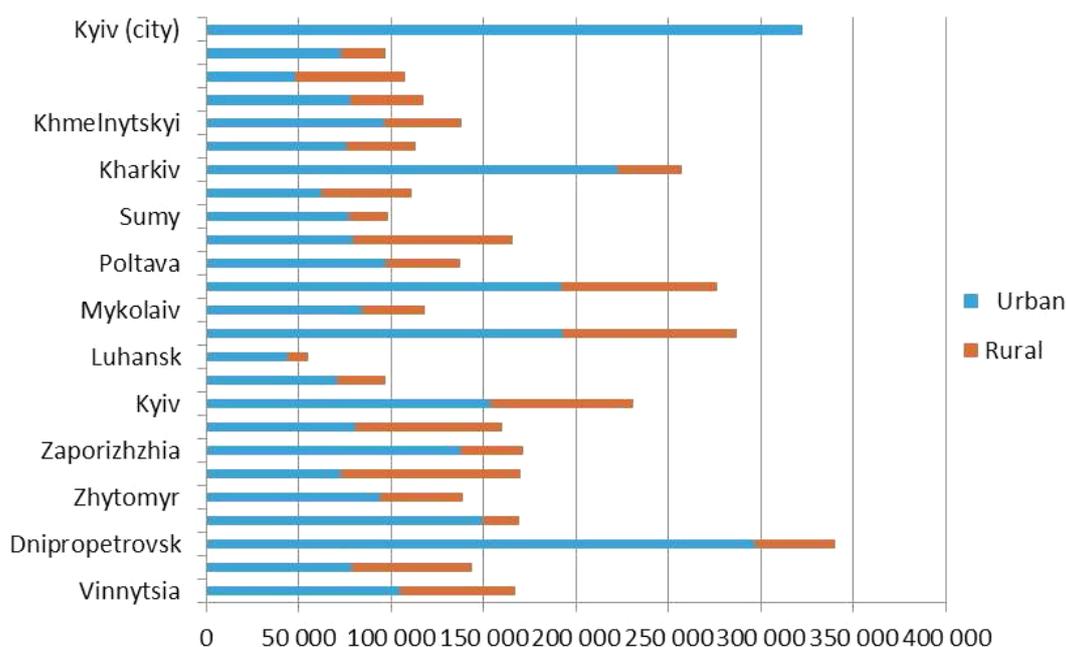


Fig. 6. Distribution of the number of students of schools (without evening schools) by type of location in terms of regions in 2020/2021 academic year (built according to the *State Statistics Service of Ukraine*)  
 Rys. 6. Liczba uczniów w szkołach ogólnokształcących na obszarach miejskich i wiejskich niektórych regionów w roku szkolnym 2020/2021 (wg danych *State Statistics Service of Ukraine*)  
 Рис. 6. Распределение количества учеников в общеобразовательных школах по типу местности в разрезе регионов в 2020/2021 уч.г. (по данным Государственной службы статистики Украины – *State Statistics Service of Ukraine*)

Dnipropetrovsk region (383). The indicator "average occupancy of schools" from 284 to 349 pupils on one schools is characteristic of Odessa (339 pupils), Kharkiv (343 pupils), Donetsk (325 pupils), Kyiv (31 pupils) regions. The average occupancy of institutions up to 217 students is observed in Ternopil (159 students), Chernihiv (199 students), Luhansk (200 students), Khmelnytsky (21 students), Cherkasy, Chernivtsi, Chernivtsi (21 students) regions. In the regional context, the largest number of students per teacher was recorded in the Dnipropetrovsk region and the city of Kyiv (12 students each), the least – in the Ternopil and Kyiv regions. Also, more than in the average in Ukraine, there is one teacher in Kherson, Zaporizhzhia regions, on average in Ukraine, 29 teachers teach in one institution of general secondary education. Almost one and a half times this figure is higher in the city of Kyiv and amounts to an average of 47 teachers per school. Also, higher than the average in Ukraine, the indicator number of teachers per one institution

was found in the following areas: Kyiv, Chernivtsi, Kharkiv and Odessa (30 teachers each); Ivano-Frankivsk (31), Zaporizhzhia (32), Dnipropetrovsk (32) and Rivne (33) regions. This indicator is the lowest in Luhansk and Ternopil regions (23 teachers each), as well as in Mykolaiv region (24 teachers). Below the average in Ukraine, such an indicator is recorded in ten regions, namely: in Khmelnytsky, Poltava, Cherkasy and Chernihiv (25 teachers each) regions; in Vinnytsia and Sumy (26 teachers each), in Zhytomyr and Kherson (27 teachers each) regions (КРАСНОПОЛЬСКАЯ и др., 2017).

## Conclusions

Thus, one of the main problems of school education in Ukraine is the difference in the quality of education between urban and rural areas. The quality of education in the village is worse than in the city. Adolescents in ukrainian villages lag behind in knowledge and skills from their peers in cities by more than two and a half years

of study. Regional differences in school education primarily depend on the demographic situation, the provision of qualified teaching staff, material and technical base, and so on.

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