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PROBLEMS OF FINANCING AND ENSURING THE FINANCIAL SUSTAINABILITY OF HIGHER EDUCATION INSTITUTIONS IN UKRAINE DURING THE WAR PERIOD

ABSTRACT

Funding the education system throughout life and ensuring the financial stability of higher education institutions of Ukraine during the war period are considered today by the world community as an investment in human and social capital, which today should ensure the preservation of the country's scientific and educational potential, and with proper governance - socio-economic growth and increasing the competitiveness of the state in the future.

The article examines the problem of the imperfection of the models for organizing financial support and managing the financial stability of higher education institutions in Ukraine during the wartime period. Particular attention is focused on the analysis of planned and actual expenditures on education and science, the reasons for their significant reduction, and the consequences of such a sharp reduction in funding.

In the course of writing the article, approaches to determining the directions of off-budget financing of higher education institutions in Ukraine during the war period are proposed. The authors deepened the diagnosis of the level of involvement of various stakeholders in the financing of educational needs during the war period. With the help of the application of a wide range of general scientific and specific methods, conclusions aimed at increasing the financial stability of higher education institutions of Ukraine during the war period were formed.

Keywords: higher education institutions, financing, financial support, state budget expenditures, educational subvention, endowment funds

JEL Classification: I20, I22, H52

INTRODUCTION

The system of higher education is one of the determining factors of the socioeconomic development of the nation of Ukraine. Institutions of higher education (HEIs) are entrusted with the function not only of professional training of specialists, but also of ensuring the economic, intellectual, spiritual, and moral development of society and the individual.

It is obvious that the educational infrastructure of Ukraine has become a strategic target for the russian invaders, as more than 2,600 educational institutions have been damaged by bombing and shelling, more than 330 of them have been completely destroyed. In particular, the share of damaged educational institutions exceeds 68% in the Donetsk region, 40% in the Kharkiv region, and 25% in the Luhansk region. Unfortunately, educational institutions located on captured Ukrainian lands are unable to fulfil their primary function - providing a favourable and safe educational environment, providing support to participants in the educational process. The occupying power implements training according to the russian educational program in these territories, and domestic textbooks, in particular on the history of Ukraine, are confiscated and often destroyed. In addition, the occupiers are organizing barracks and so-called filtration camps on the basis of some domestic educational institutions, and a torture chamber was discovered in the de-occupied Kherson region, where they set up cells for Ukrainian teenagers.

According to the estimates of the UN Secretary-General, the full-scale russian invasion of Ukraine led to a global crisis, when there was a mass movement of the Ukrainian population both within the country and abroad. Thousands of Ukrainian schoolchildren, students, teachers and scientists received the status of IDPs or refugees. In this difficult time, the entire civilized world has shown its unanimous support for Ukraine and is taking unprecedented steps to provide assistance, including support to the sphere of education and science. Today, there are about 500,000 school-age children outside Ukraine, with the largest share of them in European countries such as Poland, Germany and the Netherlands.

Under such circumstances, the system of education and science of Ukraine has faced unprecedented challenges and threats, which, despite the active hostilities and aggression of the russian federation, require an operational response, first of all, to preserve the lives of all participants in the educational process, to realize the right to education in view of the security situation in a specific territory, ensuring continuity and equal access to educational services for internally displaced children and refugee children abroad, assessment of educational needs. Another important task is to provide information and analytical support to the MES on the basis of "evidence-based policymaking" for the formation and implementation of state policy in the field of education under martial law; development and modernization of information systems of educational management, in particular, SHC "AICOM" and JSC "IRC"; introduction of new and improvement of existing digital distance learning tools; development and popularization of special web resources and platforms for the purpose of psychological support of participants in the educational process, strengthening of international cooperation, etc.

Therefore, each higher education institution needs to be provided with sufficient financial resources for its successful functioning. In view of this, the improvement of the modern financing mechanism of higher education institutions, in particular state-owned institutions, necessitates the search for new methods and approaches for diversification and rational use of their financial resources.

LITERATURE REVIEW

In the scientific space of Ukraine, the presented research direction is currently at the nascent stage, given the small number of existing publications that highlight the issue of ensuring the financial stability of higher education institutions of Ukraine during the war period.

Today, there are a number of thorough scientific works, the authors of which argue that the university, as an educational and scientific platform, can become a centre of reconciliation of people in a conflicting society. Or, on the contrary, if the government neglects education, it can nullify all efforts of concerned individuals to transform the conflict into a stable and unshakable peace. In this regard, it is worth noting the collective work of K. McGlin, M. Zembilas, Z. Beckerman, and T. Gallagher, research by I. Pacheco, as well as the monograph by H. Helskogo. In the presented works, the authors tried to highlight the main ways of the war's impact on education, as well as the steps that can be taken within the framework of higher education for further victory.

Many well-known scientists, researchers and specialists paid attention to the formation of the theoretical and methodological foundations of financing the activities of educational institutions, including Ya. Buchkovska, O. Baranetska, V. Cherednyk, D. Vilman, L. Gevlych, B. Senyshyn and other scientists. The achievements of the specified scientists have theoretical and practical significance in the specified field and became the basis for conducting further research on the issue of improving the financing mechanism of educational institutions.

The fundamental principles of financial policy implementation in the field of education are laid down in the works of G. Becker, K. Wain, R. Dave, V. Draskovic, A. Cooray, P. Lengrand, R. Musgrave, R. Neva, M. Palacios, T. Zoran etc. The works of domestic scientists, in particular T. Bogolib, V. Vlasyuk, O. Grigorska, O. Grishnova, O. Dlugopolskyi, I. Kaleniuk, L. Kozarezenko, S. Naumenkova, V. Mishchenko, Yu. Petrushenko, I. Radionova, V. Satsyk, V. Tropinoi, V. Usyk, Yu. Kharchuk, G. Chekalovskaya, L. Shevchenko, A. Shevchuk, and others.

At the same time, further research requires a complex of issues related, in particular, to the search for the optimal ratio of budgetary and extra-budgetary sources of financial support for educational institutions, determination of the potential amount of extra-budgetary funds for education, research on the influence of the amount of allocations for education on indicators of the country's socioeconomic development, diagnosis of the level of involvement various stakeholders to finance the educational needs of the region, etc.

AIMS AND OBJECTIVES

The purpose of the article is to improve approaches to increasing the level of ensuring the financial stability of higher education institutions in Ukraine during the war period.

The set goal made it necessary to solve the following tasks:

- to analyze the trends and problems of financial support of the education sector in Ukraine during the war period;
- to propose approaches to determining the areas of off-budget financing of higher education institutions in Ukraine during the war period;
- deepen the diagnosis of the level of involvement of various stakeholders in the financing of educational needs during the war period.

METHODS

finance, money and credit, investing, budget management, the theory of financial planning and forecasting, and scientific works on the financial support of the education sector.

The following research methods were used in the article: analysis, synthesis, logical generalization - when determining the socio-economic essence of the processes of financial stability of higher education institutions; induction, deduction, scientific abstraction and grouping - when forming the main approaches to improving financial support for the development of higher education institutions in wartime conditions; comparative and statistical analysis - in the study of modern trends and problems of financial stability of higher education institutions of Ukraine during the war period; the method of structural modeling - when determining the potential volume of extrabudgetary financial support of the education sector; correlation-regression analysis - when diagnosing the level of involvement of various stakeholders in financing the educational needs of the region; cluster analysis - when grouping regions to determine directions for increasing the level of ensuring the financial stability of higher education institutions of Ukraine during the war period.

RESULTS

One of the problems of the functioning of higher education institutions under martial law was the imperfection of models for organizing their financial support and managing financial stability. Ukraine has identified education as a priority sector, adhering to the provisions of the Law of Ukraine "On Education" regarding the provision of budget allocations for education in the amount of at least 7% of GDP. 7.5% of GDP (402.2 billion UAH) was predicted for 2022. To implement 38 budget programs of the MES, budget expenditures were to be UAH 40.908 billion (69.8%) from the general fund and UAH 17.723 billion (30.2%) from the special fund. Also, in 2022, 112.87 billion UAH (99.6%) from general and 0.412 billion UAH (0.4%) from special funds were approved for six subventions, which are transfers from the state budget to local budgets.

The lion's share of expenditures (38,388.9 million hryvnias, or 65.5%) was to be directed to four national programs for financing higher education institutions (Figure 1).

The second position was occupied by expenditures according to the functional classification "Other institutions and activities in the field of education" (7,823.5 million UAH, 13.3%), which were to be directed to 13 national programs that provide: financing of academic scholarships for students (cadets), graduate students, doctoral students of institutions of professional pre-higher and higher education; discounted travel for students of professional (vocational and technical) education institutions, students (non-military cadets) of professional pre-higher and higher education institutions in railway transport; maintenance of the Ministry, the National Agency for Higher Education Quality Assurance, the National Qualifications Agency, the Education Ombudsman Service, the State Education Quality Service, the National Commission on the Standards of the State Language, etc. In third place (5,988.2 million UAH, 10.2%) - expenses that were supposed to be directed to institutions of vocational pre-higher education.

The least state budget expenditures were to be provided for post-graduate education institutions (UAH 58.9 million, or 0.1%), specialized and special institutions of general secondary education (UAH 297.6 million, or 0.5%) and ensuring the functioning of physical education institutions and sports (304.6 million hryvnias, 0.5%), which are under the management of the MES.

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As of September 23, 2022, as a result of the actions of the aggressor country in Ukraine, 283 educational institutions were destroyed and 2,227 institutions were damaged. Among them, four educational institutions were destroyed in Zaporizhzhya, two in Donetsk and one in Kharkiv oblasts, 55 educational institutions were damaged, most of them in Kharkiv (23 educational institutions), Donetsk (6) and Dnipropetrovsk (6) regions [11].

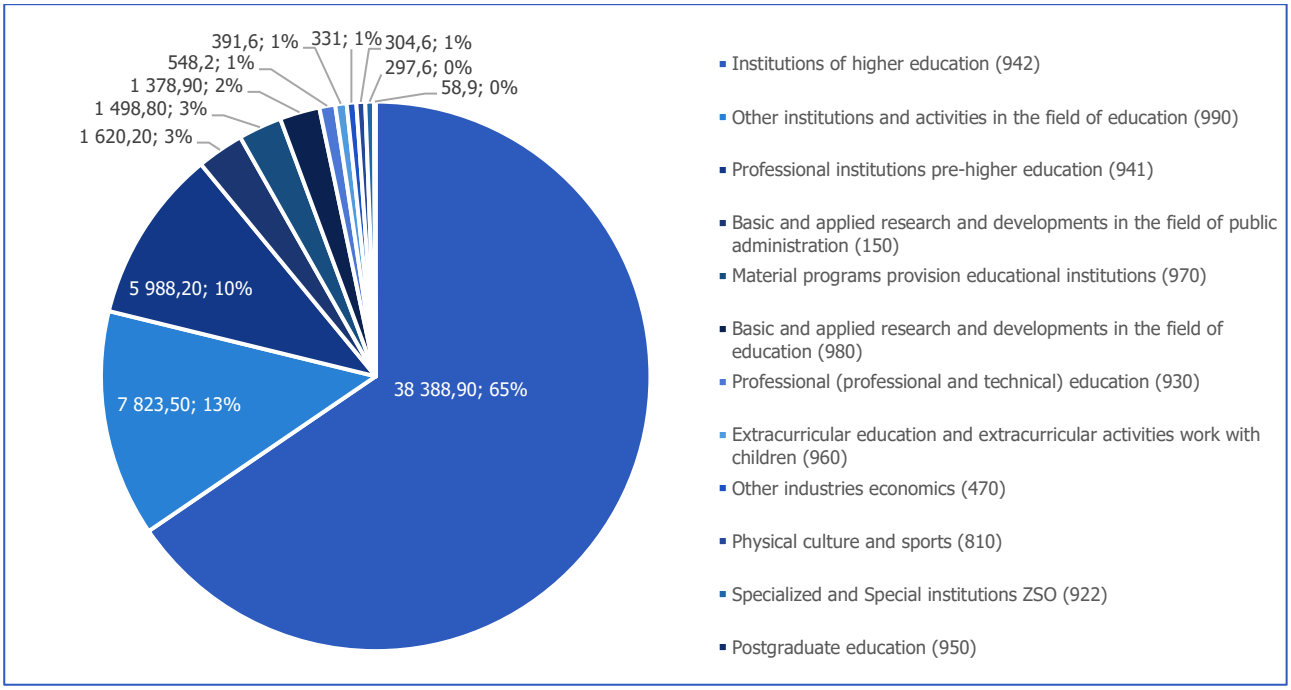

Figure 1. Allocation of planned funds from the state budget for 2022 for national budget programs of the MES according to functional classification, million hryvnias, %. *(Source: based on [13])*

18 institutions of higher education and 31 institutions of vocational pre-higher education became temporarily displaced - separate structural subdivisions of these higher education institutions. At the same time, students and employees of these institutions became internally displaced. Thus, five universities, an academy and an institute were moved from the Donetsk region to institutions in Dnipropetrovsk, Volyn, Ternopil, Ivano-Frankivsk regions and Kyiv. Three universities of the Zaporizhia region, from Berdyansk and Melitopol, have moved to the bases of HEI in the city of Zaporizhzhia. Three universities of the Luhansk region were moved to the Dnipropetrovsk, Khmelnytskyi and Poltava regions. The Academy and three universities from the Kherson region found temporary shelter at the bases of higher education institutions of Odesa, Kirovohrad, Ivano-Frankivsk and Khmelnytskyi regions.

In connection with the needs of our country in financing military operations, the Cabinet of Ministers of Ukraine Resolution No. 245 dated 10.03.2022 approved the reduction of expenditures and lending of the general fund of the state budget, which is provided for the main managers of funds for 2022, and increased the volume of expenditures of the reserve fund by the amount UAH 50,863.95 million [15]. For budget programs managed by the MES, this reduction, in general, reached UAH 8,053.54 million, which was 5.2% of the total amount of funding, of which for state-wide budget programs - UAH 3,729.0 million (46.3% of the total amount of reduction), for transfers - UAH 4,321.34 million (53.66%) and for loans - UAH 3.2 million (0.04%).

Among the interbudgetary transfers of the MES, the funding of four subventions was reduced by 100%, namely: for the creation of educational and practical centres of modern professional (vocational and technical) education; to ensure high-quality, modern and affordable general secondary education "New Ukrainian School"; for the implementation of the program "Efficient school for better results"; to ensure fire safety in general secondary education institutions. Also, the expenses for providing preferential long-term loans for obtaining professional pre-higher and higher education were reduced by 100% - in the amount of UAH 3.2 million.

Such functional areas of funding as "Physical culture and sports", "Professional (vocational and technical) education", "Institutions of vocational pre-university education" and "Post-graduate education" did not undergo expenditure reductions in accordance with the mentioned resolution of the CMU.

The next sequestration of the general fund of the state budget was approved by Resolution No. 401 of the Cabinet of Ministers of Ukraine dated April 1, 2022. The total amount of funds directed to the reserve fund is UAH 73,324.51 million, which is almost one and a half times more than the amount of the previous reduction in state budget expenditures (Figures 2, 3) [14].

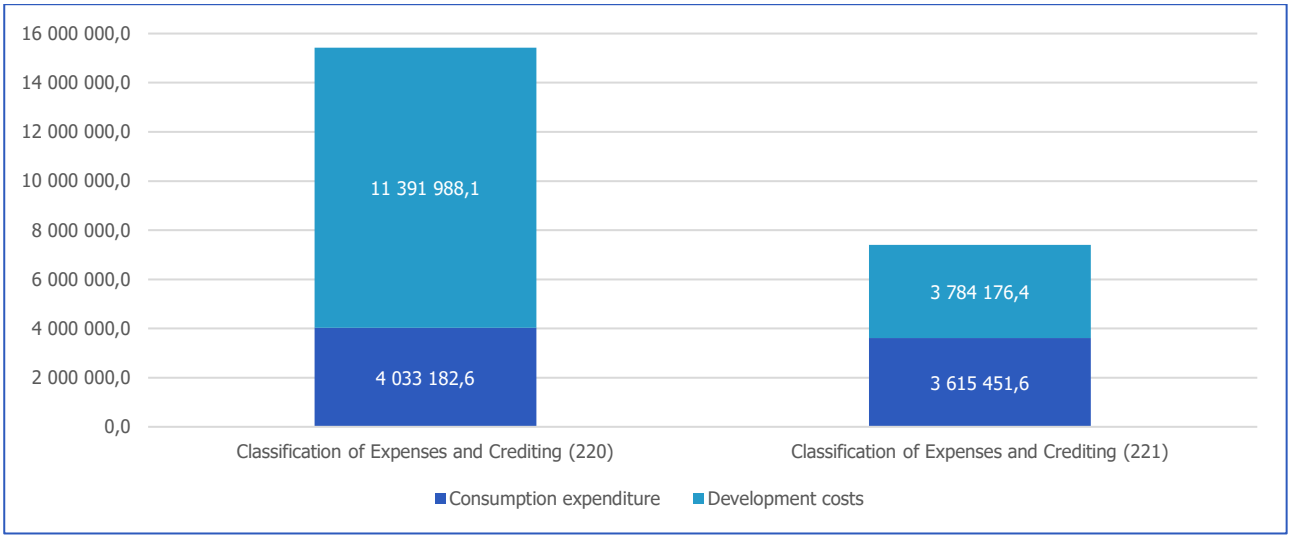

Figure 2. Sequestration of the state budget of Ukraine under the CEC in 2022, thousand UAH. *(Source: constructed according to [8, 13])*

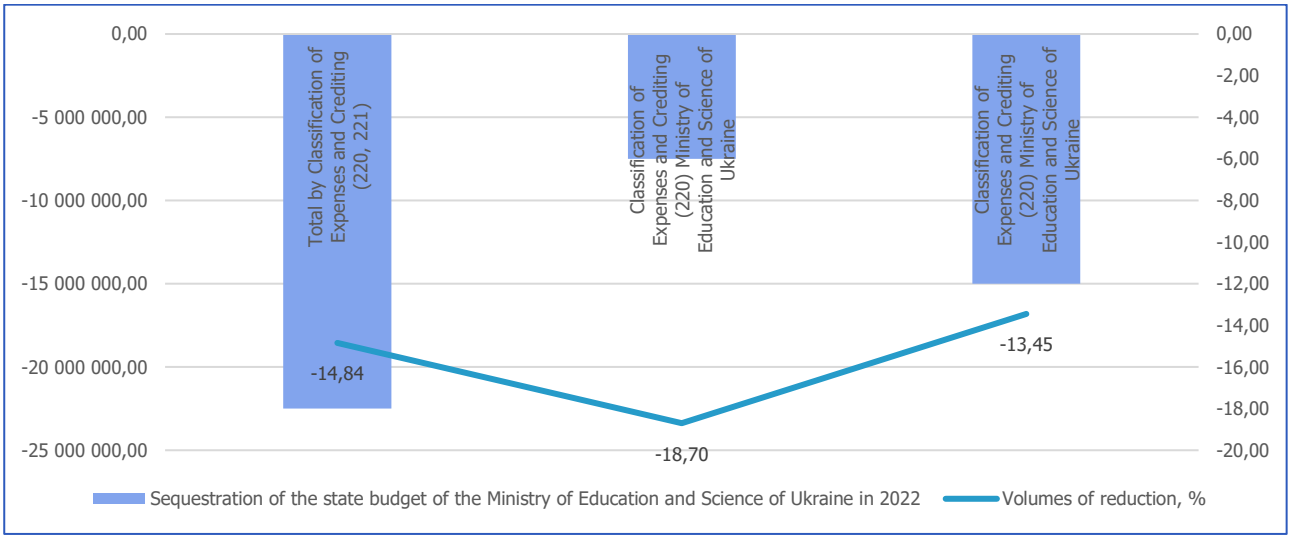

Figure 3. Sequestration of the state budget of the Ministry of Education and Science of Ukraine in 2022, thousand UAH, %. *(Source: constructed according to [8, 13])*

For budget programs managed by the MES, this reduction was equal to UAH 14,771.26 million (10.1% of the total amount of funding with changes), which is 1.8 times more than according to the Resolution of the CMU of March 10, 2022 No. 245. For state-wide budget programs, the amount of reductions is determined in the amount of UAH 3,916.43 million (26.5% of the total amount of reductions), for transfers - UAH 10,854.83 million (83.6%). Unlike the previous sequestration, this one concerned all budget programs of the MES.

The reduction of expenses for wages, communal services and energy carriers according to the functional direction "Higher education institutions" (942) in the section of groups of higher education institutions is shown in Figure 4.

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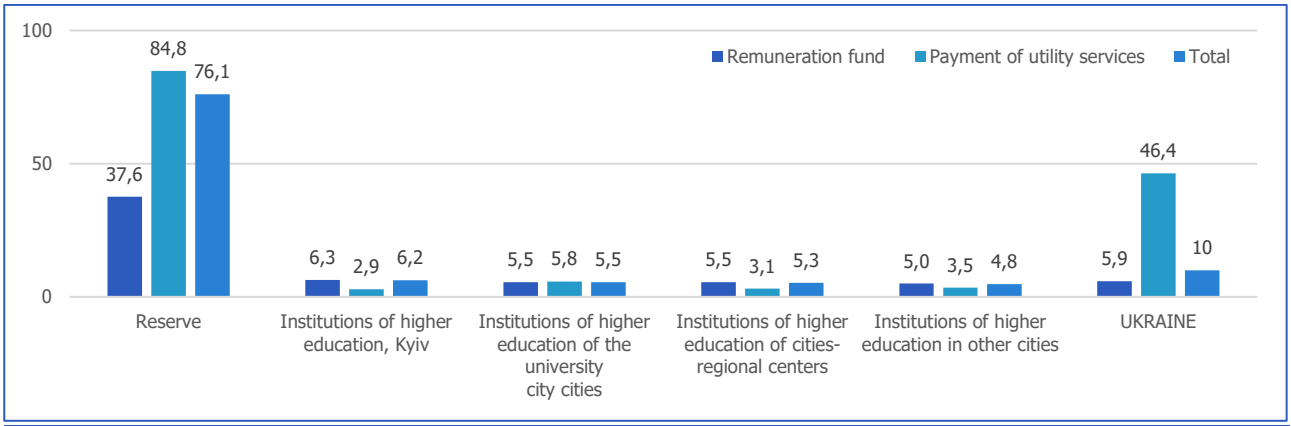

Figure 4. Reduction of expenses for wages, communal services and energy carriers in the section of HEI groups in accordance with the resolution of the CMU of April 1, 2022 No. 401, %. *(Source: built by the authors based on calculations)*

The analysis of expenditures from the state budget for the implementation of budget programs in 2022, which are managed by the MES, showed that due to the military aggression of the russian federation in Ukraine, the funding of development expenditures for the functional direction "Higher education institution" was reduced in the first stage (by 100%), and already on the second - consumption expenses (by 10%), namely: the wage fund, expenses for paying for communal services and energy carriers.

Along with this, despite the significant reduction of budget expenditures in the conditions of martial law, the Government of Ukraine provides financing for the most important areas of activity in the field of education. Also, the MES has taken a number of measures to find alternative sources of funding, primarily attracting financial assistance from international financial organizations and foreign partners. In particular, within the framework of the project "Support of public expenditures to ensure sustainable public administration in Ukraine", our country will receive 1.5 billion dollars from the World Bank (IBRD, IDA). USA for partial reimbursement of the already reduced expenses for salaries of civil servants and teachers.

The question of attracting funds from international partners was also brought up to date in view of the significant destruction of the educational infrastructure (in particular, 2,714 educational institutions suffered from bombings and shelling, 332 of them were completely destroyed) [17].

To solve the problem of financial support for education within the framework of the United24 project a current account of the MES was opened to collect funds for the needs of education and science. Among the priority needs, there are teaching aids, computer and other equipment, software, educational programs and tools, school buses [23].

One of the important directions of research is the analysis of unused balances of educational subvention funds, which are accumulated in the budgets of different levels (budgets of regions, budgets of city, township, rural TCs and the budget of the city of Kyiv). The presence of a significant amount of remaining funds indicates that the allocated funds are not used in full for teachers' wages, which negatively affects the amount of premiums for the prestige of work, and forces education management authorities to economize on financial aid for the rehabilitation of teachers, payment of bonuses, etc. The formula for the distribution of the educational subsidy is based on the number of students in institutions of general secondary education, who are provided with an educational service, and not the number of rates of pedagogical workers. It is worth noting that in territorial communities there are no procedures for the distribution of educational subvention funds, therefore, in some of them, the distribution of funds between IGSEs is carried out on the basis of various planning documents, such as staff lists, tariff lists of teachers, etc.

In 2022, according to the Law of Ukraine "On the State Budget of Ukraine for 2022", expenditures for educational subvention are planned in the amount of UAH 108.044 billion [13]. In the conditions of armed aggression of the russian federation, in accordance with the resolution of the Cabinet of Ministers of Ukraine "On the allocation of funds to the reserve fund of the state budget" dated April 1, 2022 No. 401, the educational subvention from the state budget to local budgets was reduced by 10% (10.804 billion UAH), to 97.239 billion UAH [3].

According to the State Treasury Service of Ukraine, as of January 1, 2022, the balances of education subvention funds on the accounts of local budgets were equal to UAH 5.657 billion, as of July 1, 2022 - UAH 14.3 billion, of which the largest balances, according to the ranking, were accumulated in the budgets of urban TCs - 6.0 billion UAH (41.96%), rural TCs

- 2.9 billion UAH (20.28%), village TCs - 2.7 billion UAH (18.88%), in regional budgets - UAH 2.3 billion (16.08%), and the smallest - in the consolidated budget of the city of Kyiv - UAH 395.0 million (2.8%) [4].

A regional analysis of the absolute values of unused educational subvention balances showed that the largest part of them was in the consolidated budgets of the Kharkiv, Odesa, Dnipropetrovsk, Kyiv, and Donetsk regions (Figure 5).

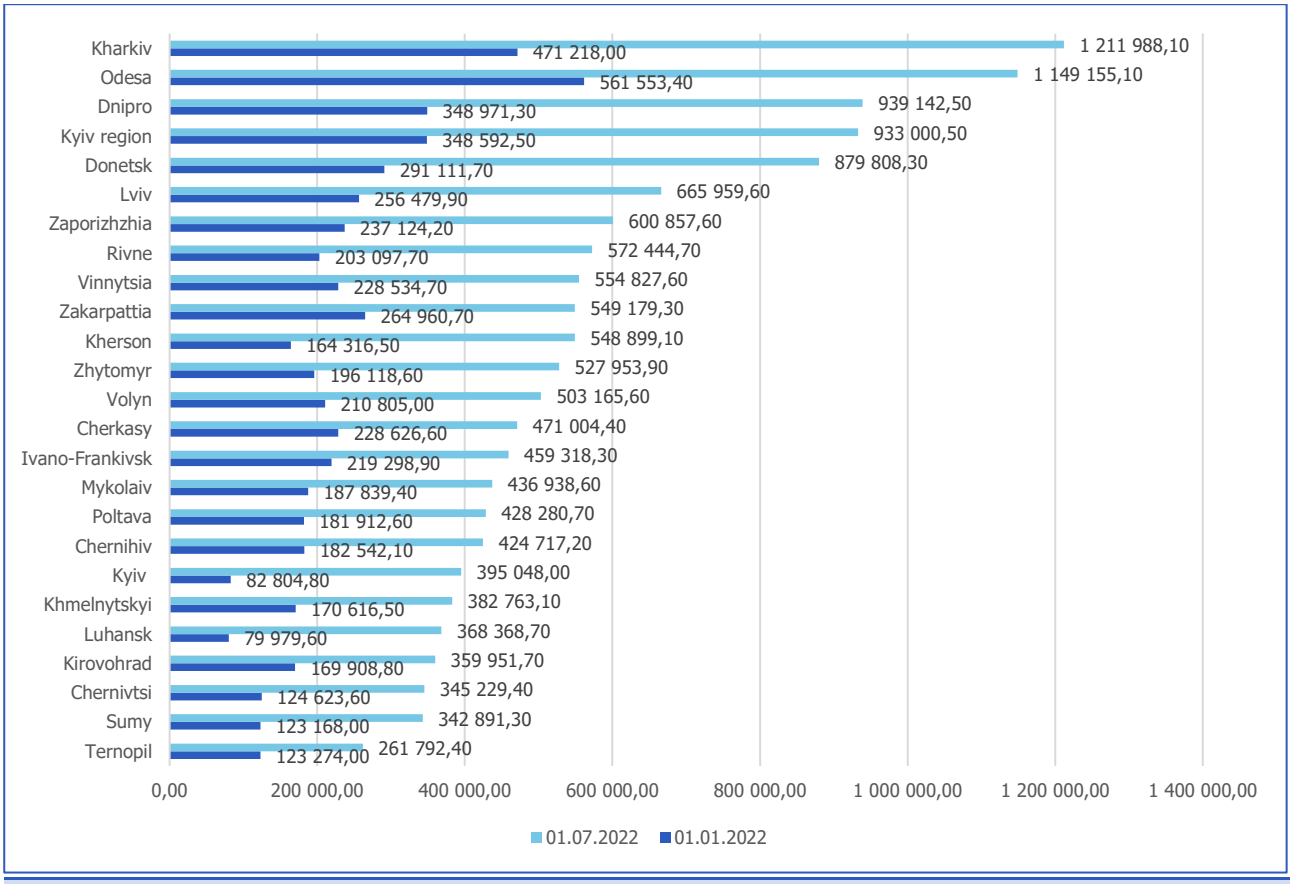

Figure 5. Balances of educational subvention as of January 1 and July 1, 2022, thousand UAH. *(Source: built according to [4, 8)*

In order to identify the regions in which educational subvention funds were used most ineffectively during the six months, we calculated the share of the accumulated balance as of July 1, 2022, to the annual amount of distributed subvention for 2022, taking into account the balance as of January 1, 2022 (Figure 6). The calculated average value of this indicator in Ukraine as a whole was equal to 13.89%.

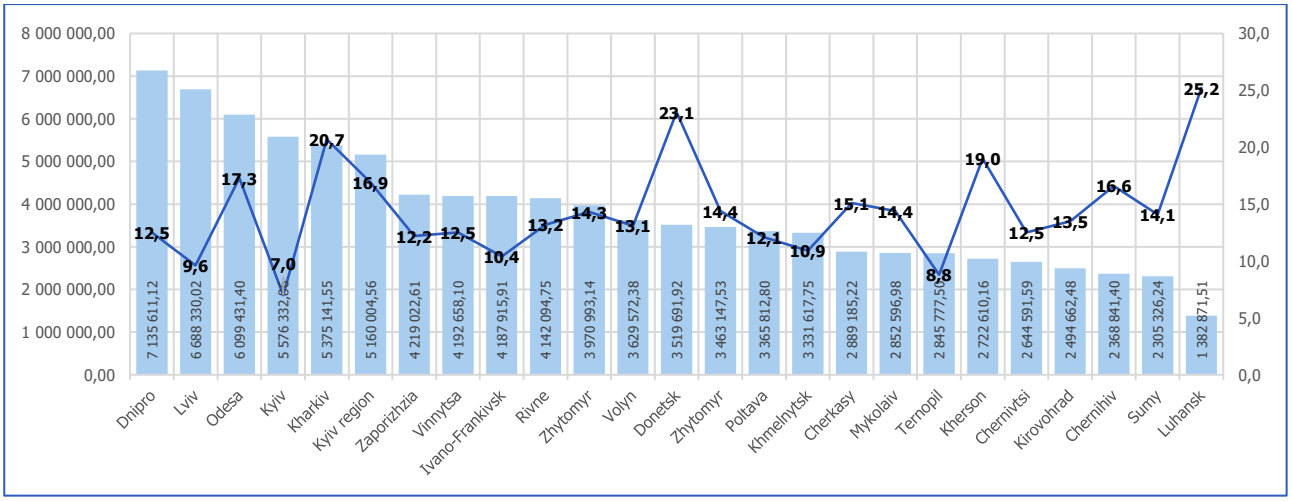

Figure 6. The annual amount of educational subvention for 2022 and the share of unused balances as of July 1, 2022, thousand UAH, %. *(Source: built according to [4, 8])*

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According to the law, the accumulated balances were to be used to equip higher education institutions with computers and multimedia equipment, and purchase literature. Also, the funds could be used to update the material and technical base of the HEI, measures to ensure fire safety, repair and purchase equipment for school canteens, and connect educational institutions to the Internet. In addition, the remaining funds could be used for the construction and repair of toilets, measures for territorial defence, meeting food needs, and paying for other measures aimed at supporting the population under martial law, in particular, the arrangement of bomb shelters in educational institutions.

In world practice, various models of financing higher education institutions in martial law conditions are used, but the mixed model prevails, under which financing is carried out both by the state and by private individuals and enterprises [1]. In Ukraine in 2021/2022 40.6% of students studied with state funds, and 59.4% with funding from private and commercial sources [3, 11].

In recent years, in many countries of the world, there has been a relative decrease in both state spending on financing higher education institutions and the amount of financing from private sources, which does not contribute to the stabilization of the financial condition of such institutions, the majority of which today are able to finance only current expenses [7, p. 134]. For example, in the USA, where loans are one of the largest sources of funding for higher education students, despite the overall increase in their amount from 1,488.9 billion dollars USA in 2017 to 1,733.4 billion dollars USA in 2021, the pace of lending is slowing down. If in 2018, compared to 2017, the annual growth of such loans was equal to 5.2%, then for the first half of 2022 - only 0.9%. As of mid-2022, the amount owed on student loans in the US reached about 8% of GDP or more than $5.2 thousand USA for each inhabitant of the country [20].

Due to the lack of reliable statistical data, it is difficult to follow such a process in Ukraine, although practice shows that the volume of student loans provided by domestic banks is insignificant. One of the ways to solve this problem can be the creation of a state education crediting system [4, p. 368]. According to the data of the World Bank and according to the indicator of financial availability of education, Ukraine is included in the group of countries with a higher-than-average level of GNI per capita. In 2021, this indicator for secondary and higher education was 19.8%, which is 1.6% higher than the average value in the group (Table 1).

Table 1. Financial availability of education for the population in different countries of the world in 2021, %. *(Source: compiled by the authors according to [21])*

Countries	The share of the population over 15 years of age concerned about the impossibility of paying for services at the level of:		
	primary education	secondary and higher education	schooling and education (from the group of 40% of the poorest population)
With the level of GNI per person:			
- high	8.01	7.69	11.50
- high (according to OECD methodology)	7.49	7.49	11.20
- higher than average	24.66	18.20	31.67
- average	40.00	27.36	45.46
- lower than average	50.57	36.62	56.99
- low	63.67	56.65	66.85
Eurozone countries	7.82	7.82	10.91
European and Central Asian countries	19.39	12.94	19.63
European and Central Asian countries (except countries with a high level of GNI per capita)	33.88	20.99	32.85
Italy	6.54	4.16	6.75
Germany	9.72	6.81	7.40
Poland	9.26	13.37	20.55
USA	9.79	8.54	14.90
Ukraine	**24.00**	**19.80**	**28.20**
Countries of the world in general	39.35	21.79	39.56

The state of war in Ukraine negatively affected the financial stability of higher education institutions and reduced the level of financial availability of education. In addition to the reduction of state and private funding, there is a decrease in the amount of grants, sponsorships, and charitable contributions. The practice of financial support by university graduates of their alma mater, which is widespread in the USA, has not become widespread in other countries, including Ukraine.

The income of universities from additional forms of activity (retraining courses, seminars, consulting, publishing activities, etc.) and student services (accommodation, use of paid resources, sports facilities), which were previously an important source of additional income and contributed to easing financial pressure in times of crisis, has significantly decreased. At the same time, the loss of income had a greater impact on the financial stability of private institutions [2, p. 178].

A potentially important source of income for universities is the financing of scientific research works at the expense of state funds, grants and business funds. The main purpose of such financing is the creation of a broad class of intangible assets, which include the results of fundamental scientific research, data, organizational capital, technology and experience. At the same time, the effective use of such assets is possible only under the condition of constant renewal of the knowledge base in all directions of the development of science and technology, as well as close interaction of scientific foundations with universities based on the creation of scientific and scientific and technological clusters [19, p. 118].

In recent years, the Ministry of Education and Science of Ukraine has been actively working to support scientific research in institutions of higher education through the National Research Fund of Ukraine, but the amount of funding remains insufficient. In the future, it is necessary to focus attention on the financing of fundamental research and R&D in areas strategically important for our country, which will contribute to overcoming problems of critical importance for the economy and society, in particular, related to the post-war reconstruction of the economy and ensuring social stability in society.

In recent decades, the creation and use of endowment funds have become widespread in many countries, the income from which is an important source of additional financing for higher education institutions. In 2020, the largest funds were the endowment of Harvard, Yale and Texas universities (Table 2).

Table 2. TOP-5 universities in the world by the size of endowment funds in 2020. *(Source: compiled by the authors according to [22])*

University	The size of the endowment fund, *billion USD*	The average cost of education per year, *thousand USD*	The average annual salary of a professor, *thousand USD*	The annual budget for research, *billion USD*
Harvard University	34.5	43.5	226.1	1.01
Yale University	25.4	47.6	200.0	0.80
The University of Texas System	24.2	34.7	145.0	0.59
Stanford University	22.4	46.3	248.4	1.02
Princeton University	22.2	43.4	201.7	0.28

The possibility of creating such funds is provided for by the Law of Ukraine "On Higher Education", however, for a number of objective and subjective reasons, their operation has not yet become widespread in our country.

An important source of income for institutions of higher education is the provision of advanced training and retraining services for specialists in various areas of the economy. In the future, with increasing automation and robotization, more and more workers will be forced to change professions. However, the existing schemes and retraining mechanisms in Ukraine do not yet sufficiently utilize the potential of higher education institutions.

One of the promising ways to reduce costs due to scale, which is widely used around the world, is the unification of educational institutions and the creation of powerful educational and scientific centres. The Ministry of Education and Science of Ukraine chose this path. As a result of the unification of higher education institutions in 2021/2022 in one such institution, an average of 2,712.4 students studied, which is 22.3% more than in 2020/2021. r. [18]. At the same time, it should be borne in mind that the association of educational institutions has certain limits, and therefore it should be carefully justified and take into account the strategic goals of the development of education and science. At the same time, as a practice has shown, the unification of universities in Ukraine takes place without objective justification, often in violation of current legislation, and sometimes even with elements of corruption. Such actions of the leadership of the MES should be thoroughly checked by the controlling authorities, and persons involved in such violations should be held accountable in accordance with the current legislation of Ukraine.

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DISCUSSION

The complexity of the financial problems facing higher education institutions today indicates that they need to change the way they organize financial support. This concerns not only the search for new sources of income but also, first of all, the redistribution of resources between separate areas of educational and scientific activity, forms of education, etc. [7, p. 137]. The implementation of new approaches requires expanding the powers of heads of educational institutions in financial management, involving interested parties, and strengthening the teamwork of the entire team, which will contribute to increasing the reputation of educational institutions and their level of competitiveness.

In the future, to solve the mentioned problems, which are certainly debatable, we propose to create an information and analytical system for collecting and processing information on the use of funds at various levels of education management; to develop indicators for evaluating the effectiveness of the use of funds from the state budget; to monitor the level of remuneration of teaching staff and the cost of education for one student; monitor territorial communities with inappropriate use of funds and significant balances of unused funds, etc.

It is necessary to provide a detailed monthly analysis of the unused balances of educational subvention and to develop appropriate forms of cascade collection of information. Methodological processing and analysis of information should be based on normative legal acts of the Ministry of Finance of Ukraine [9, 10].

We also propose to start interaction with other state information and communication systems and public electronic registers in the field of finance, in particular, the systems of the Ministry of Finance.

CONCLUSIONS

The basis of improving approaches to increasing the level of ensuring the financial stability of higher education institutions of Ukraine during the war period is the adjustment of the complex of forms and sources of financing, financial regulation tools with the aim of more effective use of existing and attracting additional financial resources of stakeholders of various levels based on the principles of social partnership, burden sharing expenses.

The main problems in ensuring the financial sustainability of higher education institutions of Ukraine during the war period are lack of statistical accounting of financial flows in the field of financing non-formal education and extra-budgetary federal funds in the field of education; the irrational structure of the existing system of federal funds in the field of education, which causes: a nominal increase in education costs without significant qualitative changes in the provision of educational services, the unpreparedness of local authorities for a full-fledged federal fund for the development of vocational education and training, a low level of financial support for extracurricular and postgraduate education.

Determining the potential volume of extra-budgetary financial resources is expedient to be carried out with the help of structural modelling tools. For 2020-2022, on average, the volume of budgetary federal funds in the field of education was about 25%, and extra-budgetary funds - about 75% of their total amount.

It is expedient to determine the ratio of budgetary and extra-budgetary funds in a differentiated manner based on an assessment of the compliance of educational services with the criteria for satisfying public and private benefits. For basic education services, this ratio should be as follows: 90% budgetary funding, 10% extra-budgetary; for professional education services – 60-70% and 30-40%, respectively; for additional education services - 20-40% and 60-80%.

Regional strategies for financial support of the education sector during the war period should be differentiated depending on the level of their readiness to introduce a differentiated approach to spending on education, taking into account the number of displaced institutions and students, the level of implementation of digitization in the educational process, the level of adaptability of teachers and students to the use of remote online platforms, the psychological state of the scientific and pedagogical contingent of teachers and students of higher education, etc.

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ПРОБЛЕМИ ФІНАНСУВАННЯ ТА ЗАБЕЗПЕЧЕННЯ ФІНАНСОВОЇ СТІЙКОСТІ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ УКРАЇНИ У ВОЄННИЙ ПЕРІОД

Фінансування системи освіти впродовж усього життя, забезпечення фінансової стійкості закладів вищої освіти України у воєнний період розглядається сьогодні світовою спільнотою як інвестиції в людський і соціальний капітал, які сьогодні мають забезпечувати збереження наукового й освітнього потенціалу країни та при належному врядуванні – соціально-економічне зростання й підвищення конкурентоспроможності держави в майбутньому.

У статті розглянуто проблему недосконалості моделей організації фінансового забезпечення та управління фінансовою стійкістю закладів вищої освіти України у воєнний період. Особливу увагу зосереджено на аналізі планових і фактичних видатків на освіту й науку, причинах їх суттєвого скорочення та наслідках, до яких призвело таке різке скорочення фінансування.

У ході написання статті запропоновані підходи до визначення напрямів позабюджетного фінансування закладів вищої освіти в Україні у воєнний період. Авторами поглиблено діагностику рівня залученості різних стейкхолдерів до фінансування освітніх потреб у воєнний період. За допомогою застосування широкого спектру загальнонаукових і специфічних методів сформовано висновки, спрямовані на підвищення фінансової стійкості закладів вищої освіти України у воєнний період.

Ключові слова: заклади вищої освіти, фінансування, фінансове забезпечення, видатки держбюджету, освітня субвенція, ендавмент-фонди

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