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**IN SEARCH OF A MODEL: INTERDISCIPLINARY STUDIES
OF UKRAINIAN SCHOLARS ON THE POLICY OF EUROPEAN COUNTRIES
AND THE USA IN THE SPHERE OF HIGHER EDUCATION
(THE END OF THE 20th – THE BEGINNING OF THE 21st CENTURIES)**

Abstract. *The purpose of the research is to carry out a synthesized analysis of studies by the Ukrainian scholars that appeared at the end of the 20th and the beginning of the 21st centuries on the policies of European countries and the USA in the field of higher education. The research methodology consists of interdisciplinary methods of analyzing scientific sources – historiographic, comparative, historical and structural, periodization, historical actualization, monographic and selective analysis, knowledge system analysis, discourse analysis, elements of phenomenological and synergistic approaches. The scientific novelty of the study consists in the implementation of a comprehensive, substantive analysis*

of interdisciplinary studies by the Ukrainian scholars on the issue of policy development in the field of higher education abroad. **Conclusions.** The analysis of the modern Ukrainian interdisciplinary discourse on the development of foreign policy in the field of higher education, carried out on the basis of the developed two-vector model, revealed the accumulation of a significant array of diverse studies, which collectively reflect the achievements and bottlenecks, gaps in the scientific understanding of the specified issue. The analysis of the dynamics of research through the prism of three specific periods of the historiographical process showed that after the appearance of the first studies in the second half of the 1990s, scientific interest in it in the quantitative dimension of studies reached its highest level in 2001/2 – 2007/8. In 2009 – 2015/16, the increase in the qualitative level of such research was reflected in the emergence of meaningful monographs, dissertations, and analytical articles. The multifaceted architectonics of the historiography of the issue under study found expression in the imposition of the complex dynamics of its development on the synergetic of interdisciplinary discourse, where the theories developed in the fields of philosophy and philosophy of education, public administration, political science, history, law, comparative pedagogy and the methodological approaches intersected and synthesized in the study of foreign policy in the field of higher education in the Ukrainian-centric, Euro-integration, European, country studies, globalist, and comparative directions.

Key words: historiography, interdisciplinary discourse, foreign higher education, Central European countries, Eastern European countries.

У ПОШУКАХ ВЗІРЦЯ: МІЖДИСЦИПЛІНАРНІ СТУДІЇ УКРАЇНСЬКИХ УЧЕНИХ ПРО ПОЛІТИКУ КРАЇН ЄВРОПИ ТА США У СФЕРІ ВИЩОЇ ОСВІТИ (КІНЕЦЬ ХХ – ПОЧАТОК ХХІ ст.)

Анотація. Мета дослідження: здійснити предметний комплексний аналіз українського міждисциплінарного наукового дискурсу 1990 – 2025 рр. з проблеми розвитку зарубіжної політики у галузі вищої освіти **Методологію дослідження** становлять міждисциплінарні методи аналізу наукових джерел – історіографічний, компаративістський, історико-структурний, періодизації, історичної актуалізації, монографічного і вибіркового аналізу, аналізу системи знань, дискурс-аналізу, елементи феноменологічного і синергетичного підходів. **Наукова новизна** дослідження полягає у здійсненні предметного комплексного аналізу міждисциплінарних праць українських науковців з проблеми розвитку політики в галузі вищої освіти в зарубіжжі. **Висновки.** Здійснений на основі розробленої двовекторної моделі аналіз сучасного українського міждисциплінарного дискурсу про розвиток зарубіжної політики у сфері вищої освіти виявив нагромадження значного масиву різнопрофільних праць, які сукупно відображають здобутки та “вузькі” місця і прогалини в науковому осмисленні означеної проблеми. Розгляд динаміки її дослідження крізь призму трьох визначених періодів історіографічного процесу показав, що після появи перших студій у другій половині 1990-х рр. науковий інтерес до неї кількісному вимірі наукових праць досяг найвищого рівня в 2001/2 – 2007/8 рр. У 2009 – 2015/16 рр. зростання якісного рівня таких досліджень виявилось у появі змістовних монографій, дисертацій, аналітичних статей. Багатоаспектна архітектоніка історіографії досліджуваної проблеми знайшла вияв у накладанні складної динаміки її розвитку на синергетику міждисциплінарного дискурсу, де напрацьовані у галузях філософії та філософії освіти, державного управління, політології, історії, правознавства, порівняльної педагогіки методологічні підходи перетиналися і синтезувалися у вивченні зарубіжної політики в галузі вищої освіти в україноцентричному, євроінтеграційному, європейському, країнознавчому, глобалістському, компаративістському напрямках.

Ключові слова: історіографія, міждисциплінарний дискурс, зарубіжна вища освіта, країни Центральної Європи, країни Східної Європи.

Problem Statement. During the era of modern statehood, the development of the national higher education system of Ukraine was accompanied by its permanent reform and a purposeful, but complex, contradictory process of integration into the European Higher Education Area (EHEA). Under such conditions, scientific and practical interest in studying higher education policy as a key factor in its transformation and development at the global,

regional, national, and university levels has naturally grown. As a result, a significant body of researches done by scholars in various fields of knowledge has accumulated. A holistic structured analysis of this interdisciplinary discourse allows us to systematize the experience accumulated by the Ukrainian science in understanding the issue, to identify achievements and gaps in its scientific understanding, and to provide guidelines for the development of higher education as an intellectual and socio-economic factor in the post-war reconstruction of Ukraine.

Review of Recent Research and Publications. A comprehensive subject-based analysis of modern Ukrainian historiography on the policy of European countries and the United States in the field of higher education has not been conducted yet. We should mention individual attempts to carry it out in the studies that developed scientific and theoretical foundations of educational policy (Bazyliak, Ivaniuk, 2006; Krasniakov, 2001; Tertychka, 2002; Zhuravskyy, 2003 and the others), highlighted educational policy processes in the context of global transformations (Halpierina, 2003) and a regional context of the European Union (Vilchynska, 2012; Klepko, 2006; Palinchak, & Gzheshchuk, 2022; Khoruzhyi, 2016), the development of educational policy in certain countries was studied – Poland (Alpern, 2013; A. Vasyliuk; L. Hrynevych; Kopanska, 2008 and the others), the USA (Bazyliak, 2023; Stoika, 2012 and the others), the Czech Republic (Bondarchuk, 2008). There were compared the features of higher education policy in certain countries and regions (Nyzhnyk, 2016; Studilko, 2024; Sychenko, 2024), etc. A number of modern scholars have analyzed the works of Ukrainian educators and historians who studied the history of higher education in European countries in the 19th and early 20th centuries (Haliv, & Ilnytskyi, 2021; Ilnytskyi, & Haliv, 2022; Haliv, & Ilnytskyi, 2023). These reviews of scientific sources were of an aspectual nature, so the issue under analysis has not become the subject of a special historiographical study.

The purpose of the research is to carry out a synthesized analysis of studies by the Ukrainian scholars that appeared at the end of the 20th and the beginning of the 21st centuries on the policies of European countries and the USA in the field of higher education.

Research Results. When trying to elucidate the issue under analysis, we find ourselves in a tangle of definitions, scientific approaches and authorial views. The study of the historiography issue is complicated by its interdisciplinary nature, complex dynamics of development, and other objective socio-political, subjective and reflexive factors. In such a situation, we offer a two-vector model for its logical, structured, holistic understanding.

A “horizontal” model, which involves dividing the historiographic process into three somewhat conventional periods: 1) the “post-Soviet” period of 1991 – 2000/2001, when, against the backdrop of “battles for methodology” and the search of ways to reform the national higher education system, the understanding and use of topical foreign experience became relevant; 2) the pro-European period of 2002 – 2009/2010, when in the process of Ukraine’s integration into the Bologna Process and the European Higher Education Area, its systematic in-depth study began; 3) globalist – since 2011/2012, the scientific discourse on the implementation of educational policy in the face of increasing globalization challenges and the need to preserve the national identity of educational systems has been intensified.

A “vertical” model, which assumes consideration of the interdisciplinary nature and methodological principles of studies on the specified issue and their gradation according to subject-thematic vectors – Ukrainian-centric, European-integration, European, country studies, globalist, comparative, which are somewhat consistent with the specified historiographic periods.

Let us note the important features and peculiarities of the historiographical problem raised. Firstly, it is of an interdisciplinary nature, which is reflected in the research done in the fields of philosophy and philosophy of education, public administration, history, political science, law, pedagogy, etc. Secondly, this is syncretism, which manifests itself in the study of issues of public policy, management and reform of foreign higher education systems in a certain substantive context, in particular, as prerequisites, factors of their development, etc. Thirdly, this is a multi-vector nature of research, when higher education policy is studied as a separate (main) subject of research and in the perspective of various directions of development of higher education abroad, etc.

The issues of educational policy, in particular in the field of higher education abroad, have been sufficiently developed in methodological and terminological terms by the scholars from various fields of knowledge (Alpern, 2013; Bazyliak, 2023; Bondarchuk, 2008; Halpierina, 2003; Ivaniuk, 2006; Khoruzhyi, 2016; Klepko, 2006; Krasniakov, 2001; Tertychka, 2002; Vilchynska, 2012; Zhuravskiy, 2003 and the others). The concept of “state policy/state policies in the field/sphere of higher education” is mostly interpreted in line with the definitions of “state policy in the field of education”, “state educational policy”. We observe a consolidated scientific position, according to which these definitions began to be used in professional literature in the 60s – 70s of the 20th century, when in the USA, European countries, Japan, and the USSR, education began to be considered an important socio-economic factor and an area that requires special focus by the state. This process stimulated the so-called “information explosion” in the development of the humanities, natural sciences, and physical and mathematical sciences.

Scholars are unanimous in the opinion that in the 60s and 70s of the 20th century, a trend towards priority funding of education, especially higher education, was established in developed countries. At the same time, a controversial argument is expressed that one of the main reasons for the change in the paradigm of educational policy in developed countries was the success of the USSR in the field of space research (Krasniakov, 2001, p. 22). We believe that these objective processes were determined by social progress and the prospects for the development of education and science in the projection of market relations as a lever of economic development.

The first publications on the issue, which began to appear fragmentarily in the mid-1990s (T. Boholib, A. Boiko, A. Vasyliuk, K. Korsak, O. Lokshyna, A. Sbruieva, S. Sysoieva, V. Tertychka and the others) were of a Ukrainian-centric orientation. Foreign experience of state policy in the field of higher education interested scholars not as a separate phenomenon, but as a useful source, a tool that could contribute to its reform in Ukraine. The characteristic features of these studies (similar to the Soviet clichéd style) were descriptiveness and appeal to official legislative and regulatory acts, which gave undeniable “reasoning” and significance to the narratives made.

The above approaches were synthesized in the first, admittedly fundamental work by V. Tertychka (Tertychka, 2002), which influenced further research into the issue raised. Having clarified the content and structural, functional features of state policy (its determination by the socio-economic conditions of society’s development; strategies, goals, models, etc.), the scholar objectively characterized the conditions, dynamics, and ways of its implementation through the prism of democratic prospects for Ukraine. In this context, the author fragmentarily appeals to foreign experience, which he interprets not as intrinsic value, but as an argument, a model for determining the procedures and parameters of developing an official educational

and political course, the technology of making state and political decisions in the field of higher education in Ukraine.

The materials of the fundamental bibliographic index “Higher Education of Ukraine in the Context of Social Transformation: State, Problems, Development Trends” (2008, 2015) testify to the outbreak of scientific interest in the problems of higher education policy in 2001 – 2008, when the European integration subject-thematic vector of studies intensified. It was caused by the processes of Ukraine’s integration into the Bologna Process and the EHEA, actualization of this issue in a number of government resolutions. Our analysis is consistent with the statement of Tertychka, 2002, according to which at the turn of the 20th and 21st centuries, Ukraine published “perhaps the majority” of research papers on educational policy compared to the CIS and Central and Eastern European countries (Tertychka, 2002, p. 8).

Among the dozens of studies that were published at the time, we should single out the following substantive articles written by O. Kopanska (Kopanska, 2008), Ye. Krasniakov (Krasniakov, 2001), V. Sychenko (Sychenko, 2009) V. Zhuravskiy (Zhuravskiy, 2003), M. Haliv and V. Ilnytskyi (Haliv, 2024; Haliv, & Ilnytskyi, 2025), textbooks (Ivaniuk, 2006), dissertations (Bondarchuk, 2008; Halpierina, 2003, and the others). The analysis of these studies revealed, on the one hand, that the Ukrainian authors were influenced by the narrative of the Russian researchers, who linked the formation of educational policy with the transition of humanity from industrial to post-industrial society, the rationalization of professional activity, the strengthening of the relationship between upbringing, education, culture, mentality as a way of preserving and developing the civilization of individual states, etc. Owing to the “continuity” and “heredity” of the scientific research process, these narratives are still traced in the Ukrainian historiography today.

On the other hand, during the second historiographical period, the pro-Western vector of educational policy research intensified. In methodological terms, this trend is traced in the comprehensive analytical research done in the format of a textbook by I. Ivaniuk (Ivaniuk, 2006). Based on the ideas of leading Western scholars in the field of educational policy (E. Zelvis, B. Lingrad, F. Rizvi, S. Taylor and the others), I. Ivaniuk elucidated its essence, main aspects, and approaches to implementation in the development of universities. Innovative for domestic science was clarification of educational policy ideological foundations of Western democracies in the form of dominant ideologies: liberal (based on the principles of property, human nature and reason, individualism, progress, institutionality), conservative (traditionalism, social hierarchy, family, church, school as the basis of sociologization), leftist (Marxist, social democratic, etc.). The analysis of Western models of educational policy deserves a positive evaluation (M. Herchynskiy, L. Kuina, E. Young), which determined approaches to the formation of a regulatory framework for the higher education development in EU countries.

In the coordinate system of Western discourse, the scientific and theoretical foundations of educational policy were conceptualized in studies in the field of philosophy of education. Its general reception was outlined by S. Klepko (Klepko, 2006). The scholar presents a comprehensive definition of educational policy as a course of action approved by the government or other organization that outlines and promotes goals, methods, programmes and is used in education, ensuring the acquisition of knowledge, skills, and development of thinking. According to the criterion of subjectivity, educational policy is divided into state, public, regional, institutional, European, and global.

On the one hand, S. Klepko synthesized the post-Soviet scientific discourse on educational policy as a system of socio-economic, organizational, and other measures with direct and

feedback relationships between its elements and as a complex set of theoretical goals, ideas, and practical measures for the development of education. On the other hand, based on the studies of leading foreign scholars (P. Bourdieu, B. Levin, T. Mochinsky, M. Foucault and the others), the scholar summarized Western constructs of educational policy (liberalism, social democracy, neoliberalism, post-structuralism, etc.) and illustrated that they generate all diversity of its manifestations – the labour market and trust, professionalism, the values of freedom and democracy, the challenges of globalization, etc. The author argued that despite the diversity and contradictions of educational policy, it should provide answers to the core universal questions facing higher education: “What is education?”; “What is taught?”; “How is it taught?” (Klepko, 2006, pp. 42–46).

The tendency towards “Europeanization” of Ukrainian scientific discourse on the issue of higher education policy abroad has been clearly reflected in the studies on a comparative pedagogical issue studies (A. Vasyliuk, K. Korsak, O. Lokshyna, A. Sbruieva, S. Sysoieva and the others). Symptomatic and indicative in terms of the search of new methodological guidelines was the research by K. Korsak and A. Yanovskyi (Korsak, & Yanovskyi, 2000), which demonstrated the desire to abandon the simplified “sociologizing” interpretation of this phenomenon imposed by the Soviet science and the need to rethink it based on the institutional approaches of Western science. To this end, based on “activity practices”, it was suggested distinguishing between the concepts of “educational policy”, which denotes the educational policy of the state and its institutions, and “politics of education”, which outlines the politics in the field of education, which is carried out at the global, regional, national and local levels by its subjects – from UNESCO, the World Bank, European Union bodies to the governments of countries and individual higher education institutions, their employees and students, public institutions, etc.

A gradual transition of the second historiographic period into the third one was reflected in the expansion of the research spectrum on higher education policy in three substantive and thematic areas: European integration (its study in the context of Ukraine’s integration into the European Higher Education Area); country studies (the studies on national higher education systems of foreign countries); and globalist studies. Along with preserving the sectoral nature of studies on this issue, the tendency towards their multi-profile synthesis increased. It was manifested in the integration of scientific and methodological approaches developed in the fields of public administration, political science, history, law, economics, sociology, pedagogy, etc. Such interdisciplinary narratives provide a holistic and structured view of foreign educational policy as a tool for ensuring fundamental rights and freedoms of the individual and humanization, the growth of culture, and the socio-economic development of society.

In the majority developed European integration and country studies vectors, higher education policy was considered through the prism of five – six basic documents of the European Union (educational proposals of the European Commission and EU member states, “Report on Specific Future Objectives of Educational Systems” (2001), etc.). The scholars’ focus on them determined unanimous accents and interpretations. This was clearly manifested in the definition of state policy priorities in the European Higher Education Area (modernization of education and teaching; improvement of the quality of education and social and pedagogical conditions of professional training; harmonization of the functioning of national education systems, etc.) and highlighting its main directions during the transition period of the 2000s in the countries of Central and Eastern Europe (decentralization and

liberalization; harmonization of educational standards; strengthening the connection with the labour market; efficient use of financial resources; ensuring equality in education, etc.).

Along with such a consolidated narrative, the phenomenological approach allows us to clarify the role and significance of individual studies in the process of building scientific knowledge on the issue under study. In particular, in N. Vilchynska's dissertation (Vilchynska, 2012), there is provided a systematic view of the institutional component of the European Union's educational policy. By synthesizing the European and post-Soviet discourse, the scholar illustrated the unique nature of its formation based on the principle of subsidiarity, which involves an organic combination of pan-European, regional, national, and local interests. Comparing the approaches of foreign and Ukrainian scholars to the periodization of the development of EU educational policy, the author suggested her own scheme of this process, covering seven stages from 1957 to the early 2010s. Having clarified the power functions and powers of supranational institutions (European Commission, European Parliament, European Council) in the formation of EU education policy, the author carried out a comprehensive description of its main components (goals, directions, strategies, etc.) with an emphasis on the paradigm shift regarding the implementation of the core principle of "teaching to learn".

Various substantive emphases and productive analytics reflect the studies of scholars in the fields of public administration, law, political science, philosophy of education, and pedagogy. In particular, I. Musiienko (Musiienko, 2011), against the background of a historical retrospective of the second half of the 20th – early 21st centuries, identified the peculiarities of higher education policy in the United States and leading countries of Western Europe and the Pacific region and showed how they influenced the development of global institutions such as the OECD; national economies, and aggravation of social problems, as well as quantitative and qualitative indicators of university activities, etc. Thus, the scholar proves the interdependence between the development of higher education system and the socio-economic and cultural situation at the global, regional, and national levels.

Despite their different content, the studies by O. Nyzhnyk (Nyzhnyk, 2016), V. Sychenko (Sychenko, 2024) provide an example of a combination of the Ukrainian-centric, European integration, and country studies directions of policy research in the field of higher education. It follows from the studies that multi-faceted implementation (covers the regulatory framework, human capital development, political and economic activity, etc.) at the levels of the EU and individual countries promotes/inhibits internal integration processes, on the one hand, and provides guidelines for Ukraine's full entry into the EHEA.

In a synthesized form, the domestic historical and political reception of European higher education policy is presented in the monograph by H. Khoruzhyi (Khoruzhyi, 2016). As the genesis and background of its formation, the scholar presented a retrospective of the formation of higher educational institutions in Europe from the emergence of the first universities to the priority areas of their development in the late 20th – early 21st centuries and the development trends of the European Higher Education Area. As a basis for a comprehensive structural analysis of the issue, H. Khoruzhyi outlined the concept popular in Western discourse, according to which the content of higher education is determined by the knowledge society for the optimal use of humanitarian resources in organizing lifelong learning as the core of professional training and the main principle determining the supply and demand for educational services. The priorities of the European Union's policy in the field of higher education, the scholar reduced to the implementation of its transnational dimension;

development of mobility of education seekers and teachers; cooperation between higher education institutions and scientific institutions; expansion of the exchange of experience and information on common problems of the activities of EU member states; introduction of distance learning.

In the country-specific vector of historiography, state policy is considered as the main “subject” rather than the “object” of the development of national higher education systems. It began to be developed in detail in the second and especially actively in the third historiographic periods. A somewhat unexpected country-specific focus of such studies has been revealed: when studying various aspects of the functioning of foreign higher education systems, the Ukrainian scholars traditionally focus on the USA and Western European countries, then studies on this issue are characterized by a focus on the countries of Central and especially Eastern Europe. This is due to the search of useful experience for Ukraine in educational and political transformations aimed at eradicating the remnants of the “Soviet legacy”.

Therefore, it is natural that Poland has become the research focus of Ukrainian scholars. In the bibliographic index “Education and Pedagogical Science of Ukraine and Poland. 1991 – 2015” we find about three dozen studies on the issue under analysis (Osvita, 2015). Their analysis highlights two trends characteristic of domestic historiography. The first one is retrospectivity, which is manifested in the study of higher education policy in certain historical periods and as a prerequisite for the formation of national higher education systems. The second trend is universalization, which is manifested in the coverage of educational policy as a set of processes, phenomena, and facts that marked the transformation and modernization of foreign higher education systems.

The first trend was reflected in the dissertation of Alpern, 2013 on the development of regional educational policy in Poland in the late 20th and early 21st centuries. Through the prism of certain stages of its formation, the author traced the modernization dynamics of higher education ideological foundations, in accordance with European and national priorities and the network of higher education institutions optimization, which was due to changes in the socio-economic situation, fixation of European funds, labour market influences, etc. We see the theoretical significance of this study in expressing the essence of regional educational policy as a strategic and tactical activity for the development of intrastate “cluster” systems of higher education, designed to meet the needs of local communities and social groups, develop local partnership cooperation, etc.

In contrast to the historical and pedagogical research (Alpern, 2013; Kopanska, 2008; Palinchak, & Gzheshchuk, 2022) presented a historical and political analysis of the Polish educational policy. In particular, considering it as a component of the state policy M. Palinchak and V. Gzheshchuk (Palinchak, & Gzheshchuk, 2022) showed how after World War II the country’s higher education system evolved under the influence of the current state and political regimes. The processes of its reform in 1944 – 1989 were marked by copying the Soviet ideological and economic models, and under the conditions of a single-party system and the cult of personality, they acquired a specific nature, since they were determined not by legislative acts, but by bureaucratic instructions and procedures. Radical changes in the Polish higher education system began at the turn of the 1980s and 1990s and were further determined by the nature of the state power transformation, which refused total control over educational policy and contributed to the creation of legal, structural and organizational foundations for its democratization.

Interesting for comparison with the aforementioned studies is the reception of the development of higher education policy from the perspective of public administration

methodology, which was presented by Bondarchuk, 2008 and Krasniakov, 2015 on the example of the Czech Republic. The retrospective and trends of its modernization in the 1990s and early 2000s are considered through the prism of successive decisions of the legislative and executive authorities. The authors largely abstract from the influences of various social factors and focus on the mechanisms for developing regulatory legal acts that were adopted on the basis of strategic planning at various levels: central, regional, and individual higher educational institutions. In this context, the process of adaptation and integration of the Czech higher education system into the EHEA is illustrated, which, owing to a well-thought-out state policy, turned out to be perhaps the shortest and most effective, compared to other EU countries.

A subject review of the array of diverse research on the issue under analysis reveals that representatives of historical science have not realized their potential in understanding it. How interesting and innovative in content such studies may be (especially against the background of stereotypical narratives and clichéd positions produced by scholars in other fields of knowledge) is evidenced by B. Sypko's (Sypko, 2012) analysis of the Fifth Republic's educational policy towards the Muslim community during the presidency of J. Chirac. This formulation of the issue brings the subject of research into the plane of ethno-national relations, which became the background and factor in the adoption and implementation by the French government of complex decisions that determined the success and failures of the integration of this ethnic group into the country's national education system, in particular, the admission of its members to certain types of higher education institutions in the country, etc.

A historiographical trend towards universalizing coverage of higher education policy has emerged in various content formats. In some studies, it intersects with a retrospective approach to its study. As an example, there should be noted the research by O. Zyhalo (Zyhalo, 2001), which shows how the phased implementation of the French state policy on the integration of the national higher education system into the European Higher Education Area led to its successive comprehensive modernization in the form of the structural network formation of higher educational institutions and the quantitative and qualitative modification of its components (regulatory legal and initial methodological support, introduction of new specialties and methods and forms of professional training, etc.). This format of studying the issue under analysis is quite effective and acceptable, since it allows for a substantive, comprehensive, and consistent monitoring of the development dynamics of higher education policy and provides an idea of its component and a holistic renewal.

Another format for universalizing the study of educational policy is outlined in the studies that elucidate a modern global conceptual and theoretical discourse on the development of higher education systems as an interdisciplinary field of research that compares and integrates Western and Ukrainian experiences in the humanities. From such methodological positions, in the fundamental polemical study by V. Andrushchenko and V. Saveliev (Andrushchenko, & Saveliev, 2010) there is analyzed the substantive, structural and functional features of modern educational policy and, through the prism of globalization, internationalization, and Europeanization, there are identified the trends and tendencies of this process – the search of adequate forms of governance in the field of higher education, its marketization, massification, etc.

The above mentioned methodological approaches are associated with a globalist vector of higher education policy research, which manifests itself in various thematic perspectives. The most coherent group of studies on the activities of international organizations (UNESCO, International Monetary Fund, World Bank, etc.) seems to be the most coherent,

which, in accordance with their powers and competencies, developed consensus ideological and organizational principles for the functioning of the world's higher education systems (S. Chervona, O. Horna, Ya. Ishchuk, S. Londar, O. Moroz, and the others).

The interdisciplinary reception of educational policy in a globalized transformational society was presented by V. Halpierina (Halpierina, 2003). Based on socio-historical and socio-cultural approaches, the scholar considered it as a field of interaction between different social groups and individuals regarding the use of power institutions to realize their interests and needs in the educational sphere. Based on the methodology of a new discipline for the post-Soviet space – Policy Analysis, she substantiated typologies and models of policy in the field of higher education according to the instructional criterion (state, international, regional, national, financial corporate, institutional, etc.). They are objectively characterized from the perspective of developing theoretical foundations for reforming the current system of political governance and management of the higher education system in Ukraine.

Finally, we will clarify the comparative vector of research, which, on the one hand, is a component present in the majority of studies on the issue under analysis, since the authors resort to comparing different aspects of higher education policy. On the other hand, in a significant group of studies, this issue is the main research subject.

As an example, there should be mentioned the comparative analysis of higher education models in the EU and the USA, which were developed as a result of state policy, carried out by M. Studilko (Studilko, 2024). Having identified their common, special, and distinctive features in terms of the established traditions of higher education institutions, their financial independence from the state, accessibility to various social groups, the degree of diversification by field of knowledge, the level of implementation of the research component, as well as world rankings, the advantages and disadvantages of individual national higher education systems are synthesized. The author draws interesting conclusions, according to which, having borrowed the concept of the European model, US universities carried out rational modernization: they diversified educational offerings, carried out financial diversification, limited the role of the government, etc. Owing to this policy, American universities have found themselves at the top of international rankings, and the most effective American model of higher education in the world has become a source for imitation by Europe.

Also noteworthy is the comparative analysis of the management systems of national higher education systems in the United States and Western Europe by N. Bazyliak (Bazyliak, 2023). It is interesting to compare them not only at the state level, but also, above all, at the level of individual higher educational institutions, where, under the conditions of the greatest shortage of experienced managers, the state's educational policy is implemented in a concentrated manner and its effective and erroneous decisions are revealed. It is proved that although the most innovative technologies and scientific and technical discoveries have emerged as a result of fundamental and applied research in universities, they do not have proper experience in innovation management, which in its turn significantly reduces the effectiveness of their activities.

It is interesting to compare the approaches of the Ukrainian and foreign scholars to the study of higher education policy. In solving this problem, we focus on two trends. The first one, characteristic of foreign studies of the 2000s – 2010s in the fields of political and economic sciences, sociology, etc., is manifested in the emphasis on the trends in the development of global and national higher education systems and criticism of their current state. In particular, many scholars note the trend towards liberalization of services in the field of higher education,

which is viewed from the point of view of generating revenue and as a strategy for improving its quality, stimulating innovation and entrepreneurship (Agarwal, 2006),

It has also become common for researchers to focus on growing public apathy toward higher education, which has been associated with cuts in government spending in this area. The lack of a coordinated policy for its development, according to scholars, has led to the unregulated growth of private higher education, which does not always provide high-quality training of specialists in accordance with the requirements of the labour market (Sandhyala, & Tilak, 2004). Researchers see the reasons for this situation in the policy of reforms that increase commercialization and privatization of higher education within the neoliberal framework. Under such conditions, leading universities put corporate interests above national educational needs, and the insufficient use of existing higher education institutions potential led to the unjustified establishment of new ones (Tilak, 2010).

Searching for the roots of such crisis phenomena, scholars singled out the 1980s and 1990s, when higher education policy, particularly in EU countries, underwent significant, but not entirely successful, reform. This reform was manifested in the fact that some countries introduced tuition fees in universities, the others, on the contrary, increased state funding for higher education, and some – remained in a state of stagnation, preserving elitist model of the post-war period. From such positions, based on the experience of higher education reforms in Great Britain, Sweden, and Germany, scholars suggested various visions of improving the policy of higher education reforms. In particular, the model that balances the “three dilemmas” of its development looks original: mass enrollment in higher education institutions; their full state subsidization; a total state spending on higher education (Ansell, 2008).

The authors of such studies are unanimous in the opinion that it was political miscalculations in the field of higher education that exacerbated social injustice in terms of its accessibility for different segments of the population. It makes sense for scholars to point at deep historical roots and interdependence with social and economic policies (Gale, & Tranter, 2012).

The second trend, more typical of Western studies of the late 2010s – early 2020s, is to study the impact of politics on various aspects of the development of higher education and the formation of student youth. Due to the originality of the problem statement, they are also of interest to the Ukrainian science. As an illustrative example, let us note an empirical regional study on the impact of the policy of the state of Columbia (USA) on the development of student activism. The authors found that it was implemented mainly through the prism of global problems (climate change, etc.), therefore, “local activism” and the specific needs of communities were not taken into account. This demonstrates the one-sidedness of state policy in the field of higher education, because students must understand the challenges not only of the world, but also of their “close environment” and be ready to confront them (Sperduti, et al, 2025).

Of great interest are source studies in which, based on the analysis of “verbal artifacts” (public meetings, speeches, testimonies, statements by politicians and statesmen, etc.), debates and disputes regarding the development and adoption of political decisions related to the content of bachelor’s degree programmes and other aspects of their training are traced. Thus, the authors showed how ideological differences and political orientations influence not only the management of higher education, but also the definition of its content, which a priori should be apolitical (Brown, Sowl, & Steigleder, 2023).

In terms of the nature of sources, the study by A. Soliz, C. DeLoach and H. Mesa (Soliz, DeLoach, & Mesa, 2023), which, based on 49 interviews with administrators, managers, and

heads of educational institutions, showed how the US federal and state policies affect the cooperation of community and technical colleges with “external stakeholders” – industrialists, businesses, communities, etc. Its importance is proven as a significant factor that contributes to the improvement of vocational and technical education curricula and motivates students to study for further career growth.

Such studies are interesting for domestic historiography, because, firstly, they provide an example of the use of sources that have almost never been analyzed by the Ukrainian scholars, and secondly, they raise issues that are significant for the Ukrainian higher education system regarding the development of cooperation between universities and stakeholders, the development of student social activism, etc. The same aspect applies to the studies on the development of adult education. In particular, A. Soliz and C. Flanagan (Soliz, & Flanagan, 2025) study shows that while colleges traditionally focus their efforts on employment of high school graduates, public policymakers begin to realize that to strengthen the competitiveness of the workforce, it is also necessary to develop postsecondary education among adults. After analyzing activities in this direction in 10 US states, the authors pointed out the positive and negative consequences of the policy of providing grants and other forms of financial assistance to adults who chose different educational programmes at certain types of colleges.

Finally, let us compare approaches to studying EU policy in the field of higher education. Domestic scholars have devoted a significant number of studies to this issue, focusing on the stages, trends, innovations, other aspects of the development of the Bologna Process and the challenges and difficulties that Ukraine faces in the process of integration into the EHEA. On the other hand, Western researchers, as evidenced, in particular, by the analytical study of A. Felder-Stindt, which accumulates their views on this issue, are quite critical of the implementation of the EHEA project. Firstly, the scholar considers it as a manifestation of “regionalization” on a global scale, and not as an “integration strategy”, which is the core narrative of the Ukrainian studies. Secondly, the author shows that the idea of the EHEA is based on and traditionally implemented on the basis of EU financial assistance in the form of projects. Such an “EU project policy” directs the relations of member states in the field of higher education towards “rescaling”, which involves the redistribution of resources to border regions and the elimination of its bottlenecks in individual locations. Thus, through cooperation in the implementation of projects at the level of governments, universities and communities, the phenomenon of a “supranational space of higher education” is being created (Felder-Stindt, 2025). The above example shows that the view from the “outside” (Ukrainian) is significantly different from the view from the “inside” (European) on the nature of the formation and development of the European Higher Education Area.

Conclusions. The analysis of the modern Ukrainian interdisciplinary discourse on the development of foreign policy in the field of higher education, carried out on the basis of the developed two-vector model, revealed the accumulation of a significant array of diverse studies, which collectively reflect the achievements and bottlenecks, gaps in the scientific understanding of the specified issue. The analysis of the dynamics of research through the prism of three specific periods of the historiographical process showed that after the appearance of the first studies in the second half of the 1990s, scientific interest in it in the quantitative dimension of studies reached its highest level in 2001/2 – 2007/8. In 2009 – 2015/16, the increase in the qualitative level of such research was reflected in the emergence of meaningful monographs, dissertations, and analytical articles. The multifaceted architectonics of the historiography of the issue under study found expression in the imposition

of the complex dynamics of its development on the synergetic of interdisciplinary discourse, where the theories developed in the fields of philosophy and philosophy of education, public administration, political science, history, law, comparative pedagogy and the methodological approaches intersected and synthesized in the study of foreign policy in the field of higher education in the Ukrainian-centric, Euro-integration, European, country studies, globalist, and comparative directions.

We see **prospects** for further research in analyzing modern Ukrainian historiography on foreign experience in managing and reforming the higher education system at the global, regional, and national levels.

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