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## **SEGMENTS OF PUBLIC POLICY IN THE FIELD OF EDUCATION AND SCIENCE DURING THE UKRAINIAN NATIONAL REVOLUTION (1917-1920)**

*The article analyzes the segments of public policy in the field of education and science during the Ukrainian National Revolution. It was found out that the main principles that professed the public-state nature of education were laid down by the Ukrainian governments of 1917–1920 at the basis of national education concept. The above principles served as the methodological guidelines for the organization of the national school and have not lost their value even today. It was in the concept of building education that political, cultural and public figures gave an important role to the formation of national higher humanitarian and natural education. The first place was the creation of Ukrainian humanitarian higher educational institutions and, first of all, universities, because higher education, like no other, was the most russified and, besides, there was a low percentage of Ukrainians among the student body.*

*The peculiarities of the public policy's impact on the educational and scientific process at various stages of Ukrainian state formation (Ukrainian Central Rada, Hetmanate of Pavlo Skoropadskyi, Directory of the Ukrainian People's Republic and the West Ukrainian People's Republic) were considered. The transformations experience of the educational sphere at that time was summarized, and specific proposals were offered on this basis regarding the possibilities of their implementation in the practice of public administration in the field of modern Ukraine's education and science. It is outlined that precisely in these years, compared to the pre-revolutionary period, the number of higher educational institutions increased significantly, the quality of their specialist training improved, curricula were streamlined and improved, new specializations were introduced, and Ukrainian-language teaching was introduced. Individual institutes and all universities got the right to establish graduate schools, doctorate schools and to grant research degrees to researchers. The changes in the content and social purpose of higher education and the attitude towards it are highlighted. It is emphasized that education itself began to be considered not as a separate, distant, and sometimes hostile to the interests of the people, cultural environment, but as an integral part of the nation's cultural heritage and its gradual development.*

**Keywords:** public policy, education, science, public administration, Ukrainian National Revolution, Central Council, Ukrainian People's Republic, Hetmanate, Directory, West Ukrainian People's Republic.

### СЕКМЕНТИ ПУБЛІЧНОЇ ПОЛІТИКИ У СФЕРІ ОСВІТИ І НАУКИ В ДОБУ УКРАЇНСЬКОЇ НАЦІОНАЛЬНОЇ РЕВОЛЮЦІЇ (1917-1920 рр.)

*У статті проведено аналіз сегментів публічної політики у сфері освіти і науки в добу Української національної революції. З'ясовано, що в основу концепції національної освіти українськими урядами 1917–1920 рр. закладені головні принципи, які сповідували громадсько-державний характер освіти, були методологічними орієнтирами організації національної школи і не втратили цінності й сьогодні. Саме у концепції будівництва освіти політичними, культурними та громадськими діячами важлива роль відводилась формуванню національної вищої гуманітарної та природничої освіти, на перше місце ставилися питання створення українських гуманітарних вищих навчальних закладів і, насамперед, університетів, тому що саме вища освіта, як ніяка інша, була найбільш зрусифікована і, до того ж, серед студентського складу був низький відсотковий показник українців. Розглянуто особливості впливу публічної політики на освітньо-науковий процес на різних етапах українського державотворення (Української Центральної Ради, Гетьманату Павла Скоропадського, Директорії Української Народної Республіки та Західноукраїнської Народної Республіки), узагальнено досвіду тодішніх трансформацій освітньої сфери й запропоновано на цій основі конкретні пропозиції щодо можливостей їх імплементації в практику публічного управління у сфері освіти і науки сучасної України.*

**Ключові слова:** публічна політика, освіта, наука, публічне управління, Українська національна революція, Центральна Рада, Українська Народна Республіка, Гетьманат, Директорія, Західноукраїнська Народна Республіка

**Formulation of the problem.** The development of an independent Ukrainian state is impossible without a thorough development of the spiritual life of society, a constructive public policy, which would be based on a critical study of the relevant historical experience. In this context, the political and administrative activity of the Ukrainian state formation in 1917-1920, aimed at the development of national education and science as a basic component of the humanitarian sphere, is of theoretical and practical interest.

The victory of the February Revolution of 1917 in Russia and the fall of the autocracy fundamentally changed the political situation in Ukraine. On the agenda was the question of self-determination of Ukraine and the revival of its statehood and educational space. The theoretical substantiation of the need to build one's own state, carried out over many years by the leading representatives of the Ukrainian people, took on the character of concrete actions, required the practical implementation of the proclaimed scientific and educational ideas. Such a task was extremely important and, at the same time, extremely difficult.

Nowadays, when Ukrainian education and science are going through a period of reform, issues related to the history of the development of public administration in the field of education and science are gaining special importance. In order to preserve the identity of the nation, to form national self-awareness, and to raise the prestige of Ukrainian education and science, society cannot ignore the experience accumulated over the centuries, choosing the right to the existence of a Ukrainian national school [9].

Today, in the new political and scientific conditions, which are defined for scientists, first of all, by democracy, freedom from ideological involvement, an opportunity opens up to take a new look at the attempt of Ukrainians at the beginning of the 20th century to restore their state, to declare themselves as a political nation, self-sufficient in order to organize your life in your own way. The study of the public-management activities of the Ukrainian governments of the era of the national liberation struggle of 1917-1920 in the field of spiritual revival, in particular, in the educational and scientific spheres, will contribute to the general

knowledge of the entire historical experience of solving humanitarian problems by the Ukrainian state in the process of the national-democratic revolution 1917-1920.

**Analysis of recent research and publications.** The study of the activities of state authorities during the Ukrainian National Revolution in certain areas of political and cultural and educational life can be divided into three periods: the first - pre-war (before World War II), which was mainly studied by researchers who were participants in these events; the second - post-war (of Soviet and Ukrainian foreign scientists); the third is modern, which began in 1989.

In the first period, the following worked on this problem: K. Levytskyi "History of the political thought of Galician Ukrainians 1848-1914", "History of the liberation struggle of Galician Ukrainians since the World War 1914-1918"; M. Chubaty "State system in the Western Region of the Ukrainian People's Republic"; M. Lozynskyi "Galichyna in 1918-1920"; M. Hrushevskyi "On the threshold of a new Ukraine"; D. Doroshenko "My memories of the recent past"; I. Krypyakevich, B. Hnatevych and others "History of the Ukrainian Army" and others.

Post-war period – M. Stakhiv "Western Ukraine", S. Yaroslavyn "Liberation struggle on Western Ukrainian lands in 1918-1923", Yu. Slyvka "Struggle of the working people of Eastern Galicia against foreign enslavement" and others.

In recent decades, certain aspects of this problem have been reflected in the works of domestic scientists: V. Andrushchenko, A. Aleksyuk, V. Bondar, M. Dmytrychenko, S. Maiboroda, V. Kozakov, K. Korsak, V. Kremen, Yu. Chernetsky, G. Shchokina, T. Yatsenko and others.

At the current stage, questions regarding various components of the theory and history of state management in the humanitarian sphere are contained in the works of researchers: V. Averyanov, V. Troshchynskyi, V. Lugovoi, P. Sytnyk, V. Skurativskyi, V. Knyazev, S. Krysyuk, I. Kuras, B. Gaevsky, V. Maiboroda, V. Maslov, I. Nadolny, N. Nizhnyk, P. Nadolishny, V. Ryzhikh, I. Rozputenko, V. Bykov, M. Kravchenko, N. Yarosh, V. Karlova and others . In their works, scientists reveal the essence and main trends of the development of state

management in the humanitarian sphere, explore the processes of decentralization in it, the role and place of the public in the management of education, analyze the basic principles of humanitarian policy of the Ukrainian state, etc. [9].

**The purpose of this study** is to analyze the ways and features of the formation and development of the system of public policy in the field of education and science during the Ukrainian National Revolution (1917-1920).

**Presenting main material.** The desire to have a native school in Ukraine is also reflected in the works of thinkers of Kyivan Rus, first of all in the "Teachings of Volodymyr Monomakh", as well as in the experience of fraternal, guild, Cossack schools, in the Ostroh and Kyiv-Mohyla academies, in the works and pedagogical practice of H.Skovoroda, activities of traveling dykes, works of K. Ushinsky, etc.

The forerunner of the national school is the idea of nationalism (education in accordance with the needs and specific features of the country, school is universally accessible, education is compulsory; the language of education is native; education will awaken national consciousness in national life), romanticism, and political self-awareness.

The problem of Ukrainian national education and schools became acute in the 20th century with the growth of state-building efforts of ethnonation, as evidenced by numerous projects and concepts that appeared at that time: "Project of the Ukrainian school" by Ya. Chepiga, "Project to change the state school law of May 14, 1869" by I. Yushchyshyn, "Project of a new free school for Ukraine" by S. Rusova, S. Siropolka and others; the works of scientists, writers, the activities of societies and parties, public organizations, movements, the magazine "Svitlo".

The demands of teaching in one's native language, equality of education for all Ukrainians, taking into account the psychological, individual, national characteristics of the child, prohibition of corporal punishment were clearly heard; loosening of strict government pressure, reducing the influence of church-parochial schools, creating a single publicly accessible secular school, introducing mandatory free primary education, optimal combination of centralization with

decentralization and regionalization of management and management of educational affairs, expanding the scope of public participation in national schooling, wider involvement in of educational affairs of local self-government bodies, broad sections of the population [1, p.162].

During the national liberation struggles of 1917-1920, the main principles of a single national-democratic school were developed: free, unified, free, compulsory, secular, labor, compatible, autonomous, national, based on the principles of Ukrainian studies.

According to V. Maiboroda and S. Maiboroda, the Ukrainian governments of 1917-1920 laid the following main principles as the basis of the concept of national education:

- public-state nature of education, when the initiator of the national school is not only the state, but also the parent community;

- equal rights of all citizens regardless of nationality, race, social origin, gender, religion to obtain general education;

- teaching children in their native language, learning the Ukrainian language is mandatory for students of any national school;

- diversity and differentiation of educational institutions;

- democratization of all aspects of school life, implementation in educational practice of elections of school governing bodies, teachers and other employees, use of the most expedient options of curricula and programs taking into account the interests and capabilities of students and parents. The highest governing body was the school council, which was democratically elected;

- the priority nature of financing and material support of the school at the expense of education funds formed from various sources of income (local budget, contributions of interested departments, enterprises, charitable organizations, receipts for paid school services);

- complete financial and economic independence of the school and the folk character of the educational activity of the school [2].

These principles are methodological guidelines for the organization of the national school and have not lost their value even today.

The Soviet authorities introduced their education system, which was based on social education. At the same time, the Bolshevik government implemented a single universal, free, compulsory, secular school with increased ideologization. The labor school issue was resolved in different ways at different times, and the idea of national schools was violently and aggressively rejected. In schools, a student was made into a so-called internationalist, an atheist, devoted to the ideals of the Communist Party and the Soviet state – a thoughtless performer [3].

One of the priority directions of state policy in the field of higher education of the Ukrainian Central Council, the Hetmanate of Pavlo Skoropadskyi, the Directorate of the Ukrainian People's Republic and the West Ukrainian People's Republic was the modernization of public administration, the search for new, open and democratic models of management of the sector. It was in the concept of building education that Ukrainian governments, political, cultural and public figures assigned an important role to the formation of national higher humanitarian and natural education. Among these tasks, the issue of creating Ukrainian humanitarian higher educational institutions and, first of all, universities was put first, because higher education, like no other, was the most Russified and, besides, there was a low percentage of Ukrainians among the student body.

It was during these years, compared to the pre-revolutionary period, that the number of higher educational institutions increased significantly, the quality of their specialist training improved, curricula were streamlined and improved, new specializations were introduced, and Ukrainian-language teaching was introduced. Individual institutes and all universities got the right to establish graduate schools, doctorate schools and to grant research degrees to researchers. The content and social purpose of higher education and the attitude towards it have changed. It began to be considered not as a separate, remote, and sometimes hostile cultural environment, but as an integral, integral part of the nation's cultural heritage and its gradual development [4].

The Ukrainian national revolution provided an opportunity to realize the dream of several generations of Ukrainian scientists - to create the Ukrainian Academy of Sciences (hereinafter UAS). The Commission for the Study of Natural Resources of Ukraine worked under the leadership of Academician V. Vernadskyi. In 1919-1920, scientists of the Academy of Sciences developed the latest rules of Ukrainian spelling. The academic edition of the works of T. Shevchenko and I. Franko has begun. Under the Soviet government, the UAS continued to operate, but its composition changed somewhat: some outstanding scientists and academicians ended up in exile, many were repressed [5].

Today, we should look at our achievements from the standpoint of improving and developing the Ukrainian education system in accordance with world trends and integrating the Ukrainian school into the European educational space, and correct the shortcomings and miscalculations that have occurred. In order to raise the quality of secondary education to the appropriate level, it is necessary to concentrate the authorities' efforts as much as possible on a number of priority tasks:

- 1) updating the content of secondary education;
  - radical changes in the educational standards themselves, curricula and programs in accordance with the requirements of the time;
  - modernization of the educational process on the basis of modern information technologies, innovative teaching methods. This approach should be carried out first of all in view of the necessity and sufficiency of the selected content for the formation of key competencies of students, effective preparation for successful independent activities in various life situations, application of acquired knowledge in practice.
- 2) optimization of the network of general educational institutions;
- 3) informatization of the educational process [6].

One of the acute problems of the national education system, which goes far beyond its borders, is the insufficient correspondence of the structure of the training of specialists in the education system to the existing and future structure of



employment. The system of professional and higher education, the system of adult education should train not the specialists it can train, but those who are really needed today and will be needed tomorrow by Ukrainian society.

Analyzing the public-management experience of training specialists in the field of education by the Ukrainian governments of 1917–1920, we can make sure that in those days considerable work was carried out to find out and practically ensure the priority needs for highly professional personnel. So, for example, the work of pedagogical educational institutions, on the basis of which Ukrainian studies courses were organized for teachers throughout Ukraine, was accordingly transformed.

Courses for teacher training for higher primary schools were created at Kamianets-Podilskyi University and at four teachers' institutes. One-year teacher training courses for secondary schools were to become the main link in ensuring the teaching of Ukrainian studies disciplines, which were created in teachers' institutes and seminaries. The three-month courses, which were mandatory for secondary school teachers who had insufficient or no command of the Ukrainian language, were quite effective.

During the reign of the Ukrainian People's Republic and the Hetmanate of P.Skoropadskyi, an appropriate base for the training of national personnel in various spheres of Ukrainian society was created. Overcoming difficulties, mostly of an objective nature, despite the contradictions and ambiguity of certain decisions and practical measures, the Ukrainian governments during the national revolution of 1917–1920 did a lot to create (or at least started) a proper base for training the personnel needed for the country [9].

During the most recent period of self-reliance, Ukraine managed to preserve a powerful scientific tradition characterized by complexity and multidimensionality, playing an important role in the economic, social and humanitarian spheres. Fulfillment of the priority tasks of innovative social and state development, implementation of the innovation-investment model of development of the national economy are possible only under the condition of

maximum use and renewal of scientific, technological and educational potential. The public policy of the modern Ukrainian state must be clearly subordinated to the solution of these and related problems. And here it should be based on the experience of the relevant activities of the Ukrainian governments during the period of the national liberation struggle of 1917-1920.

Advanced science and quality education are a reliable guarantee of stable economic growth. That is why it is extremely important at the organizational and legal level today to ensure European standards of education, the prestige of intellectual work and the European level of remuneration for scientists. These priorities must necessarily be reflected in the normative-project work of state authorities and local self-government bodies, when making changes to the already valid normative legal acts regarding the domestic humanitarian sphere.

In order to successfully reform the national system of education and science in the context of the leading trends in the development of the European educational space in Ukraine, it is necessary to:

- speed up the creation of the National Qualifications System, which is a tool for ensuring the comparability and transparency of the educational systems of European countries, as well as a logical expansion of the EU's sphere of activity from the standpoint of the European good-neighbor policy;

- determine specific competencies for different educational levels (basic secondary education, complete secondary education, higher education degrees);

- review the system of the state order for the training of specialists, bringing it into line with the real needs of the national economy and the wide use of market mechanisms (lending, cooperation with private sector enterprises, foreign economic activity);

- optimize the institutional structure of higher education in order to strengthen its connection with science and industry due to the significant optimization of the existing network of higher education institutions (HEIs) and the selection of leading HEIs (up to 10% of today's total number) that conduct active scientific and innovative activities;

- preparation of the draft of the Law of Ukraine "On Amendments to the Law of Ukraine "On Scientific and Scientific-Technical Activities" which should reflect the creation of a legislative basis for the commercialization of the results of scientific research and scientific-technical developments; introduction of new organizational forms of scientific activity; expansion of the system of grant financing of scientific and scientific and technical projects; improvement of the social status of a scientist, financial support of working scientists and their pension;
- create the necessary conditions for the organization by universities, institutions of the National Academy of Sciences of Ukraine (NASU) and branch academies of sciences of joint educational and scientific centers, their joint implementation of important scientific programs, in particular international ones, support of innovative projects;
- provide for scientific teams the possibility of creating enterprises in a simplified manner for the commercialization of the results of scientific activity, taking into account the interests of the state, relevant scientific or educational institutions [7].

To successfully solve these tasks, the current Ukrainian national education and science must use all the achievements of past management experience in the development of the field of education, especially the era of the national revolution of 1917–1920.

The formation of the system of public management in the field of education and science in 1917–1920 was based on the legislative acts of independent Ukraine, and therefore new forms and methods of management in solving important issues in this area found their embodiment in a collegial, balanced approach to the opinions expressed by specialists, scientists, managers.

Even in difficult times of economic and political instability, a number of laws for the development of education and science were developed and adopted. The activities of the central and local authorities were primarily aimed at the reorganization and formation of a clear system of public administration, which ensured the prompt resolution of organizational, material and technical,

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methodological and financial needs, the creation of favorable conditions for the expansion of the network of Ukrainian educational institutions.

The government's support for the field of education made it possible to start work in 5.4 thousand Ukrainian schools in 1917, in more than 100 Ukrainian gymnasiums (in Kyiv Oblast, Poltava Oblast, Podillya, Chernihiv Oblast, and Kharkiv Oblast), the number of which increased to 150 in 1918. Special Ukrainian-language teaching gained importance in dozens of medical, agronomic, technical schools and schools. In the system of higher education, there were newly created national universities in Kyiv, Mykolaiv, Kharkiv, Odesa, a scientific and pedagogical academy and a technical institute in Kyiv, a number of Ukrainian faculties and departments in existing universities, which at the same time covered more than 5 thousand students in the educational process.

Pedagogical institutes played an important role in the educational policy of 1917–1920. Enrollment of students at the Kyiv, Kharkiv, Poltava, and Nizhyn institutes increased, funds were provided for the establishment of a number of new institutions. Higher technical education acquired a successful development of its activities. A number of state measures are being financed for the opening of agricultural institutes in Kharkiv and Kherson, the electrical engineering faculty at the Kyiv Polytechnic Institute, and the agronomic department at the mechanical and mathematical faculty of the University of St. Volodymyr, construction of an agricultural academy in Kyiv. During the historically short period of activity of the Ukrainian State of Hetman P. Skoropadskyi, 35 higher educational institutions were established, and this was characterized by the fact that fundamental transformations were carried out in the educational policy, which strengthened the foundations of Ukrainian national higher education.

The segment of the reconstruction of the system of public management of public education in 1917–1920 deserves to be implemented as an experience in independent Ukraine. It was during this period that a large number of private schools were opened under the patronage of the governments of the Directorate of the Ukrainian People's Republic and the People's Republic of Ukraine, the

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Ukrainian language became the main language in all state educational institutions, and in national minorities recognized "the right to school in their native language." Ukrainian private gymnasiums and women's teacher's seminaries were nationalized by a special law. The network of special vocational schools was reorganized and expanded [9].

The normative and legal regulation of 1917–1920 was also reflected in the sphere of social protection of education workers, increasing the material remuneration of pedagogical workers, establishing the amount of pensions for widows and orphans of educators, and providing for additional monetary compensation. The amount of wages and pensions was established depending on qualifications, work experience and the number of dependent family members.

Using the experience of public policy and the work of governments during the national revolution of 1917–1920 regarding the development of education of national minorities in Ukraine today is extremely important for the new Ukrainian state. It was during this period that multimillion-dollar allocations were allocated for the training of educational personnel for schools, gymnasiums, vocational schools, and higher educational institutions of non-indigenous peoples in Ukraine.

At the end of 1918, there were 2,800 Jewish primary schools in Ukraine, 700 classes in Ukrainian or Russian schools, 30 secondary comprehensive schools, almost 100 gymnasiums, 30 technical schools (about 240,000 children studied in this network), 5 technical schools, 5 teachers' seminaries, departments in a number of pedagogical institutes and universities, several institutes and national universities. The Jewish Scientific Institute was opened in Katerynoslav with theological, legal, historical-philological, commercial and economic faculties, the project of creating a Jewish polytechnic institute, etc. was developed.

Lectures continued in Polish, Hebrew, and German at the Kyiv University of St. Volodymyr, Novorossiysk, Kharkiv universities, in a number of technical and humanitarian institutes. Educational institutions for Bulgarians, Serbs, Greeks and Muslims were opened in Kharkiv, Kherson, and Katerynoslav provinces.

It deserves to be studied the experience in the new Ukrainian state of the restructuring of the system of public management of Ukrainian science in 1918. It was the Hetman government and P. Skoropadsky personally who showed an understanding that without the support of science, other issues of state building cannot be successfully solved. That is why it is the Ukrainian State that has the priority of establishing the Ukrainian Academy of Sciences as a state institution under the direct authority of the supreme power, which was dreamed of by several generations of Ukrainian scientists.

Despite the financial difficulties, the government of P. Skoropadskyi found an opportunity to establish decent funding for the academy. Full-time academicians were paid the same as a deputy minister. Probable allocations were allocated to various research programs and areas of scientific research [8, p. 141].

A change in the model of development of education and science required reforms in the management system. There was a clearly defined tendency in public administration: to be guided by the principles of democracy, decentralism and national-personal autonomy, declared by the third Universal of the Ukrainian People's Republic.

The main mechanism of public policy in the field of education and science came down to the professional competence of management; internal self-control of educational institutions; democratization of the educational system; rejection of the state school monopoly; unity and continuity of the education process.

**Conclusions.** Revival and confirmation in the content of national education of new dominants of Ukrainian history, schooling, civic education, development of science, etc. in the conditions of ethno-national and global processes is multifaceted. Public policy in the field of education and science, satisfying the needs of the Ukrainian people during the Russian-Ukrainian war, listens to the requests of national minorities, deported peoples, the Ukrainian diaspora, etc. as much as possible. Establishing civil society in Ukraine, national education and science are based on historical memory, national idea, universal and ethno-national values, which relate to both linguistic and historical, geographical problems, as

well as legal, economic, technological and informational, religious and other foundations.

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