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|   | <b>TABLE OF CONTENTS</b>  | <b>P.</b> |
|---|---|-----------|
| <i>Tetiana Vasyliieva,<br/>Iryna Didenko,<br/>Vladyslav Smiiianov,<br/>Soldatenko Darina</i>                    | INFLUENCING THE FACTORS OF<br>COMMUNITY HEALTH INTO THE<br>DIFFERENTIATION OF REGIONS OF<br>UKRAINE FOR BECOMING ILL ON COVID 19                      | 13        |
| <i>Tetyana Vasilyeva,<br/>Serhiy Lieonov,<br/>Nataliia Letunovska</i>   | THE ECONOMIC IMPACT OF COVID-19:<br>FORECASTING FOR UKRAINIAN REGIONS   | 18        |
| <i>Yuriy Petrushenko,<br/>Natalia Zemliak,<br/>Sofia Petrenko</i>   | THE IMPACT OF EDUCATION ON<br>MIGRATION   | 23        |
| <i>Serhiy Lyeonov,<br/>Aleksy Kwilinski,<br/>Denys Pudryk,<br/>Shaforost Yuliya</i>                             | INTERNATIONAL MIGRATION AND<br>DEMOGRAPHIC CHANGE: BIBLIOMETRIC<br>ANALYZING AMONG RESEARCHERS<br>USING SCOPUS AND GOOGLE SCHOLAR                     | 27        |
| <i>Iryna Dehtyarova,<br/>Leonid Melnyk,<br/>Oleksandr Kubatko,</i>  | SOCIO-ECONOMIC EFFECTS OF<br>DISRUPTIVE TECHNOLOGIES  | 34        |
| <i>Oleksandr Kubatko,<br/>Iryna Sotnyk,<br/>Alona Olondar</i>   | ESTIMATION OF THE CORONAVIRUS CRISIS<br>IMPACT ON THE ENERGY AND ECONOMIC<br>SECURITY OF THE NATIONAL ECONOMY   | 42        |
| <i>Oleksandra<br/>Karintseva,<br/>Oleksii<br/>Goncharenko,<br/>Mariia<br/>Myslovskaya,<br/>Oksana Hrinevich</i> | ASSESSMENT OF CONSEQUENCES OF THE<br>VIRTUAL REALITY ECO-TOURS<br>ADVANCING IN THE CONTEXT OF<br>SUSTAINABLE DEVELOPMENT AND THE<br>COVID-19 PANDEMIC | 50        |

|  |  |     |
|--|--|-----|
| <i>Viktor Sabadash,<br/>Oleksandra<br/>Karintseva, Mykola<br/>Kharchenko,<br/>Viktoria Sabadash</i>  | ACCESS AND RESOURCE ALLOCATION IN<br>THE GLOBAL ECONOMY: CHALLENGES OF<br>POST-INDUSTRIAL SOCIETY                                | 61  |
| <i>Shaparenko S.</i>   | SOCIO-ECONOMIC PRECONDITIONS FOR<br>THE DEVELOPMENT OF ENERGY<br>NETWORKS  | 69  |
| <i>Bilan A.</i>  | BLOGGER IS A MODERN PROFESSION   | 77  |
| <i>Ancibor T.</i>  | OPENING YOUR OWN HAIRDRESSING<br>SALON AS A BUSINESS   | 84  |
| <i>Vorobyov I.</i>   | OPENING YOUR OWN FARM-STYLE CAFE   | 92  |
| <i>Bondarenko Alla,<br/>Piven V.S.</i>   | ADVANTAGES AND DRAWBACKS OF SALES<br>PROMOTION OF GOODS  | 100 |
| <i>Maksym Kirilenko,<br/>MU Jianming</i>   | PROBLEMS OF IMPLEMENTATION OF<br>INDUSTRY 4.0 IN UKRAINE   | 106 |
| <i>Leonid Taraniuk,<br/>Hongzhou Qiu,<br/>Karina Taraniuk,<br/>Serafima Shakhova,<br/>Samuel Bot</i> | ANALYSIS ON APPLICATION AND<br>CONTRIBUTION OF INTERNET OF THINGS<br>TO LOGISTICS ENTERPRISES IN THE<br>CONTEXT OF GLOBALIZATION | 114 |
| <i>Vitaliia Koibichuk,<br/>Serhii Drozd</i>  | PREDICTIVE ANALYSIS OF TRENDS IN THE<br>TOURISM INDUSTRY IN TERMS OF EU<br>COUNTRIES   | 118 |
| <i>Iryna D'yakonova,<br/>Leonid Taraniuk,<br/>Yuri Petrushenko,<br/>Anastasiya Shebeda</i>           | FORMAL AND INFORMAL APPROACHES TO<br>RELATIONS CENTRAL BANK OF THE<br>COUNTIES WITH THEIR GOVERNMENT                             | 125 |

|  |   |     |
|--|---|-----|
| <i>Bhola Khan</i>  | THE IMPACT OF THE SECOND NATIONAL FADAMA DEVELOPMENT PROJECT ON POVERTY REDUCTION IN THE GEIDAM LOCAL GOVERNMENT OF YOBE STATE, NIGERIA | 129 |
| <i>Olha Kuzmenko,<br/>Tatiana Dotsenko</i>   | FRONTIER ANALYSIS OF THE BANKS' FINANCIAL MONITORING EFFICIENCY CONCERNING ASSESSING THE RISKS OF MONEY LAUNDERING                      | 134 |
| <i>Ponomarenko Ihor,<br/>MU Jianming</i>   | FUTURE LOGISTIC'S TECHNOLOGOIES IN CONTEXT OF INDUSTRY 4.0  | 138 |
| <i>Kateryna Zaiika,<br/>Oksana Zamora,<br/>Iryna D'yakonova</i>  | INTERNATIONAL ECONOMIC TRENDS DURING PANDEMICS: FROM PLAGUE TO CORONAVIRUS  | 145 |
| <i>Olexii<br/>Karpishchenko,<br/>Tetiana Illiashenko,<br/>Kostiantyn<br/>Illiashenko,<br/>Olexandr Tovstukha</i> | DIGITIZATION OF THE HOUSING SERVICES AS A TOOL FOR ENSURING SUSTAINABLE DEVELOPMENT OF SETTLEMENTS                                      | 150 |
| <i>Tetyana Vasilyeva,<br/>Kuzmenko Olha,<br/>Kashcha M.<br/>Basanets Sofiia</i>                                  | ECONOMIC AND MATHEMATICAL MODELING REASONS FOR DIFFERENTIATED DEVELOPMENT OF PANDEMIC IN UKRAINE  | 154 |
| <i>Olena Boiko</i>   | TAXATION IN LIFE INSURANCE SYSTEM   | 158 |
| <i>Svitlana Ivanytska,<br/>Zatona Kateryna</i>   | PECULIARITIES OF THE ORGANIZATION OF PAYMENT AT THE ENTERPRISE  | 163 |
| <i>Oleksandr Zaitsev</i>   | INTERACTION OF FINANCIAL DEVELOPMENT AND REAL ECONOMY   | 167 |

|  |  |     |
|--|--|-----|
| <i>Olha Kuzmenko,<br/>Tetyana Vasilyeva<br/>Yana Harbar,<br/>Aleksy Kwilinski<br/>Viktoria Radko</i> | OPTIMIZATION OF THE SYSTEM AND MECHANISM OF REGULATION OF FINANCIAL MONITORING OF INSURANCE COMPANIES  | 172 |
| <i>Serhii Mynenko,<br/>Vitaliia Koibichuk</i>  | THE BLOCKCHAIN TECHNOLOGIES IN PUBLIC ADMINISTRATION   | 176 |
| <i>Chortok Yuliia,<br/>Nechyporenko<br/>Roman,<br/>Yaskevich<br/>Anastasiya</i>                      | SMART TRANSPORT AND LOGISTICS ENVIRONMENT  | 184 |
| <i>Iryna Marekha,<br/>Tetiana Makarenko</i>  | WORLD MODELS FOR ASSESING THE EFFECTIVENESS OF ENVIRONMENTAL TAXES                                     | 189 |
| <i>Serhii Lyeonov,<br/>Serhii Mynenko,<br/>Olha Kuzmenko,<br/>Oleksii Lyulyov,<br/>Kateryna Hrek</i> | THE RISK OF MONEY LAUNDERING: OVERVIEW THROUGH THE OPERATIONS OF INSURANCE COMPANIES                   | 193 |
| <i>Olena<br/>Bilotserkivska,<br/>Viktoria<br/>Shcherbachenko</i>                                     | BRAIN DRAIN FROM UKRAINE: HOW TO SLOW DOWN AND BREAK THIS TENDENCY IN THE CONTEXT OF KNOWLEDGE ECONOMY | 199 |
| <i>Olena Pavlenko,<br/>Ihor Maksymenko,<br/>Oleksii Shkulipa</i>                                     | INFLUENCE OF BUSINESS PROCESSES ON REGIONAL INFRASTRUCTURE   | 204 |
| <i>Olha Kuzmenko,<br/>Volodymyr<br/>Ovcharenko</i>   | METHODS REVIEW FOR ASSESSING THE INVESTMENT ATTRACTIVENESS OF INNOVATIVE BANK TECHNOLOGIES             | 209 |

|   |   |     |
|---|---|-----|
| <i>Anastasiia Yurchenko, Viktoriia Shcherbachenko</i>     | ACTUAL PROBLEMS OF THE ECONOMY AND SOCIETY GREENING   | 214 |
| <i>Dymchenko Olena, Rudachenko Olha</i>                   | STATE REGULATION OF SOCIO-ECONOMIC DEVELOPMENT OF REGIONS   | 219 |
| <i>Bozhenko Victoria, Petrova Ksenia</i>                  | MODELING THE TRANSMISSION OF SYSTEMIC FINANCIAL RISK TO THE DEVELOPMENT OF THE ECONOMY'S REAL SECTOR      | 223 |
| <i>Vladyslav Shapoval, Mariia Troian</i>                  | THE IMPACT OF GLOBALIZATION ON COMMUNICATION  | 227 |
| <i>Halyna Mishenina, Daria Pavlenko</i>                   | AGILE METHODOLOGY OF THE PUBLIC ADMINISTRATION SYSTEM IN THE CONTEXT OF DIGITAL TRANSFORMATION OF UKRAINE | 232 |
| <i>Ved Prakash</i>  | MEASUREMENT OF POVERTY AND SOCIO-ECONOMIC REQUIREMENTS OF BPL IN INDIA                                    | 237 |
| <i>Tetiana Kurbatova, Valeriia Vialkova</i>               | ANALYSIS OF INTERNATIONAL CONFLICTS: ANALYTICAL ELEMENTS AND TOOLS  | 243 |
| <i>Ahniia Havrylina</i>                                   | FEATURES OF NON-TRADITIONAL TYPES OF INVESTMENT   | 246 |
| <i>Pokhylko S., Eremenko A.</i>                           | USING SOCIAL MEDIA PLATFORMS TO CREATE AND DEVELOP BUSINESS PROJECTS                                      | 249 |
| <i>Pavlo Hrytsenko, Yevhen Kovalenko, Vladyslav Popov</i> | INNOVATIVE ACTIVITY AS A BASIS FOR SUSTAINABLE ECONOMIC GROWTH  | 254 |

|   |  |     |
|---|--|-----|
| <i>Leonid Melnyk,<br/>Olena Matsenko,<br/>Vladyslav Piven</i> | SOCIO-ECONOMIC ASPECTS OF GREEN ENERGY DEVELOPMENT: THE EXPERIENCE OF THE EU AND UKRAINE             | 264 |
| <i>Harchenko D.</i>   | ECONOMIC SECURITY AND THE FIGHT AGAINST CORRUPTION   | 273 |
| <i>Hanna Yarovenko,<br/>Olena Kolotilina</i>                  | DEVELOPMENT OF METHODOLOGY FOR ASSESSING THE RISKS OF SOCIO-ECONOMIC AND POLITICAL GROWTH OF UKRAINE | 285 |
| <i>Inessa Yarova</i>  | ENVIRONMENTAL ASPECTS OF INTERNATIONAL TRADE RELATIONS   | 289 |
| <i>Denys Smolennikov,<br/>Daria Pavlenko</i>                  | STAKEHOLDER APPROACH TO PROJECT MANAGEMENT   | 293 |
| <i>Oleksandr<br/>Khadartsev</i>                               | MODERN ENTREPRENEURSHIP ON THE PROJECT MANAGEMENT PRINCIPLES   | 297 |
| <i>Hanna Yarovenko,<br/>Victoria Kovach</i>                   | GLOBAL TENDENCIES FOR THE IT USE IN MANAGEMENT INFORMATION SYSTEMS                                   | 300 |
| <i>Tatiana Shcherbyna</i>                                     | DIGITAL MARKETING AND INTERNATIONALIZATION OF UKRAINIAN BUSINESSES                                   | 304 |
| <i>Viktoriia Kubatko,<br/>Diana Bilous</i>                    | THE FIGHT AGAINST CORRUPTION AS ONE OF THE TOOLS OF THE NATIONAL ECONOMY DE-SHADOWING                | 308 |
| <i>Nataliia Letunovska</i>                                    | CHALLENGES FOR THE HEALTH COMPONENTS OF A REGION IN THE CONTEXT OF GLOBALIZATION                     | 312 |
| <i>Anna Rosokhata,<br/>Anna Chykalova</i>                     | MARKETING ACTIVITIES FEATURES FOR DIFFERENT CLASSIFICATION TYPES OF BUSINESS STRUCTURES              | 317 |
| <i>Korobets Olena,</i>  | MANAGEMENT OF ENVIRONMENTAL  | 322 |



|   |  |     |
|---|--|-----|
| <i>Yaroslav Reshetnyak, Yura Yula</i>   | RISKS AT THE COMPANY: THE MARKETING DETERMINANTS   |     |
| <i>Yana Us, Tetyana Pimonenko, Oleksii Lyulyov, Yuriy Bilan, Yulia Shaforost</i>            | THE GREEN-FEMININE STEREOTYPES AS A BARRIER ON THE WAY OF GREEN BRAND DEVELOPMENT              | 327 |
| <i>Maryna Saienko, Tetyana Pimonenko, Oleksii Lyulyov, Yuriy Bilan, Svetlana Kostornova</i> | NEW TRENDS IN MARKETING FOR SMALL AND MEDIUM ENTERPRISES                                       | 333 |
| <i>Ziabina Yevheniia, Tetyana Pimonenko, Oleksii Lyulyov</i>                                | EFFICIENCY OF UKRAINIAN ENERGY POLICY IN THE FRAMEWORK OF CIRCULAR AND CARBON-FREE ECONOMY     | 337 |
| <i>Yurii Bilan, Yana Us, Volodimir Nesterenko, Huseynadze K.R.</i>                          | PROSPECTS OF TOURISM DEVELOPMENT   | 342 |
| <i>Olena Ivakhnenko</i>   | EFFICIENT AGRO-LAND USE IN THE CONDITIONS OF GLOBAL CLIMATE CHANGE                             | 348 |
| <i>Artem Artyukhov</i>  | QUALITY OF EDUCATION AND SDGS: SOCIO-ECONOMIC ASPECT   | 351 |
| <i>Nadiia Artyukhova</i>  | KNOWLEDGE MARKETING AS A TOOL FOR SOCIO-ECONOMIC GROWTH: THEORETICAL AND APPLIED BASE          | 355 |
| <i>Khomenko L.M.</i>  | SOME ELEMENTS OF MARKETING ACTIVITIES IN BLOOD SERVICE COMPANIES: CONTENT STRATEGY OF THE SITE | 360 |

|  |   |     |
|--|---|-----|
| <i>Shkarupa O.V.,<br/>Mayboroda T.M.,<br/>Kalchenko Y.</i>                 | SCALING ECO-INNOVATIONS BASED ON<br>SOCIO-ECONOMIC EFFECTS IN THE<br>"ENTERPRISE-REGION-STATE" SYSTEM                     | 365 |
| <i>Oleh Dudchenko</i>  | SOCIAL AND ECOLOGICAL<br>RESPONSIBILITY AS A SYSTEMIC ELEMENT<br>FOR AGRICULTURAL SUSTAINABILITY                          | 371 |
| <i>Yevhen Mishenin</i>   | ORGANIZATIONAL AND ECONOMIC<br>MECHANISMS FOR ENVIRONMENTALLY<br>SAFE AGRICULTURAL LAND USE                               | 380 |
| <i>Yuriy Derev'yanko,<br/>Olha Lukash</i>                                  | EVALUATION ON THE BASIS OF MODERN<br>INDICATORS   | 389 |
| <i>Vita Hordiienko,<br/>Tetiana Semenenko,<br/>Violeta Tretynyk</i>        | INTEREST RATE AND ECONOMIC GROWTH<br>IN UKRAINE   | 398 |
| <i>Oleksii Zakharkin,<br/>Volodymyr<br/>Novikov,<br/>Dmytro Yemelianov</i> | COMPARATIVE ANALYSIS OF THE<br>CONCEPTS OF VALUE ORIENTED<br>ENTERPRISE MANAGEMENT  | 402 |
| <i>Liudmyla<br/>Zakharkina,<br/>Yevhenii<br/>Okhrimchuk</i>                | INTERNET OF THINKS IN LOGISTICS   | 407 |
| <i>Oleksii Zakharkin,<br/>Liudmyla<br/>Zakharkina</i>                      | THE USE OF INDICATORS OF FINANCIAL<br>CONDITION TO DETERMINE THE<br>ENTERPRISE'S INVESTMENT<br>ATTRACTIVENESS             | 411 |
| <i>Ivan Shkarupa</i>   | FACTORS AND INSTRUMENTS OF<br>MANAGING THE EFFICIENCY OF<br>ENTREPRENEURIAL ACTIVITY IN MODERN<br>TRANSFORMING CONDITIONS | 417 |

|  |  |     |
|--|--|-----|
| <i>Inna Tiutiunyk,<br/>Andrii Zolkover,<br/>Sergij Lyeonov,<br/>Aleksy Kwilinski,<br/>Alina Vysochyna,<br/>Kostronova<br/>Svetlana</i> | THE INNOVATIVE FINANCIAL<br>TECHNOLOGIES AND ITS IMPACT ON<br>SHADOW TRANSACTIONS              | 422 |
| <i>Larysa Hrytsenko,<br/>Oleksandra<br/>Tverezovska</i>  | EVALUATION OF PUBLIC-PRIVATE<br>PARTNERSHIP PROJECTS' RISKS                                    | 426 |
| <i>Hanna Shvindina</i>   | COOPETITION MODEL OF INTERACTIONS<br>FOR INSTITUTIONS IN A SPHERE OF<br>EDUCATION              | 430 |
| <i>Yuliia Humenna,<br/>Semen Tymoshenko</i>  | MERITS AND CHALLENGES OF DIGITAL<br>ECONOMY IN DEVELOPING COUNTRIES                            | 436 |
| <i>Yuliia Shkodkina,<br/>Yuliia Humenna,<br/>Oleksandra<br/>Tverezovska</i>  | OBSTACLES TO START-UP<br>IMPLEMENTATION IN THE MODERN<br>CONDITIONS OF ECONOMIC<br>DEVELOPMENT | 440 |
| <i>Ihor Kobushko<br/>Iana Kobushko</i>   | CREATING MOTIVATION FOR EMPLOYEES<br>THROUGH KPIS SYSTEM                                       | 445 |
| <i>Nataliia Kotenko</i>  | THE IMPACT OF INTERGOVERNMENTAL<br>FISCAL POLICY ON LOCAL SUSTAINABLE<br>DEVELOPMENT           | 451 |
| <i>Nataliia Antoniuk,<br/>Iryna Plikus,<br/>Alona Myronova</i>   | INDICATORS OF FINANCIAL SYSTEM<br>SECURITY   | 456 |
| <i>Iryna Plikus,<br/>Nataliia Antoniuk</i>   | THE INFLUENCE OF DIGITALIZATION ON<br>TRANSFORMATION PROCESSES ON THE<br>LABOR MARKET          | 460 |

|   |  |     |
|---|--|-----|
| <i>Oleksandr Zaitsev,<br/>Dmitro Nikitin</i>  | THE MECHANISM OF FINANCIAL RECOVERY OF THE ENTERPRISE SHOULD INCLUDE THE CASH AMOUNT OF THE LOAN AS PRODUCTION COSTS                                     | 466 |
| <i>Svitlana Kolosok,<br/>Iuliia<br/>Myroshnychenko,<br/>Yuliia Matvieieva,<br/>Denis Hryhorenko</i> | INVESTMENT MANAGEMENT FOR SMART GRID PROJECTS: A CROSS-COUNTRY ASSESSMENT  | 470 |
| <i>Opanasiuk Yuliia,<br/>Taraniuk Karina,<br/>Maryn Matvii<br/>Viktoria Shkola</i>                  | TRANSITION TO GREEN ECONOMY: BASIC PRINCIPLES AND PROBLEMS   | 475 |
|   | ADVANCED DEVELOPMENT AND INTELLECTUAL CAPITAL: AN INFLUENTIAL ASSESSMENT   | 482 |
| <i>Semenog A.<br/>Mykhalova A.</i>  | THEORETICAL ESSENCE OF TRUST IN FINANCIAL SERVICES   | 488 |
| <i>Veronika Barvinok,<br/>Anna Vorontsova,<br/>Julia Sergienko</i>                                  | INTERNATIONAL MIGRATION AND THE COVID-19 PANDEMIC: LITERATURE REVIEW   | 494 |
| <i>Kateryna Hrek,<br/>Iryna Didenko</i>   | STUDY OF POSSIBILITIES OF THE BPW PACKAGE. DIFFERENCE ON CREATION OF DFD DIAGRAMS AND IDF0 DIAGRAMS: DESCRIBE THE PROCESS OF LOGISTICS AT THE ENTERPRISE | 497 |
| <i>Burnakova Valeriia</i>   | SUSTAINABLE DEVELOPMENT STRATEGY FOR TOBACCO INDUSTRY  | 502 |
| <i>Olena Shkarupa,<br/>Anastasija Turchyn,<br/>Kateryna Vlasenko</i>                                | FORMATION OF A POSITIVE IMAGE OF WOMEN LEADERS IN PUBLIC ADMINISTRATION  | 506 |

## QUALITY OF EDUCATION AND SDGS: SOCIO-ECONOMIC ASPECT

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The quality of education is estimated by the prestige of the graduate's workplace [1-3], student-centered learning is at the forefront. Improving the quality of education in Ukraine is achievable; it's just needed to get away from the model of education used in the Soviet Union [4,5].

It should be mentioned that the problem to follow the quality of education at universities has a complex nature and is peculiar for SDG 4, e.g., "Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship," SDG 9, e.g., "Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries," SDG 17, e.g., "Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South, and triangular cooperation."

Creating a gap of social and economic development and welfare between the developed countries of the West and the countries of the so-called "Third World" ("North-South" divide) can be an accusation for each of the parties. There are the main reasons for this gap:

- The South cannot break the vicious circle of poverty. This circle is rather "mental." It is more difficult for Ukraine to get out of this circle because there has always been excess material and human resources in the Soviet Union. The consequence of this excess (after Ukraine had obtained its independence) was the unpreparedness for the rational use of resources, including educational, and the transition from extensive growth to an intensive one;

- The North made the modern economic system, and it is in a better position. In this case, Ukraine has become a raw material appendage of developed countries and the basis for hazardous industries' functioning. It should also be noted that Ukraine is also a supplier of highly qualified personnel, which characterizes the national educational system and the processes of ensuring the quality of education as rather progressive.

As can be seen, both reasons are associated with material resources and raw materials base for Ukraine. The irrational use of resources and the absence of a legislative base for the transition to intensive growth methods are the main reasons for the "lagging behind" Ukraine development. This "lag" makes a difference in understanding the key issues between Ukraine and the North and the pace of social and economic development.

Analysis of the data [6-11] as applied to different regions and their "predisposition" to innovations and sustainable development goals indicates a constant interest in improving the educational environment's socio-economic aspects [12-16].

The new version of the Law of Ukraine "On Higher Education" opened opportunities to build real autonomy of higher education institutions in Ukraine, creating an effective mechanism for ensuring academic integrity and quality of the activity, narrowing the field of potential corruption and involving stakeholders in the public and state regulation of higher education sphere.

NAQA Annual Report [17] informs that "According to Article 78 of the Law of Ukraine "On Education"65, the state provides allocations for education in the amount of at least 7% of the gross domestic product. This indicator was almost reached in 2013 (6.9 % of GDP); this figure was the lowest in 2016 (5.4 % of GDP). In 2019, allocations for education in Ukraine amounted to 6.25 % of GDP. However, given the rapid fluctuations of the national currency relative to the US dollar, the actual allocations for education totaled very different amounts in different years".

This work proposes a methodology for achieving sustainable development goals as applied to the quality of education and socio-economic aspects of this process (fig. 1). This methodology is based on some conclusions from the analysis of sources [18-21].

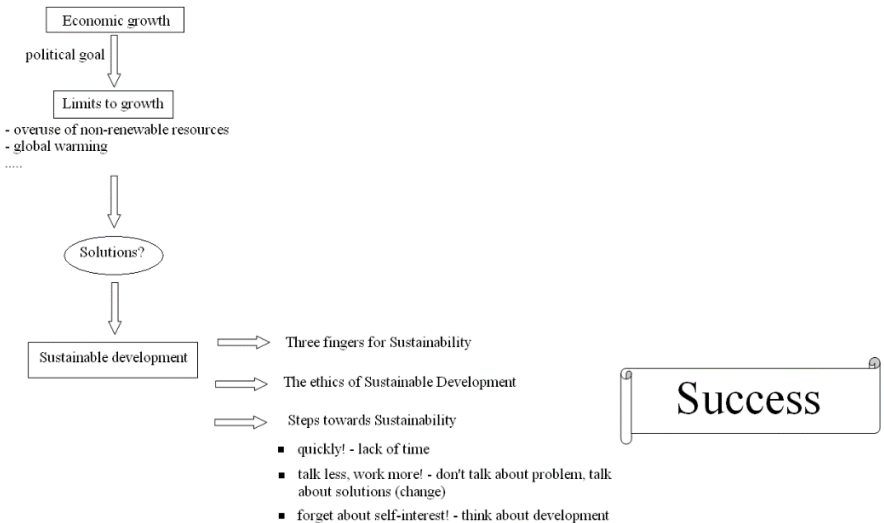


Fig. 1 A methodology for achieving sustainable development goals as applied to the quality of education

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Наукове видання

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