

APPLICATION OF MODERN STRATEGIC ANALYSIS METHODS FOR THE ASSESSMENT OF PUBLIC GOVERNANCE MECHANISMS IN HIGHER EDUCATION

IRYNA PIATNYCHUK, INNA SURAY, NADIYA PYLYPIV, ANTONINA TOMASHEVSKA,
IRYNA HRYHORUK, KATARZYNA ADAMIAK, FINBARR CARTER*

*Corresponding author: iryna.piatnychuk@cnu.edu.ua

Abstract. The article explores the role and significance of strategic analysis methods in the public governance of higher education amid current global challenges such as digitalization, demographic shifts, economic instability, and increased competition in the international education market. The purpose of the article is to substantiate the relevance of applying strategic approaches in the management of higher education institutions to ensure their sustainable development, adaptability to changes in the external environment, and increased competitiveness.

The author conducts a systematic analysis of the main strategic analysis tools – SWOT, PESTEL, scenario analysis, Porter’s Five Forces model, benchmarking, and the Balanced Scorecard. Based on the research, a comprehensive vision is proposed for using strategic analysis as an effective tool for shaping flexible educational policies adapted to a rapidly changing environment.

The article presents a stakeholder map of the higher education system in Ukraine, identifying the levels of their influence and interest in the decision-making process.

The scientific novelty of the study lies in combining strategic analysis with public governance of education, enabling the formation of effective development strategies based on objective analytical data. The practical value of the results lies in their potential application by university administrators, government bodies, and international partners to make informed management decisions and improve the efficiency of the higher education system.

The main conclusion of the study is that implementing strategic analysis methods contributes not only to improving the quality of governance in higher education institutions but also to strengthening their position in global competition.

Keywords: strategic analysis, public administration, public management, higher education, educational policy, strategic management, digitalization.

JEL Classification: I23, H75, L38

1. INTRODUCTION

In the current context of higher education reform, globalization, and growing competition among educational institutions, effective public governance of higher education is becoming a key factor in its development. The use of strategic analysis methods enables not only the assessment of the current state of the education sector but also the formulation of long-term development strategies, ensuring its resilience and adaptability to change.

Strategic analysis methods enable objective evaluation of external challenges, identification of

internal resources, and determination of optimal directions for the development of the higher education system. They contribute to improving the effectiveness of managerial decision-making, particularly in areas such as resource allocation, modernization of educational programs, enhancement of financing mechanisms, and increasing the competitiveness of higher education institutions.

Given the challenges of digitalisation, the integration of educational processes into the international space, and the need to comply with national and global standards, the relevance of applying strategic analysis methods in the governance of higher education is particularly significant. These methods provide a systematic approach to evaluating and forecasting the educational sector's development, thereby contributing to its quality and efficiency.

2. THEORETICAL BACKGROUND

Thus, research on the application of strategic analysis methods in public governance of higher education is both timely and necessary to develop innovative approaches to strategic planning, ensure the sustainable development of the educational sphere, and form a competitive governance model. Numerous Ukrainian scholars have conducted studies on the use of various strategic analysis methods, including (Galenko, Rizva, 2017; Dankevych, 2018; Dukhnovskyi 2021; Levytskyi, 2023; Poberezhna, 2020; Salo et al., 2021, Khanenko, 2021; Jimenez Garcia et al., 2026; Rella et al., 2026; Verbovska, 2024), among others.

Galenko and Rizva (2017) emphasized strategic analysis as a key element of strategic management. Dankevych (2018) applied SWOT and PESTEL analysis to evaluate the current state of land relations in Ukraine. Dukhnovskyi (2021) explored PEST analysis as a tool for developing enterprise growth strategies. Levytskyi (2023) provided methodological guidelines on strategic analysis and forecasting for independent student work. Poberezhna (2020) investigated macroeconomic factors influencing the aviation industry using PEST analysis. Salo et al. (2021) conducted a PEST analysis of small and medium enterprises in Ukraine. Khanenko (2021) applied SWOT and PEST analysis in project management at a machine-building enterprise. We have also conducted several studies on the mechanisms of public governance in higher education in Ukraine (Piatnychuk, 2025).

However, the issue of applying strategic analysis methods in the public governance of higher education remains insufficiently explored, underscoring the relevance of the chosen research topic.

3. RESEARCH OBJECTIVE, METHODOLOGY AND DATA

The main objective of this research is to explore and assess the application of strategic analysis methods in public governance of higher education. This study aims to assess the potential of these methods to improve the effectiveness of decision-making processes, enhance the quality and competitiveness of higher education institutions, and ensure the sustainable and adaptive development of the educational system in the face of current global and national challenges.

The research is based on a comprehensive methodological approach that combines theoretical and empirical methods. A review and synthesis of academic literature on strategic management and public governance in higher education was conducted, including the works of Ukrainian scholars. The research also builds upon the authors' prior studies on the mechanisms of public administration in Ukrainian higher education.

A variety of strategic analysis approaches were employed in the study, including: SWOT analysis, for identifying internal strengths and weaknesses, and external opportunities and threats; Stakeholder analysis, for determining the influence and interests of key actors in higher education governance; PESTEL analysis, for assessing macro-environmental factors (Political, Economic, Social, Technological, Environmental, Legal); GAP analysis, for identifying discrepancies between current states and desired strategic objectives; Benchmarking, for comparing governance systems across countries; Statistical analysis, based on data from the State Statistics Service of Ukraine, Ministry of Education and Science,

and other agencies; Sociological surveys, for gathering feedback from students, faculty, administrators, and employers; VRIO and SWOT+VRIO analysis, for evaluating resources and capabilities of institutions; SPACE analysis, to determine strategic positions of universities; Portfolio analysis (BCG, GE/McKinsey matrices), to assess program competitiveness; Porter's Five Forces, to analyze the competitive environment; Foresight analysis, to forecast trends in higher education; Balanced Scorecard (BSC) and PDCA model, to evaluate management efficiency and continuous improvement; Scenario analysis, to plan for alternative development paths in conditions of uncertainty.

The study utilizes both qualitative and quantitative data. Quantitative data includes statistical reports from official bodies such as the State Statistics Service of Ukraine, the Ministry of Education and Science of Ukraine, and the National Agency for Higher Education Quality Assurance (NAQA). Qualitative data is drawn from expert interviews, surveys, content analysis of strategic documents, and comparative case studies of foreign higher education systems. The application of various strategic analysis tools at global, national, institutional, and individual levels is systematized in a structured matrix to ensure a holistic assessment of governance practices in higher education.

4. RESULTS AND DISCUSSION

The analysis of public governance mechanisms in higher education in Ukraine requires a comprehensive approach employing a range of analytical tools and methods. In strategic analysis, a range of approaches is used to assess internal and external factors affecting the organization. In the context of public governance of higher education, the following key approaches can be identified (Galenko & Rizva, 2017; Dankevych, 2018; Dukhnovskyi, 2021; Levytskyi, 2023; Jimenez Garcia et al., 2026; Rella et al., 2026; Verbovska, 2024), whose application helps to improve governance, develop effective development strategies, and ensure international competitiveness:

The systems approach views higher education institutions (HEIs) as complex systems that interact with the state, society, the labour market, and the research sector. It enables the assessment of management processes in dynamics and helps determine optimal development strategies.

The institutional approach focuses on studying the role of governmental, educational, and civil society institutions in shaping education policy. It defines the mechanisms of state regulation and the degree of autonomy of HEIs.

A program-targeted approach is used to develop education development strategies aimed at achieving specific objectives. It enables evaluation of the effectiveness of state and regional education programs.

A competitive approach analyses the competitive advantages of HEIs at the national and international levels. It includes studying how universities are positioned in global rankings.

Scenario analysis involves developing alternative scenarios for educational development that take into account various potential changes in the external environment. It allows for the anticipation of risks and adaptation of education governance strategies.

Based on a review of specialized literature (Galenko & Rizva, 2017; Dankevych, 2018; Dukhnovskyi, 2021; Levytskyi, 2023; Salo et al., 2021), the main strategic analysis methods have been identified, including SWOT analysis, stakeholder analysis, PESTEL analysis, GAP analysis, benchmarking, statistical analysis, sociological survey methods, SWOT + VRIO analysis, SPACE analysis, portfolio analysis (using BCG and GE/McKinsey matrices), Porter's Five Forces, foresight analysis, Balanced Scorecard (BSC), scenario-based analysis, PDCA (Plan-Do-Check-Act) model, and others.

SWOT analysis involves examining internal Strengths and Weaknesses, and external Opportunities and Threats in higher education governance. Its purpose is to identify internal issues and external challenges and develop strategic directions for improvement. For example, it can be used to assess the strengths of legislative frameworks (e.g., university autonomy) and weaknesses (e.g., corruption, bureaucracy) (Dankevych, 2018; Khanenko, 2021).

Stakeholder analysis involves identifying and analyzing the interests of direct participants in higher education governance (government bodies, universities, students, employers, NGOs). The aim is to determine their roles, influence, and level of engagement in reforms, and to develop recommendations for involving stakeholders in decision-making. For example, it can analyze the influence of the Ministry of Education and Science of Ukraine, the National Agency for Higher Education Quality Assurance (NAQA), student associations, and international partners.

PESTEL analysis investigates the impact of Political, Economic, Social, Technological, Environmental, and Legal factors on the education governance system. Its primary goal is to evaluate external factors that shape the context of public governance. For instance, it can assess the effect of economic crises on education funding or political reforms on university autonomy (Poberezhna, 2020; Salo et al., 2021).

GAP analysis identifies the gap between the current state of governance and the desired strategic goals. It aims to pinpoint specific issues and directions for system improvement. For example, it can analyze the mismatch between current education standards and the requirements of the Bologna Process.

Benchmarking involves comparing Ukraine's higher education governance with systems in other countries (e.g., Poland, Germany). Its purpose is to study best practices and adapt them to the Ukrainian context. Benchmarking can be used to compare university funding models, quality assurance systems, and digitalization processes.

Statistical analysis uses data (such as reports from the State Statistics Service, NAQA, and the Ministry of Education) to assess indicators like governance quality, funding, staffing, and student enrollment. Its goal is to measure progress, identify problem areas, and analyse trends in education financing, graduate employment rates, and student mobility.

Sociological survey methods involve surveying students, faculty, administrators, and employers to assess the effectiveness of the governance system. The surveys aim to gather feedback from key educational stakeholders about their satisfaction with governance quality and services.

SWOT + VRIO analysis combines SWOT with VRIO (Value, Rarity, Imitability, Organization) to evaluate resources and capabilities of the public governance system that are unique or provide a competitive advantage. Its goal is to identify key strengths and resource capacity, including Ukraine's ability to integrate innovative governance practices.

SPACE analysis can be used to evaluate an institution's strategic position and choose optimal development strategies based on financial stability, competitive environment, sector stability, and responsiveness to external challenges.

Portfolio analysis (using the BCG or GE-McKinsey matrix) evaluates academic programs or activity areas in terms of attractiveness and competitiveness to optimise resource allocation.

Porter's Five Forces assesses the competitive environment in higher education by analysing the impact of suppliers, students (consumers), competitors, potential new entrants, and substitute educational services.

Foresight analysis forecasts future trends in higher education, enabling the determination of long-term strategic directions for system development.

Balanced Scorecard (BSC) is a method for evaluating governance efficiency in educational institutions, incorporating financial, academic, administrative, and other aspects. It involves defining goals, indicators, tasks, and measures to enhance management capabilities by translating vision into strategy, establishing communication, business planning, feedback, and consolidating knowledge in strategic management (Piatnychuk, 2025).

Scenario-based analysis entails creating alternative scenarios for educational development depending on possible changes in the external environment. It is applied when the likelihood of different events is similar, and it is necessary to pre-select action strategies for each scenario.

The use of a comprehensive analytical approach enhances the effectiveness of management decisions

and strategic planning. Since public governance of higher education occurs at the global, national, regional, institutional, and individual levels, it is appropriate to establish linkages between these tiers and the strategic analysis methods applied. The application of strategic analysis methods across levels of public governance of higher education is summarized in Table 1.

Tab. 1

Using strategic analysis methods across levels of public management of higher education

Level of Management	Type of Analysis	Application
1	2	3
Global Level (international trends, global challenges, competitiveness of educational systems)	PESTEL Analysis	exploration of political, economic, social, technological, environmental, and legal factors affecting the global higher education system
	Porter's Five Forces	assessment of the competitive environment in the international educational services market
	Foresight Analysis	forecasting future trends and challenges in global education
	Benchmarking	comparing strategies and approaches in different countries to identify the best management practices
National Level (state education policy, funding, legislative initiatives)	SWOT Analysis	evaluation of the strengths and weaknesses of the national higher education system
	Stakeholder Analysis	identification of the influence of the government, civil society, employers, and other stakeholders
	Balanced Scorecard (BSC)	assessment of the effectiveness of public education policy
	Scenario Analysis	development of alternative education reform strategies under conditions of instability
	PDCA Model (Plan-Do-Check-Act)	cycle of continuous improvement of education policy
Higher education level (university governance, strategic development of HEIs)	SWOT + VRIO Analysis	identification of the competitive advantages of an educational institution
	SPACE Analysis	selection of a development strategy for HEIs based on internal potential and external factors
	Portfolio Analysis (BCG Matrix, GE/McKinsey Matrix)	evaluation of the effectiveness of academic programs and university activities
	GAP Analysis	identification of gaps between the

		current state and the strategic goals of HEIs
	Statistical Analysis	assessment of university performance indicators
Individual Level (students, faculty, staff)	Sociological Survey Method	identification of the needs and expectations of students and academic staff
	Balanced Scorecard	evaluation of individual performance of faculty and administrative staff
	PDCA Model	implementation of individual development programs for students and faculty

Source: compiled by the author

Combining strategic analysis methods at different governance levels enables a comprehensive evaluation of the education system and supports well-founded decisions for its development. Studies have found that applying strategic analysis methods in the public governance of higher education fosters evidence-based decision-making, ensuring institutional growth, increased competitiveness, and adaptation to external environmental changes. Let's assess the effectiveness of some of these methods:

SWOT analysis helps identify an institution's strengths and weaknesses, detect external opportunities and threats, and supports the selection of optimal development strategies. However, it does not always account for the dynamic nature of the external environment.

PESTEL analysis enables the evaluation of macroeconomic and political factors that impact the education sector and helps forecast changes in government policy, technological trends, and environmental conditions. Its limitation is the need for frequent updates, as the environment continuously evolves.

Porter's Five Forces model helps determine the level of competition in the educational services market by assessing the influence of students, partners, government bodies, and others.

Benchmarking facilitates the adoption of best practices from leading universities and improves academic standards and governance. Yet, successfully implementing experiences from other countries is not always possible due to differences in educational systems.

Scenario analysis enables the assessment of potential risks and the preparation of alternative development paths, which is vital for strategic planning under uncertainty. However, it requires modelling numerous scenarios, which can be complex.

Balanced Scorecard (BSC) enables the evaluation of management decisions using objective indicators and effectively monitors the quality of education and financial sustainability of universities. A drawback is that it requires the implementation of specialised monitoring and analytics systems.

In summary, strategic analysis methods significantly enhance decision-making effectiveness in higher education. They allow institutions to understand internal capacities and external threats, forecast future changes in the educational environment, develop competitive strategies, and ensure the quality and flexibility of educational process management.

The choice of a specific method depends on the aims of the analysis, available resources, and the level of managerial complexity of a particular institution or the system as a whole.

Public governance of higher education under today's challenges — globalisation, digitalisation, demographic changes, and economic instability — calls for scientifically grounded, strategy-oriented approaches. Employing strategic analysis methods supports the development of effective university development policies that account for both internal capabilities and external risks.

One key advantage of strategic analysis is its ability to adapt to external changes. The education

environment is dynamic and influenced by political, economic, social, and technological factors. Strategic analysis techniques (SWOT, PESTEL, scenario analysis) allow for forecasting changes and promptly adjusting management decisions. For example, if public funding declines, universities can proactively develop financial diversification strategies, such as launching grant programs, paid educational services, or international partnerships.

Universities compete not only nationally, but also internationally. Strategic analysis helps identify competitive advantages and build effective marketing strategies. For example, benchmarking allows Ukrainian universities to compare themselves with leading universities worldwide, adopt best practices, improve curricula, and elevate their rankings.

Implementing strategic methods helps optimise the allocation of financial, human, and infrastructure resources, thereby minimising losses. For example, using the BSC enables institutions to assess educational quality, teaching effectiveness, and student satisfaction – all of which support informed management decisions.

Strategic methods also enable labour market needs analysis and the adjustment of educational programs to meet modern demands. For instance, Porter's Five Forces model helps evaluate which specialisations are most in demand, enabling timely curriculum updates and the introduction of new specialities.

Strategic analysis techniques enable anticipation of potential threats and the development of crisis-response strategies. For example, scenario analysis helps universities forecast possible crises – economic, demographic, technological – and prepare adaptive response strategies.

Therefore, embedding strategic analysis methods into public governance of higher education is essential for effective adaptation to change, improving educational quality, optimising resource utilisation, developing competitive advantages, and enhancing the international image of universities.

In an era of global competition and rapid change, strategic management becomes not only desirable but critically necessary for the sustainable development of higher education systems.

In modern conditions, cooperation among different stakeholder groups is of key importance, as interactions among public institutions, businesses, and citizens contribute to the development of effective management approaches across various fields of activity (Maksymiv, 2024).

To identify key stakeholders, their influence, and interest in higher education governance, we propose conducting a stakeholder mapping exercise (Table 2). A stakeholder map is an analytical tool that illustrates the main factors influencing the development, regulation, and functioning of the higher education system. It helps to understand interactions among different participants, their interests, levels of influence, and opportunities for collaboration.

Tab. 2

Stakeholder mapping for public governance of higher education in Ukraine

Stakeholder Group	Stakeholders	Interests
1	2	3
Government Authorities	1. Ministry of Education and Science of Ukraine	Policy development, regulation of educational standards, and quality assurance
	2. Cabinet of Ministers of Ukraine	Education funding, strategy adoption
	3. Verkhovna Rada of Ukraine (education-related committees)	Legislative support, reform implementation
	4. Regional Authorities	Administration and support of HEIs at the local level

	5. Anti-corruption Bodies	Ensuring transparency and integrity
Higher Education Institutions (HEIs)	1. University Administration	Provision of quality education, resource management
	2. Faculty and Researchers	Professional development, research funding
	3. Students	Access to quality education and international programs
	4. Rector Associations and Faculty Trade Unions	Advocacy for the academic community's interests
Economic Stakeholders	1. Employers	Access to qualified professionals, influence on curriculum development
	2. Private Investors	Investment in innovative projects and infrastructure
	3. Public Sector Enterprises	Staffing for state-owned enterprises
	4. Business Associations	Cooperation with universities in startup development
International Stakeholders	1. European Union (Erasmus+, Horizon 2020)	Integration into the European space, funding of international programs
	2. International Educational Organizations (UNESCO, World Bank)	Expert support and funding of educational initiatives
	3. Foreign Universities and Research Centers	Partnerships, academic mobility
Civil Society	1. Student Organizations	Student rights protection, initiating educational reforms
	2. Non-Governmental Organizations (NGOs)	Oversight of education quality, participation in public reform debates
	3. Parents of Students	Monitoring accessibility and quality of education
	4. Media	Public awareness, shaping public opinion
Innovation Structures	1. Science Parks and Innovation Hubs	Development and implementation of innovations
	2. Startups	Collaboration with universities, receiving institutional support

Source: compiled by the author

Government stakeholders include the Ministry of Education and Science of Ukraine (MESU), the Cabinet of Ministers, the Verkhovna Rada's education committees, regional authorities, and anti-corruption agencies. Higher education institutions include university administrations, faculty, researchers, students, rectors' associations, and trade unions. Economic stakeholders include employers, private investors, state economic sectors, and business associations. International stakeholders comprise the European Union (Erasmus+, Horizon 2020), international educational organisations (UNESCO, World Bank), foreign universities, and research centres. Civil society stakeholders include student organizations, NGOs, parents, and the media. Innovative structures such as science parks, innovation

hubs, and startups.

To more clearly and structurally understand stakeholder relationships, influence, and interest, we propose classifying them as follows:

- high influence & high interest: MESU, Cabinet of Ministers, university management, faculty;
- high influence & low interest: Verkhovna Rada, international donors;
- low influence & high interest: students, NGOs, employers;
- low influence & low interest: parents, startups.

The stakeholder classification by interest and influence is illustrated in Figure 1.

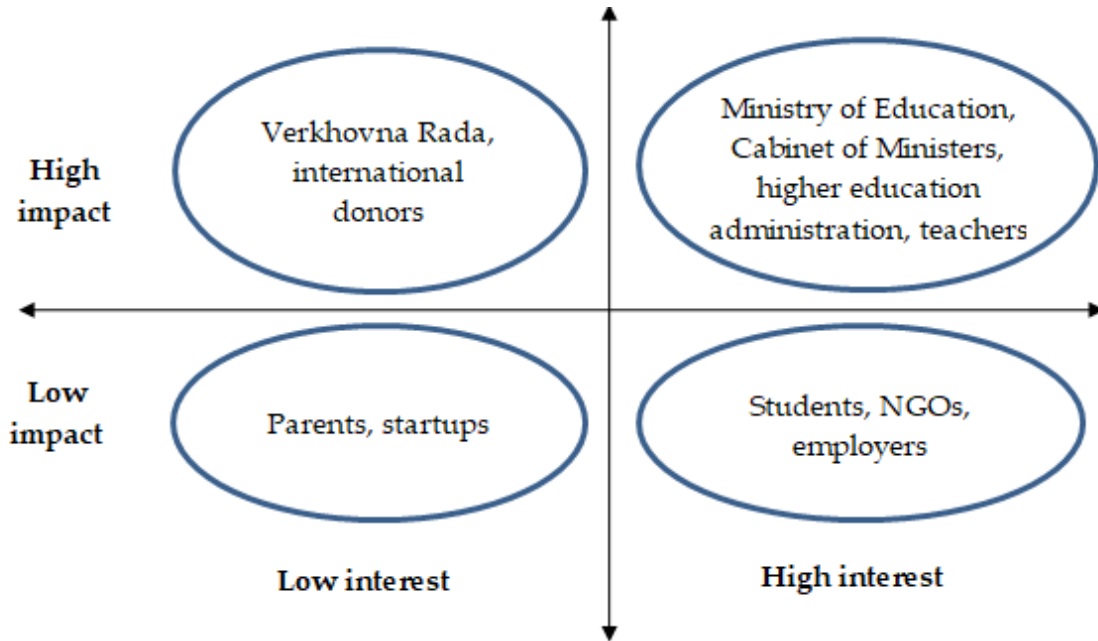


Fig. 1. Classifier of stakeholders in public administration of higher education by interests and influence

Source: compiled by the author

Based on the established stakeholder classification, it is advisable, in the process of analyzing stakeholders in public governance of higher education in Ukraine, to more precisely define their interests, roles, levels of influence, and levels of interest (Table 3) across the previously identified stakeholder groups.

Tab. 3

Stakeholder Analysis of Public Governance in Higher Education in Ukraine

Source: compiled by the author

Interests	Role	Level of Influence	Level of Interest
1	2	3	4
Government Bodies (Ministry of Education and Science, Cabinet of Ministers, Verkhovna Rada of Ukraine)			
Ensuring accessibility and quality of higher education	Policy development, funding, and control	High	High
Development and implementation of reforms, alignment with international standards.	Legislative support, monitoring.	High	High
Human capital development for economic growth	Strategy formulation, resource allocation	High	High

Higher Education Institutions (HEIs): administration, faculty, researchers			
Ensuring the quality of the educational process	Delivery of academic programs and research activities.	High	High
Securing stable funding and infrastructure development.	Resource management, implementation of innovations.	High	High
Improving international rankings, participation in grant programs	Cooperation with international partners	High	High
HEIs: students			
Access to quality and affordable education.	Primary consumers of educational services.	Medium	High
Employment opportunities after graduation.	Participation in initiative development, student activism	Medium	High
Access to international mobility programs and modern technologies	Engagement in mobility programs.	Medium	High
Economic Stakeholders			
Access to qualified professionals	Customers of educational programs, partners of HEIs	Medium	High
Participation in curriculum development, implementation of dual education	Provision of practical cases, internships	Medium	High
Development of a system for corporate training and innovation	Project funding, expert involvement	Medium	Medium
Civil Society			
Ensuring transparency in education governance	Public oversight, informing society.	Medium	High
Support for education-oriented reforms	Advocacy for change, participation in discussions.	Medium	High
Representation of the interests of students, faculty, and society.	Influence on policy formation	Medium	Medium
International Stakeholders			
Integration into the European Education Area, funding of international programs	Funding, facilitation of academic mobility	High	High
Education reforms, improvement of education quality	Provision of expert support, funding	Medium	High
Academic mobility, international research cooperation	Partnerships, knowledge exchange	Medium	High
Innovation Structures			
Innovation development, research, and commercialisation	Collaboration with HEIs, technology implementation	Medium	Medium

Source: compiled by the author

Thus, the key stakeholders with high influence and high interest are the Government and Higher Education Institutions (HEIs). Stakeholders with high interest but medium influence include students and civil society organizations. It is worth noting the need to strengthen cooperation among all stakeholder groups to ensure a balanced consideration of interests. It is important to involve employers in curriculum development and to actively use public oversight to enhance the quality of education.

The VRIO analysis of public governance in higher education in Ukraine enables an assessment of the resources and competencies of the higher education public governance system according to four criteria: Value, Rarity, Imitability, and Organisation.

The VRIO analysis is presented in Table 4.

Tab. 4

VRIO Analysis of Public Governance in Higher Education in Ukraine

Resource/Capability	Value	Rarity	Imitability	Organization	Result
1	2	3	4	5	6
Legislative framework for university autonomy	Yes	No	No	Partial	Temporary competitive advantage
Experience in international cooperation	Yes	Yes	No	Yes	Sustainable competitive advantage
Participation in EU programs (Erasmus+, Horizon 2020)	Yes	Yes	No	Yes	Sustainable competitive advantage
Strong human capital (faculty and researchers)	Yes	No	Yes	Partial	Potential competitive advantage
State education funding system	Yes	No	Yes	No	Insufficient advantage
National HEI accreditation system aligned with European standards	Yes	Partial	Partial	Yes	Potential competitive advantage
Digitalization of educational processes	Yes	No	No	No	Insufficient advantage
Development of dual education	Yes	Yes	No	No	Temporary competitive advantage
Support for student and staff mobility	Yes	Yes	No	Partial	Temporary competitive advantage
Integration into the European Education Area	Yes	Partial	Partial	Yes	Potential competitive advantage
Public oversight system for education quality	Yes	No	Yes	No	Insufficient advantage
Access to international grants	Yes	Yes	Partial	Yes	Sustainable competitive advantage
Innovative teaching	Yes	Partial	Partial	Partial	Potential

methodologies					competitive advantage
Openness of the education market to foreign partners	Yes	Partial	No	No	Insufficient advantage
Involvement of employers in curriculum development	Yes	No	Yes	No	Insufficient advantage

Source: compiled by the author

Based on the data in the table, we can conclude that sustainable competitive advantages include participation in EU programs (Erasmus+, Horizon 2020), experience in international cooperation, and access to international grants. Potential competitive advantages are: integration into the European Higher Education Area, a national accreditation system aligned with European standards, and innovative teaching methodologies. Limited advantages include the state funding system, openness of the education market to foreign partners, and the digitalisation of educational processes. Thus, problematic areas include insufficient organisation for realising many potential advantages and high imitability of many resources due to weak internal integration processes.

Therefore, the results of the VRIO analysis indicate the need to strengthen organizational mechanisms, improve funding, and deepen cooperation with international partners.

The goal of the GAP analysis of public governance mechanisms in higher education in Ukraine is to identify the gap between the current state of these mechanisms and the desired state needed to achieve efficiency and respond to contemporary challenges. The GAP analysis is presented in Table 5.

Tab. 5

GAP Analysis of Public Governance Mechanisms in Higher Education in Ukraine

Key Area	Current State	Desired State	GAP
1	2	3	4
Funding	Insufficient state funding; uneven distribution of resources across regions.	Adequate funding, balanced resource allocation, and attraction of private investments.	Low level of funding; need for new approaches to budget allocation.
Legislative Framework	Frequent legal changes; lack of long-term development strategy.	Stable, predictable legislation with a clearly defined strategy.	Absence of strategic vision.
Quality Assurance	Low effectiveness of the monitoring system; weak public oversight.	Implementation of transparent monitoring systems; active civil society involvement.	Ineffective quality assurance mechanisms.
University Autonomy	Autonomy defined formally but partially implemented due to bureaucracy and limited funding.	Full autonomy with responsibility for outcomes, supported by financial and legal instruments.	Constraints on management freedom, insufficient financial support.
Labour Market Integration	Low employer involvement in curriculum development.	Systematic cooperation with employers, creation of dual education programs.	Lack of regular cooperation mechanisms between HEIs and businesses.
Digitalization	Early stage of	Full digitalization of	Lack of

of Education	digitalization; unequal access to technologies in regions.	processes, equal access across all regions.	infrastructure, digital resources, and access.
International Cooperation	Participation in selected programs; limited number of partnerships.	Expanded international partnerships, active participation in grant programs.	Low international integration in some HEIs.
Faculty Development	Limited professional development programs; low salaries.	Regular upskilling, competitive remuneration.	Lack of motivation for professional growth among faculty.
Education Accessibility	Unequal access to quality education due to economic, geographic, and other barriers.	Equal access regardless of region or economic status.	Geographic and social inequality in access to education.
Innovation and Research	Low research funding; brain drain of scientists.	Investment in research, development of innovation hubs, and support for young researchers.	Limited resources for scientific and innovative development.

Source: compiled by the author

As a result of the GAP analysis, it can be concluded that the above analysis helps identify priority directions for reforming public governance in higher education in Ukraine by detecting gaps between the actual and desired states. The largest gaps are found in financing (both public and private), integration with the labour market and employers, and digitalisation and technological infrastructure. Moderate gaps were found in quality assurance, innovation, and scientific research, as well as in the accessibility of education across social groups and regions. The smallest gaps are observed in international cooperation (though there is room for improvement) and in the professional development of academic staff (subject to additional incentives).

Another strategic tool that can be used in public governance of higher education in Ukraine is the McKinsey 7S Model, which enables the assessment of the interrelations among key elements of an organisation or system to ensure harmony in their functioning. In the context of public governance of higher education in Ukraine, the model can be adapted as presented in Table 6.

Tab. 6

Description of McKinsey 7S Model Elements in Public Governance of Higher Education in Ukraine

Element	Description	Analysis of the Situation in Ukraine
1	2	3
Strategy	Long-term plans and directions for the development of the higher education system.	Lack of a coherent, long-term strategy. Frequent shifts in priorities due to political instability.
Structure	Organizational structure of the education governance system, roles and responsibilities of various stakeholders.	Excessive centralization. Partial implementation of university autonomy.
Systems	Procedures, processes, mechanisms of management and	Outdated monitoring mechanisms. Lack of transparent processes for

	quality assurance.	quality and performance control.
Shared Values	Core values that unite stakeholders in pursuing common goals.	Quality, integrity, and innovation are declared, but real support for these values is limited.
Style	Leadership and management style dominant in the public governance system.	Formal, often bureaucratic management style. Lack of transparency and flexibility in decision-making.
Staff	Human resources: qualifications, motivation, engagement of professionals.	Inadequate remuneration for academic staff. High level of workforce migration abroad.
Skills	Key competencies that determine the system's ability to achieve its goals.	Weak adaptation to change, especially digitalization. Low integration of practical skills into curricula.

Source: compiled by the author

Based on the analysis of the McKinsey 7S model elements in public governance of higher education in Ukraine, we can conclude the following. The weaknesses of the "Strategy" element include the absence of a comprehensive roadmap for educational development and an imbalance between regional and national priorities. Therefore, a key recommendation for improvement is to develop and implement a national education development strategy by 2030. The weaknesses of the "Structure" element lie in the lack of clearly defined roles among government bodies, universities, and employers. To improve this situation, it is recommended to implement real university autonomy with transparent oversight mechanisms.

In the "Systems" element, weak points include ineffective accreditation and quality assurance mechanisms. Thus, it is advisable to digitise all monitoring processes and implement automated management systems. For the "Shared Values" element, a major shortcoming is the lack of genuine commitment to quality and innovation. The recommendation here is to engage civil society organizations in shaping shared values. The "Style" element suffers from excessive bureaucracy in decision-making processes. Accordingly, it would be beneficial to strengthen horizontal connections among institutions and to implement the principles of participatory governance.

Regarding the "Staff" element, low motivation among academic staff due to insufficient salaries is a key issue. To address this, it is recommended to increase salaries for teaching staff and widely implement grant support systems. The "Skills" element is weakened by poor adaptation to digitalization and market demands. Suggested improvements include expanding professional development programs for educators.

In conclusion, the McKinsey 7S model reveals that public governance of higher education in Ukraine requires better harmonization of its key components. Priority should be given to developing a long-term strategy, optimising governance structures, modernising quality assurance systems, and supporting human capital (Piatnychuk, 2025).

Another important tool to consider is the PDAC (Plan-Do-Act-Check) model, which can be applied to analyse and systematise the activities of institutions involved in higher education.

The activities of public institutions in higher education can be structured as follows:

1. Plan – Institutions responsible for developing strategies, policies, standards, and legal frameworks:

- Verkhovna Rada of Ukraine – legislation, amendments, state budget approval, including education funding;

- Cabinet of Ministers of Ukraine – adoption of resolutions and regulatory acts defining strategic directions;

- Ministry of Education and Science of Ukraine (MESU) – development of policies, national standards, state programs, funding plans;
 - National Academy of Sciences of Ukraine (NASU) – participation in strategic planning and setting research priorities in universities;
 - International organisations and donors – provide recommendations, joint projects, and grant programs.
2. Do – Institutions that implement approved plans, policies, and programs:
- MESU – implementation and compliance monitoring;
 - Regional state administrations and education departments – implementation at the regional level and coordination with HEIs;
 - HEIs (universities, academies, institutes) – organizing teaching, research, and accredited programs;
 - NASU – supporting research and integration of science in education.
3. Check – Institutions responsible for monitoring, control, and quality assessment:
- National Agency for Higher Education Quality Assurance (NAQA) – accreditation and external evaluation;
 - Civil society and student associations – independent monitoring of student rights and transparency;
 - International organizations and donors – external audits and alignment with global standards.
4. Act – Institutions that implement corrective actions based on monitoring:
- Cabinet of Ministers – amendments to resolutions and funding review;
 - MESU – improvement of standards and programs;
 - NAQA – revision of accreditation criteria and procedures;
 - HEIs – curriculum updates and remediation;
 - Civil society and student associations – submitting proposals to improve education processes.

This structure enables effective coordination among institutions, identification of problems, and continuous improvement of the higher education system in Ukraine.

5. CONCLUSIONS

Thus, based on the research conducted, the relevance of applying strategic analysis methods to the comprehensive assessment of public governance mechanisms in higher education has been substantiated, enabling a systematic evaluation of their performance, strengths, and limitations. It has been determined that strategic analysis methods such as SWOT analysis, PESTEL analysis, Porter's Five Forces model, benchmarking, and the Balanced Scorecard (BSC) contribute to well-informed decision-making and support the long-term development of higher education institutions (HEIs).

The application of these methods allows for: adapting educational institutions to changes in the external environment, enhancing the competitiveness of HEIs at the national and international levels, optimizing the use of financial, human, and infrastructural resources, improving the quality of educational services and aligning them with labor market needs, reducing risks and developing effective crisis management strategies.

Therefore, the implementation of strategic analysis methods is a necessary tool for the effective management of higher education, contributing to its modernisation, innovative development, and the improvement of educational quality. Further research may focus on developing adaptive models of strategic management for specific types of HEIs and analyzing the effectiveness of their implementation in various regional contexts.

Despite the significant advantages of implementing strategic analysis methods in public governance of higher education, it is important to consider an alternative perspective. The introduction of these tools requires substantial financial, organizational, and human resources. In particular, additional funding is needed for staff training, the development of analytical competencies, the implementation of digital

monitoring systems, and the conduct of regular strategic assessments. For countries with limited public funding, such as Ukraine, these costs may pose a serious constraint and slow down the reform process.

Moreover, if strategic analysis methods are not implemented, the governance system may continue to rely on traditional, often reactive approaches, leading to inefficient resource allocation, limited adaptability to external changes, and reduced competitiveness of higher education institutions in the global educational landscape. Although implementing these methods is resource-intensive in the short term, they can generate significant positive effects in the long run, including improved decision-making quality, increased transparency, better alignment with labour market needs, and enhanced international integration. Therefore, the costs associated with adopting strategic analysis tools should be viewed not merely as expenditures but as strategic investments in the sustainable development of the higher education system.

Author Contributions:

Conceptualization: Iryna Piatnychuk, Inna Suray.

Data curation: Iryna Piatnychuk, Iryna Hryhoruk, Antonina Tomashevskya.

Formal analysis: Iryna Piatnychuk, Nadiya Pylypiv, Inna Suray.

Investigation: Iryna Piatnychuk, Antonina Tomashevskya, Iryna Hryhoruk.

Methodology: Iryna Piatnychuk, Inna Suray, Nadiya Pylypiv.

Project administration: Iryna Piatnychuk.

Supervision: Inna Suray, Nadiya Pylypiv.

Validation: Katarzyna Adamiak, Finbarr Carter, Inna Suray.

Visualization: Antonina Tomashevskya, Iryna Hryhoruk.

Writing – original draft: Iryna Piatnychuk, Antonina Tomashevskya, Iryna Hryhoruk.

Writing – review & editing: Inna Suray, Nadiya Pylypiv, Katarzyna Adamiak, Finbarr Carter.

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Iryna Piatnychuk, Doctor of Science in Public Administration, Associate Professor, Dean of the Faculty of Management, Vasyl Stefanyk Carpathian National University, Ivano-Frankivsk, Ukraine;

ORCID ID: 0000-0003-2876-6422

Address: Vasyl Stefanyk Carpathian National University, 57, Shevchenko Str, Ivano-Frankivsk, 76018, Ukraine.

E-mail: iryna.piatnychuk@cnu.edu.ua

Inna Suray, Doctor of Science in Public Administration, Professor, Professor in the Department of Public Management and Administration, Vasyl Stefanyk Carpathian National University, Ivano-Frankivsk, Ukraine;

ORCID ID: 0000-0003-4377-2724

Address: Vasyl Stefanyk Carpathian National University, 57, Shevchenko Str, Ivano-Frankivsk, 76018, Ukraine.

E-mail: inna.suray@pnu.edu.ua

Nadiya Pylypiv, Doctor of Economic Sciences, Professor, Head of the Department of Entrepreneurship, Trade and Applied Economics, Vasyl Stefanyk Carpathian National University, Ivano-Frankivsk, Ukraine;

ORCID ID: 0000-0001-9458-0218

Address: Vasyl Stefanyk Carpathian National University, 57 Shevchenko Street, Ivano-Frankivsk, 76018, Ukraine.

E-mail: nadiia.pylypiv@cnu.edu.ua

Antonina Tomashevska, PhD in Economics, Associate Professor, Head in the Department of Management and Business Administration, Vasyl Stefanyk Carpathian National University, Ivano-Frankivsk, Ukraine;

ORCID ID: 0000-0002-8182-5906

Address: Vasyl Stefanyk Carpathian National University, 57, Shevchenko Str, Ivano-Frankivsk, 76018, Ukraine.

E-mail: antonina.tomashevska@cnu.edu.ua

Iryna Hryhoruk, PhD in Economics, Associate Professor, Associate Professor in the Department of Management and Business Administration, Vasyl Stefanyk Carpathian National University, Ivano-Frankivsk, Ukraine;

ORCID ID: 0000-0002-7945-9679

Address: Vasyl Stefanyk Carpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.

E-mail: iryna.hryhoruk@cnu.edu.ua

Katarzyna Adamiak, PhD, Associate Professor, University of Justice, Warsaw, Poland;

ORCID ID: 0009-0007-4165-8844

Address: University of Justice, Wiśniowa 50 street, Warsaw, 02-520, Poland.

E-mail: Katarzyna.adamiak@aws.edu.pl

Finbarr Carter, Student Enterprise Officer, University of East Anglia, Norwich, United Kingdom;

ORCID ID: 0009-0006-2271-935X

Address: University of East Anglia, Norwich Research Park, Norwich, NR4 7TJ, United Kingdom.

E-mail: F.Carter@uea.ac.uk

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П'ятничук Ірина, Сурай Інна, Пилипів Надія, Томашевська Антоніна, Григоровук Ірина, Адамяк Катажина, Картер Фінбар. Застосування сучасних стратегічних методів аналізу для оцінки механізмів публічного управління вищою освітою. *Журнал Прикарпатського університету імені Василя Стефаника*, 13 (2) (2026), 163–180.

У статті досліджено роль і значення методів стратегічного аналізу у системі публічного управління вищою освітою в умовах сучасних глобальних викликів, таких як цифровізація, демографічні зміни, економічна нестабільність та посилення конкуренції на міжнародному ринку освітніх послуг. Метою статті є обґрунтування доцільності застосування стратегічних підходів в управлінні закладами вищої освіти для забезпечення їх сталого розвитку, адаптації до змін у зовнішньому середовищі та підвищення конкурентоспроможності.

Автором проведено системний аналіз основних інструментів стратегічного аналізу – SWOT, PESTEL, сценарного аналізу, моделі п'яти сил Портера, бенчмаркінгу та збалансованої системи показників. На основі дослідження запропоновано комплексне бачення використання стратегічного аналізу як дієвого інструменту формування гнучкої освітньої політики.

У статті запропоновано мапування основних стейкхолдерів системи вищої освіти в Україні, визначено рівень їхнього впливу та зацікавленості у процесах прийняття управлінських рішень. Здійснено класифікацію стейкхолдерів, що дозволяє краще зрозуміти систему взаємодії між суб'єктами управління освітою.

Наукова новизна роботи полягає у поєднанні стратегічного аналізу з публічним управлінням освітою, що дозволяє формувати ефективні стратегії розвитку на основі об'єктивних аналітичних даних. Практичне значення одержаних результатів полягає у можливості їх використання управлінцями ЗВО, органами державної влади, міжнародними партнерами для прийняття обґрунтованих управлінських рішень та підвищення ефективності функціонування системи вищої освіти.

Основним висновком дослідження є те, що впровадження методів стратегічного аналізу сприяє не лише підвищенню якості управління закладами вищої освіти, а й зміцненню їхньої позиції в умовах глобальної конкуренції.

Ключові слова: стратегічний аналіз, публічне управління, державне управління, вища освіта, освітня політика, стратегічне управління, цифровізація.