

# Impact of the local settlement system on the functioning of the educational complex of the Kosiv urban community

Ivan KOSTASHCHUK<sup>1\*</sup>  <https://orcid.org/0000-0002-9338-4538>

Yuriy BILOUS<sup>1\*\*</sup>  <https://orcid.org/0000-0001-8539-275X>

UDC 911.3

ANALYTICAL ARTICLE

<sup>1</sup>Yurii Fedkovych Chernivtsi National University,  
department of Geography of Ukraine and Regional Studies

Correspondence – \*[i.kostaschuk@chnu.edu.ua](mailto:i.kostaschuk@chnu.edu.ua); \*\*[y.bilous@chnu.edu.ua](mailto:y.bilous@chnu.edu.ua)

**Keywords:** settlement system, territorial community, decentralization, educational complex, walking accessibility.

**Abstract:** This article analyzes the impact of the local settlement system of the Kosiv urban community on the territorial planning of the educational network and the functioning of the educational complex of this urban community in the context of decentralization.


It is this study that determines the geographical features of the functioning and spatial planning of educational institutions depending on their walking and transport accessibility, which is affected by the influence of historical, natural and socio-geographical factors, as well as the demographic situation. Natural factors, namely the relief and the water network, significantly affect the transport network in this mountain community, climatic features on transport and walking accessibility to educational institutions of different levels. The demographic situation in the community is negative, since in recent years it has been observed a clear process of depopulation of the population, as well as an increase in disparities in the gender and age composition, namely an increase in the share of women and the share of pensioners, and, accordingly, a decrease in the male population and children. Such indicators directly affect and will further affect the average occupancy of groups and classes in various educational institutions.

## 1. INTRODUCTION

With the beginning of decentralization in Ukraine, local communities faced one of the most difficult tasks – organizing effective education management. Previously, this sector in villages and settlements was coordinated by district state administrations, which were part of the vertical of state executive power. The executive bodies of village and district councils had limited powers in the field of education, mostly performing auxiliary functions, such as providing transportation for students to schools.

Unlike regional state administrations, local self-government bodies of territorial communities are autonomous and have received all the necessary powers, including in the field of education management. However, their institutional weakness remains a key problem.

2024, 847; DOI: <https://doi.org/10.31861/geo.2024.847.181-191>

 Open Access. © 2024 I. KOSTASCHUK, Yu. BILOUS  
опубліковано у Чернівецькому національному університеті

Ця робота ліцензується відповідно до

CC BY-NC-ND із Зазначенням Авторства – Некомерційна – Без Похідних 4.0 Міжнародна



Local settlement systems today have slightly different sizes and connections between settlements, which is explained by decentralization, namely the administrative-territorial reform, which led to the emergence of new centers of territorial communities and enlarged districts. It is in communities, based on transport and walking accessibility, that the territorial planning of all social infrastructure institutions, including educational ones, will be determined. It is on the basis of such indicators that an educational network with a clear vertical structure will be formed: basic institutions of general secondary education (ZZSO) and their branches, separate lyceums and gymnasiums, preschool and out-of-school educational institutions, and, if available, institutions of vocational and technical, professional pre-higher and higher education. Therefore, this scientific research is quite relevant and promising for further scientific research and has significant practical significance for the territorial planning of the educational network.

## 2. RESEARCH METHODOLOGY AND METHODS

To obtain scientific results, it is necessary to use a complex of methods of scientific knowledge. These methods vary depending on the specifics of the research, its goals and objectives, and the scientific question that needs to be solved. They can be general scientific or specific scientific.

The research methodology is based on the Law of Ukraine «On Education» and the «National Doctrine of Educational Development» as well as geographical, structural, cartographic, descriptive and comparative approaches determined by scientific knowledge and concepts of scientific socio-geographical research.

The scientific research used scientific works of scientists in the field of social geography, in particular: [Bilous \(2020\)](#), [Hyzhko \(2021\)](#), [Zaiachuk \(2009, 2013\)](#), [Zayachuk et al. \(2021\)](#), [Kostashchuk et al. \(2023\)](#), [Oliinyk et al. \(2017\)](#), [Suprun \(2020\)](#), [Topchiiev \(2005\)](#), [Flinta \(2004\)](#) and others.

The information base of the study is materials of legislative and regulatory acts, information materials of the Education Department of the Kosiv City Council and the Main Department of Statistics in Ivano-Frankivsk region.

## 3. RESULTS AND DISCUSSION

The socio-geographical study of the educational complex has been actively investigated by many Ukrainian and foreign scholars. However, there is a need for a detailed analysis of its main functions, identification of effective methods of developing the educational complex, and identification of key factors that influence the work of its components at the local level.

From the point of view of social geography, an educational complex is a set of educational institutions of various levels, types, and forms of ownership that provide educational services to the population and interact with all subsystems of education within a certain educational space. The effectiveness of the complex functioning largely depends on management systems, the interaction of its elements, and cooperation with related institutions, enterprises, and organizations, which contributes to the modernization of the educational process ([Zaiachuk 2013](#)).

The educational complex is formed on the basis of close relationships between individual settlements within the local settlement system and itself acts as one of the forming elements of these systems. Settlement systems determine, first of all, the educational network, namely the expediency or in expediency of creating supporting educational institutions, building new ones or closing existing ones, combining institutions with different functions (for example, preschools with institutions of the 1st, 2nd or 3rd levels of general secondary education, etc.) ([Pushkarova, Koval-Maziuta 2024](#); [Suprun 2020](#)).

The educational complex (EC) in Ukraine consists of seven closely related components. An important component is the population, which is defined as consumers and producers of educational services and their settlement. The components of preschool, secondary, vocational

### I. Kostaschuk, Yu. Bilous.

Impact of the local settlement system on the functioning of the educational complex of the Kosiv urban community

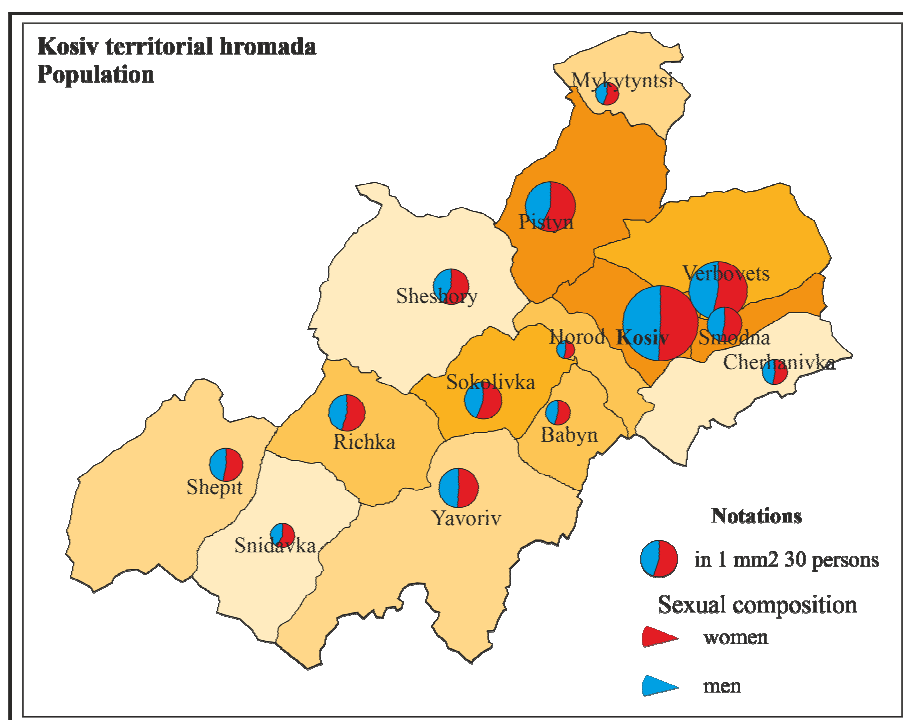
and higher education are groups of related institutions of various types. The components of industry science are science, scientific method, systems, research institutes and design institutes. Professional production includes the provision of materials and technologies to enterprises and institutions (Pushkarova, Koval-Maziuta 2024; Tereshchuk, Binytska 2022).

Among the main functions of the educational complex, the following can be distinguished: educational, professional-economic, cultural, social, cognitive, historical continuity, scientific-innovative, and demographic-urban (Dvihun 2021; Bilous 2020; Zayachuk et al. 2021).

In 2020, by merging 13 village councils and the Kosiv City Council, the Kosiv City Council was created, one of the most promising communities in the Kosiv district of Ivano-Frankivsk region. The community includes 14 villages and its territory covers 33,3 thousand hectares (Viddil osvity Kosivskoi miskoi rady ... 2024).

The main factors influencing the development and functioning of a community are demographic indicators, in particular the natural and migratory movement of the population, and the sex and age structure, which determine the number of residents of individual settlements and the community as a whole (Dzhaman, Dzhaman 2023).

At the beginning of 2022, the population of the community was 32 821 people. The largest number of residents is in the city of Kosiv (8 490 people) and Verbovets starostyn District (5 071 people), while the smallest number of residents is observed in the Horod (485 people) and Mykytyntsi (784 people) districts (Stratehiia rozvytku Kosivskoi miskoi terytorialnoi hromady 2024).



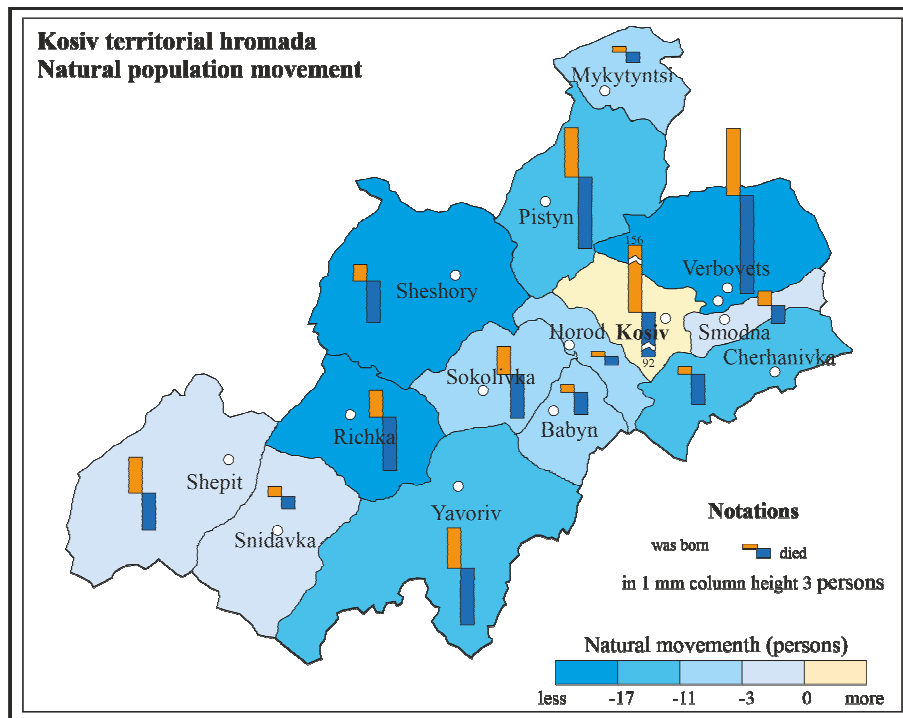
**Fig. 1. Population of the Kosiv urban community**

The average population density in the Kosiv urban community is 91,5 people/km<sup>2</sup>. The lowest density is characteristic of Snidavka, Chervanivka and Sheshory starostyn districts (less than 40 people/km<sup>2</sup>), while in Pistyn and Smodna districts this figure exceeds 150 people/km<sup>2</sup> (fig. 1).

The gender composition of the population of the Kosiv territorial community is dominated by women, who make up 53,5 % of the total. The highest percentage of men is recorded in the city of

Kosiv (49,2 %) and Yavoriv starostyn district (49,1 %). The smallest share of men (less than 43%) is characteristic of Snidavka and Sheshory starostyn districts (*fig. 1*).

In 2021, 368 children were born in the Kosiv community, while the number of deaths was 432, indicating a negative natural increase of –64 people. The largest number of births was registered in the city of Kosiv (156 children), as well as in Verbovets (45 children) and Pistyn (34 children) starostyn districts. The smallest number of newborns was recorded in Horod (3 children) and Mykytyntsi (4 children) districts.



**Fig. 2.** Natural population movement of the Kosiv urban community

Negative natural growth is observed in all starostyn districts of the community, with the exception of the city of Kosiv, where the growth is positive and amounts to +64 people. The worst indicators of natural population movement were recorded in Verbovets, Richka and Sheshory starostyn districts, where the negative growth exceeds – 17 people (*fig. 2*).

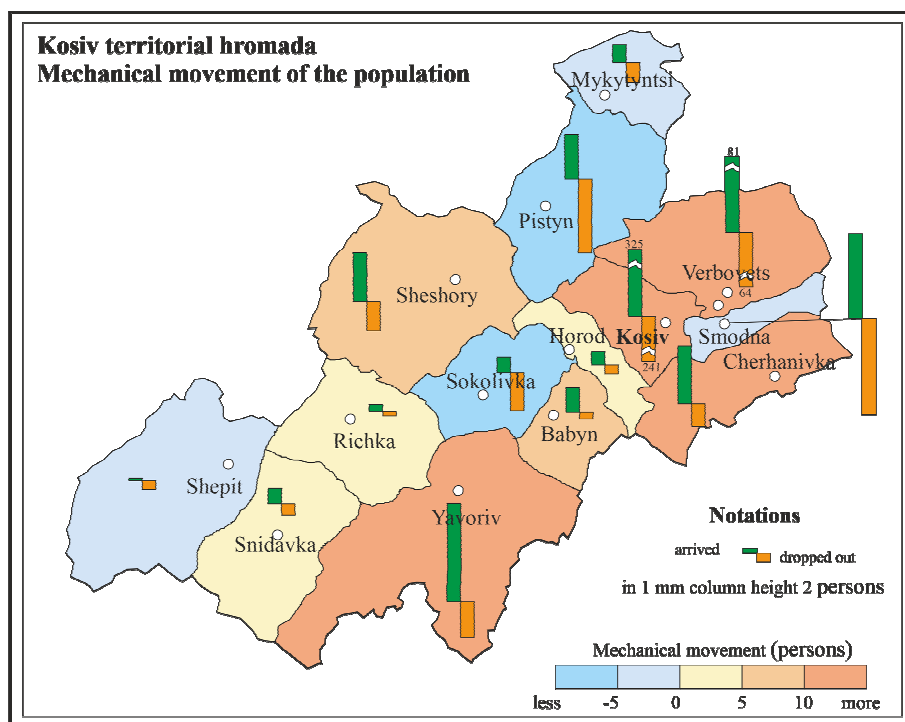
The mechanical movement of the population in the Kosiv urban community demonstrates positive dynamics due to the predominance of newcomers, which contributes to the overall growth of the population. The overall indicator of mechanical growth is +135 people. The highest growth is observed in the city of Kosiv (+84 people) and Yavoriv starostyn district (+28 people).

At the same time, a negative mechanical increase was recorded in several starostyn districts. These include Mykytyntsi (–1 person), Pistyn (–13 people), Sokolivka (–10 people), Smodna (–5 people), and Shepit (–3 people) (*fig. 3*).

Socially vulnerable population groups make up 36,05 % of the residents of the Kosiv territorial community, which is 11 833 people. They include: pensioners (25,25 %), people with disabilities (6,3 %), low-income people (1,34 %), large families (1,07 %), vulnerable categories of the population (2,0 %), and orphans or children deprived of parental care (0,09 %).

The share of working-age people in the community is 59,78 %. In total, there are 1 924 employers in the community, of which 157 are newly created. During the period from 01.01.2021 to 31.07.2021, 402 vacancies were submitted to the Kosiv District Employment Center. There are 503 employers using hired labor: up to 10 employees – 449 employers, more than

10 employees – 41, more than 50 employees – 13. The largest number of vacancies is in the trade sector ([Stratehiia rozvytku Kosivskoi miskoi terytorialnoi hromady 2024](#)).



**Fig. 3.** Mechanical movement of the population of the Kosiv urban community

It can be said with certainty that as a result of the full-scale war of the Russian Federation against Ukraine, the demographic situation in the Kosiv urban community has changed for the worse, as evidenced by estimated data from various sources, both Ukrainian and European Union. All this will affect the post-war reconstruction of the community in the new realities of socio-economic life and will lead to the redevelopment of the educational network ([Dzhaman, Dzhaman 2023](#); [Kostashchuk et al. 2023](#); [Tereshchuk, Binytska 2022](#)).

The modern territorial organization of the educational network is an important factor for improving the functioning of the educational complex of the community. In the Kosiv urban community, educational services are provided by 29 educational institutions. The largest number of institutions is concentrated in the city of Kosiv, where 10 institutions of various levels operate, as well as in the Pistyn starostyn district, where there are 3 educational institutions ([Viddil osvity Kosivskoi miskoi rady ... 2024](#)).

Preschool education in the community is represented by seven institutions, two of which are located in the city of Kosiv, and one each in Verbovets, Pistyn, Sokoliv, Chohanivka and Yavoriv starostyn districts. In addition, there are four general secondary education institutions with preschool divisions: Kosiv primary school, Smodna primary school, Sheshory primary school and Richka lyceum.

Students of the Kosiv community receive general secondary education in 4 primary schools, 9 gymnasiums and 7 lyceums. The largest number of general secondary education institutions is concentrated in the city of Kosiv – 4, in the villages of Pistyn, Sheshory and Yavoriv – 2 institutions each, and in other settlements there is one general secondary education institution.

The highest provision of secondary education institutions is observed in the Babyn, Mykytyntsi and Horod starostyn districts, where there are more than 1,2 institutions per thousand people. The lowest provision is characteristic of the Verbovets and Yavoriv starostyn districts – 0,39 and 0,43, respectively.

**I. Kostashchuk, Yu. Bilous.**

Impact of the local settlement system on the functioning of the educational complex of the Kosiv urban community

Given the mountainous conditions, the difficulties in organizing regular transportation of students, the limited area of classrooms and the need to provide education for rural residents, the community has retained small classes.

Extra-curricular education in the Kosiv community is represented by two institutions: the Kosiv Center for Children's Creativity and the Kosiv Children's and Youth Sports School «Mountain Orlyatko».

Higher education in the Kosiv city community is provided by the Kosiv School of Applied and Decorative Arts and the Kosiv Institute of Applied and Decorative Arts of the Lviv National Academy of Arts.

Decentralization reform gave local governments the opportunity to independently define and form an educational policy in their territory. As a result, local governments in the communities now choose the main directions of development of the education system. However, today it is observed that newly formed communities often do not have a clear strategic vision of the role of education in their socio-economic and cultural development.

Plans or strategies of development of territorial communities often provide for the improvement of the main areas of education development, in particular:

- I. Expanding the network of educational institutions through the construction of new institutions.
- II. Improvement of the material and technical base of educational institutions.
- III. Ensuring transport accessibility of educational institutions by implementing the School Bus program, which guarantees safe and regular transportation of students and teachers ([Hyzhko 2021](#); [Kryterii formuvannia spromozhnoi osvitnoi merezhi 2019](#)).

A key factor in creating an effective education system in territorial communities is the study of the territorial organization of educational institutions. The analysis of this organization covers the following aspects:

- Distance and overlap of areas of influence of educational institutions;
- Accessibility, which estimates the costs of overcoming the distance between educational institutions and the place of residence of users;
- Assessment of existing transport routes and means of transportation.

Spatial accessibility is divided into two categories: walking and transport, depending on the distance and the method of overcoming it ([Zakon Ukrainy «Pro osvitu» 2017](#); [Kryterii formuvannia spromozhnoi osvitnoi merezhi 2019](#)).

Walking accessibility is mainly determined by the location of educational and cultural institutions within settlements. It depends on the convenience of the location (in the center or on the outskirts), the terrain, the presence of water obstacles and the configuration of the development. This factor has the greatest impact on preschool and general educational institutions, as well as on aesthetic education institutions, clubs and libraries.

In rural areas, walking accessibility is determined by the distance between the place of residence and educational institutions, while in cities where there is public transport, its importance is lower. An important aspect is the location of preschool and general educational institutions in different neighborhoods of the city is to ensure ease of access.

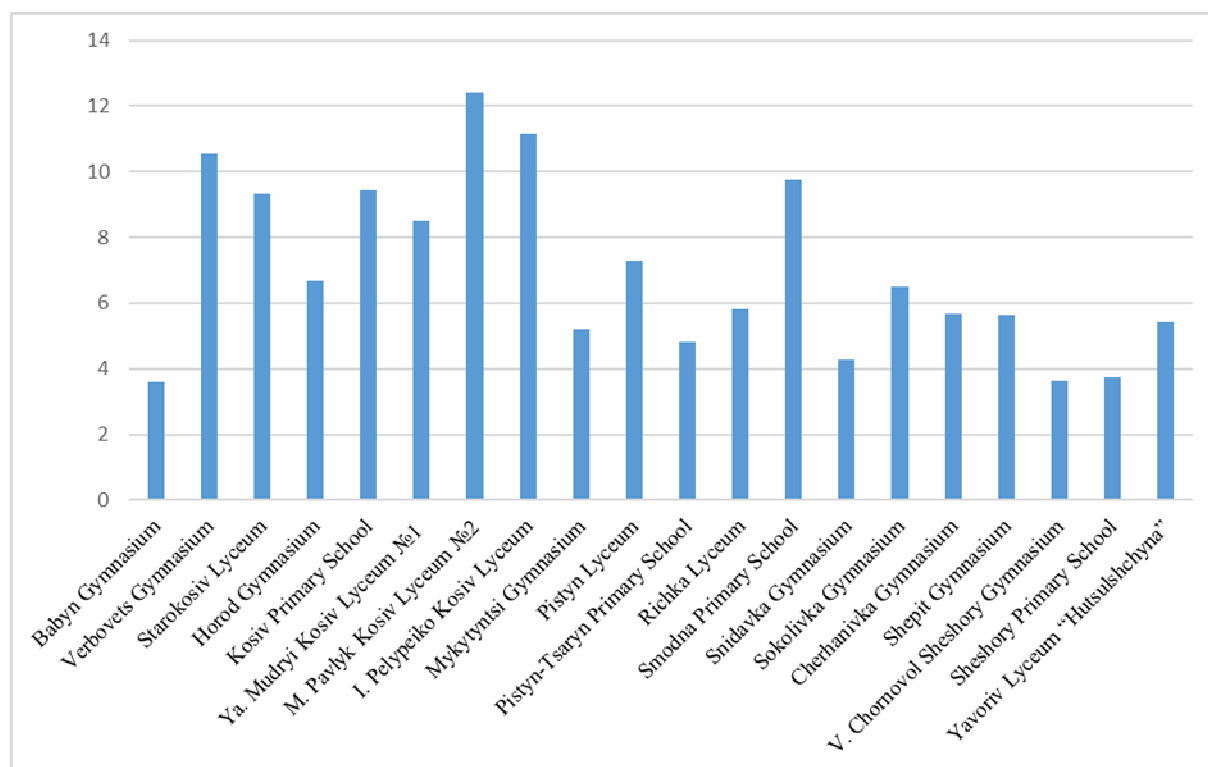
Transport accessibility affects the organization of the work of higher educational institutions, secondary specialized educational institutions, cultural centers, music schools and museums, in particular vocational schools and technical colleges. This is due to their location in large areas and the need to overcome significant distances by rail or road transport.

Regarding the service radius of general secondary education institutions, it is important to adhere to the following parameters: for general secondary education institutions, walking distance should not exceed 500 meters. In general, general secondary education institutions should be located so that the time to reach the institution does not exceed 15 minutes for students of ZZSO I level and 30 minutes for students of ZZSO II and III levels.

In rural areas, the walking distance for students of ZZSO I level should not exceed 2 km or 15 minutes one way. For students living more than 3 km away, transportation is provided, and the distance to the stop should not exceed 500 m. The maximum service radius for students of ZZSO II–III levels cannot exceed 15 km ([Pro zatverdzhennia Sanitarnoho rehlamentu dlia zakladiv zahalnoi serednoi osvity 2020](#)).

For children who live far from school or in adverse weather conditions, it is recommended to create a boarding school, which is 10% of the total capacity of the institution.

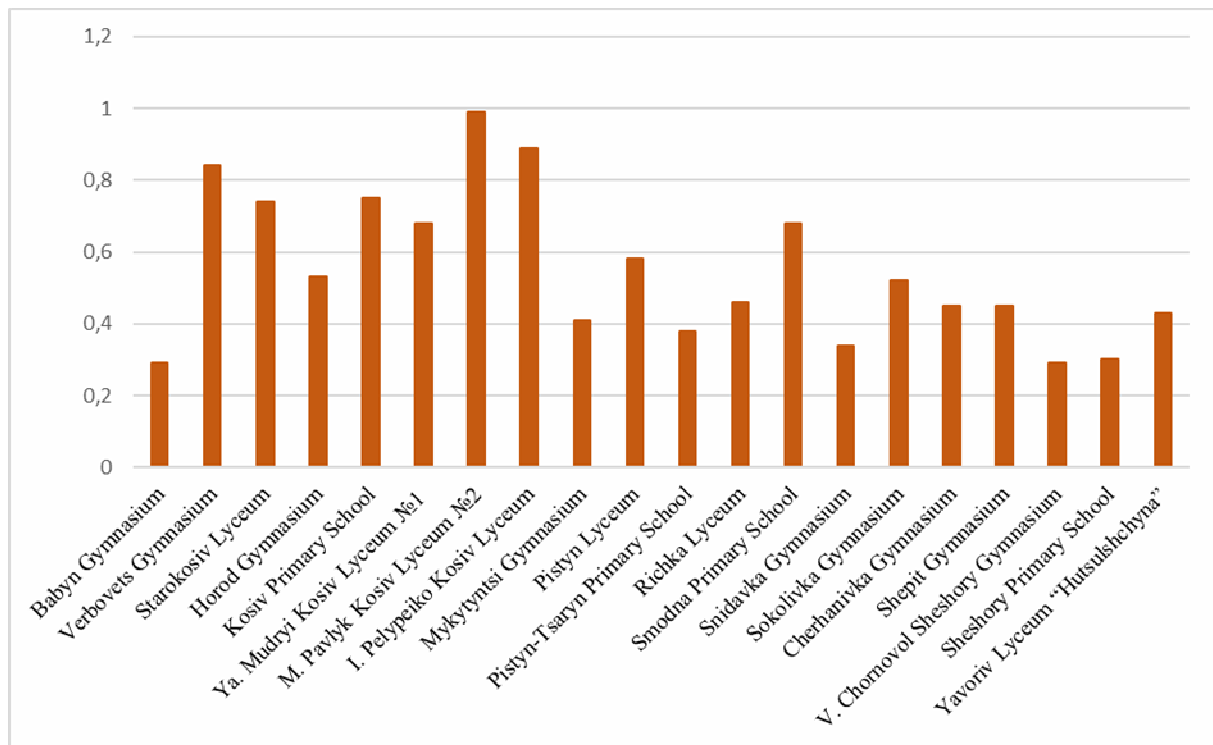
One of the important indicators of the location of educational institutions is the area of the walking accessibility zone ([Zaiachuk 2009](#); [Topchiiev 2005](#); [Flinta 2004](#)). The area of the walking accessibility zone within 30 minutes to general secondary education institutions in the Kosiv urban community varies from 3,6 km<sup>2</sup> to 12,4 km<sup>2</sup>. The smallest area of 30-minute accessibility have Babyn Gymnasium, V. Chornovil Sheshory Gymnasium and Sheshory Primary School, the area of which does not exceed 4 km<sup>2</sup>. The area of walking accessibility is occupied by Verbovets Gymnasium, I. Pelypeiko Kosiv Lyceum and M. Pavlyk Kosiv Lyceum No. 2. ([fig. 4](#)).



**Fig. 4.** Area of the 30-minute walking accessibility zone to a secondary education institution in the Kosiv urban community

Another important indicator of the territorial location of secondary education institutions is the accessibility coefficient, which can vary from 0 (worst accessibility) to 1 (best accessibility) ([Melnychenko 2003](#); [Oliinyk, Nych 2019](#)). In the Kosiv urban community, the accessibility coefficient to secondary education institutions ranges from 0,3 to 1,0. The highest accessibility coefficient is found in the Kosiv Lyceum No. 2 named after M. Pavlyk (1,0), as well as the Kosiv

Lyceum named after I. Pelypeiko (0,9), the Kosiv Primary School and the Verbovets Gymnasium (0,8 each). The worst accessibility situation is observed in the Babyn Gymnasium, the Sheshory Gymnasium named after V. Chornovil, the Sheshory Primary School and the Snidavka Gymnasium, where the accessibility coefficient is 0,3. Five secondary education institutions have the optimal accessibility coefficient (0,5): Cherhanivka Gymnasium, Shepit Gymnasium, Richka Lyceum, Sokolivka Gymnasium, and Horod Gymnasium.



**Fig. 5.** Walking accessibility coefficient to secondary education institutions of the Kosiv territorial community

The city of Kosiv, as well as Verbovets, Pistyn, and Smodna starostyn districts, have the best coverage of the 30-minute walking distance to secondary education institutions. At the same time, more than half of the territory of such starostyn districts as Yavoriv, Sheshory, and Shepit do not have a 30-minute walking distance to secondary education institutions (*fig. 5*).

The prospects for the development of the educational complex of the Kosiv territorial community depend on effective partnership between educational institutions and government bodies, the organization of a high-quality educational process, as well as the formation and development of democratic principles of management of the educational complex.

Ensuring quality educational services in the Kosiv urban community is one of the most important and socially sensitive tasks.

Optimization of educational institutions, in particular general secondary education institutions, is a key approach to improving the quality of education in rural schools. The optimization plan is a strategic and extremely relevant task today (Oliinyk et al. ; Oliinyk, Nych 2019).

#### 4. CONCLUSIONS

The Kosiv urban settlement system is characterized by the fact that the absolute majority of settlements are mountain settlements with their special genetic, planning, topographic and functional types. There are also quite noticeable differences in the development of the transport network, which directly affects the level of transport accessibility to educational institutions in the

**I. Kostaschuk, Yu. Bilous.**

Impact of the local settlement system on the functioning of the educational complex of the Kosiv urban community



community. Another disadvantage is that the center of the community – the city of Kosiv is located not in the center, but in the eastern part of the community, which complicates transport accessibility to it.

Walking accessibility to secondary education institutions in communities located near the city of Kosiv is much better than in communities located far from the center. In three settlements, there is no even a 30-minute walking distance. This causes many problems with the functioning of educational institutions and the acquisition of quality education by students. Therefore, in the near future, the community should clearly plan, based on financial and capital capabilities, the territorial structure of the community's educational network.

It should also be noted that many foothill and mountain communities have faced such problems, primarily due to population decline, which leads to its aging, and then to the extinction of entire mountain settlements. Urbanization as a global and regional process also has a noticeable impact on this.

## REFERENCES

1. **Гишко, А. П.** (2021). Освітня децентралізація в Україні на прикладі кейсу Вінницької області. *Політичне життя*, (2), 11-15. [**Hyzhko, A. P.** (2021). Osvitnia detsentralizatsiia v Ukraini na prykladi keisu Vinnytskoi oblasti. *Politychne zhyttia*, (2), 11-15.]
2. **Двігун, А.** (2021). Проблеми та перспективи розвитку освіти як чинники сталого розвитку громад. *Review of transport economics and management*, 5(21), 15-20. [**Dvihun, A.** (2021). Problemy ta perspektyvy rozvytku osvity yak chynnyky staloho rozvytku hromad. *Review of transport economics and management*, 5(21), 15-20.]
3. **Джаман, В. О., & Джаман, Я. В.** (2023). Географія міжрегіональних міграцій населення України в умовах війни. *Науковий вісник Чернівецького університету : Географія*, (842), 83-94. [**Dzhaman, V. O., & Dzhaman, Ya. V.** (2023). Neohrafiia mizhrehionalnykh mihratsii naseleння Ukrainy v umovakh viiny. *Naukovyi visnyk Chernivetskoho universytetu : Neohrafiia*, (842), 83-94.]
4. **Заячук, О. Г.** (2009). Територіальна організація загальноосвітніх навчальних закладів Чернівецької області. *Науковий вісник Волинського національного університету ім. Л.Українки. Серія : Географічні науки*, (8), 116-120. [**Zaiachuk, O. H.** (2009). Terytorialna orhanizatsiia zahalnoosvitnykh navchalnykh zakladiv Chernivetskoi oblasti. *Naukovyi visnyk Volynskoho natsionalnoho universytetu im. L. Ukrainky. Serii : Neohrafichni nauky*, (8), 116-120.]
5. **Заячук, О. Г.** (2013). Методика та методи суспільно-географічного дослідження територіальної організації освітньо-виховного комплексу обласного регіону. *Науковий вісник Східноєвропейського національного університету імені Лесі Українки. Географічні науки*, (16), 132-137. [**Zaiachuk, O. H.** (2013). Metodyka ta metody suspilno-geohrafichnoho doslidzhennia terytorialnoi orhanizatsii osvitno-vykhovnoho kompleksu oblasnoho rehionu. *Naukovyi visnyk Skhidnoievropeiskoho natsionalnoho universytetu imeni Lesi Ukrainky. Neohrafichni nauky*, (16), 132-137.]
6. **Костащук, І. І., Костащук, В. І., & Бартусяк, П. І.** (2023). Нормативно-правові аспекти регіонального менеджменту. *Актуальні питання у сучасній науці. Серія : Право*, 12(18), 522-532. [**Kostashchuk, I. I., Kostashchuk, V. I., & Bartusiak, P. I.** (2023). Normatyvno-pravovi aspekty rehionalnoho menedzhmentu. *Aktualni pytannia u suchasni nauki. Serii : Pravo*, 12(18), 522-532.]
7. **Мельниченко, Т. Ю.** (2003). Географічна оцінка рівнів розвитку освіти України. *Науковий вісник Волинського державного університету ім. Лесі Українки*, (7), 167-171. [**Melnychenko, T. Yu.** (2003). Neohrafichna otsinka rivniv rozvytku osvity Ukrainy. *Naukovyi visnyk Volynskoho derzhavnoho universytetu im. Lesi Ukrainky*, (7), 167-171.]
8. **Олійник, Я. Б., Нич, Т. В., Нич, О. М. & Танасійчук, Д. В.** (2017). Загальна середня освіта в Україні: сучасний стан та перспективи розвитку. *Географія та туризм*, (40), 131-137. [**Oliinyk, Ya. B., Nych, T. V., Nych, O. M. & Tanasiichuk, D. V.** (2017). Zahalna serednia osvita v Ukraini: suchasnyi stan ta perspektyvy rozvytku. *Neohrafiia ta turyzm*, (40), 131-137.]
9. **Пушкарьова, Т., & Коваль-Мазюта, М.** (2024). Взаємодія процесів децентралізації та глокалізації в умовах реформування національної системи освіти. *Український Педагогічний журнал*, (2), 140-146. [**Pushkarova, T., & Koval-Maziuta, M.** (2024). Vzaiemodiia protsesiv detsentralizatsii ta hlokalizatsii v umovakh reformuvannia natsionalnoi systemy osvity. *Ukrainskyi Pedagogichnyi zhurnal*, (2), 140-146.]
10. **Супрун, В. В.** (2020). Механізми формування ефективної системи управління в освіті України на основі європейського досвіду. *Вісник післядипломної освіти*, 12(41), 183-218. [**Suprun, V. V.** (2020).

Mekhanizmy formuvannya efektyvnoi systemy upravlinnia v osviti Ukrainy na osnovi yevropeiskoho dosvidu. *Visnyk pisladyplomnoi osvity*, 12(41), 183-218.]

11. **Терещук, Г., & Біницька, К.** (2022). Глокалізація як сучасний іперспективний напрям розвитку системи освіти. *Молодь і ринок*, (3), 10-14. [Tereshchuk, H., & Binytska, K. (2022). Hlokalizatsiia yak suchasnyi iperspektyvnyi napriam rozvytku systemy osvity. *Molod i ryнок*, (3), 10-14.]
12. **Топчієв, О. Г.** (2005). *Суспільно-демографічні дослідження: методологія, методи, методика : Навчальний посібник*. Одеса : Астропринт. [Topchiiev, O. H. (2005). *Suspilno-demohrafichni doslidzhennia: metodolohiia, metody, metodyky : Navchalnyi posibnyk*. Odesa : Astroprynt.]
13. **Флінта, Н. І.** (2004). Територіальна організація культурно-освітнього комплексу регіону. *Науковий вісник Чернівецького університету : Географія*, (199), 175-182. [Flinta, N. I. (2004). Terytorialna orhanizatsiia kulturno-osvitnoho kompleksu rehionu. *Naukovyi visnyk Chernivetskoho universytetu : Neohrafiia*, (199), 175-182.]
14. **Bilous, J.** (2020). Optimization of the network of general secondary education in-stitutions in the conditions of decentralization: geographical aspect. *Human Geography Journal*, (28), 64-70.
15. **Zayachuk, M. D., Kostashchuk, I. I., Darchuk, K. V. & Bilous, Yu. O.** (2021). Geoinformation technologies as a basis for research of the optimal location of general secondary education institutions (on the example of Chernivtsi city territorial community). *Journal of Geology, Geography and Geoecology*, 30(2), 389-401.
16. **Oliinyk, Y., & Nych, T.** (2019). Educational complex of the Herson area: the current state and prospects of development. *Bulletin of Taras Shevchenko National University of Kyiv. Geography*, (74) 23-29.

## INFORMATION RESOURCES

17. *Відділ освіти Косівської міської ради* (2024). [Viddil osvity Kosivskoi miskoi rady (2024)]. [Джерело](#)
18. *Закон України «Про освіту»*. *Відомості Верховної Ради (ВВР)*, 2017, № 38-39, ст.380 (2017) [Zakon Ukrainy «Pro osvitu». *Vidomosti Verkhovnoi Rady (VVR)*, 2017, № 38-39, st.380 (2017)] [Джерело](#)
19. *Критерії формування спроможної освітньої мережі в ОТГ: методичний посібник* (2019). [Kryterii formuvannya spromozhnoi osvitnoi merezhi v OTH: metodychnyi posibnyk (2019)]. [Джерело](#)
20. *Про затвердження Санітарного регламенту для закладів загальної середньої освіти: Наказ МОЗ України від 25.09.2020 р. № 2205* (2020) [Pro zatverdzhennia Sanitarnoho rehlementu dlia zakladiv zahalnoi serednoi osvity: Nakaz MOZ Ukrainy vid 25.09.2020 r. № 2205 (2020)] [Джерело](#)
21. *Стратегія розвитку Косівської міської територіальної громади на 2022–2027 роки* (2024). [Stratehiia rozvytku Kosivskoi miskoi terytorialnoi hromady na 2022–2027 roky (2024)]. [Джерело](#)

### І. Косташук, Ю. Білоус Вплив локальної системи розселення на функціонування навчально-виховного комплексу Косівської міської громади

**Ключові слова:** система розселення, територіальна громада, децентралізація, освітній комплекс, пішохідна доступність.

**Анотація:** У даній статті проаналізовано вплив локальної системи розселення Косівської міської громади на територіальне планування освітньої мережі та функціонування освітнього комплексу даної міської громади в умовах децентралізації.

Саме таке дослідження визначає географічні особливості функціонування та просторове планування закладів освіти в залежності від їх пішохідної та транспортної доступності, на що позначається вплив історичних, природно- та суспільно-географічних чинників, а також демогеографічної ситуації. Природні чинники, а саме рельєф та гідромережа помітно впливають в даній гірській громаді на транспортну мережу, кліматичні особливості на транспортну та пішохідну доступність до закладів освіти різних рівнів. Демографічна ситуація в громаді має негативний характер, так як в ній спостерігається в останні роки чіткий процес депопуляції населення, а також збільшення диспропорцій у статевій та віковій структурі, а саме зростання частки жінок та частки пенсіонерів, а відповідно зменшення чоловічого населення та дітей. Такі показники безпосередньо впливають і ще більше впливатимуть на середню наповнюваність груп, класів у різних закладах освіти.

Косівська система розселення, як і міська громада, створена шляхом об'єднання

**I. Kostaschuk, Yu. Bilous.**

Impact of the local settlement system on the functioning of the educational complex of the Kosiv urban community

13 сільських рад та Косівської міської ради і включає в себе місто Косів – центр громади та 14 сіл: Бабин, Город, Соколівка, Яворів, Річка, Снідавка, Смодна, Черганівка, Вербовець, Старий Косів, Микитинці, Пістинь, Шешори, Шепіт. Всі вони пов'язані між собою тісними управлінськими, культурно-побутовими, туристичними, соціально-економічними, фінансовими та іншими зв'язками. Ці зв'язки ускладнюються тим, що транспортна мережа в громаді не зв'язує всі поселення дорогами із твердим покриттям, а сам центр досить великої за площею громади (348,19 км<sup>2</sup>) – місто Косів також знаходиться в східній її частині. Також варто підкреслити, що на території громади статус гірських мають 12 населених пунктів, що складає 88,06 % від загальної площі громади, де проживає 86,53 % населення.

Косівська міська громада налічує 29 закладів освіти, серед яких 7 – заклади дошкільної освіти, 20 – заклади загальної середньої освіти (4 початкових школи, 9 гімназій та 7 ліцеїв), 2 заклади позашкільної освіти. Вищу та професійно-технічну освіту в Косівській міській громаді забезпечують Косівське училище прикладного та декоративного мистецтва та Косівський інститут прикладного та декоративного мистецтва Львівської національної академії мистецтв.

У зв'язку з неможливістю організувати транспортну доступність учнів до закладів освіти через гірський рельєф, або збудувати гуртожитки чи кімнати проживання учнів у Косівській міській громаді було прийнято рішення зберегти малочисельні класи у Пістинь-Царинській, Косівській, Смоднянській та Шешорській початкових школах, а також Бабинській, Городянській, Микитинецькій, Снідавській, Соколівській, Черганівській та Шешорській гімназіях. У філії «Никовата» Яворівського ліцею «Гуцульщина» було створено класи-комплекти, тобто з'єднанні класи початкового навчання.

У Косівській міській громаді площа зони 30-ти хвилинної пішохідної доступності до закладу загальної середньої освіти коливається від 3,6 км<sup>2</sup> до 12,4 км<sup>2</sup>. Найменшу таку площу мають Бабинська гімназія, Шешорська гімназія ім. В. Чорновола та Шешорська початкова школа, яка не перевищує 4 км<sup>2</sup>. Площу зони пішохідної доступності 30 хвилин, яка становить більш ніж 10 км<sup>2</sup> охоплюють Вербовецька гімназія, Косівський ліцей ім. І. Пелипейка та Косівський ліцей № 2 ім. М. Павлика. Слід також зазначити, що більш ніж половина території старостинських округів таких як: Яворівський, Шешорський та Шепітський не мають зони 30 хвилинної доступності до закладів загальної середньої освіти.

Окрім транспортної та пішохідної доступності, ще одним досить вагомим показником територіального розміщення закладів загальної середньої освіти є коефіцієнт доступності, який може набувати значень від 0 (найгірша доступність) до 1 (найкраща доступність). В Косівській міській громаді коефіцієнт доступності до закладів загальної середньої освіти коливається від 0,3 до 1,0.

Сьогодні Косівська міська громада зіштовхнулася із багатьох проблема на шляху реформування освітньої мережі та повноцінного функціонування освітнього комплексу. В післявоєнний період відбудови варто буде розробити чіткий план територіального планування розміщення закладів освіти, враховуючи насамперед демогеографічні показники та доступність до закладів освіти.