

UKRAINE'S EDUCATION SYSTEM

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23-25 September, 2004
Stavanger, Norway

1. THE SYSTEM OF EDUCATION IN UKRAINE: MAIN INDICATORS

; Pursuant to the Constitution of Ukraine, complete general secondary education is obligatory for all citizens.

In Ukraine, general secondary education rests on quite a developed institutional network that may generally satisfy educational needs of children and teenagers of school age. General educational establishments of new types are established; private schools are spreading. At the same time, the state of secondary education in rural areas is nearing a critical point; the network of evening schools shrinks, with a simultaneous increase in the number of students observed in recent years.

Since September 1, 2001, transition to 12-year general secondary education has begun in Ukraine. It consists of three stages: primary incomplete and complete general secondary education. General education establishments are subdivided into institutions of the 1st grade (primary school — four years), 2nd grade (basic school — five years) and 3rd grade (high school — three years). High school should function mainly as professional where full-scale general education is given, irrespective of the profile.

General information. Quantitative indicators prove that the network of general education establishments in 1994-2004 remained stable — nearly 22 thousand; the number of pupils goes down; - 6,6 men the number of teachers shows rather noticeable fluctuations, - 567,9 thousand which points to the instability of human resources of general education establishments.

The majority (99.7%) of state general education establishments are subordinated to the Ministry of Education and Science of Ukraine. Others report to various ministries, agencies and organizations.

2. THE PROBLEMS OF UKRAINE'S EDUCATION SYSTEM 2.1.

FUNDING

The average salary in the sector is equal to UAH 255 (some \$47), which makes up only 72% of the average level in all sectors of economy and is 1.8 times less than in industry (manufacturing etc.) and within the system of state administration (UAH 462).

The subsistence level of an able-bodied person in 2003 was set at UAH 365. Hence, the average salary of employees in the education sector is only close to 70% of the subsistence level. The average salary of a teacher at a state school is 63.6% (UAH 232¹²⁰). Meanwhile, in Russia the average salary of employees in the education sector has been raised to the subsistence level of an able-bodied person.

Since the human potential of a sector is determined, in the first place, by the level of remuneration of qualified labour in that sector, one should admit that the education branch is facing a high risk of losing qualified personnel. Delay with the revision of the present principle of "last-turn" funding of education and reform of the system of remuneration of labour of educationalists threatens Ukraine's education system with the deterioration of the quality of its human potential and, therefore, the quality of education as a whole.

2.2. INFORMATION SUPPORT

Hence, the present level of budget funding of the education sector does not entirely meet even its current needs. As a result, it is not investing, and does not ensure modernisation and development of the entire education system in Ukraine.

3. PROVISION OF THE DEVELOPMENT OF THE EDUCATION SYSTEM

Ukraine has a high educational potential. The system of educational establishments existing in Ukraine is extended, open, is characterised by a variety of forms of education and remains competitive in the world education community. It generally ensures a sufficient level of coverage of citizens and quality of their education. The general level of human resources employed in the educational process remains high.

At the same time, **Ukraine's education system is developed unevenly**. Positive trends are largely confined to the following areas: (a) *higher education and a small sector of general secondary education* where educational services may be not just self-sustained but profitable; (b) *international exchanges, projects and programmes* associated with intense foreign assistance and personal enterprise of citizens.

What we do in this respect:

1. We learn to be managers of education.
 - We identify programs of schools development;
 - We have developed standards of school directors activities in the modern environment;
 - We unite to support each other and exchange our experience.
2. We involve our community to address school issues, especially financing (We create parents' councils, boards of trustees, and school funds.
3. We take part in international academic programs and projects and apply for grants.
4. We make contacts with businesses.

CONCLUSIONS

Education is an inalienable part of society and cannot be reformed separately from all its components. **Education should be recognised a true priority of the state policy, first of all, a priority of state funding.** A transparent system of distribution of budget funds allocated on the education sector and control of their use should be created in Ukraine.

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