

local budgets at the initial stage of reforms, their extension was in jeopardy. The situation was corrected by the use of a stabilization grant from the state budget.

According to the results of analysis of the dynamics of the state budget subvention volumes to the local budgets for modernization and updating of the technical and technical base of the professional-technical institutions, its distribution between the regions of Ukraine and the level of implementation of the planned indicators, it was established that during 2016-2019 the regional priorities for financing changed, but the volumes of the subvention did not depend the size of the area and the corresponding amount of professional-technical institutions in them.

The analysis showed that there are imbalances in the distribution of subsidies between regions, which is not justified, so the subsidy mechanism needs a more prudent approach, since among the regions that received subsidies are those where there is a significant need for staffing.

The above makes it possible to conclude the establishment of a system of financing professional-technical services, including continuous, deficit-free ways, taking into account the regional needs of the labor market and the level of provision of educational services (involvement of teaching staff of qualified specialists, exchange of experience, international internships, extension of the list educational services, etc.)

FINANCIAL RESERVE OF EDUCATION INSTITUTIONS

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Today education as a form of training organization, systematic knowledge and information transfer to the next generations faces radical changes all around the world. Changes in current education system have lots of facets and their nature is reflected in different forms: learning process` sophistication, institutional forms` and organizational structure`s expansion, diversification of its financial mechanism. Ukraine is not an exception, since amid decentralization of its administrative and territorial system and the whole of society, it is important to provide these important processes with qualified personnel capable of effective implementation of the reform tasks, as well as to create conditions for economic sustainable development.

The issue of reform process and power decentralization management to ensure national sustainable development is intrinsically linked to the educational reform process, so reforms` effective mechanisms study requires particular attention and in-depth theoretical and practical research. Therefore, there is a need to study the mechanisms of education funding in general and vocational training in particular in the process of decentralization and reform of the country`s administrative and territorial structure.

Table 1 illustrates the analysis of dynamics of education funding in Ukraine. During 2000 – 2017s vocational education and training (VET) share decreased of 6,53% to 4,88%, index`s growth rates have slowed down too. During 2013-2015s VET funding significantly dropped down. We consider that the mentioned trends negatively affected VET development and blue collars` training.

Table 1.

Indices of education funding dynamics in Ukraine, 2000-2017 s

Year	Total consolidate budget expenditure, mln UAH	Public spending on education, mln UAH	Public spending on education as a share of total consolidated budget expenditures, %	Expenditure on early childhood education as a share of spending on education, %	Expenditure on secondary education as a share of spending on education, %	Expenditure on VET as a share of spending on education, %	Expenditure on higher education as a share of spending on education, %	Expenditure on VET growth rate, %
2000	48148,60	7085,50	14,72	11,14	36,20	6,06	32,26	
2005	141989,50	26801,80	18,88	10,97	41,63	6,53	29,60	407,81
2010	377842,80	79826,00	21,13	12,83	41,16	6,40	31,32	291,80
2011	416853,60	86253,60	20,69	13,72	40,85	6,15	30,86	103,90
2012	492454,70	101560,90	20,62	14,40	41,81	5,94	28,89	113,73
2013	359044,50	75951,80	21,15	14,69	42,10	6,00	28,45	75,47
2014	364087,70	71767,90	19,71	14,94	42,32	5,80	28,54	91,45
2015	433159,80	75907,00	17,52	15,86	42,91	5,46	27,74	99,46
2016	701801,30	109155,20	15,55	15,53	42,86	4,80	28,03	126,43
2017	1056759,90	177755,70	16,82	15,87	47,45	4,66	21,76	158,09

¹Authors' development based on the reference book «Statistical yearbook of Ukraine» (<http://www.ukrstat.ua>)

During 2015-2019 s the system of VET financing faced some changes due to the decentralization process started in 2014. In 2015, in accordance with Article 26 of the Law of Ukraine “On the State Budget for 2015”, subvention from the state budget was provided to local budgets for blue collars training. Changes that took place in 2016 were stipulated in the Budget Code and the Law of Ukraine “On the State Budget for 2016”. The main result was VET funding transfer from central to the local level. The main sources of VET funding in 2016 were the State budget, regional and Kyiv budgets, budgets of regional centers, budgets of cities of regional significance. Besides, the mechanism of contingency allowance from the State Budget (redistribution of stabilization grants) was applied. Therefore, funding of vocational schools located in cities of regional significance, namely regional centers, was covered by municipal budgets, and other vocational schools` - from the regional budgets and the budget of Kyiv (Articles 89 and 90 of the Budget Code of Ukraine). In 2016, a new subvention from the state budget to local budgets was introduced aimed at modernization and updating of VET physical infrastructure. The procedure for its distribution was approved by the Law of Ukraine “On the State Budget of Ukraine for 2016”.

Nowadays education is considered to be a form of investment in human capital. Since Ukraine has chosen a knowledge-based economy development model, investment in education is undoubtedly the investment in national economy, and its volume must grow dynamically.

Analysis of education funding sources has demonstrated that it is funded from budget funds, chargeable services provided by educational institutions, stock dividends, foreign exchange receipts, voluntary contributions, tangible assets supplied by enterprises, institutions, organizations, individual citizens. Correlation between budgetary and non-budgetary education financing is determined by: rates of economic development, availability of budgetary resources under the adequate national educational policy, forms of ownership of educational institution. Funding restrictions cause the introduction of chargeable services as the form of educational institutions' funding.

In our opinion, deposits income and domestic government loan bonds income should be additional source of funding for local education reforms.

Based on the analysis of structure and sources of education in general and VET funding in particular in Ukraine, it has been proved that positive results of educational reform, decentralization and funding can only be ensured by raising additional resources for its development. It has been illustrated that additional income of local budgets, which could be used to finance VET system, is obtained through temporarily free funds` investment in deposit accounts of banks and stock market instruments application. It is advisable to recommend to the bodies of regional government and local self-government to increase VET institutions financing through unutilized balances.

To do this, conditions for projects` and programs` target financing aimed at the development of such institutions must be formed. It should be noted that it is advisable not to finance institutions in general, but specific programs and projects that aim to improve the quality of educational services and graduates` competitiveness in labour market.

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ЕВОЛЮЦІЯ ДЖЕРЕЛ ФІНАНСУВАННЯ ВИЩОЇ ОСВІТИ В УКРАЇНІ

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Формування національної системи вищої освіти в Україні відбувалося у процесі ринкових перетворень в Україні переважно екстенсивним шляхом внаслідок дії ряду факторів. Серед них найбільш вагомими вважаємо такі: високий імідж закладів вищої освіти у суспільстві; значна кількість молоді, яка бажала отримати вищу освіту; традиційно висока частка бюджетного фінансування вищої освіти. Дія цих факторів зумовлена інерцією минулого періоду розвитку вищої освіти України, коли здобуття вищої освіти було не масовим, існував конкурсний відбір у переважній більшості найбільш талановитих і підготовлених випускників шкіл, фінансування діяльності закладів вищої освіти здійснювалось виключно за рахунок бюджетних коштів. Випускники середньої школи орієнтувалися на національні заклади вищої освіти, доступність яких зростала, освітня міграція за межі країни була незначною.

Водночас, вплив цих факторів поступово послаблювався, що зумовлено відсутністю з перших років незалежності України системного, стратегічного бачення розвитку вищої освіти, повільних і непослідовних дій органів влади, відсутності досвіду реалізації