

“Policy proposal for improving the education system in Ukraine in order to eliminate the “Brain Drain” crisis to increase economic growth within 3/5 years”

Вінницький національний технічний університет

***Анотація:** Стаття присвячена з'ясуванню проблеми системи освіти в Україні та причини «витоку мізків» та способи їх усунення.*

Ключові слова: *корупція, мозок, освіта, університет, школа.*

***Abstract:** The article is devoted to clarifying the problem of the education system in Ukraine and the causes of "brain drain" and ways to eliminate them.*

Keywords: *corruption, brain, education, university, school.*

Policy proposal for improving the education system in Ukraine in order to eliminate the “Brain Drain” crisis to increase economic growth within 3/5 years.

1. Corruption Perceptions Index, HDI, Unemployment rate.
2.
 - “Due to existing of Brain Drain people leave the state for better life abroad and that causes slowing down of the economic growth”.
 - “Dampening motivation and curiosity appear among students because lessons are overburdened with theoretical knowledge and textbooks are academically dry and overburdened with secondary factual materials”.
 - “Lack of practical experience during studying. Students don’t know how to use knowledge learnt during classes in everyday life. So, problems with seeking a proper job may appear after graduation”.
3. Using the level of education attained as a measure of the level of skill in the labour force. The graduation system in Ukraine grooming post graduates filled with theory and lacking in practical experience.
4.
 - Human capital theorem
 - Gross enrollment ratio
5.
 - 5.1 To figure our problems of the education system and challenges; To find out reasons of Brain Drain and how to eradicate it.
 - 5.2 Labour migration (supporting the development of and strengthening comprehensive and effective labour migration policies as an important contributing factor stability and growth) and anti-corruption (preventing corruption and conflicts of interest; improving national anti-corruption regulatory frameworks).

- 5.3 Directly - teachers, students and school administrators, indirectly - student's parents
- 5.4 Changing the education system resulting more skilled labour force, reducing emigration, an increase of the economic growth.
- 5.5 Social outcome might be positive: more jobs will be available (unemployment rate decreases), motivation to study will appear, reduction of emigration level, more inflow from abroad.
- 5.6 Government budget, local and foreign investors, non-governmental organisations.
- 5.7 Corruption may increase; discontent "Old School" preferers (to prevent the factor using motivation system of University of Johannesburg).
- 6. The idea of our policy will remain the same after implementation because we have solutions to the problems and threats that we might encounter when implementing the policy.

The Ukrainian education system has a long tradition, but its reputation has suffered lately from increased quality problems resulted of former Soviet rule and the rapid social transformation occurred after the collapse of Communism. As international educator Svetlana Filiatreau described it, "Ukraine's economic crisis of the 1990's led to a decline in the financing of education, including research and development...[It] has had a tremendous negative impact on the educational system leading to the mass immigration of educated people ... and the marketization of higher education...".

CHALLENGES AND PROBLEMS IN EDUCATION. Academic Corruption. The level of and tolerance for corruption in Ukraine remains high, according to the anti-corruption watchdog organization Transparency International, which considers corruption a systemic problem in Ukraine, ranking the country 120th out of 180 countries on its 2018 Corruption Perceptions Index. Ukraine's education system is among the sectors most affected by corruption. Its manifestations range from bribery in admissions to examinations fraud, the misallocation of funds, extortion, ghost teachers, and dissertation plagiarism.

That's why there is a high possibility that funds which are meant to be transferred from the Government, NGO's and donors to the educational institutions for the computers are likely to be intercepted by corrupt officials before being passed on to the institutions. Thus, we decided to curb this issue by electing trusted representatives from our campaign to monitor the successful transfer of funds between the organisations and institutions.

Demographic Decline and a Shrinking Education System

The effect of shrinking populations on the education system has been huge. According to UNESCO statistics, the number of tertiary students in the country dropped from about 2.85 million in 2008 to 1.67 million in 2017—a decrease of more than 41 percent that has led to the closure of hundreds of higher education institutions (HEIs). Dated Curricula, Lack of University Autonomy, and Other Problems

Ukraine is among the most educated societies in the world with a tertiary gross enrollment ratio (GER) of 83 percent. Yet, many view the country's academic institutions as inflexible and out of touch with labor market demands and societal needs. In this view, Ukrainian society has an unhealthy obsession with theoretical university education at the expense of more employment-gearred education and training.

Youth unemployment is high (19.6 percent among 15- to 24-year-olds in 2018) and far above unemployment rates of the general working-age population.

Besides, Ukrainian universities generally lack autonomy and initiative. While there have been heightened attempts to increase flexibility, widen autonomy, internationalize education, and make curricula more employment-relevant in recent years, the implementation of the 2014 higher education law, which is designed to increase university autonomy, has thus far been sluggish.

The policy might face resistance from people especially teachers and students who are caught up in the old system and are not willing to adopt to the idea of restructuring the entire education system. We hope to ameliorate this drawback by conducting seminars and advertisements to raise awareness and educate people on the need and the benefits of the new proposed system to help in the transition.

Our policy is aimed at addressing various fields of economic activity. Level of Education being the fundamental behind measuring the skillfulness of the labor force. With the success of this policy we hope to see a more efficient

labor force in Ukraine vested with the technical know-how of modern engineering and technology to expand Ukraine's production level (Human capital theorem).

In order to convince "Old School" preferers, performance rewards are considered to be one of the most important predictors of job satisfaction (Hellriegel et al., 2012, p. 420). These rewards can be financial (payments in the form of wages, salaries and bonuses) and/or non-financial (benefits such as sick leave, insurance and retirement plans, so forth).

The Brain Drain crisis. The brain drain crisis facing Ukraine is a result of the poor education system that instils the employee mentality among its students in an economy with relatively few job opportunities thus leading to massive emigration rates of the skilled labor force. To curb this factor our group has devised an idea which we hope will act as a policy to shed off this employee mentality among the students in Ukraine and instill in them the idea of starting their own businesses or economic independence. We hope to achieve this aim by adopting a new approach to the system used in the education sector.

Hence, we plan on introducing a new curriculum in the education sector in Ukraine with entrepreneurship education and training at the helm. This system includes:

1. Introduction of computers in learning as large classes can be taught more effectively using computers
2. Introducing more practical subjects (mechanics, agriculture and carpentry) in the syllabus. If the students fail to find jobs in their relative fields they may undertake farming or engineering as a way of them to sustain themselves instead of leaving the country to seek jobs elsewhere.

How will this new curriculum be implemented? According to Ahmadi & Lukman (2015) and Maba (2017) "the process of putting all that have been planned as curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environment." Thus, in implementing our new curriculum in Ukraine we:

- will conduct seminars through the help of our sponsors to teach the new strategy of learning and teaching to the stakeholders (teachers, school administrators, the ministry of education and student body representatives)
- will also seek donors, Non-Governmental Organisations, ministry of education for funds to help educational institutions install new e-learning facilities and internet for research

To create favourable conditions for the professional growth of young specialists:

- to create and maintain competitive "technological parks" that must be opened to international cooperation
- to support centres for scientific and talented youth within the universities
- to develop and support the innovation infrastructure, technology transfer centres and to ensure their active representation via Internet
- to improve significantly the conditions of payment for scientific work, the number of existing domestic grants and the rate of scholarships for young specialists etc.
- to regulate the national venture market (in particular the list of entities that are subjected for venture financing)
- to revise the conditions of labour contract with specialists who are on temporary internships abroad in order to save their workplace in Ukraine

We believe the new system will take time to implement and adapt to before the results can clearly be observed, thus we chose to carry out, observe and assess the results in a span of 3/5 years.

СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ

1. International Research and Review: Journal of Phi Beta Delta Honor Society of International Scholars, 2011; URL: http://www.phibetadelta.org/images/stories/4_FILIATREAU-Bologna_reforms_Fall_2011.pdf (дата звернення 20.06.2022)

2. Transparency International: Corruption Index; URL: <https://www.transparency.org/cpi2018> (дата звернення 20.06.2022)
3. UNESCO Stat.; URL: <http://data.uis.unesco.org/Index.aspx>(дата звернення 21.06.2022)
4. Knoema. World Data Atlas; URL: <https://knoema.com/atlas/Ukraine/topics/Education/Tertiary-Education/Gross-enrolment-ratio-in-tertiary-education>(дата звернення 21.06.2022)
5. The World Bank Data; URL: <https://data.worldbank.org/indicator/SL.UEM.1524.ZS?locations=UA>(дата звернення 21.06.2022)
6. Youth Unemployment: Small Matter or Verdict?, 2017; URL: <https://voxukraine.org/en/youth-unemployment-small-matter-or-verdict/> (дата звернення 21.06.2022)
7. CIS Legislation; URL: <https://cis-legislation.com/document.fwx?rgn=72719>(дата звернення 21.06.2022)
8. "Not worth the sweat": Performance management rewards at a South African university;
URL:http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S1445-73772015000200006(дата звернення 21.06.2022)