

ASPECTS OF MANAGING THE RESTORATION OF UKRAINE'S EDUCATION SYSTEM IN THE POSTWAR PERIOD

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Abstract. The processes of educational modernization in Ukraine are slowing down significantly due to the Russian-Ukrainian war, which began on February 24, 2022. During the war, the state administration faced new urgent problems, in particular, the preservation of human capital and infrastructure management, including in the occupied territories, ensuring the right to education and creating safe conditions for the organization of the educational process, internal and external migration of educational applicants and educational workers, shortage of material, technical and financial resources, etc., which requires the search and introduction of new effective mechanisms for public administration of the education system. The threat is the desire of educational bureaucrats, just as they rebuild destroyed premises, to revive the old model of education. The need to transform the education system requires theoretical justification and public perception.

The study of the European experience of organizing the educational process under martial law revealed that there are no such modern models and examples that would be comparable with the conditions in Ukraine [1]. There is no experience in managing educational systems after World War II, when the academic year would have begun in conditions of aggressive war [2]. At the same time, the experience of Ukraine will certainly be useful for the whole world. An analysis of international experience has shown that educational systems that quickly overcame the crisis initially significantly increased their capacity. To increase the capacity of the Ukrainian education system, it is necessary to encourage innovation, creativity and efficiency of educational workers, support international integration and develop partnerships.

The development of private education alongside with the enhancement of its state form is an objective process and one of the ongoing global trends. The formation of the private sector of the education system is an integral part of the education system reform in Ukraine. At the same time, it should be noted that the state regulation of the activities on the part of private educational institutions in Ukraine is "catching up" with the development of the education system private sector, which can be assessed as a violation of the anticipatory status principle in state administration.

The public-private partnership has different models [3] and appears as an effective mechanism for the development of education in Ukraine in the postwar period. The government can initiate reconstruction and educational reform projects and enable the private sector to participate in their implementation, or the private sector can take such an initiative and persuade or coerce the government to adopt a new method of work in which the private sector and the government jointly provide a service/activity. Civil society and business will help to reorient education and science to the future needs of Ukraine, in particular in the reconstruction of destroyed infrastructure, the introduction of technological solutions and innovations in education.

The most relevant public-private partnerships mechanisms for the Ukrainian education system can be as follows: voucher systems, in which the financing of citizens' education is carried out utilizing the vouchers; government subsidies to private educational institutions, which may take the form of per-pupil payments or subsidies that actually cover teacher salaries and the cost of textbooks; private management of public educational

institutions, in which the government transfers the operation of public educational institutions to the private sector; assistance in the development of teacher training programs with the support of the private sector, organization of internship programs for teachers based on private educational institutions; private finance initiative, with contracts that link the construction of school infrastructure with its operation and maintenance (excluding responsibility for the educational part); renewal of the material and technical facilities in higher education institutions by private companies as an investment in potential employees; provision of scholarships and grants to students and teachers; joint

competitions of professional skills; dual education; mentoring (counseling).

The private education is not just an alternative, but a partner of the Ukrainian state in solving issues of accessibility and continuity of education by creatively complementing the state network of educational institutions at the expense of the material and intellectual resource of the private investor. Private educational institutions are those representatives of small and medium-sized businesses that will be able to provide an additional impetus to the socio-economic development of Ukraine in postwar period. The public-private partnerships will improve the quality, accessibility and cost-effectiveness of education.

Keywords: education system; postwar period; educational modernization; Ukraine.

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