

Decentralisation reforms of education management: International experience and Ukrainian realities

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Nowadays there is a global trend of decentralizing education systems. Most countries are experimenting with or contemplating some form of education decentralization. The process transfers decision—making powers from central Ministries of Education to intermediate governments, local governments, communities, and schools. The extent of the transfer varies, however, from administrative deconcentration to much broader transfer of financial control to the regional or local level. While there are solid theoretical justifications for decentralizing education systems, the process requires strong political commitment and leadership in order to succeed. The path, depth, and ultimately, the outcome of decentralization reforms depend on the motivations for reforms, the initial country and sector conditions, and the interaction of various important coalitions within the sector.

Like all mankind Ukrainian society is now under the influence of powerful globalization, rapid changes in living conditions, increased competitive basis and establishing innovative type of development. This requires establishing effective relations national, regional education authorities and civil society in Ukraine as a mechanism for determining efficiency of state management.

The analyse of scientific literature shows that decentralisation within education requires careful considerations of which elements of the system to decentralise and to what local level. There is still insufficient evidence to draw conclusions about the direct and indirect relationship between decentralisation and learning outcomes, and the decentralisation of resource mobilisation and allocation leads to especially mixed effects. Research suggests that decentralisation of administrative functions to school-based management can result in greater empowerment and collaboration among teachers, a greater school-wide focus on professional development, and a greater sense of accountability. Decentralisation of curriculum development rests on the belief that it will give more room for local variance and relevance, potentially leading to more motivated students and a better culture of learning. The major factors determining the effect of any form of decentralisation are whether local educators are “Flipped with skills, knowledge and attitudes to accomplish the task, and whether upper-level authorities supply the support they need.

Talking about education decentralisation reforms in the European countries it should be noted that reforms in 70s of the XX cent. have brought the idea that schools would work better if a number of formal restrictions were reduced in the management process. The decentralisation of management lightens the burden of the public sector as it eliminates an unnecessary burden of middle management level. The reduction of State control promoted the ideas of self-government in schools. Charter schools in the US are an attempt to reorient the traditional school. At the same time schools appeared in Great Britain and then schools functioning, established in New Zealand. Charter schools in the European countries. This type of school management was implemented only in a few pioneering countries from the actually become widespread until the 1990s. The trend continues in the current decade with new countries adopting this type of school management- whilst the trail. blazers of the 1980s and 1990s are increasing the range of responsibilities held by schools.

According to Eurydice data (2007), during the 1990s the policy of school autonomy became more or less widespread. The Nordic countries have all now adopted a system that couples political decentralisation with school autonomy. Following a political consensus, Austria adopted its first school autonomy reform in 1993. The breakdown of the former Soviet Union was the signal for the Czech Republic, Hungary, Poland, Slovakia as well as the Baltic States to adopt this method of school management [1].

In Central and East European countries the changes in education management, governance and financing are closely linked to the transformation of the political systems. In fact, these changes are the direct consequence and corollary of the general transformation. Political and economic systems also underwent transformation and changes in these systems affected social structure in turn. During one decade the

Baltic States, including Lithuania, had to model and create a new concept of educational objectives and tasks, structures, the content of education, methods and strategies, while Western European countries were creating all this for many decades by constantly making changes, improving and undergoing reforms [2].

In Ukraine the process of decentralization also takes place nowadays: reform that involves empowering resources and the level of local communities and has a decisive influence on the political, administrative, financial and other sectors including education. The main problem of decentralization in Ukraine is that there is no strict legislative framework, because reform is outstripping the creation of necessary rules and acts. Currently, the process is governed by laws of Ukraine "On a voluntary association of local communities" and "On the cooperation of local communities" by laws of the Cabinet of Ministers of Ukraine "On Approval Of page of

forming local communities." Despite the short time of existence of these regulations, they have been made some changes, but they are equally very general and schematic.

Reforming the educational system in Ukraine means the actual operation of the new reality and the process of any reforms there are always some difficulties. Experts distinguish among the main problems are: overall legislation without specify; lack of a common approach to the reform process and, as a result, the lack of a clear tum-based programs; no single focal point. It was planned that this center will be the Ministry of Regional Development, but in fact it did not happen; many levers are "manual" controled; belonging and subordination of all types of educational institutions to the appropriate level governance are not clearly divided; functions and powers between all levels of local government are not clearly divided; die effectiveness of territorial and administrative principles of combining are often not the same.

In conclusion it should be said that decentralisation of education causes changes in the coordination of the subjects of education system which determine the increase of school responsibility. The main elements of school autonomy are the decrease of the role of governmental management and the increase of school responsibility. Such factors as the school leader's leadership competence, participation and support of the school community, national policy support and trust are essential for school autonomisation. The coordination of all of these factors is based on the formation of trust culture in the school. The competence of the school leader determines whether he or she will be able to share the increased responsibility at school and whether he or she will be trusted by the school community members and whether they will agree to accept part of the responsibility. In other words, certain level of trust has to be developed at school, so that each community member could feel individual responsibility for the school activity.