

UDC 332.1:37

REGIONAL EDUCATION SYSTEMS: INNOVATIVE DEVELOPMENT AND COMPLIANCE WITH TIME**Doctor of Economics, Professor, Shevchuk A.V.**

Novovolynsk Research-Education Institute of Economics and Management of Ternopil National Economic University

The regional education system is as a subsystem of the national education system and relatively autonomous system at the regional level, with advanced subsystems, elements of which are educational institutions in the region, providing educational services to the population in this region and regional education authorities, which are required to ensure continuity of the function of the educational process in the region and meet the demand for professionals in the regional labor market. The development of its own regional educational systems based on innovation is an important task for developing and developed countries. Its directly affects the regional labor market and regional economy. Access to education of persons with disabilities and finance can give a competitive advantage for the regional educational systems through motivational mechanisms.

Key words: regional education system, innovative development, factors of development, lifelong learning, access to education, LCMS.

Introduction. The national education system can get the chance of developing new competitive advantages with the gradual regionalization of educational space for new progressive principles. Transformation of regional educational systems prevailing on natural principles can build a developed national system of education, competitive in international terms. The rapid development of information technology in the late twentieth and early twenty-first century opened up new possibilities and created additional challenges for the education system. New means of communication, information processing and analysis makes the process of learning to adapt to the demands of modern society and the transition to the information age.

The study of the different aspects of the problem of development of education in the national and regional sections can be found in the works of many scientists such as Deng Yuhong, Rosa Blanco, Sutton P., Yee J. A., Rebecca L. Lubas, Robert H.W. Wolfe, Maximilian Fleischman etc. However, the system needs a representation of the concept of transformation of education at the regional level in terms of the new challenges of the information society.

The aim of the article is the definition of regional educational systems and the factors affecting its innovative development.

Discussion. We define a regional education system as a subsystem of the national education system and relatively autonomous system at the

regional level, with advanced subsystems (kindergartens, schools, professional education and higher education) elements of which are educational institutions in the region, providing educational services to the population in this region and regional education authorities, which are required to ensure continuity of the function of the educational process in the region and meet the demand for professionals in the regional labor market. This definition will enable us to more fully define the purpose, the object of regional educational systems in their study, to determine their place in the regional system and the role interaction with other subsystems of the region. It enables us to isolate its basic features that appear around her functional direction, organic wholeness, relative territorial limitations (overcoming national borders using the forms of distance learning), sensitivity to environmental conditions, and complex structure internal system called the relationships.

The purpose of the operation of the regional educational system is to meet the demand in the region for educational services and demand on the part of the regional economy for graduates of the regional education system. Educational institutions are also elements of the regional economy because of the demand for graduates is the demand on the part of educational institutions that implement educational programs of a higher level.

Functional orientation of regional educational systems is differentiated depending on the specific territorial specialization educational institutions. The main functions of the regional educational systems should be:

- education and upbringing - primary and general education of population in the region;
- qualifications and professional - providing educational services for the population obtaining appropriate educational qualification level in the context of specific professional groups, including those based on continuity and regional specific;
- political - formation of youth citizenship, active participation in various forms of political life, the propensity for further management activities within the public service;
- innovation - generating innovative ideas, producing innovative products through consolidation of efforts of people with high intellectual potential involvement in these processes of youth with the gradual formation of innovative type of behavior, now it has to be ensured through cooperation between science, business and education in the region, the creation of regional educational complexes;
- cognitive - systematization and transfer of knowledge with their gradual accumulation, improvement, which generally provides social and economic development of the region;

- integration - promotion of inter-regional (cross-border) cooperation in education and science, implementation of joint educational projects, student exchange programs and more.

Qualitative essential understanding of the regional educational system is based on the institutional and functional approach requires specification of the structure. Some of its elements have been considered in determining the system of continuous education and its division on formal grounds. Figure 1 shows a structural model of regional educational system that formed and functioning in a changing environment with reinforced factorial influence of different dimension. Obviously, the core of the system under ideal conditions should be regional labor market as a center of economic activity and the production of regional social product, which is the basis of the quality of life of the population. Actually it is the structural transformation of the regional labor market should provide functional directivity regional educational system, especially with regard to the fulfillment of the qualification and professional functions.

As you can see, among the sub regional educational system is regional (territorial) network, which are a set of similar educational institutions (preschool institutions, schools, vocational education and higher education), serving the population of a territory (administrative-territorial entity) that is separated from the point of view of supply and demand for educational services and alumni respective educational institutions. Please note referring scientific organizations as part of the network subsystem (spatial organization) regional education system. This approach due to their prominent role in the training of scientific personnel, which is crucial in the context of the concept of lifelong learning in the regions of Ukraine.

A small number of scholars generally distinguish regional educational system as a subsystem of the region and do not take into account the interaction of the regional labor market, which is, in our opinion, the core of socio-economic subsystems of the region. Regional labor market as one of the main components of the economic subsystem of region obviously creates requirements for the regional educational system, depending on the demand for certain professions in the region and industrial specialization of the region. At the same time, the educational system generates a proposal for the regional labor market and hence of the connection between the two elements is bilateral. These two systems depend on innovative subsystems region that generates innovation processes in the economy that can equally apply to both the educational process and innovation in the labor market. On the basis of the above we can depict the general structure of the sub region and the relations between them.

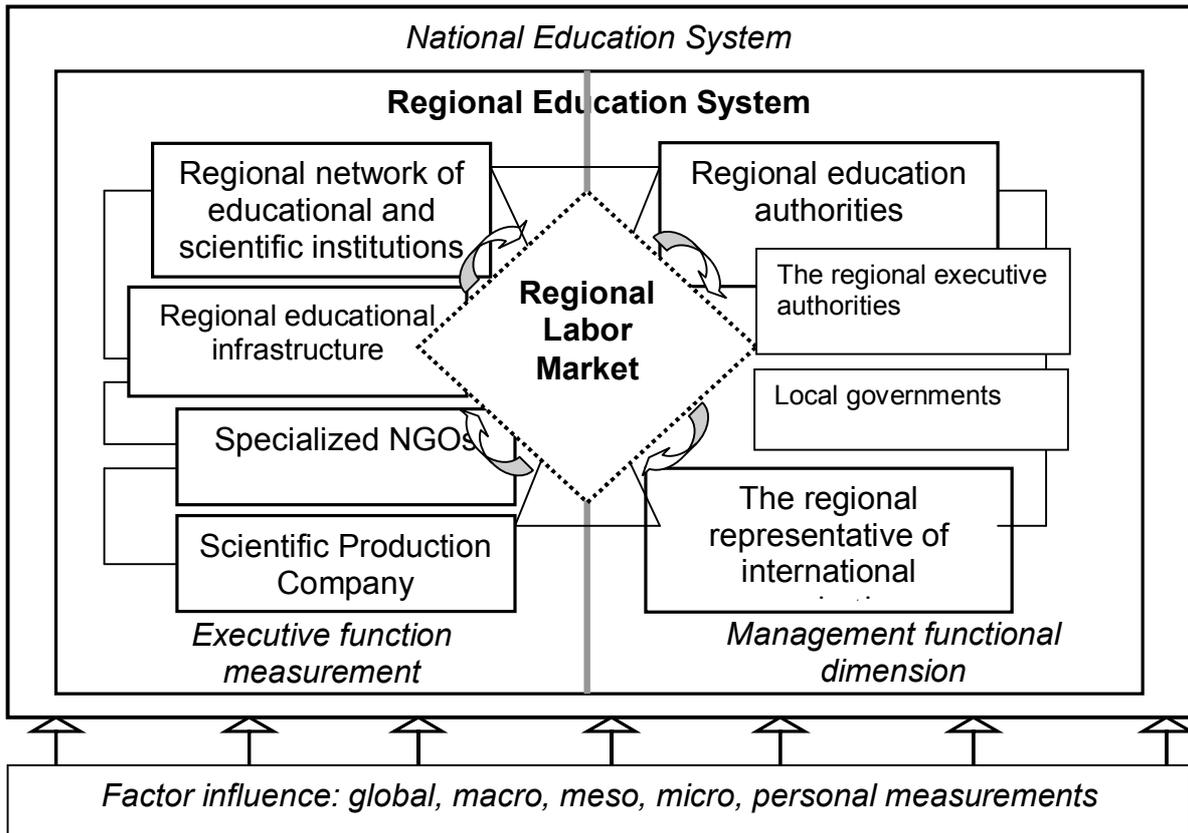


Fig. 1. Structural model of regional educational system

It is necessary to develop the physical infrastructure of information technology in the form of hardware and communication with software increasing the level of use in the educational process LCMS (Learning Content Management System) such as Moodle, which allow actively participate in creating environment and tools for training, debate and centrally exchange with materials. LCMS must be tightly integrated with employers in the region who are able to determine the quality of the educational process and have influence to it.

Understanding of development of the regional educational systems is impossible without the provisions of the concept of lifelong learning. The issue of lifelong learning (training person throughout life) as the stage of development of the educational system, is now actively discussed in developed countries [1]. In 2000 in Lisbon the European Union adopted a Memorandum of lifelong learning «lifelong learning», which set out to transform the European educational systems to the requirements of time to improve the knowledge, skills and professional competence in society [2]. Among the reasons for the development in the memorandum the following keys were highlighted:

- EU countries have become "a society based on knowledge». Knowledge and information resources is a key driver of development and motivation to their competition shows how effective forms of its work organization;

- the complexity of the environment of residents of Europe with continuous transformation of socio-cultural and economic needs of their ability to adapt to new circumstances and respond to new challenges. So it education should set itself the goal to provide people the skills to cope with new requirements through the ability to develop and learn new things.

European Summit Document specifies that education systems must adapt to the new realities of the XXI century "continuous education has become a major political program of civil society, social cohesion and employment" [2]. Personal motivation for learning and availability of educational resources defined key role of lifelong learning. The necessity to develop not only a proposal, but the demand for educational services, particularly among those subjects who were still inactive involved in the learning process. The memorandum distinguishes three features educational activities:

- formal education, which generally ends with the issuance of a diploma or certificate;

- non-formal education, which is traditionally organized form, that can be carried out in the relevant institutions in the organization of people in groups or individually, but its absence distinguishes issuance person who studied, the supporting document as a form of gaining knowledge;

- informal education - individual human cognitive activity that accompanies everyday life and is not necessarily focused.

Thus, we understand that the conditions necessary to ensure lifelong and informal education importance of education increases significantly. Therefore, it is important to understand by individuals and society as a whole (including, in the face of public authorities) that lifelong learning prevent aging through activation informal educational processes.

Regional educational system, labor market and regional innovation system in the region form the core of super system of the region, which is the source of qualified staff for other subsystems, including culture, services, general business and management. The innovative content of the educational process plays a key role in the socio-economic development. This scheme is actively supported by the European Union and set out in the document "Innovation policy: updating the Union approaches in the context of the Lisbon strategy" [4].

The strategy stipulates that the EU is gradually combining regional, economic, industrial and social policies in innovation. The main aim of this policy is to develop in each of the areas of special environment that will facilitate the emergence of innovation. The main problem is the transition to the new strategy development of innovation through increased spending on research and development, creating a general European research and innovation area, strengthening its regional and horizontal and vertical extensions of innovative development. The foundation of modern economic competitiveness is not only technological but also oriented for organizational

and educational innovation. The main sources of innovation in educational strategies defined process that should generate new staff as tools of innovation processes [3].

Classically foreign researchers distinguish two types of factors that can influence to the development of innovative component of education - external and internal factors. [6] The external factors may include factors global and national character: globalization, the information society and knowledge economy (general civilizational), economic, market, political, legal, geospatial more. Internal factors of influence to the development of regional education systems can be generated in this system and associated with the operation of its elements. Among them - the specifics of educational services, logistical support, scientific, research activities and more.

It is important to consider the interests of persons with disabilities with providing access to education and the development of regional education system. Within the international movement "Education for all» (Education for All - EFA), initiated by UNESCO, the priority of social development is to ensure every right to meet the educational needs to quality basic education. In this context, particular relevance is the problem of meeting the educational needs of children and young people with disabilities, including the issue of inclusive education. This type of education can be implemented by medical model (educational services in facilities of closed type, characteristic of the UK and Italy), normalization (Scandinavian countries, USA, Canada) and inclusion. Inclusive education takes priority position in Canadian law, Cyprus, Denmark, Iceland, India, Malta, Netherlands, Norway, South Africa, Spain, Sweden, Uganda, the United States, Great Britain. Ukraine made the first steps for its wider implementation. Now in Ukraine relatively lower opportunities for social protection of such persons, this direction to ensure access to education is also very important. Particularly relevant is the financial aspect of this strategies. The cost of educational services in Ukraine is extremely high. There is high solvency of certain categories of citizens and powerful investment in this area in the form of migration of capital where such capital is not channeled through development various types of entrepreneurship in education and serves as consumer spending. The adaptation of international experience on alternatives tuition is quite relevant. The attractive social practice French student loans are 7.9% annual percentage [6]. Student Loans (loans) may include four basic models: mortgage loans with fixed payments; mortgage loans with progressive payments; progressive taxation through the tax and insurance system; deferred tuition [7]. This experience seems to Ukraine at this time radical, but it can solve the problem of isolation of education and employment conditions with its phased implementation.

Many countries have a practice of providing various kinds of loans for education. It should be added that such difficulties borrowing experience in Ukraine lies in the subjective plane. It is significant that in Ukraine there has

long been the practice of the state preferential long-term loan - money provided for 15 years and just under 3% per annum, which at the current rate of inflation is an exceptional benefit. But it is not popular.

Ensuring access to education is also important in the context of borrowing the experience of other countries in the spread of so-called nonformal education (evening schools, distance learning), which provides programs that replace formal school and gives a second chance to those who could not attend ordinary school.

The focus of regional education system innovation is the reform of the administrative system, which means to alter governments' administrative functions in order to build a "public-service-oriented government" [8].

All countries face the challenge of guaranteeing a quality education for all, transforming regional education systems so that they can meet the diversity of learning needs of all students. This brings with it the urgent need to pass beyond the current uniformity of education systems, in which the same is offered to everyone, and to advance towards education approaches and policies that recognize and value students' diversity of needs, capacities, and identities, arising from their social and cultural origins and from their individual characteristics [9].

Conclusions. The development of its own regional educational systems based on innovation is an important task for developing and developed countries. Its directly affects the regional labor market and regional economy. Priority in the multiplicity of influences on the development of innovative development of regional education systems should belong to the information technologies and access to education. It is necessary to develop the physical infrastructure of information technology in the form of hardware and communication with software increasing the level of use in the educational process LCMS, which allow actively participate in creating environment and tools for training, debate and centrally exchange with materials. LCMS must be tightly integrated with employers in the region who are able to determine the quality of the educational process and have influence to it. Access to education of persons with disabilities and finance can give a competitive advantage for the regional educational systems through motivational mechanisms.

References:

1. Sutton P. *Lifelong and continuing education* / P.Sutton // Husen T., Postlethwaite T. (eds.) *The international encyclopedia of education*. Vol. 6. Oxford: Elsevier Science Ltd., 1994.
2. *A Memorandum on Lifelong Learning*. Commission Of The European Communities. Brussels, 30.10.2000. SEC(200) 1832 [Electronic resource].
 – Mode of access: <http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf>.

3. *Innovation Policy: updating the Union's approach in the context of the Lisbon strategy. Communication from the Commission to the Council, the European Economic and Social Committee and the Committee of the Regions.* – Brussels, 2003.
4. *Progress towards the Lisbon objectives in education and training – Indicators and benchmarks 2008. [Electronic resource].* – Mode of access: http://ec.europa.eu/education/lifelong-learning-policy/doc/report08/invest_en.pdf
5. Yee J.A. *Forces motivating institutional reform* / J.A. Yee [Electronic resource] // ERIC Digest. ED 421179. – Mode of access: <http://www.eric.ed.gov/PDFS/ED421179.pdf/>.
6. *Education at a glance 2016: OECD Indicators [Electronic resource].* – Mode of access: <http://www.oecd.org/edu/education-at-a-glance-19991487.htm>
7. *Education today. The OECD perspective [Electronic resource].* – Mode of access: http://www.oecd-ilibrary.org/education/education-today-2013_edu_today-2012-en.
8. Deng Yuhong. *New Progresses in Regional Education System Innovations. Chinese Research Perspectives on Educational Development*, 2013, Volume 1, pp 363-377.
9. Rosa Blanco, Liliana Mascardi, Libe Narvarte. *Regional Education System on Students with Disabilities. Methodological proposal. Santiago, Chile, 2011, 93p.*