

# **The government role in promoting the social economy in the education sector: the Ukrainian context**

**THE SOCIAL ECONOMY IN CENTRAL, EAST  
AND SOUTH-EAST EUROPE:  
EMERGING TRENDS OF SOCIAL INNOVATION  
AND LOCAL DEVELOPMENT**

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# Role of Government in education

To educate the citizens

To foster participation of citizens in education policy formation and implementation

To develop good inclusive governance

To ensure that government responds to the needs of all stakeholders in education

To increase the efficiency of public service delivery and improve governments accountability

# NGO-s in education

- **NGO-s which “survived” from the Soviet time**
  - i) educators trade-unions which are not true NGO-s and, besides, have lost their role in the education governmental structures; professional units (“Doba” – Association of history and social sciences teachers)
  - ii) national organizations, for instance, “Prosvita”
- **New NGO-s** which appeared during perestroika and after Ukraine independence
  - i) based on private initiative,
  - ii) Functioning within universities,
  - iii) international foundations as supporters of these NGO-s (Open Society, Eurasia Foundation, TACIS programs, etc.) – “Education for Democracy in Ukraine” initiative to support civil society through introduction of civil education into education process; Education Policy Centre in Lviv

# Government and Third Sector

- Organizations which are incorporated into state/government structures (Board of the Ministry of Education and Science of Ukraine)
- Organizations which “fulfill state/government order” from time to time (Service of information-analysis supply)
- Organizations which have benefit cooperating with state/government structures
- Organizations which have ties with state/government structures by chance/accidentally
- Organizations which oversee and criticize the government

# Positive aspects of third sector Development in Education \*

- Quantitative increase of the public organizations, foundations, movements, political parties and the broader spectrum of their interests
- Experience in cooperation with international programs. Numerous grants for both the institutional development and the practical activities
- Search for dialogue with Ukrainian power structure and state institutions
- New professional non-state organizations with their own staff, property etc.

\* The basics of the city of Lviv educational policy. Strategic document.- Lviv: Institute for policy studies, 1999.- 48 p.

# Negative aspects of third sector Development in Education

- Activity decrease. Lack of of the practical activity on the primary level (schools, local communities, etc.). Insufficient number of youth and school organizations. Politicization of the youth movements \*.
- Frequent change of the directions depending on the change of the international programs priorities. Rigid internal competition \*
- Domination of “beggar’s” mentality. Mutual mistrust. Lack of financial support on behalf of authorities and state structures. Repetition of the same kind of activities \*
- Increase of the number of service organizations “for all”. Alienation from the interests of the average citizens \*
- Financially dependent on organizations-sponsors, feel lack of financing from national sources

\* The basics of the city of Lviv educational policy. Strategic document.- Lviv: Institute for policy studies, 1999.- 48 p.

## **The main concern of NGO-s which are of the interest for Ukrainian society**

- **Public and community management in educational institutions.**
- **Development of school-based organizations and societies.**
- **Development of the social partnership to search for alternative ways of education financing.**
- **Interaction between NGOs and state educational institutions.**
- **Social initiatives in education: ideas, practice, results.**

# Tasks for NGO-s in Education

- Resources and information exchange;
- Creation of data bank on elaborated themes, training proposals, consulting services on appointed problems;
- Forming of expert's pool on educational problems and problems of NGOs' activity in educational sphere;
- Development of influence mechanisms on making decisions in education, ways of collaboration with education governing bodies;
- Realization of common network projects.

## The responsibility of the state

- To develop the legislative basis which will support both formation and functioning of self-regulating civil sector with involvement of “second sector” of economy/commerce.
- The democratic Ukrainian society can be formed only in active interaction of Ukrainian state/public, commercial/economic and public/community sectors.
- The assistance of donor non-Ukrainian organizations is to play only a supportive role.