

**SATISFYING THE NEEDS OF ENTERPRISES AND  
ORGANIZATIONS OF DIFFERENT OWNERSHIP TYPES IN THE  
PROVIDEMENT OF QUALITATIVE EDUCATION SERVICES**

**Annotation**

*The main directions for the formation of the educational services in Ukraine are determined. The system of adjusting the concept of the «life-long learning» is being grounded.*

**Keywords:** state certification, long-term strategy, tools, competitive individual, educational services.

**Анотація**

*Визначено напрями формування освітніх послуг в Україні. Обґрунтовано систему регулювання «освіти впродовж всього життя».*

**Ключові слова:** державна атестація, довгострокова стратегія, інструмент, конкурентоспроможність індивіда, освітні послуги.

*Аннотация Определены направления формирования образовательных услуг в Украине. Обоснована система регуляции «образования на протяжении всей жизни».*

**Ключевые слова:** государственная аттестация, долгосрочная стратегия, инструмент, конкурентоспособность индивида, образовательные услуги.

**Introduction**

The gradual formation of the basic elements of the knowledge economy actualized the problem of forming the system of continuous education. The ability for the lifelong learning and acquiring new knowledge is the most important indicator of the competitiveness of the individual in the labor market. In the European context, the concept of education throughout life involves the formation of the society that constantly learns. Receiving education throughout life (lifelong learning) at the grassroots level is one of the main priorities of the European education policy.

**Analysis of recent research**

Some attention to the problems of state regulation of education in the overall context of the development of the knowledge economy was paid by the well-known scientists such as: G. Becker, E. Bowen, E. Denison, J. Kendrick, J. Minser, T. Schultz. In the works of the native scholars such as: L. I. Antoshkina, T. M Boholib, A. I. Butenko, V. A. Visyashev, V. M. Geyts, O. A. Hrishnova, B. M. Danylyshyn, G. A. Dmytrenko, T. A. Zay-ets, S. M. Zlupko, I. S. Kalenyuk, O. A. Kratt, V. G. Kramen', V. I. Kutsenko, L. K. Semiv, O. P. Sologub, D. M. Stechenko, L. A. Jankowska and others specific organizational and economic problems of higher education were highlighted. However, the market conditions for the function-

ing of higher education require the elaboration of new mechanisms of state regulation and management in this particular sphere.

**Statement of research**

– to determine the directions for the formation of the educational services in Ukraine;

– to justify the regulatory system of the «life-long learning.»

**Results**

There is a lot of information about the system of the continuous education in the relevant EU documents related to the problem of European education and the creation of so called «Europe of knowledge» [2, p. 26]. The final communiqué of the meeting concerning the Bologna process in Prague in 2001 stressed out the importance of the lifelong learning as the basic element of the European higher education [8, p. 23]. The document of the European Commission gives the following definition of the term «lifelong learning»: «All the learning activities, carried out throughout life, in order to improve knowledge, skills and competencies for the purpose of personal benefit, as well as for the civic, social development, and / or for the purpose of enquiring work» [8, p. 13].

In the countries where there is the highest level of the modern technological lifestyles, for example in the U.S., more the 60% of the adult

population is studying constantly, and in Germany – 40% accordingly [7, p. 22]. That means that «life-long learning» is the requirement for the development of the higher technological basics of the «knowledge economy».

If receiving higher education can be regarded as the powerful tool for the long-term strategy of training the specialists and human resource development, the diversity of the programs for lifelong learning (formal and informal structures of teaching and training) serves as the tool of solving short-term tasks, which enables the rapid «adjustment» of the qualifications towards changing conditions in the labor market. The criteria for the operation of each subsystem are the maximum competitiveness of the personnel and their compliance with the requirements of the labor market.

The primary education is considered education and professional training, which a person gets before entering the labor market and also the education received during his/her working life. Therefore, it is the education of adults. It can be agreed that the line between these two components determines rather the start of work, other than the age and the duration of persons' studies [1, p. 17]. So when it comes to the life-long learning, it is advisable to use the term «adult education» or in case of getting the second higher education – «continuing education».

Given that fact that education is the most important factor in augmenting the human capital, education of the adult population at the state level should be considered as the defined social institution. The functioning of this institution ensures the salvation of important social, economic, political, educational, moral and educational problems of the modern society.

Postgraduate education in the modern world is considered as the most important component of the lifelong learning that allows each individual to gain a new level of competence, to carry out the constant creative renewal, to develop and improve throughout life. According to the Article 10 § paragraph 1 of the Law of Ukraine «On Higher Education» continuing education is the specialized improving of the level of education and further training of people by the means of strengthening, expanding and updating their professional knowledge and skills or getting another specialty based on previously acquired educational qualification and practical experience. Postgraduate education creates conditions for the continuity and succession of professional growth and includes:

- retraining – getting another specialty based on the previously acquired educational qualification and experience;

- receiving specialization – the acquisition by the person of the ability to perform certain tasks and responsibilities that have features within the particular specialty;

- the expansion of the professional profile (advanced training) – the acquisition by the person of the ability to perform additional tasks and responsibilities within the profession;

- internship – gaining experience through performing the tasks and responsibilities within chosen specialty.

A person who had successfully passed the retraining along with the state certification will receive the appropriate document about higher education. A person who had successfully passed the training/internship or received the specialization or broadened his/her professional profile receives the appropriate document about postgraduate education [8, p. 11].

Postgraduate education is carried out by the university providing postgraduate education or departments of the universities of the appropriate level of accreditation, including the ones which are being carried out on the basis of concluded agreements. According to the Article 48 § paragraph 1 of the Law of Ukraine «On Education» to the post-graduate educational institutions, in particular, are included the following:

- academies, institutes (centers) for providing the advanced training, retraining and professional development;

- university units (branches, departments, faculties etc.).

Every year in Ukraine in 562 establishments and units engaged in the postgraduate education and training (retraining) more than 30 thousand specialists with the higher education receive their training and about 300 thousand specialists-advanced training [4, p. 69].

Special attention is given to postgraduate education. It is recognized that «public policy in the field of postgraduate education is practically nonexistent. In this regard, there is an urgent need to create an independent system of postgraduate education and identify promising directions for its development».

Recently the structure of the educational establishments of the secondary education had been changed. Over 200 of them function as part of the universities, but the number of small educational

institutions and departments of postgraduate education had been decreased, which contributes to the improvement of both human/personnel and also teaching-methodological support of the postgraduate education system.

The statistics concerning how many people have two (or more) higher education currently doesn't exist. The second higher education is paid, as the citizens of Ukraine have the right to receive higher education in the state and municipal universities for free under the conditions that this qualification is the first one to be gained by this particular individual (Article 4 of the Law «On Higher Education»). Universities can provide the second degree only if for this type of educational activity is properly licensed. In Ukraine there are also such postgraduate higher educational institutions (universities and institutes) which have received the necessary license and are opening the departments or branches for acquiring the second education in order to perform educational and vocational training according to the state certification. They have different terms of learning, content and programs. Currently the second degree is often acquired at the expense of legal entities and individuals while there are not so many cases when the state pays for it. With the help of the state a person can get education as the rule only in situations when she/she had lost her/his job and was registered within the unemployment center.

It is believed that the choice of specialty for the second higher education is being determined by the situation which exists on the regional labor market. And if till 2005 the profession of an economist and lawyer was very popular, today there is the growing interest in engineering fields of information and computer technology. The popularity of the humanities, including psychology, sociology tends to decrease. Thus, in Dnipropetrovsk many graduates want to become engineers, metallurgists, in Donetsk - engineers of coal industry, in Kyiv the most attractive occupations are related to the computer technology. Among people who wish to obtain the second degree the most numerous group - leaders of different levels can be selected. For example, educational program in the Central Institute of Postgraduate Education was established for educating leaders within educational institutions, NC leaders of different types [6, p. 255].

The education of the adult population, on one hand, poses serious challenges to the range of educational institutions, and on the other – the

great opportunity to enhance business functions of the universities. Entrepreneurship in the field of providing educational services to adult population universities can implement within the traditional post-graduate education programs in the following areas:

- the second higher education;
- work with corporate customers;
- work with individuals.

To resolve the problems that occur in the system of postgraduate education, it is necessary to: create the clear system of postgraduate education in each industry of economy with the relevant system of control and coordination, scientific, technical, legal and logistical support. Therefore the state should ensure the development of laws and legal regulations which would enable the existence of the continuous education system with predictable dynamics of the labor market.

In Ukraine, lifelong learning should primarily help citizens to adapt to the changes in the economy and society, to promote the innovation of culture. Because the bulk of the workforce was educated under the different economic system, not all people (especially those who are 35-45 year old) could adapt to the new conditions easily. This is the significant cause of unemployment. Integrating these people into the economic activity is the subject of receiving additional education, training or retraining. The government should take measures in order to increase the access of the economically active population to education, to establish the system of special trainings, courses that are oriented on providing help and support to the specialists wishing to start their own business, meaning the self-employed activity.

Business education as the separate field of providing the educational services in Ukraine had been formed and provides paid trainings for the corporate executives concerning the methods and strategies of business management. Getting an MBA degree can be considered as the particular case of the good investment into the human capital.

The emergence of the business education was the response to the challenges of the market environment, which is currently dynamically developing. In the early 90's economic departments of the existing universities have begun to prepare the students with the focus on new economic relations. However, at the timeframe the traditional educational market had been experiencing the lack of the specialists in the newly established and

unfilled niche – the need for the timely and quality training of the managers and practitioners that could quickly adapt to the market conditions and effectively use their skills and knowledge in the business environment. This was especially applicable to people who have already had their higher education and some experience of management, but their professional skills along with the way of thinking were being formed under the conditions of the administrative economy. That was exactly they who needed knowledge and skills of doing business in the new conditions of the market the most and were ready to pay for its reception. Accordingly this niche of the market could not remain empty, especially since the world practice has developed the effective mechanism for training managers for the market economy meaning business education.

The main objectives of the business education lie in the transmission of the professional knowledge about the market, development of the entrepreneurial skills, formation of the personality traits, formulation of the life position and giving the outlook for future managers. The relevance of business education has led to the formation of the new type of higher educational institutions - business schools. These educational institutions offer educational services in the field of business administration (MBA) as the organization and production management in the sphere of economy. Training programs of such schools are more focused on the practical aspects of management and less on theoretical knowledge. Modern business education enables the path of all companies and organizations towards success on their way to economic development. As one British expert had once noticed «MBA is the door to be opened to-day in order to get into the future of management» [5, p. 78].

We would like to agree with the opinion of V. Zabolotnij that the MBA program is the post-degree level of business education in the field of general management and business administration, which should ensure the development of highly professional managers, enable the personal development of students, guarantee career growth and it should also correspond with the high intellectual and academic standards of higher education [3, p. 28]. However, under the conditions of the existing knowledge economy, to our point of view, more focus should be given to teaching techniques in gaining new knowledge along with increasing their use in practice.

The development of business education in Ukraine was caused by the following circumstances:

- the need to meet the needs of enterprises and organizations of different ownership forms regarding the quality of educational services needed by the managers and entrepreneurs with the special focus on their personal initiative in the market economy;

- non-accordance of the higher education system with the fast development tempos of the business environment due to fundamentality and certain inertia which is inherent for it;

- strengthening of the pragmatic approach towards education from the side of the students;

- the need for the regular update of knowledge and improvement of the skills of specialists virtually in all areas, hence managers at various levels and sectors of business;

- the need to really see the particular theoretical aspect in action that is essential in order to gain good practical skills, which is often required in the process of staff selection;

- not all aspects of business activity that are included into the process of business operation of the enterprise in the real environment, are developed enough as part of the system of academic education in the framework of this or that discipline;

- the need to train people in the spirit of enterprise and innovation;

- the need to reclaim new forms and methods of training which are focused on the development of the leadership skills;

- the need to provide students and professionals with the most advanced information for the purpose of their successful employment or increasing the adaptability.

The main criterion for the successful operation of business schools is the career and financial success of its graduates. The source, which determines the required level of the fundamentality in training, serves not so much the school itself as the real consumer of educational services. Business education provides unique opportunities to develop leadership skills, intuitive sense of the situation, the ability to find solutions in all seemingly hopeless situations.

Now Ukraine has rather the broad offer of business education programs and also the variety of the copyright trainings. However, the MBA degree in its classical form (the closest to the Western standards and also comprising the national features of education) provide the following: The

International Institute of Management (IMI) Kyiv, The International Institute of Business (IIB) Kyiv, «Kyiv-Mohyla Business School» (KMBS); Lviv Institute of Management (LIM), Dnipropetrovsk University of Economics and Law.

According to many experts, understanding and vision of business education begins with the understanding of its differences from the pure economic education. This distinction is the essential condition for strengthening the status of business education in our society.

In contrast to pure economic education, which provides the understanding of the laws of management, business education produces skills and creates the desire for acquiring profit within the particular economic activity. The main characteristics of business education that distinguish it from economic education are the following ones:

- the applied aspect of business education – its emphasis on the practical application of acquired knowledge;
- postgraduate level business education can be regarded as the segment of adult education;
- non-state character (private, non-state funding sources of financing);
- the most globalized sector of education;
- the most highly profitable form of educational activity;
- the main focus is given on the practical needs of business environment.

To the disadvantages of Ukrainian business schools can be counted in:

- the lack of foreign groups, which eliminates the possibility of Ukrainian students to make new useful contacts, share career and cultural experience of doing business in different countries;
  - the absence of the culture of attracting highly qualified teachers, practitioners, business analysts and experts into the educational process;
  - the high costs of education, which is often not affordable for Ukrainians along with the undeveloped credit system of education;
  - the low level of competition for admission along with the entrance tests not pursuing the goal of «weeding out» the future student audience;
  - the absence of accreditation in most schools.
- Governmental regulations make little impact

on business education as the segment of the educational market. The main disadvantage of the Ukrainian MBA programs is the non-recognition of the acquired diplomas not only at the wider internal level but also inside of Ukraine itself. This is due to the fact that it is impossible to ac-

credit the MBA program according to the formal requirements of SAC in Ukraine, because it's not included into the public register of educational programs available.

The education and training of managers, marketers inside the system of business education can become an alternative to their preparation within high school. If a person with the basic technical and humanitarian education would be able to get the necessary knowledge and skills in the business school he or she will not need to study in order to become the economics or manager, knowing the substantial overload of such specialists in the labor market. Thus, business schools will be able to «unload» the economics departments/faculties of the universities, which are nowadays accused of «overproducing» experts in the fields of economics.

The institutions of business education are ought to provide different types of professionals the diverse range of services, programs from the classic four - or five years of higher education to two-week training courses of the specific direction. Foreign experience and the value of importance of business education for the successful development of the market relations show the need to include the following components into business education: undergraduate programs, postgraduate education with MBA degree, postgraduate education without a degree and short-term training programs. All these three areas are important and need the development. Thus, if the training courses will have the greater effect in the short term, the bachelor and MBA programs – «on the long run».

One of the types of the educational services provided by the business schools is the training. The basic principle of the training can be reflected in the words of the Chinese philosopher Chuang Tzu: «The truth must be experienced rather than described.» Today the in developed countries if there is information included into CV about candidate's professional training successfully passed in the past, his/her chances to receive the desired job greatly increase.

In general a term of training is the method of active learning, built on the analysis of business situations in which «students» immediately reproduce and «solve». Trainings are organized primarily for entrepreneurs or employees of the companies under the order and last from 1-2 days to a week. Classes are conducted with several participants at once (optionally the anonymity is provided).

The most common today is the training aimed at the promotion, the successful presentation, as well as the one related to marketing and sales management. This focus is too narrow, since it is aimed at activities that are targeted to maximize the profits. We think it is relevant to organize and hold out trainings (even with the creation of the specialized training centers) for students and graduates, civil servants, members of the service sector.

Training programs are formed with the focus on the needs of the target group of students through questionnaires, market research and more. According to them, the training program for various items is being formed. These programs should be based on deep theoretical aspects and have the current practical situation integrated into them. For the organization and delivery of the trainings it is appropriate to invite qualified specialists of the particular field of industry, teachers, and professional coaches.

Trainings can serve as the variety of educational services provided by the universities (or institutions of post-graduate education) free of charge. They must pass accreditation, but not the state one, rather than the one established by the

employers' associations. One of the problems which the university may face in carrying out such trainings is attracting highly qualified teachers (trainers), who can equally be university professors or the invited parties. The state must establish the system of the issue of certificates which would be given to the graduates who had successfully passed the relevant training and had enriched their expertise and skills through it.

### Conclusions

In the society which is based on knowledge, the sector of educational services related to the post-graduate education is promising but not yet well developed from both quantitative and qualitative aspects in most of the regions of Ukraine. Most universities of the IV rank in the regions, in response to the growing demand on this particular segment of the education market, have created units of postgraduate education. However, in order to improve the postgraduate education, a set of state measures and regulations with the aim of making it the instrument of specialists' competitiveness in the labor market should be enforced. Life-long learning should receive recognition as one of the main components of the strategy for the development of education in the future.

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