

PROBLEMS OF FINANCING ACADEMIC EDUCATION UNDER THE INFLUENCE OF THE COVID-19 PANDEMIC

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Academic education has always had and continues to retain significant socio-economic and political significance for the development of any country. In modern conditions, the place and importance of higher education in the system of priorities set by each country, reflect the level of socio-economic development of the nation. Only having higher education in accordance with modern standards can a country claim a worthy place and recognition in the world.

The COVID-19 pandemic led to the largest-ever failure in education systems, affecting nearly 1.6 billion students in more than 190 countries on all continents. The closure of schools and other educational institutions affected 94% of the world's students, with 99% in low-income and below-average incomes. As fiscal challenges and the burden on development assistance systems grow, education funding may be seriously jeopardized, exacerbating the existing and up to COVID-19 huge shortfall in education. For low-income countries and countries with below-average incomes, the deficit was \$ 148 billion. US per year, and in the current environment, this huge amount could increase by almost a third. To prevent the crisis of academic education from turning into a generational catastrophe, urgent action is needed on the part of all actors [1].

Government and the international community need to protect sources of education funding in the following ways: more actively mobilize domestic revenues, reserve a share of education expenditures and address inefficient spending on education, strengthen international cooperation to address the debt crisis, and protect sources of official development assistance. for educational purposes. Large-scale efforts made in a short time in response to shocks in education systems remind us that these transformations are achievable. It is necessary to use this opportunity to find new ways to overcome the crisis in education and to develop a set of solutions, the implementation of which was previously considered difficult or impossible [2].

Efforts in this direction should focus on the following starting points: support for pedagogical activities; expanding the definition of the right to education by including the right to electronic access; removal of barriers to electronic access; improving the quality of data and monitoring tools in the field of education; increasing the level of coherence and flexibility in relation to learning.

References:

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