

фільми настільки великий, що ми відкрили нашу студію", – говорить Аламї. Вперше іноземні телепрограми можуть бути написані, зняті, відредаговані та поставлені, не залишаючи територію та використовуючи повністю марокканську знімальну групу.

Студії Alami голлівудського рівня перевершують усе, що пропонують традиційні конкуренти Марокко, а також все, що є в Йорданії або Тунісі. "Політична стабільність означає, що відносна безпека Марокко є величезною перевагою для іноземних картин", – пояснює Аламї. Проте вона додає, що навіть за цим стоїть те, що завжди було головною валютою у кіно: краса. Саме зовнішній вигляд Уарзазату на знімальному майданчику змушує продюсерів повертатися знову та знову.

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System of education in Ecuador: problems, challenges and victories

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The education system in Ecuador used to develop rather slowly. In the 1950s, 44% of adults were illiterate; by 1974, the literacy rate among the adult population had risen to 74%, and by 1995 it had reached 90%. However, in the mountainous regions inhabited by Quechua-speaking Indians and mestizos, the figures are much lower, and even nowadays in many areas more than 35% of the population cannot read or write. There is still a gap in the level of education between men and women – among male population the percentage of illiterate is 8, among the female – 11.8.

Today, the Ecuadorian Constitution requires all children to attend school until they reach the "basic level of education" estimated at nine school years. Primary education is free and compulsory for all children between the ages of 6 and 14. All

public schools are secular and accept students regardless of their religious affiliation; as well as private schools, both secular and ecclesiastical (religious) support grants from the state. In the first half of the 1990s, government spending on education was approx. 3% of GDP, which corresponded to about 19% of all government spending. In 1992, there were 31 students per teacher in primary schools and 13 students in secondary schools. In 1996, the primary enrollment rate was 96.9 percent, and 71.8 percent of children remained in school until the fifth grade.

Although enrollment indicators indicate a level of commitment to education, they do not always reflect children's participation in school. The cost of primary and secondary education is covered by the state, but families often face significant additional costs, such as payment and transport fees. In 2000, public spending on education declined both in real terms and as part of GDP. Only by 2012, GDP expenditures had increased from 2.6% to 5.2%. But unfortunately, the state doesn't cover any expenses related to the higher and professional education, so the situation there leaves much to be desired.

Thus, in the national scale, 186.5 thousand students get higher education in 16 universities of the country. The Ecuadorian Constitution of 2008 restricted studying at public universities. Moreover, since 2012, 29 of the country's public universities changed the entrance system so that the applicants got the chance to study there solely on the basis of an aptitude test. According to its results, about 80% attend public universities, and the other 20% study at private colleges and other higher educational establishments. The Central University of Ecuador, the National Polytechnic School and the University Of San Francisco De Quito account for more than 60% of those enrolled. The level of graduates in public universities exceeds 15%. [2]

The significant cost of higher education has persistently affected a number of higher education institutions in the country. As the statistics shows, among the most famous are a few universities with high quality of education and more or less successful history. First, it is the National Polytechnic School (in Spanish Escuela

Politécnica Nacional), also reported as EPN, a public university located in Quito, Ecuador, and known for research and education in applied sciences, astronomy, atmospheric physics, engineering and general physics. One of its well-known branches, the Geophysical Institute, monitors the seismic, tectonic and volcanic conditions of the country, geological activities both in the mainland and on the Galapagos Islands. The institution has adopted a model of the Polytechnic University, which emphasizes laboratory training in applied science and technology. One of the oldest observatories in South America, the Quito Astronomical Observatory, founded in 1873 and located 12 minutes south of the equator in Quito, is also operated by the National Polytechnic School. The EPN Department of Nuclear Sciences is the only one in Ecuador to have a large infrastructure related to irradiation facilities such as cobalt-60 and electronic change processing.

The main campus of the second iconic institution of higher education, the University of San Francisco de Quito, USFQ, is located in Kumbai, outside Quito. Students there use the library, teaching and research laboratories, classrooms and seven restaurants. USFQ is the only university in the world to have a campus in the Galapagos Islands and a campus in the Yasuni Biosphere Reserve (Tiputini Biodiversity Station), one of the most bio-diverse areas on Earth.

The Universidad Central del Ecuador (Central University of Ecuador) is a national university, also located in the capital. It is the oldest university in country, founded in 1826 and one of the oldest in America. The enrollment is over 10,000 students per year.

Slightly lower in the enrollment numbers but still rather popular is the institution known as the Pontifical Catholic University of Ecuador (PUCE). It is no wonder, since the state is highly religious, and thus has all the prerequisites for the popularity of religious and theological education.

Of course, not only the cost of education and the relatively small number of institutions open to all segments of the population are a major challenge in Ecuador's education system today. Other issues include the quality of teaching, which the

current government has set to improve. By 2017, all professors must have had at least a master's degree, and many needed to have a doctorate to get the chance of teaching at prestigious centers of higher and professional education as the ones mentioned above. It is not an easy matter, because mention should be made of the fact that even some educators say these goals are too ambitious.

According to Rene Ramirez, the government's secretary for higher education, science, technology and innovation, only three Ecuadorian universities offer PhDs, with a total of about 20 a year. In part to increase the number of qualified professors, the government has launched “an ambitious scholarship program” [1]. A few years ago, the country provided scholarships for postgraduate studies abroad to about 20 students a year. Recently more than a thousand students have received scholarships. And the number is expected to exceed 3,000. Scholarship students agree to return to Ecuador after graduation and stay here at least twice as long as the government pays for their stay abroad. The government hopes that they will become university professors or work in the private sector. Among other popular education migration destinations, Ukraine got popularity, though the current military conflict on its terrain does not produce a good background for the education of foreigners.

Going back to the issue of modernizing Ecuadorian universities, the primary goal is to clean the education system, getting rid of low-quality schools which became very popular and yet do not offer high qualifications. The thing is the government evaluation process has made a hole in the traditional autonomy of universities. Although the emergence of so-called ‘garage universities’ [1] illustrates the demand for higher education, not all students will be able to enter college if the reform succeeds. The strategy originally was “to make universities more selective, because at least in the short term, the country does not have the resources to significantly expand its capacity in terms of the number of universities” [ibid.]. Until recently, the opposite happened. Over the last 20 years, the handicraft industry has sprung up around the creation of small private universities. Virtually without regulation, the quality of these schools was often very low, although profits could be

quite high. They are basically called ‘garage universities’ because the worst of them were far from the capabilities and academic resources of more established schools. Some specialize in online courses. Most use part-time professors, which leads to low quality teaching. About half of the students received diplomas in business administration. Another popular course was cosmetology. After being evaluated in late 2009, failed schools were given time to improve before a new round of evaluation, but the process is still not complete.

As we can see, Ecuador's education system is being reorganized to take on a new level and meet today's demands on the educational market. According to official sources, most low-level educational institutions whose diplomas do not correspond to high qualifications will be disbanded with their students transferred to universities with a higher level of teaching. If the education system can cope with this challenge, it will be a real victory in this area. Also it can lead to the popularity of Ecuador universities in the world and maybe will introduce the advantages of our education to international students, as well.

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