

UKRAINE EDUCATION SYSTEM TRANSFORMATION UNDER CONDITIONS OF EUROPEAN INTEGRATION PROCESSES

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Abstract. *Education is going through a period of revolutionary changes. Becoming a commodity which is circulating in the global market, it is considered nowadays not as totality of skills relations and values necessary for fulfillment of civil duties and participation in society wealth growth, but as a commodity which is being obtained by consumer and it allows to form a system of skills and habits it is possible either to use in the market or to create something that could be bought (or sold) by multinational corporations, academic institutes, which have transformed into business structures or maybe other providers. Nowhere else than in debates about GATS (General Agreement on Trade and Services) is this tendency presented so clearly. The debates are taking place in frames of WTO (World Trade Organization). This is easy to understand because transformation of education into commodity will seriously influence imagination of people about studying at the university, rights of property, giving knowledge and real role of citizenship in modern society. Results of such a step are huge both for the life of states and for globalization and internalization of education.*

Education is going through a period of revolutionary changes. Becoming a commodity which is circulating in the global market, it is considered nowadays not as totality of skills relations and values necessary for fulfillment of civil duties and participation in society wealth growth, but as a commodity which is being obtained by consumer and it allows to form a system of skills and habits it is possible to use in the market or to create something, that could be bought (or sold) by multinational corporations, academic institutes which have transformed into business structures or may be other providers. Nowhere else than in debates about GATS (General Agreement on Trade and Services) is this tendency presented so clearly. The debates are taking place in frames of WTO (World Trade Organization). This is easy to understand because transformation of education into commodity will seriously influence imagination of people about studying at the university, rights of property, giving knowledge and real role of citizenship in modern society. Re-

sults of such a step are huge both for the life of states and for globalization and internalization of education.

It is natural that this new situation has its positive and negative sides as well as the globalization process itself. It (globalization) is an extended problem of current life with an education as its part. Globalization is inevitable and many positive moments can be found in this. At the same time, this process causes many problems, starting from environmental department to growing unevenness of specific societies, and these ones on the global scale. Globalization problems debates are much like the analysis of its educational results: supporters consider future economic integration to be very positive, opponents – absolutely negative. But neither these points of view nor those to the process taking place are taking into account a great deal of danger and possibilities which are appearing.

Globalization is a key notion in the industry of knowledge and is caused by education as its central part. Its globalization results are also proved by increasing usage of various types of reality educational goods, in strengthening of world labour force role, highly qualified personnel and in broadening English as a language of scientific communication in many spheres of education.

In reality, high education was international from the very moment of universities appearing in medieval Europe, when Latin was the language for education and students and professors, as a rule, moved from one country to another. Nowadays approximately two million students study over the lectures as well as research functions. The Internet has greatly widened the stream of knowledge on the international scale. The task of modern society is to understand the context and meaning of economy knowledge globalization.

Main regulation forms of integration process in sphere of educational services can be characterized in this way:

- Firstly, integration process in the sphere of educational services should be related to the mobility of students and lectures personnel;
- Secondly, regulation of integration process in the sphere of educational services should be considered as influence of national and supranational bodies on the branch of education;
- Thirdly, main goal of integration process in the sphere of educational services regulation on the supranational level is to define coinciding of interests of subjects on the national and supranational levels. That is why Magna Charta Universitatum signing, Lisbon Convention and Bologna process can be related to the main forms of integration process in the sphere of educational services regulation, to our mind.

In general, integration process of education in EU countries has two major parts: concord of leading European Universities under the head of a document called Magna Charta Universitatum and national systems of education and science joining European Community with single demand, criteria and standards (Bologna process). The main aim of this process is to consolidate efforts of scientific and educational community and European countries governments for an essential increase of competitiveness of European system of science and high education on global level, as well as to heighten this system's role in society reforms.

If one is to examine the process of European educational area integration chronologically, it is necessary to point out that, originally, the idea of attempts of joining of all edu-

cational establishments in different countries of the world was proclaimed 18th September 1988, during the celebration devoted to 900th anniversary of Bologna University, when Magna Charta of Universities was signed. The idea was to create the playing role of methodological centers for the development of national systems of education in each country.

The Bologna process, from our point of view, can be considered as one of the forms of agreeing of national and supranational interests of educational process subjects. In the frames of Bologna process subjects of national and supranational levels of integration process regulation in the sphere of education services are being interacted.

In the beginning, Ministries of education in European countries which according to the classification of regulation process subjects on the national level belong to special state bodies of regulation, took part in regulation of Bologna process. With further spreading of the idea of integration of European system of education into single European educational area, international organizations (UNESCO, European Association of Universities and others) have joined Bologna process.

The well-known joint announcement of Ministers of Education of the number of countries about the creation of High Education European Zone until year 2010 and signed 18-19th June 1999 in Bologna was entitled Bologna process declaration. The aims of great importance were formulated as for creating the Zone of European High Education and its (system of education) integration in the global one.

- Adoption of a system of easy understandable and comparable grades through appendix to Diploma to give possibility for European citizens to find employment and for increasing of international competitiveness of European System of High Education;
- Adoption of a system based on two main cycles – before graduate and past graduate Admittance to the second cycles will demand successful finishing of the first one, which should not last less then 3 years. The grade obtained after the first cycle should be demanded on the European labour market as a qualification of relevant level. The second should lead to getting of Bachelor's degree and / or Doctor's degree as it is used in many European countries;
- Introduction of a credit system (type ECTS European Credit Transfer System), which is a European system of retesting of credits (credit units of labour intensity), as means of support of big-scaled students' mobility. Credits can also be obtained in frames if they are accepted by universities;
- Help mobility by means of obtaining free moving and paying attention to the following: students have to be guaranteed a possibility to get education and training; for lectures, researchers and administrative personnel period used for researching, teaching and training in European region should be taken in account, without breaking the rights given by law;
- Assistance to European cooperation in giving good education with an aim of working out comparative criteria and methodologies;
- Assistance to European views dealing with curriculums, inter-institutional cooperation schemes of mobility, common, schedules, practical training and researches.

Key role in creating of Zone of European High Education is played by universities: their independence and autonomy guarantee non-stop adaptation to society needs, which constantly change and to the necessity of different sciences knowledge development.

The main goal of Ukraine participation in integration process in sphere of educational services is increasing of Ukrainian high education competitiveness on the basis of integration to European educational space under conditions of preserving best traditions of national educational system.

Major characteristics of sphere of educational services in Ukraine are its stages. It means a possibility to obtain different levels of education and qualification. Being out of structure of high education its first stage gives "junior specialist" level, the second one – "Bachelor" (basic high education), the third – "specialist", "master" (full high education).

Characterizing main tendencies of the educational services sphere development, it is necessary to stress the European direction of Ukrainian system of high education. It is caused by integration direction of Ukrainian economy as a whole.

Educational interests of Europe and Ukraine have similar goals. Influence of globalization process in all spheres of life activity, first of all the development of global labour market, stipulates as necessary drawing together various qualifications which could be received in frames of different systems of education. This is on one hand. On the other hand, every system of education has its traditions and experience. We need to save it.

Bologna process guaranties possibility to achieve these aims: it exists not in unification of educational systems but in drawing together directions of development of these systems. Participation in Bologna process is the main direction of Ukrainian integration to educational space of European countries.

We should mark, Ukraine has all reasons for participation in integration process of educational services sphere. To our mind they can be divided into 3 groups: participation in international agreements; changes which have taken place in recent years and the one still going on in the national system of education.

Among 489 universities, which have signed Magna Charta Universitatum until today there are 10 Ukrainian ones: Donetsk National University; Dnipropetrovsk National University; Odessa National Academy of Law, Odessa National University named after I.I. Mechnikov, National Academy of Law named after Yaroslav Mudriy, Ukraine National Technical University "Kiev Polytechnic Institute", Mariupol Humanitarian University, East-Ukrainian National University named after Volodymyr Dal, Kharkiv State Economic University, Kharkiv State University named after V.N. Karazin.

Educational sector where high education is entering is considered a sphere of activity of strategic importance and of priority of development for the society and state of Ukraine.

Starting from Bergen (May 2005), significant steps for the realization of Bologna process issues have been taken in the Ukrainian system of high education and furthermore, the plan of actions of their introduction to 2010 has been worked out.

According to the Decree of Government of Ukraine, an inter-departmental team on Bologna process statements interlamination was organized.

In 2006, National Team of Bologna Promoters including specialists of leading universities of Ukraine was set up. They take part in teaching trainings on burning problems of high education throughout European educational area and Ukraine respectively. The trainings cover the following moments:

- Provision of high-quantity education;
- 3-cycled system of education;
- System of qualifications of European educational area.

All-Ukraine student's council organized by Ministry of Education and science has become a candidate for membership of the National Union of Students in Europe (ESTB).

In 2006/07 academic year, all high educational establishments of Ukraine which have III – IV levels of accreditation implemented credit transfer system ECTS. A corresponding set of innovating and normative documents ECTS was worked out; innovating and normative documents ECTS made; recommendations made, and organizing measures on implementation of European Diploma Supplement is being realized.

On the initiative of Magna Charta Universitatum Board in 2006, 2 seminars were held on the problems of convergence of high education on the way of creating European education area.

The system of information and motivation of subjects of high educational establishments activity in problems of integration of Ukrainian system of high education into European one has been extended. It caused new contacts with working teams of EU.

Institutional structure of Ukraine is presented by 232 state and 113 private high educational establishments (Fig. 1)

There are these types of educational establishments in the system of education in Ukraine: technical schools, specialized schools, colleges, universities, and academics institutes.

Percentage of students taken in to each type of the establishment in 2006/07 academic year is:

- technical schools – 12,4%
- specialized schools – 3,3
- colleges – 8,9%
- universities – 55,9%
- academics – 12,5
- institutes – 7,0%.

Different types of educational establishments are regulated by the same (similar) rules and laws, except for financing of state and private ones.

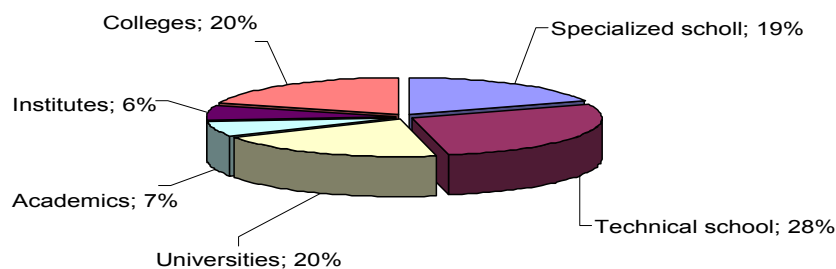


Fig. 1 Structure of high educational establishment I – IV levels of accreditation (the beginning 2006/07 academic year, state form of owning)¹

¹ Nikolayenko S.M. Higher Education Reform in Ukraine and Bologna Process: Information materials. – Kiev: KNUTE, 2007. – 46 p.

Ministry of education and science of Ukraine has taken the following steps to form and implement a system of national qualifications:

- The list of studies for bachelors, in which the European countries' experience is accounted is approved and confirmed at the government level. Now the forming of national qualification structure for bachelor has started, which coincides with this list and will belong to BFUG for adopting into the European qualification system;
- In 2006/07 students of all higher educational establishments of I – III educational level have been taken to the two-cycle study system, that coincides with the Bologna principles (Fig. 2).

As for the programs of the second cycle, the problem of diversification at the criteria of academic and professional level is studied. Today in Ukraine the programs "master of science" and "specialist" are offered. The last one is mostly directed on practical activity. Higher educational establishments and employers discuss the question of evolution of such programs. Two variants are offered:

1. To abandon at the second cycle only the master program (but in this case the problem of bachelor employment is rising).
2. To make two variants of master programs – master of academic and professional profiles. As a sample for technical occupations – Master of Science, Master of Engineering. The last one is directed at the practical activity. As a separate direction it is planned to make the integrated masters on the basis of secondary education. Such a program is offered now for studying specialists in some areas of science, for example, medicine and veterinary medicine. It is possible also for philosophy and art specialists.

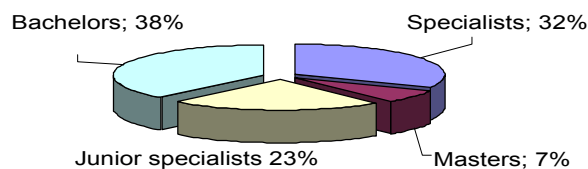


Fig. 2 Receiving education – qualification level²

The government of licensing, accreditation and notification forms the national educational – informational net (ENIC).

In Ukraine the legislative has been made to form and to provide the common university study program, aimed to give the students the common grades after finishing them: the students are allowed and encouraged to experience exchanging at the three levels of study (support of TEMPUS TASIS program, etc.)

The higher education establishment, which provided common programs of study specialists EAHE, and gives the national levels together with higher education establishments of other countries, is 3%.

² Nikolayenko S.M. Higher Education Reform in Ukraine and Bologna Process: Information materials. – Kiev: KNUTE, 2007. – 46 p.

The main educational problems that face the country today are:

- Working out the principles, mechanisms and procedures of providing doctor's studies as the third Bologna cycle;
- Employment of graduates of the first cycle – bachelors;
- Creation of quality system of education, which coincides with European standards and norms;
- Providing the mobility of students and teacher – professors staff;
- Development of practice of social partnership of higher education establishments with employers, citizens and social unions to get them to the process of making the decisions about higher education.

TRANSFORMACIJA UKRAINSKOG OBRAZOVNOG SISTEMA U USLOVIMA EVROPSKIH INTEGRACIONIH PROCESA

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Obrazovanje prolazi kroz period revolucionarnih promena. Transformacija obrazovanja u robu ozbiljno će uticati na svest ljudi o studiranju na univerzitetima, dajući znanju realnu ulogu u modernom društvu. Rezultati ovakvih koraka značajni su i za globalizaciju i internacionalizaciju obrazovanja.