

SUSTAINABLE DEVELOPMENT AND HIGHER EDUCATION IN UKRAINE

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The article deals with reforms and modernization of higher education in Ukraine which are closely connected with Bologna Process. The term 'sustainable development' gains quite different meaning in higher education discourse and may be treated as a part of life-long learning. The vocational training plays an important role on the world's labor market. Universities acquire more autonomy and a new model of relationship between the universities, society and state is carrying out. The educational institutions should act as a bridge between the scientific knowledge and practical application.

Key words: reforms, sustainable development, life-long learning, labor market, autonomy.

Reforms and modernization of higher education are closely connected with the Bologna Process. Ukraine is a full-fledged partner of the European countries determined to establish a single European space for higher education. As it is known the Bologna Process aims to create a European Higher Education Area by 2010, in which students can choose a wide and transparent range of high quality courses and benefit from smooth recognition procedure [1].

The Bologna Process presumes constant development. Thus, the term 'sustainable development' has appeared in its new meaning. The term is borrowed from the natural sciences and is mostly used when we speak about ecological problems. However, this term is widely used in economic, social and political spheres. 'Sustainable development' in education may be treated as non-

stop learning process. In this context it means certain changes which one has to take into consideration to make some reforms and modernization of higher education and approach it to European standards including lifelong learning.

The Bologna Process is the process of creating the European Higher Education Area (EHEA) and is based on the cooperation between ministers, higher education institutions, students, and staff from 46 countries, with the participation of international organizations [2].

It was launched on June 1999, when Ministers from 29 European countries, including the UK, met in Italian city Bologna and signed a declaration, which was called the Bologna Declaration. The Bologna Process also involves European Commission, Council of Europe and UNESCO-CEPES.

The objectives of the Bologna process are:

- broad access to high quality higher education;
- facilitating mobility of students and staff;
- welcoming students from all over the world.

In Ukraine the modernization of higher educational establishments has started from the liquidation of pseudo-universities, which have no license. The next step is enlargement of higher educational establishments and their submission to one Ministry of Education and Science. Today there are 347 higher educational establishments of the third and fourth levels of accreditation, 87 universities have the status of national. At the same time Ukraine does not take the principal place at the world's market of education service. In the West only those universities in Ukraine are known, which have some agreements on cooperation with the western universities.

The former 'old' model of high school in Ukraine allowed the young people to choose a specialty before entering the higher educational establishment and improve knowledge in the definite field during the years of study at the university. Several decades ago it was quite reasonable in the industrialized society. Today's realities show that such model is backward. Every day the flow of information, which goes through the channels of mass media, makes the new generation more active in taking

innovative decisions in all branches of knowledge, be aware of the latest news in the world, trying to learn lifelong.

One of the demands of the Bologna's agreement is giving the universities greater independence. It means the universities would be able to accept non-standard decisions, to work out new flexible approaches to teaching, choose qualified staff of teachers, who work with greater creativity.

In Ukraine eight universities from different cities are involved into the experiment: Kharkiv, Dnipropetrovsk, Donetsk, Chernigiv, Kyiv-Mohyla Academy, Ukrainian Catholic University (Lviv), International Fund "Vidrorzenya", University of Economics and Law "Krok" (Kyiv).

Universities would be able to certify their own diplomas.

The new model of relationship between the universities, society and the state, suggests that the educational establishments take decisions on domestic ruling and financing. Every university works out its own strategy in the sphere of scientific, research work and approaches to studying process.

Qualifications framework play a key role in developing the European Higher Education Area. A qualifications framework encompasses all the qualifications in higher education system – or in entire education system if the framework is developed for this purpose. It shows what a learner knows, understands and is able to do on the basis of a given qualification – it shows the expected learning outcomes for a given qualification. It shows how the various qualifications in the education or higher education system interact, that is how learners can move between qualifications [3]. Qualifications frameworks therefore focus on outcomes more than on procedures, and several learning paths – including those of lifelong learning – may lead to a given qualification.

Qualifications frameworks play an important role in developing degree systems as well as in developing study programs at higher education institutions. They also facilitate the recognition of qualifications and they are important for those who make use of qualifications, in particular learners and employers.

In the European Higher Education Area, qualifications frameworks are found at two levels. An overarching framework has been adopted for the EHEA in 2005 and

by 2010 all member countries will develop national qualification frameworks that are compatible with this overarching framework. In this sense, the overarching framework sets the parameters within which each country will develop its own national framework, and it is the national framework that most directly affects study programs.

“We adopt the overarching framework for qualifications in the EHEA, comprising three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles. We commit ourselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010” [3a].

The Ministers responsible for Higher Education in the countries participating in the Bologna Process established the overarching framework for qualifications of the EHEA (Bergen Communique, May 2005) [4].

As it was already stressed one of the main ideas of the Bologna agreements is the creation of the European Higher Educational Area on the principles of enrichment of European cultural heritage based on the institutional autonomy, academic freedom, equal opportunities and democratic principles that will:

- extend mobility;
- increase employability;
- strengthen Europe’s attractiveness and competitiveness.

In this context getting diplomas and degrees are organized in three-cycle structure (e.g. bachelor-master-doctorate). Students have more flexibility in choosing what kind of diploma they need at a definite period of their life studying process on the one hand and on the other hand it may stimulate people irrespective of their age to gain vocational education and training, to adjust to the labor market not only in native country but in a global setting.

The system of testing of knowledge is different in each country. But for recent several years it has become popular to test knowledge in the test-control system. It refers to all kinds of testing. Beginning from the 2008 the New Independent Enrolled Testing System for all applicants has been introduced in Ukraine.

A special mock exam has been suggested to reduce stress at the entrance exams. All these measures are new in Ukrainian national educational system of reforms. On the one hand it is full of contradictions on the other hand it has brought some positive results.

It has been mentioned already that the quality of knowledge plays an important role. Special documents have been adopted:

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) [5];
- Council of Europe/UNESCO Recognition Convention;
- National Bologna websites;
- The Lisbon Recognition Convention [6].

Speaking about national peculiarities of educational process it should be mentioned that there are some differences in the way young people are choosing their future profession in Ukraine than in other European countries. In Europe young people mostly choose the university they want to enter at the age of 25 after they gain some working experience. In Ukraine late teenagers try to enter the university having rather vague ideas about their future profession. However very often after graduating the university and coming to work they might feel the necessity in gaining additional knowledge. Thus, they go to further vocational training making it a kind of life-long learning.

Educational institutions should act as a bridge between the theoretical knowledge and its practical application. Young specialists should be competitive and flexible enough at the world's labor market.

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СТАЛИЙ РОЗВИТОК І ВИЩА ОСВІТА В УКРАЇНІ

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Розглянуто проблеми реформування та модернізації вищої освіти в Україні, які тісно пов'язані з завданнями Болонського процесу. Термін «сталій розвиток» набуває іншого значення у вищій освіті і може трактуватися, як принцип «освіти впродовж життя». Професійно-технічне навчання набуває важливого значення в умовах розширення ринку праці у світовому просторі. Університетам надається більша автономія і створюється нова модель стосунків між вищими навчальними закладами, суспільством та державою. Навчальні заклади повинні слугувати своєрідними «мостами» між наукою та її практичним застосуванням.

Ключові слова: реформи, сталий розвиток, освіта впродовж життя, ринок праці, автономія.

ПОСТОЯННОЕ РАЗВИТИЕ И ВЫСШЕЕ ОБРАЗОВАНИЕ В УКРАИНЕ

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Рассмотрены проблемы реформирования и модернизации высшего образования в Украине, которые тесно связаны с вопросами Болонского процесса. Термин «постоянное развитие» обретает иное значение в высшем образовании и может определяться, как принцип «образование на протяжении всей жизни». Профессионально-техническое образование обретает важное значение в условиях расширения рынка труда в мировом пространстве. Университетам предоставляется более широкая автономия и образуется новая модель отношений между высшими учебными заведениями, обществом и государством. Образовательные учреждения должны выполнять роль «мостов» между наукой и ее практическим применением.

Ключевые слова: реформы, постоянное развитие, образование на протяжении всей жизни, рынок труда, автономия.

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