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EDUCATION IN UKRAINE

Education is going through a period of revolutionary changes. 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).

It is natural that this new situation has its positive and negative sides as well as the globalization process itself. 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. Globalization is a key notion in the industry of knowledge and is caused by education as its central part.

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. 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.

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.

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 was signed and created by 2010.

The aims of great importance were formulated:

- 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;

- Introduction of a credit system (type ECTS European Credit Transfer System);

- 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).

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. 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.

Institutional structure of Ukraine is presented by 232 state and 113 private high educational Establishments 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. 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.

Sources:

1. http://www.abiturient.in.ua/ua/vuz_ua
2. <http://uk.wikipedia.org/wiki>