

**BOLOGNA PROCESS IN THE NATIONAL CONTEXT OF
UKRAINE –
TRIBUTE TO FASHION OR NECESSARY STEP?**

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ABSTRACT

The major goal of this thesis was to reach an understanding if the reforms brought by the Bologna Process are needed for the higher education system of Ukraine. This was examined by the following research questions: 1. How much are the university lecturers and students aware about the aims and goals of the Bologna Process? 2. Does Ukrainian system of higher education need to be reformed and if so, what the reforms should be? 3. Is Ukrainian system of higher education ready for the reforms brought by the Bologna Process? 4. Is the two-tier degree system effective within the Ukrainian social and economic conditions? 5. What positive and negative consequences of the Bologna Process reforms for the Ukrainian system of higher education could be singled out?

The research subjects were lecturers and professors from the Ukrainian universities. The universities chosen represent the different stages of involvement into the Bologna Process – initial, middle and advanced. Semi-structured in-depth interviews were chosen to get the insight on the Bologna Process of the lecturers and professors as one of the main participants in the Bologna Process. The general attitude to the Bologna Process and its reforms was positive; thus, the conclusion was reached that the Bologna Process reforms are needed by the Ukrainian system of higher education. However the view that Ukraine has to overcome certain difficulties in order to be a full member of the process was shared by the respondents.

Key words: Bologna Process, Ukraine, higher education system, harmonization.

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1 INTRODUCTION

1.1 Topicality of the research

Nowadays in Europe the Bologna Process is the most important mechanism for the higher education system reforming and an important integration process. Its aim is to create the common European higher education area by the year 2010. However, the Bologna Process deals not solely with the issues of the higher education. Instead, it presents a component of the globalised environment in which people, ideas and information move freely through the borders of the states. Higher education as one of the key areas of the national identity becomes more international as the member states have to adapt their policies to this innovative process.

According to the main documents of the Bologna Process (Bologna 1999, Prague 2001, Berlin 2003, Bergen 2005) the main motivation and force of the process is not only the desire and the necessity to create international and global collaboration in the sphere of higher education; the matter concerns also the global competition. Thus the Bologna Process is a topical issue for the research as it influences not only the education sphere, but politics, economy and other spheres as well.

A significant work has been done in Europe to research the peculiarities of implementation, the results and the attitudes of the Bologna Process implementation in those countries, which are the members of the European Union, since these were the initiators of the process. However, during the later stages of the process countries which are not the EU members (e.g. Ukraine) have become the full members of the Bologna Process. The research on these countries is not as deep and significant as in case of EU member states, and the present work aims at filling this gap to a certain extent.

In Ukraine in certain major universities the Bologna Process, its aims and tasks are well-known and the necessary steps are actively taken, while in the other universities and higher education establishments the awareness of the Bologna Process is rather low. The results of the research can be possibly used while discussions on implementing the Bologna Process principles.

1.2 Research aim and research problem.

The aim of the research is to analyze the Bologna Process from the viewpoint of its necessity and timeliness for the Ukrainian system of higher education. The research problem could be stated as: “Are the Bologna Process reforms necessary for the higher education system of Ukraine or are they the tribute to fashion?”

The research problem can be answered by the following questions:

- 1) How much are the university lecturers and students aware about the aims and goals of the Bologna Process?
- 2) Does Ukrainian system of the higher education need to be reformed and if so, what the reforms should be?
- 3) Is Ukrainian system of the higher education ready for the reforms brought by the Bologna Process?
- 4) Is the two-tier degree system effective within the Ukrainian social and economic conditions?
- 5) What positive and negative consequences of the Bologna Process reforms for the Ukrainian system of the higher education could be singled out?

This research also aims at contributing to the ongoing discussion on the Bologna Process both in Ukraine and in Europe.

1.3 Structure of the research

Chapter 2 presents a review of the articles published by the European scientists and educators on the Bologna Process, its positive and negative consequences and its compatibility with the existing education systems of European countries.

Chapter 3 contains an analysis of the higher education system in various European countries from the three points of view: professional orientation of the higher education, correlation of private and public higher education establishments and the degree system

used before the Bologna Process changes were implemented. The chapter also contains the brief overview of the history of the higher education development.

In chapter 4 the aims, tasks and principles of the Bologna Process are stated, the reasons for the initiation of the process are discussed. Besides, the scope of the various European countries attitudes to the Bologna Process and its reforms is presented. The purpose of this chapter is to give an overview of the Bologna Process as it has become the mainstream of the European education for the last decade.

Ukrainian system of the higher education is the central issue in the chapter 5. The chapter gives an overview of the higher education system of the country, presents a historical overview of the higher education system development thus explaining the peculiarities of the higher education system at the moment. The analysis of the current state of affairs in the means of the Bologna Process integration, of difficulties the country experiences and the possible solutions to these difficulties are given in the chapter as well.

In chapter 6 the results of the interviews held in Ukrainian universities are introduced. The data collection method is discussed and the reasons for choosing the specific method of analysis are presented.

Chapter 7 summarizes the findings and the conclusions to the research more deeply and discusses the possible further researches in this field.

2 LITERATURE REVIEW

The Bologna Process as it is has been initiated not a long time ago, in 1999, but very quickly it became a heated subject for the discussion. (Haug and Tauch 2001, Mitrofanov 2003, Scott 2003, Jones 2003.) Politicians and public figures, scientists and cultural workers entered the discussion of pro's and con's of the Bologna Process enthusiastically.

When the European Education Ministers and the representatives of the higher education community met in 1999 to discuss and sign the Bologna Declaration, nobody could expect that the development of the Process and the debates over it will overwhelm Europe with such intensity and speed, Haug and Tauch (2001) say, summing up the developments that have taken place in the higher education area after signing the Bologna Declaration. In authors' opinion most of the objectives and reforms offered by the Bologna Declaration are warmly welcomed in the higher education community, e.g. credit transfer system, Diploma supplement, employability, attractiveness and competitiveness. The promotion of the students' mobility became very popular at once, however the mobility of the staff lacked the attention, authors consider. In the article the efforts and determination of the Education Ministers to achieve the Bologna Declaration goals are highly appreciated, since the successful development and results largely depends on the enthusiasm and support of those, who want education area to benefit from the reforms. (Haug & Tauch 2001.)

Sergey Mitrofanov (2003) considers that the pure fact of the Bologna Declaration signing can be regarded as a very positive trend in the system of education, as the Ministers in charge for Education have shown their concern about the state of affairs in the education system. (Mitrofanov 2003.)

Peter Scott in his article "Academic Values and Academic Activity Organization in the Globalization Epoch" (2003) considers the fact of the Bologna Process being open and not restricted only to the European Union member countries as positive and facilitating the cooperation between all countries which belong to Europe geographically. Author advocates the idea that Europe is not just a geographical notion which includes territory from Atlantic coast to the Urals, but it is common way of thinking as well and in his opinion the Bologna Process will have a positive impact on uniting Europe not only economically, but mentally as well. (Scott 2003.)

Ryszard Mosakowski (2005), the professor of Technical University in Gdansk, Poland, looks optimistically into the future of the higher education, influenced by the Bologna Process. In his view many of the higher education establishments in Europe are already largely compliant with the reforms offered by the Bologna Declaration: the changes brought by the Declaration are close to the ongoing processes in the education institutions thus making the implementation of the Bologna reforms smooth. (Mosakowski 2005.)

The similar opinion was expressed by Dr Lerzan Özkale (2006), SOCRATES/ECTS/DS Institutional Coordinator at Istanbul Technical University in Turkey. In his report “Bologna Promoters in Turkey” he states that the existing two-tier system alongside with the national credit system and the general use of transcripts and letter-based grading prove the strength of the Turkish education system with regard to the Bologna process. (Özkale 2006.)

The authors of the “Trends IV - Universities Implementing Bologna Report” (2005), which was presented during the Conference of European Ministers in Charge of Higher Education in Bergen in May 2005, give an overview of the state of implementation of the Bologna Declaration in the European universities at the moment. Sybille Reichert and Christian Tauch reveal that the consensus has been reached that the reforms are needed, but the extent to which these reforms should be implemented is still being argued about.

An important fact which is pointed out is that the universities have entered the Bologna process with the different degree of autonomy from the state and different level of financial support, and these factors slow down the implementation of the reforms. (Reichert & Tauch 2005.)

Another positive opinion comes from Jan Petter Myklebust (2004), Director at Office of International Relationships at the University of Bergen. In his article, which was written as a response to Ulrich Littman presentation in the 2004 issue of EAIE forum (Littman 2004) (Littman rhetorically asked whether Bologna process is a fake or a promise to the future of the students) Myklebust mentions that the Bologna reforms were met by the universities with optimism, energy and enthusiasm. According to him, the speed with which the Bologna reforms are implemented is largely due to the fact that a lot of objectives, proposed by the Bologna Declaration, have been already implemented into

the education systems of the member-countries by the moment of adoption. (Myklebust 2004.)

The progress of the Bologna Process influences greatly the student mobility and various administrative processes for the people involved in education all over the world.

Scientists and political figures did not remain indifferent to the reforms taking place in Europe. The American educators acknowledge the fact that the reforms brought by the Bologna Process possess a threat to the current leaders in the system of education – countries of the North America and Australia, since the European universities have all chances to become more attractive destination for the international students than then used to be. At the same time Margit A. Schatzman (2005), the representative of *Educational Credential Evaluators, Inc.* claims that the benefits for the above mentioned countries can be numerous, for the simplified credit recognition and similar degree structure can make it easier for the American students to spend a part of their degree programs in Europe as their progress will be measured in equal terms. This similarity can also facilitate joint scientific and educational projects. (Schatzman 2005.)

However, not all the voices heard in Europe are very positively inclined to the Bologna Declaration and reforms it brings. One of the most common is the criticism of the two-tier system, which duration in many opinions is not able to provide sufficient preparation of the Bachelor and Master Degree holders.

Professor Gareth Jones (2003) believes that by offering the three-year study cycle for the Bachelor's degree the Bologna Process possesses a threat

“to the nature and existence of the 4-year first-degree qualifications, which are offered by subjects such as, physics (MPhys) and chemistry (MChem), and might remove the possibility of direct progression from BSc degrees to PhD programmes”.

(Jones 2003.)

But this is not the only issue that brings anxiety to the scholars and university public.

Lars Fransson (2005), the Director of International Office in Uppsala University, Sweden, brings out an issue, which he considers to be a serious obstacle for the smooth student exchange, particularly on a semester basis, meaning the different length of the academic year throughout the European countries. Fransson mentions that this factor is

neglected in the Bologna Process and believes that it is possible to adjust the length of the study year so that the gap would constitute not more than one month. (Fransson 2005.)

Fiona Hunter (2001), the member of EAIE's Editorial Committee voices the number of concerns, which were discussed during the conference on the Bologna Process in Porto. She points out that although the credit system has developed quite rapidly, the question of the degree of realism still exists. In the cases where the reforms were cosmetic, one cannot expect a positive outcome for the readability and comparability. Hunter argues. The question of the Diploma Supplement was also discussed during the conference and received the coverage in the article. Hunter believes that at the moment it is not easy to predict the degree of effectiveness of the Supplement, as not all the members of the process are ready to the transparency it will bring. (Hunter 2001.)

An interesting aspect of the Bologna Process, more precisely its social dimension, has been brought up by Manja Clemencic (2001), the former Secretary General of ESIB – The National Unions of Students in Europe. She points out to the contradiction between the ideas supported by the Prague Communiqué, that “higher education should be considered a public good and is and will remain a public responsibility” (Prague Communiqué 2001) and the attitudes favored by many national governments towards the introduction of the tuition fee. Clemencic voices the widespread opinion, that the introduction of the tuition fees will make the higher education accessible only for a privileged group of students, not a right for all. Though one of the goals of the Bologna Declaration is to make the European education attractive and competitive to the American one, thus taking into account the commercial factor of education, it is still cannot constitute justification for introduction the tuition fee. (Clemencic 2001.)

Summing up the views expressed by various authors on the matter of the Bologna Declaration and its reforms, one can come to the conclusion that the general attitude to the Process is still positive, as it is difficult to overestimate the importance of raising the competitiveness of the European education system in the world and the creation of the harmonized educational space, with the students', teachers' and scholars' mobility. However there is still a lot to be done to achieve the aims stated in the Declaration in full.

3 EDUCATION. THEORETICAL OUTLINE

The importance of the education in the contemporary world is undeniable. The development of the contemporary society and formation of the knowledge based economy is increasingly dependant on the level of the science and education development. The economic prosperity, quality of life, state security is determined by the progress of the science and the effectiveness of using the scientific research results.

3.1 On the history of education.

European society has realized and valued the importance of education starting from the ancient times. In VI century B.C. the education system which was formed in Athens was also adopted by other Greek states. The most important aim of the education was to shape a decent member of the society – citizen and warrior – by providing the harmonious spirit, moral, physical and aesthetical development. The first stage of education, where reading, writing and arithmetical skills were taught, was provided in elementary schools (mostly private), which were accessible for the children of free citizens.

In century IV B.C. the necessity of the state in intellectually trained citizens increased, which resulted in foundation of gymnasiums. The aim of this type of the education establishments was to develop thinking and argument skills. These establishments were run by the state funds and private donations, the range of the disciplines included grammar, rhetoric, arithmetic, geometry and astrology. The same century saw the launch of the higher education, which implied obtaining fundamental knowledge in humanities, and not vocational training. Known rhetoricians and philosophers were giving lectures on rhetoric, logic, history and philosophy to those able to pay.

In Ancient Rome the education establishments or *scholae* were founded in century III B.C. As in Greece, up to the age of 7 the children were brought up at home under slaves; supervision. At the age of 7 children were sent to the schools, available to the free citizens and libertines. The elementary school gave knowledge in reading, writing and arithmetic. The discipline in these schools was very strict, corporal punishment was widely used.

The children from the families of moderate means finished their education after the elementary school. Since the education of women was very important for Ancient Romans, the girls continued their education at home with the private tutors. They were supposed to know literature, grammar, rhetoric, be able to sing, dance and understand music. Some even studied geography, mathematics and even medicine. Boys from the well-to-do families continued education in schools, where they studied literature, basics of philosophy, music, astronomy, geometry and grammar. The young men from noble families had an access to the third level of education system - the school of rhetoric. They were taught the skills of argument, rhetoric, practiced in making the speech on the historical, literature and political issues, mastered the declamatory skills.

However, the period which followed the collapse of the Roman Empire in 476 was not so fruitful for the education in particular and for the culture in general. This period from the collapse of Roman Empire till the X century is often called the Dark Ages. This name underlines the lack of the written evidences of that period and a certain regress in culture.

In the Middle Ages the elementary education was provided by the church and monastery schools, which had the aim of preparing the clergy, able to read and write. Most of the attention was given to the Latin, since the service in the Catholic Church was held in this language, the prayers and the service procedure.

One of the very important events of the Middle Ages was the rise of the cities and the urban culture. This was especially important for the area of education, as the development of the urban culture broke the long-lasting monopoly of the Catholic Church in the sphere of intellectual education. The advocates of the secular culture grouped around the city schools, which were separated from the Church. These schools differed from the church ones in the means of program and contingent. Secular city schools were the principally new phenomenon in the intellectual life of the Middle Age society, they were private and the students paid the tuition fees. Especially large number of such schools appeared in Northern France, which later became one of the centers of European Education. Schools were run by people who believed in the priority of the intellect, adored the ancient philosophers and glorified the secular knowledge.

The creation of the universities was also one of the objective consequences of the cities' development. The first universities appeared partially from the bishop schools, which

employed the most famous professors of theology and philosophy, partially from the unions of private teachers, specializing in philosophy, Roman law and medicine. University of Paris is considered to be the most ancient university in Europe, which existed as an urban school yet in the first half of the XII century. However, in XI century the Italian higher school began to act as a university centers. In 1080 several law schools in Bologna united into one entity. The students, or *scholars*, were controlling the first universities; they employed the professors, made up the rules of the students' life and even elected the rector of the university.

The most typical European university, the University of Paris, the statute of which was taken as a statute of other universities, consisted of 4 faculties – artistic, medical, law and theological (the latter included teaching philosophy from the religious angle).

Other ancient European universities were the University of Oxford and the University of Cambridge in England, the University of Salamanca in Spain and the University of Napoli in Italy, which were founded in XIII century. The universities in Prague and Krakow were founded in XIV century, and the number of the universities was constantly growing. In year 1500 the whole Europe encountered 65 universities.

3.2 Education as an important economic factor in the contemporary society

The system of education in every country is closely linked to its social-cultural environment and industrial and production base by multiple complex relations and functional dependencies. Nowadays, when in developed countries the problem of general secondary education is generally solved, and the higher education has got a mass character, the relations and dependencies mentioned have taken a leading place in the range of social and state priorities. This particularly concerns the system of training the qualified specialists, since the effectiveness of their work determines not only the state of economy for the time being, but the perspectives of further prosperity in the growing competitiveness in the globalization era.

In the age of information society the knowledge turns to be the main value. Knowledge, innovation and ways of their practical implementation increasingly play a role of the profit source. The accent is done not as much on material goods and services, as on the intellectual potential. The nation's ability to support the up-to-date and effective system

of education, increase the intellectual component of the work force by training become crucial for the competitiveness of the nation.

Europe faced the problem of improving the education quality in XX century, when the European scholars realized that the competitiveness of the European education is decreasing in comparison with the American one. In addition education centers in Asia (particularly in India and China) were coming into the world education arena, thus increasing the competition even more.

Mass higher education has become a profitable business during the last decades, and European universities incur losses in this area in comparison to the United States of America, which are far ahead of Europe by a range of indices related to the sphere of education. The number of specialists with Doctoral degree in the United States is 36 per cent from the overall number of the workers. In Europe this index is almost twice as low; the number of such specialists is only 20 per cent. Thus, the general potential of the European countries is smaller. (Lukichev 2003.)

The number of the international students studying in the universities of the USA is more than 500,000; in Europe this number is lower again, In average the tuition fee for one academic year in the USA constitutes 10, 000 USD, meaning that annually country gets around 5 billion dollars from the tuition fees paid by students, coming from abroad. In 2000 this number reached 10, 28 billion. The same year the United Kingdom got 3, 76 billion dollars, Italy got 1, 76 billion dollars, and Greece got 80 million dollars. (Lukichev 2003.)

Annually the United States provides 3 per cent of GDP for the financing of scientific research. In Europe this number was 1, 9 per cent of GDP till 2003, then it was increased up to 3 per cent as well. (Lukichev 2003.)

The countries in Europe are not big, and their disunity is a restraining factor for the further development. That was the reason for creating the European Union. But single labor market is very difficult to reach if the level of specialists' training is different and the requirements are different too. This situation required measures to be taken in order to make the European education attractive for the students and professors, to make it a profitable business and to bring it to the level where it could compete with the American education.

3.3 Organization and structure of the higher education in the European countries

3.3.1 Professional orientation of the higher education

The higher education in Europe is provided at two levels – university and non-university level. University level is represented by the universities and academies; non-university level comprises vocationally oriented institutions and colleges.

Universities provide the initial training at the university level in various study areas, and the minimal term of the duration is 4 years. The demands to the educational staff working in these education establishments very often include the doctoral degree. The universities include several faculties, which provide education in a specific area of science. The universities are also involved in the scientific and research activities, thus contributing to the knowledge development in the major areas of sciences and culture and preserving the knowledge for future generations.

Generally universities offer programs which lead to the qualification degrees of Bachelor, Master and Doctoral level. However the exception for this is the United Kingdom. The universities there have their own degree-awarding powers, meaning they determine themselves which qualifications and under which conditions they will offer.

Specialized higher schools' responsibility is to provide the training in one of the basic areas of knowledge, what is usually mentioned in the name of the institution. Most of the higher training institutions are more practically oriented and the duration of study is usually shorter than in the university. Some programs may include a period of work outside the education establishment, which is considered to be a part of the studies. The programs offered by such education establishments generally meet the requirements of the educational and qualification degree of Bachelor.

The countries like Italy, Spain, Germany, Austria, Portugal, Latvia, Estonia and others have developed system on both university and non-university level. Though the non-university level establishments may have different names (higher education institution, higher school, college, higher vocation school, polytechnic) the job they do is similar – provision of both educational and professional training.

One of the oldest examples of the dual higher education system is Ireland, which starting from 1960s has developed a strong binary higher education system. The non-university sector has grown rapidly and nowadays is considered to be very successful. This sector is represented by 14 Institutes of Technology, located throughout the country.

The Finnish dual system of higher education is rather young, as the professionally oriented higher education sector began to grow rapidly only in the beginning of 1990s.

Another example of the young dual system is Liechtenstein, whose own education system is very young, existing since 1992. Despite the young age it is presented at both university and non-university level. Since the country's size is very small, so is the education system, which includes only three nationally recognized university institutions. They are the "*Hochschule Liechtenstein*", the International Academy for Philosophy and the University for Humanities.

One more example worth mentioning when speaking about the organization and structure of the European education system is Luxembourg. The distinguishing feature of the country's education system is the absence of the fully fledged higher education structure, meaning the one which offers at least four years of study. For a long time it was only first year available, and recently the second one was added, in the form of the university courses in the Luxembourg centre for higher education. The main tasks of this Center are to organize vocational and educational courses, which will prepare the students for the continuation of their education in the universities.

Hungary is also a distinguishing case from the point of view of non-university education establishments, as foreign institutes of tertiary education also operate in Hungary both independently and jointly with the local institutes.

3.3.2 Ownership in the higher education

From the perspective of ownership in higher education sector European countries can be divided into several groups. The first group comprises such countries as Greece, Sweden, Denmark, Netherlands and Norway where education is run solely by state on the both university and non-university level and is provided free of charge.

Partial exceptions to this group are the United Kingdom and Finland. Finland has its university sector completely under the state control, while the professionally oriented higher education establishments can be private as well as public. In the United Kingdom there is also no private education on the post-school level, however the tuition fees are introduced.

The second group includes most of the European countries (Austria, Italy, Spain, Cyprus, Malta, Portugal, Liechtenstein, Latvia, Lithuania, Estonia etc.), where the sector of higher education is presented by both private and municipal higher education establishments. The share of the private ones is different throughout Europe. Thus, in Germany the number of private higher education institutions is relatively small, while in Austria and Bulgaria it takes up to one third of the whole number of higher education institutions.

In most of the European countries private education establishments enjoy autonomy in defining the admission requirements, certification, and progression of the students to the next year and tuition fees; however some states pose certain restrictions on the last issue. For instance, in Estonia the size of the tuition fee is determined by the manager of the higher education establishment and cannot be changed during the academic year. The annual increase of the tuition fee can constitute not more than 10 per cent. The procedure of registering the private education establishment is generally similar in all European countries and includes getting a license from the Ministry of Science and Education or Education Committee. Certain countries (Lithuania, the Czech Republic) require the annual report on the activity of such education establishments.

Private education establishments have proved to be more open to the contemporary market strategies and changes. For instance in Bulgaria private higher education establishments were the first ones to introduce the credit transfer system.

In most of the countries higher education establishments operate on the costs they get from tuition fees and private donations, the state funds are not involved, unless the institution has a charity status. An exception to this fact is Iceland, where three private universities (out of eight existing in the country) get considerable financial support from the state. Generally the students who get education in private universities are not entitled to any financial support during their studies. However in Bulgaria they

introduced a stipend for excellent results in studies. In Latvia students can apply for the loans to cover their living costs.

The collapse of the Communist regime in Eastern Europe in the beginning of 1990-s gave a development for the private education sector in countries like Romania, Bulgaria, Poland, the Czech Republic, Slovakia, Hungary and others. The increasing number of the higher education establishments provided better access for the higher education. The appropriate legislation framework was developed in a short period of time to make the operation of private education establishments possible on a legal basis. The rapid growth of the number of private schools brought up the necessity of the control of teaching in both state and non-state education institutions.

It is necessary to mention that not all private education establishments offer the courses which lead to the whole range of degrees – Bachelor, Master and Doctoral level. For instance in Cyprus and the Czech Republic not all the universities are entitled to provide courses higher than for the Bachelor level.

Speaking about the areas of study, provided by the private higher education establishments, one can say that the majority concerns management and social sciences related sciences (management and marketing, economics, finance and banking, administration, teacher training, political science). The interest towards the areas of mathematics and computing is also increasing.

Another important group of non-state owned higher education establishments are the ones founded and maintained by the Church. At the present moment countries as Hungary, Lithuania and Spain have higher education establishments run by the Church. Generally if the Church or any other religious organization recognized by the state wants to found an education establishment it should obtain the permit from the Ministry of Education of the country. Apart from that the state does not interfere into the curriculum of such education establishments.

3.3.3 Degree systems and the Bologna Process

After signing the Bologna Declaration in 1999, European countries have started to move towards a two-tiered higher education system which has separate Bachelor's and

Master's degrees at its base. The plan is to transfer completely to the new system by 2010, when the Bologna Process is supposed to be completed.

Countries like Italy, Austria, Greece, Norway, Portugal, Finland and others transferred to the two-tier system soon after signing the Bologna Declaration. The new system made it possible to obtain Bachelor degree as a fully completed one, while before in many cases it was not possible. In Finland a two-tier degree structure was introduced in August 2005. In Netherlands the degree courses were officially given the status of Bachelor's and Master's level courses starting from September 2002.

The education system in most of the East-European and Baltic countries for a long time was based largely on the Soviet model of higher education. It was in the beginning of 1990s, when the Communist Eastern bloc collapsed, that the countries got an opportunity to pass new laws which put an end to the state monopoly on education and promoted more liberal curricula. In countries like Hungary, Estonia, Latvia, Lithuania, the Czech Republic, Poland the previously existing one-tier degree system, which lead to the degree of Master after the 5-6 years of studying, was replaced by the two-tier system, which comprised Bachelor and Master level studies. However the common problem for these countries is that the practical implementation of Bachelor degrees is often unclear to the students and employers.

However, two European countries did not have to change a lot in their higher education systems in order to comply with the Bologna Process reforms. One of them is the United Kingdom, where the higher education before the Bologna Process was already given on two levels – undergraduate and graduate. Another example is France, which had three-tier degree system. The first cycle included two years of studies preparing for professional employment. The studies of the second cycle provided academic training on more advanced level (mainly science, economics, law and humanities). The third cycle leads to a professionally oriented higher qualification and included research studies.

3.3.4 Ukraine as a part of European higher education system

Analyzing by the criteria mentioned above, it can be said that the Ukrainian system of higher education does not differ much from the most European countries in the means of structure and ownership. Higher education is presented at university and non-

university level. However, the non-university level education establishments have obtained the right to issue Bachelor's degrees a very short time ago. Up to that time the degrees issued by higher vocational schools and colleges were hardly comparable to the ones issued by institutes and universities, especially in the eyes of employers.

As in other countries of Eastern Europe the private sector in higher education appeared when the Soviet Union collapsed and Ukraine got independent. The number of higher education establishments, which are privately owned, is growing with every year, especially at the non-university level.

Speaking about the degree system before the Bologna Process, it can be said, that the situation is similar to the other former-communist European countries. The one-tier degree system, which was represented by the degree of specialist, issued after 5-6 years of studies (depending on the major) is gradually being replaced by the two-tier system, which is represented by Bachelor's and Master's degrees. The difference from the other European countries is that the two-tier system is not implemented simultaneously; the time lag sometimes constitutes couple of years. Thus, some universities have to restructure the curriculum in haste to be able to fit to the time frames. This fact causes a certain degree of distrust to the newly introduced diplomas in comparison with long known degrees of Specialist.

4 BOLOGNA PROCESS AS A MAINSTREAM IN EUROPEAN EDUCATION

Nowadays Europe is increasingly perceived as a single whole. Higher education is a sphere which has a significant impact on the society formation, thus the fragmentation of the education systems hampers the unification of Europe. United Europe implies free relocation of the labor force, goods and capital; hence the necessity of higher education qualifications' comparability, otherwise free relocation of highly qualified specialists becomes impossible. Finally, higher education is becoming a profitable area of business, where the USA plays a leading role. Europe can be a successful competitor only being a single whole.

4.1 Reasons for the Bologna Process beginnings

The Bologna Process became an appropriate reaction of the European countries to the social-economic situation in the XXI century, which had created new conditions for the higher education development. Below the short review of these conditions is given.

Internationalization of education becomes apparent in the form of the increasing flows of the exchange students, teachers and researchers, use of the foreign programs, course books, literature and telecommunication sources; application of international accreditation procedures, various forms of inter-institutional collaboration.

Increasing competitiveness in the world market of education services leads to the rise of the transnational sector of "big business in education". This business is presented in the forms of off-shore campuses, franchised study programs and virtual education. This sector embraces students beyond the country-provider bounds both from developing and highly - developed countries. Nowadays the USA, the United Kingdom and Australia are considered to be the leaders of this trend. The competitiveness also increases due to the growing appearance of private higher education establishments.

Higher education is increasingly subjected to the impact of the new economical trends imposed by the globalization. This stipulates the necessity of the international accreditation, certification and licensing system creation. This system is aimed at providing the quality of the professional training taking into consideration the increasing flows of professional migration.

The functions of the state in the sphere of education are being changed. Many countries execute the policy of deregulations, giving more rights and credentials to the higher education institutions. This leads to the accentuated market approach in the sphere of education in general. The growth of competitiveness and relative decrease of state financing are being a strong motivation for the universities to be more active beyond the country bounds. The increasing role of information and communication technologies facilitates this process. Nowadays it is already possible to notice that higher education establishments become more transnational than national. The tendency is that this phenomenon will develop further. (Dudina 2004.)

The average student age is increasing, since the ongoing transfer to the information society allows realizing the concept of lifelong learning. This concept is highly supported by the international organizations and most of the national European governments. This stipulated the appearance of the more flexible variants of the study programs. They can be constituted basing on the accumulation of the previous education periods from different higher education establishments and even in different study programs. This facilitates the abolishment of the interdisciplinary and national borders in the higher education. As a result the student has a chance to decide him- or herself what material and what amount of material he or she wants to study, what would be the best university for his or her practical goals. The student has a freedom to build up own study career.

The reasons mentioned above caused the diversification of the higher education systems both in Europe and all over the world. Alongside with the traditional universities there appeared numerous establishments of the new types – open universities, technical institutes, which offer short programs, colleges, polytechnics, distance learning centers. All this created new possibilities to satisfy the growing demands of the society. The new forms of the establishments which offer the higher education programs are *virtual universities, licensed universities, and corporate universities*. The software producers, publishing houses and many other companies are highly interested in these new forms, since the potential of the latter on the international educational market is constantly growing. (Bennell & Pearce 1998.) The brief description of these forms is presented below.

The information and communication revolution eliminated the barriers, caused by the physical distance. Thus the side higher education establishments and the suppliers of the educational services obtained a chance to compete with the local universities, since the students could access them via the internet or satellite connection channels. These are so called *virtual universities*. According to the data of the polls conducted in the USA in the beginning of 2000, more than 3,000 education establishments were specializing on the professional teaching via the Internet and satellite channels. (Olsen 2000.) The number of the education establishments of this type is increasing, moreover, traditional colleges and universities also offer the distance-learning courses on-line.

Licensed Universities are the education establishments working on behalf of the British, American and Australian universities with their licenses offer the number of foreign “officially allowed courses” in many parts of the world, especially in South and South-Eastern Asia. 20 per cent of the 80,000 international students, who study in the Australian universities, have their studies in the “off-shore” university towns, which are mainly located in Malaysia and Singapore. The tuition fee in the universities of this type constitutes about 25-30 per cent from the tuition fee in the head university. (Bennell & Pearce 1998.)

The traditional universities, which work solely on the higher educational programs and scientific researches, have to take into consideration *corporate universities* as another form of the competition. In the world there are about 1600 corporate universities, and just 10 years ago there were only 400. Corporate universities can function through the own networks of the campuses (as *Disney*, *Motorola* and *Toyota* do), as a virtual universities (for instance, *IBM* and *Dow Chemical*) or can create the unions with the existing universities (as *Bell Atlantic*, *United Healthcare* and *United Technologies* did). Several corporate universities have obtained the official accreditation and have the right to issue the official diplomas. Some experts in 2000 believed that by 2010 there would be more corporate universities than the traditional on the base of the university towns, and that the share of the universities that work for the small companies and not for the huge corporations will also increase. Though in 2006 it does not look that the corporate universities overtake the floor, the tendency for their growth is rather noticeable. (Dudina 2004.)

Various establishments of the different kinds found their place in the academic area, using the advantages of the new information and communication technologies to the full extent. Among them are the mass media, publishing houses, museums and libraries. Though it is rather difficult to trace this new form of the competition, it gets the significant development, especially in the United Kingdom and in the United States of America. As an example one may consider the publishing houses which provide the services that deal with working out the study programs and preparing the materials for the online studies, the museums and libraries that offer the courses for lifelong learning.

Since during the XX century the system of the higher education developed from the elite Higher School to the democratic mass Higher School and the accent moved from the teaching to the learning, the students begin to play more important role, as the main clients, consumers, learners. This change forms the necessity for creation the adequate organizational and managerial mechanisms for the realization of the new more complicated tasks. Particularly the higher education establishments have to learn to evaluate the needs and the problems of the beneficiaries, give the information to the students and guide them in choosing the profession, and keep the connections with the alumni, being a resource for the future careers and bringing the financing. The effective feedback mechanisms with the labor market, such as regular consultations with the employers and alumni, are necessary for the perfection of the study programs in order to satisfy the changing demands of the economy sectors. The best feedback can be provided when the newly created higher education establishment is fully integrated into the regional development strategy. This situation can be observed in Finland, when the young University of Oulu became one of the best universities in Scandinavia despite its remote location next to the Polar Circle. (Dudina 2004.)

In the organizational structure it is necessary to change the formulations of the traditional disciplines as a response to the appearance of the new spheres of science and technology, a step aside from the classical approaches basing on the concrete disciplines and move towards the problem-oriented methods of the knowledge formation, and the elimination of the border between the fundamental and applied research. As a result one can expect an appearance of many interdisciplinary and multidisciplinary programs, which will cross the traditional borders between the disciplines. The new form of the knowledge creation implies not only the reconfiguration of the university departments into the new institutional structure, but, what is more important, the reorganization of

the scientific researches and training of the specialists basing on the principles of the search for the complicated problems solution, and not on the analytical methods of traditional academic disciplines.

During the meeting in Bologna in 1999 the Ministers of Higher Education of 29 countries took the obligation not only to implement the system of credit points, which was already adopted in some countries, in the universities of their countries, but also to create the system of credits accumulation and transfer. (Bologna 1999.)

The higher education establishments in many countries improve the organization of the study process and the admission system, thus providing the possibility to choose the convenient time for entering the university, finishing and renewing the studies, In 1999 in the United States of America some colleges decided to implement the graduated admission of the new students during the academic year, instead of limiting the admission to the fall term only. In China in 2000 the spring entrance exams were held for the first time. In many Korean universities the admission for the students is also held throughout the whole academic year, so the students, who failed the exams in July, do not have to wait for another year to try to enter the university again. (Dudina 2004.)

The implementation of the new pedagogic methods, reinforced by the alternative mechanisms of teaching is already making a revolution in the process of teaching and learning in the higher education establishments. The use of new information and communication technologies allows making the process of learning more active and interactive. One of the first researches devoted to the new pedagogic methods , done in 1991 by Kozma and Johnson (Kozma & Johnson 1991) offers a new pedagogical model, which implies the active participation of the student sin the process of learning, and not just the passive perception of information; the possibilities of using the applied knowledge in actual practice; presenting the conceptions and knowledge in various forms, not only as a text; approach to the learning as a collective activity, not an individual one; accent on the process of learning, and not on the memorizing the information.

Thus, the idea of the Bologna Process reflects:

- New imperatives of the economical development of the European countries
- Growing competitiveness of the countries on the educational market

- Changes in the state functions in the educational sphere
- Change of the age structure of the students under transition to the information society
- Development of the contemporary approaches to the study process organization.

All these factors play a major role in the appearing of the Bologna Process.

4.2 Aims, tasks, principles and instruments of the Bologna Process

The Bologna Process started in 1999 when the Ministers of Education signed the Bologna Declaration - a pledge by 29 countries to reform the structures of their higher education systems in a convergent way. In order to do this the member-countries plan to reduce the national higher education systems to the common denominator in order to compete jointly with the American system of higher education.

It was planned that by 2010 the European universities would switch to two-tier system of higher education (Bachelor and Master Level), thus providing transparency and quality of their higher education systems and convertibility of the degrees. As a result member-countries plan to create a comfortable educational environment for the teachers and students, which will give them a chance for mobility thus stimulating the mobility of the specialists in the labor market.

The aim of the Bologna Process as it is stated in the Bologna document is to approach the effectiveness of the European higher education to the level of education of the USA, to increase the competitiveness of the European higher education in the world educational market, which is rapidly developing nowadays.

The Bologna Declaration points out that

“The vitality and efficiency of any civilization can be measured by the appeal that its culture has for other countries.” (Bologna 1999.)

The representatives of the EU countries, who signed this document, want to ensure that

“European higher education system acquires a world-wide degree of attraction equal to our extraordinary cultural and scientific traditions.” (Bologna 1999.)

The essence of the Bologna Declaration and the range of important documents which preceded and followed it – Lisbon Convention (1997), Sorbonne Declaration (1998), Prague Communiqué (2001) and Berlin Communiqué (2003) - fully reflect the concrete tasks of the reforms, which were formulated for the member-countries.

1. Adoption of the system of easily readable and comparable degrees, also through the implementation of Diploma Supplement in order to promote European citizens employability and international competitiveness of the European higher education system.
2. Adoption of the system essentially based on two main cycles, undergraduate and graduate. Access to second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. A degree awarded after the first cycle shall also be relevant to the European Labor market as an appropriate level of qualification. The second cycle should lead to Master and/or doctoral degree.
3. Establishment of the system of credits – such as in ECTS system – as a proper means of promoting the most widespread of the student mobility. Credits could also be acquired in non-higher educational contexts, including lifelong learning, conferences and research works, providing they are recognized by receiving universities concerned.
4. Promotion of mobility by overcoming obstacles to the effective exercise of the free movement with particular attention to:
 - for students, access to study and training opportunities and to related services
 - for teachers, researchers and administrative staff, recognition and valorization of the periods spent in European context researching, teaching and training, without prejudicing their statutory rights.
5. Promotion of European cooperation in quality assurance with a view to developing comparable criteria and methodologies.

6. Promotion of the necessary European dimensions in higher education, particularly with regards to curriculum development, inter-institutional cooperation, mobility schemes and integrated programs of study, training and research. (Bologna Declaration 1999.)

The completion of the tasks listed above allows implementing the primary formation phase of the European space for higher education and providing the enlargement of educational services by the European universities.

The main principles of the Bologna Process - transparency of the European higher education systems and compatibility of the diplomas and degrees - are concretized in implementation of two cycles of higher education (Bachelor and Master Degrees with the further possibility to obtain doctoral degree) and in development of the common approach to the education quality control.

The instruments of the Bologna Process, which provide scientific and academic mobility, are the common Diploma Supplement (which came into life in 2005) and common European Credit Transfer System (ECTS)

4.3 Ideology of the Bologna Process

The ideology of Bologna Process contains two main concepts:

The first concept is the concept of the single European labor market, which definitely needs the qualification assessment on a common scale. The concept merits the consideration of such economical aspects as:

The problem of migration flows, which raises the question of the necessity for their socialization and naturalization, including the intellectual and cultural factors. The authors of the Bologna Project assume that there exist two spaces. The first one is the origin of the flows; the second one is a new territory where naturalization takes place. Thus, migration is interpreted as a resource, the raw material which has to be accommodated to the needs of the society.

Academic mobility – the free movement of the human capital within the territory of Europe – is the instrument for creating the single educational space. Standardization and

higher education quality assessment in the common terms facilitates the transfer of the resources. In other words, the Bologna Project for the Europeans is a way to enforce own attractiveness by concentrating the educational resources. This is reached by introduction of such quality control that those with the degrees from other world universities (e.g. American Universities) would be in less advantageous position than those, who have a degree from the European universities.

The second concept is the concept of the person, able to learn during the whole life thus changing the professional biography. The idea of lifelong learning is the idea of education which lasts during the whole life.

This ability for self-planning, additional training, retraining, deliberate change on oneself during the working life is put into the educational strategy of the Bologna Program, which offers different forms of higher professional education.

As the members of the Bologna Process assume, the transparency and compatibility of the various national education system allows enlargement of the universities' field action and solution of the education systems collaboration questions. (Bologna 1999)

4.4 Chronology of the Bologna Process

The integration of the higher education establishments in the European countries has come to a head yet in the middle of the XX century. The reason for that was noncompetitiveness of the European education in comparison to the American education. The attempts to improve the European education according to the common standards began in 1957, when the Rome Declaration was signed. This Declaration put principally new tasks, such as bringing the national legislations in the sphere of education to common European norms, widening the access to the higher education, increasing the academic mobility of the students and their relevance at the labor market, creating the long-term education systems. In the course of the time these ideas got further development in the resolutions of the education conferences in 1971, 1976 and in Maastricht Treaty in 1992. (Treaty 1992.)

In 1997 the Council of Europe and UNESCO developed and signed the Lisbon Convention on the qualifications of the higher education in the European countries. This convention was signed by 43 countries. The Lisbon Convention did not put the

unification of the education as the aim; the value of the diverse education systems was accepted and respected. (Lisbon 1997.)

In 1998 France, Italy, the Great Britain and Germany signed the Sorbonne Declaration, which was aimed at creating the open European Higher Education Area. The revolutionary statement of this document was the demand to recognize the Bachelor's degree as a specialist with the higher education and granting the right to the holder of the degree to continue studies within the Master's degree program. (Sorbonne 1998.)

In 1999 in Bologna 29 European countries officially declared and began a process of integration of 4.000 European higher education establishments into a single higher educational area. Currently more than 40 countries signed the Bologna Declaration and participate in the so called Bologna Process – the process of creation the common higher education area by the European countries - which is intended to be finished by 2010.

The Declaration contains the main aims which lead to the comparability and eventually harmonization of the national higher education systems in the European countries. The Bologna Declaration is neither an instructional document, nor an obligatory law; it is a document which primarily defines the Process aimed at the creation of the single European educational space by intensive cooperation, consultations and discussions held among the Ministers of Education. (Bologna 1999.)

Next step of the Bologna Process took place in Prague in May 2001, when the Prague Communiqué was signed by the representatives of 33 countries. Thus four more countries joined the Bologna community. At this summit the member-countries confirmed their position on the Bologna Declaration aims. Another four tasks were added to the ones formulated before. They include introduction of the post-graduate study to the general system of higher education as a third cycle, implementation of the lifelong learning concept, promotion of the European education competitiveness and job placement. (Prague 2001.)

The third step of the Process took place in Berlin in September 2003. Eight more countries joined the Process, thus making forty member-countries. Fundamentally new decision of the Summit in Berlin was the expansion of the common European requirements for the doctoral degrees. It was stated that in member-countries of the

Bologna Process one doctoral degree should exist – Philosophy Doctor (PhD) in the correspondent sciences (humanities, economics, technical sciences etc.) Attention was focused at the necessity of the assistance to the European dimension of the higher education. Additional modules, courses and curricula with the European content, organization and orientation were developed. It was stated that the European space for the higher education and the European space for the research are two interconnected parts of the knowledge society. (Berlin 2003.)

The chronology of the most significant events related to the Bologna Process can be seen in the Table 1. (Bologna Process Chronology.)

Table 1. The Bologna Process Chronology.

Date	Place	Event
May 25, 1998	<u>Paris, France</u>	Adoption of joint Declaration by four ministers, representing the Great Britain, Germany, Italy and France
June 18-19, 1999	<u>Bologna, Italy</u>	1 st meeting of European Ministers of Education and adoption of the Declaration
February 8-10, 2001	Lisbon, Portugal	Seminar “Accreditation/Validation”
March 1-3, 2001	Uppsala, Sweden	Informal meeting of the European Ministers in charge of Education
April 26, 2001	Brussels, Belgium	Bologna Process Recommendation group meeting
May 17, 2001	Prague, Czech Republic	Bologna Process Recommendation group meeting
May 18-19, 2001	Prague, Czech Republic	2 nd meeting of the European Ministers in charge of Education
September 19, 2003	Berlin, Germany	3 rd meeting of the European Ministers in charge of Education
May, 2005	Bergen, Norway	4 th meeting of the European Education Ministers

4.5 Member-countries of the Bologna Process: peculiarities and attitudes

Kurzer (2001), who researched the European integration in the cultural level, came to the conclusion that the process of gradual economic and institutional integration is observed in Europe. (Kurzer 2001.)

This integration is reflected in the shortening of the national ways of making the decisions, which leads to the assimilation of the systems. Tense competitiveness on the general European market forces the national governments to take the deliberately right decisions. Besides, the constant interaction stipulates the borrowings of the models, applied in the new situations. The models, which have worked out successfully in one country, are often applied to other national systems without any doubts in their validity – simply because the responsible officials did not know about the existence of the other models, which are possible more effective. (Kurzer 2001.)

The Conference in Sorbonne was not an ordinary meeting of the Ministers. This event was dedicated to the 800-th anniversary of Paris University and was held in May 1998. During the Conference the Ministers of Education of four countries – the United Kingdom, Italy, France and Germany signed the joint declaration. This document declares the aim of “harmonization of the system of higher education” and contains the desire of the Ministers that education would be perceived as separate and important area, and not as an instrument of the economic policy:

“The European process has very recently moved some extremely important steps ahead. Relevant as they are, they should not make one forget that Europe is not only that of the Euro, of the banks and the economy: it must be a Europe of knowledge as well.” (Sorbonne 1998.)

Despite the potential educational reforms, which were formulated on rather general level, the most important result of the Declaration was that it worked as an invitation to follow the example of the four most initiative countries. The countries who signed the Declaration, literally invited other member states to join the efforts to reach the common aim, claimed by the Declaration.

Analyzing the political motives of this initiative, it is easy to see that the four countries, who signed the Declaration, could have their own national reasons to facilitate the so-called general European good. These countries traditionally had very potent education establishments and had a close eye on the ability of European universities to attract the staff and other resources.

Despite the fact that education is still considered to belong solely to the national jurisdiction, The European Commission and the European Union, starting from 1970-s, strengthened their positions in the educational sector so much, that nowadays they influence significantly the national policies in education. (van der Wende 2000.)

In Europe the Sorbonne Declaration caused certain bewilderment. Though the international collaboration on the ministerial level has had a long history and strong traditions by that moment, this beginning became a new type of the initiative, rather sudden for many figures in the sphere of education. The statements of the Declaration and arguments on the harmonization worried the statesmen, and the suggestion for the harmonization, though it was not more than a declaration, did not receive an enthusiastic welcome. Besides, rather vague formulations lead to certain misunderstandings. Since France was already having the two-level degree structure, many people received it as a model imposed by France. The idea of obtrusive harmonization and reforms caused an understandable rejection in other European countries. (Barblan 1999.)

Thus, in the fact of the Sorbonne Declaration one can trace an ordinary political confrontation. The open invitation of four countries was not warmly welcomed – many regarded it as an effort of the most powerful member-states to manipulate the development of the educational sector. Small member-states were especially suspicious to the fact that they were not invited to participate in the preparatory work. Thus, the Sorbonne Declaration did not evoke the general desire to facilitate the development of the “European aspect”. (Barblan 1999.)

Several studies were done to investigate the attitudes of education figures to the reforms and changes brought by the Bologna Process. One of the case studies was done in France and Germany on the question of consequences of the Bologna Process in two French and two German universities. (Serbanescu-Lestrade 2005.) In the interviews the correspondents underlined the following important factors:

The Bologna process is an imposed, top-down reform. The university staff didn't feel the need for it.

“In any case we have no choice. This came from the top and we have to include it in the ‘quadrennial contract.’” (French University Dean)

- The Bologna Process which is aimed at standardization and harmonization of the higher education system shake up the previously existing systems. According to German staff member, the changes of this scale might be rather risky.

“It is easy for French universities to apply the Bologna process. The Brussels’s directives for introduction of Bachelor and Master already exist in France. I know what’s happens in France. We have to change much more!”

(German University Dean)

The implementation of the Bologna Process reforms is expensive in human and financial resources. The respondents criticize the absence of the adequate financial support for the long and complicated process.

Another criticism was brought that the reforms require higher bureaucratization of higher education, since the implementation of the process is supervised by Brussels and the European Union has a complex system of policy making.

“The negative effect is the bureaucratization of the higher education institutions. The bureaucratization is a flagrant problem and I will say a typical European phenomenon. Each time we have a good idea, bureaucracy must grow up”

(German University Dean)

Many scholars believe that the study cycle for Bachelor's Diploma as proposed by the Sorbonne Declaration (3 years) is too short and does not provide the sufficient educational background for the professional occupation.

“For me and my colleagues, the Bachelor degree signified a qualified study cutting” (German University Dean).

(Serbanescu-Lestrade 2005.)

Professor Ani Vinokur from Nantes University, France, considers that the initiators of the Bologna Process do not give enough effort to predict the possible effects of the new system. (Mitrofanov 2003.)

Carol Sigman, the coordinator of the international forum for educational reforms from the same university, is even blunter:

"We criticize the Bologna Process, as the proposals made are not as good as they sound. It is stated that the students have to study in different countries and Europe should facilitate their mobility. It is already possible with the credit system. For instance, you study law for one semester in Paris, get some credits, and then move to Vienna and study History of Art there. Eventually you have enough points to get some kind of diploma. But the most interesting thing is that this project is supported by many companies and their lobbies. You ask why? We think that the reason is that the employee, who holds such kind of diploma, can hardly demand a certain salary basing on his educational level. Thus the EU policy leads to the abolishment of the diploma as a landmark for salary scale. It is necessary to mention that elite European universities, such as Cambridge, refused to participate in this process.¹"

(Mitrofanov 2003.)

Very tense discussions on the two issues of the Bologna Process have been launched in Germany. Many of the German scholars believe that the unification of the education decreases the significance of the national educational tradition, which the Germans are very proud of. Secondly they think that the Bologna system implies the radical change of the proportion between compulsory and alternative study subjects. (Serbanescu-Lestrade 2005.)

Though Russia is a new participant in the Bologna Process, the reforms are being widely discussed in the governmental and academic spheres. The dean of the Faculty of Philosophy in Novosibirsk State University, Russia, Vladimir Diev (2004) believes that the Bologna Process possesses a danger to the Russian higher education. Russian model of higher education implies giving the students a significant volume of fundamental

¹ All translations are mine unless otherwise stated.

knowledge and this volume is impossible to master within the three-year time of Bachelor studies. Vasiliy Sadovnichiy, the rector of the Moscow State University adds that in the Bologna Process there is no place for the Degree of Doctor of Science, which in his view is a Russian national property. (Diev 2004.)

In Portugal the major worries were caused by the fear of shortening of the per capita funding and capital investment, decrease of the number of people who would enter the higher education establishments and the growth of the tuition fee, which the students opposed strongly. The EU imposition of the 3% state budget deficit together with a difficult economic situation has created a severe financial situation. Due to the fact that the birth rate in the country has been going down during the last decades, the number of the candidates to the higher education also decreased. This created the situation when the universities, both public and private, had to compete for the students. Some academics believe that the Bologna Process reforms will help to deal with the situation, since they will give a chance for Portuguese universities to offer their teaching and lifelong learning opportunities to the new wider public. (Amaral 2003.)

Finland is one of the countries, which responded rather positively to the initiatives of the Sorbonne Declaration. The preparations for the structural reforms had started long before the initiation of the Bologna Process. These reforms were started because of the practical reasons. Particularly the growing internationalization of the education stipulated the necessity of founding the internationally compatible degree, which would allow Finnish university graduates participating in the international Master's programs. The competitiveness which became sharper due to the foundation of the polytechnics (*amattikorkeakoulu*) also demanded the official status to be given to the new qualification level. Another reason was to make basis for the Finnish Master's programs.

Right before the Bologna Declaration was signed in summer, 1999, the Ministry of Education of Finland claimed that the system of degrees, adopted in Finland, meets the demands of the Bologna Process, so there are no major changes planned to be taken. However, during Finland's presidency in the European Union it became obvious that the country's role in the European integration demands more active participation in the Bologna Process, which in its turn will influence the home policy. (Ahola & Mesikämnen 2003.)

Among the positive features of the reforms brought by the Bologna Process was the fact that the reforms produced quality competition between the European universities. This idea is the point of view of the staff members but also an objective of the Bologna Process. The issue of quality is being widely discussed at the meetings, conference and literature and the meaning of this concept, its aspects and forms possess an interest for the analysis. (Chauvigné 2004, Serbanescu-Lestrade 2005.)

The standardization and harmonization of the higher education system in Europe gives a hope for a better recognition in the academic area and on the market place. Staff members expect a better junction between the academic and work world in the spirit of the long learning. Proving this Serbanescu-Lestrade (2005) gives an example of Germany, where the Bologna Process has given a chance for different education institutions to collaborate and an opportunity to the students, who want to continue their studies in other universities to integrate easier. (Serbanescu-Lestrade 2005.)

5 BOLOGNA PROCESS IN THE NATIONAL CONTEXT OF UKRAINE

5.1 Higher education system of Ukraine. Overview

Everyone has the right to education.

Constitution of Ukraine, Article 53

The higher education in Ukraine as well as in other developed countries is recognized as one of the main social and human values. The Ukrainian education system is the heritage from the times of the Soviet Union and it was adopted without any major changes. It comprises three major groups: secondary education, higher education, and postgraduate education.

Till the 2005 the secondary education in Ukraine included 10 years, but in 2005 12-year school system came to existence in Ukraine: primary education is now completed in four years, middle education is completed in five years, and three years in high school are given for more profound study of subjects on the choice. After getting a Certificate of Incomplete Secondary Education a person may choose either to continue education for three more years at school or to go for a degree at a vocational school. This variant usually takes three to four years to complete but provides a person with full secondary education and qualification enough for most blue-collar jobs. According to the Constitution of Ukraine full secondary education is compulsory for all Ukrainian citizens. (Constitution of Ukraine.)

After obtaining a Certificate of Complete Secondary Education a student can either enter a University or a Community College. At a Community College the students with complete secondary education can obtain an Associate Degree in one or two years. However a student can choose a program of higher education with duration from four to six years.

The higher education can be obtained for free or at the expense of the state budget. When the fee for education was first introduced, the percentage of those who study at their own expenses was very small, but with the course of time the share of students who had to pay for the education grew up, as the state could provide only limited number of fee-free places due to the economical crisis of 1994 – 1998. The higher education establishments proved to be unable to provide adequate teachers' salaries,

students' scholarships, and to maintain their facilities. To deal with the problem, many state education establishments started to open commercial positions. The number of those positions has been growing steadily since then. Many private higher education institutions have emerged, mostly in the fields where Soviet system was inadequate or unable to provide enough specialists for post-Soviet realities, such as economics, business/management, and law. In 2004, the share of first –year students who paid for their education in the state universities was 35 per cent. Nowadays the most common proportion in the state higher education establishments is 40 per cent students pay for the education, 10 per cent get higher education at the expense of companies which employ these students after they graduate and 50 per cent students get the education for free. Students that study at the expense of state receive monthly scholarship if GPA of their term finals is 4 and higher. (National Report 2005.)

After getting a Specialist's² or Master's Degree, a university graduate may pursue postgraduate education. The first level of postgraduate education is so-called *aspirantura* that lasts 3 years and results in the Degree of Candidate of Science. Upon completion of the *aspirantura* another 5 years of study result in the Doctor's Degree. A Candidate of Sciences Degree may be accompanied by honorary degree of assistant professor and a Doctor's Degree may be accompanied by honorary degree of professor.

Higher education in Ukraine is administered by the Ministry of Education of Ukraine, which exercises the coordination of the activities of higher education establishments and supervises the higher education establishments which fall under administration by other ministries. A Union of Rectors, which initiates cooperation and collaboration between the various higher education establishments, was created in 1993.

During the years of independency Ukrainian government adopted several laws and programs, aimed at bringing the higher education to the contemporary international and national standards. Among the most important decrees one can name the Law on Education and Decree on Autonomy. The Law on Education was adopted in 1990 and stated that each Ukrainian citizen has a right for free education. (Law on Education 1990.) The Decree on Autonomy was signed in 1990 and granted certain autonomy to

² Specialist Degree was the only higher education degree which existed in Ukraine before the country entered the Bologna Process. Nowadays, when the degrees of Bachelor and Master are introduced, the necessity of this degree's existence is widely discussed.

the higher education institutions in their activities and classical academic liberties in self-government. (Decree on Autonomy 1990.)

Nowadays the degree system in Ukraine is being under reformation. The previous system had only one level of undergraduate studies, the degree of Specialist, which was obtained after 5 years of study (6 years for certain technical specialities). The new system, which started to be widely implemented after 1999, includes two levels – undergraduate and graduate with several possible degrees – Bachelor, Specialist and Master. As Ukraine is taking part in the Bologna Process, the Degree of Specialist will eventually be totally replaced by Master's Degree.

The higher education consists of higher education establishments, scientific and methodological facilities under federal and municipal governments and self-governing bodies in charge of education. The Post-graduate, Doctoral Programs and self-education are also included into the higher education and self-education structures. The current legislation sets the following educational and qualification levels - junior specialist, bachelor, specialist, master, as well as scientific degrees of candidate of sciences (assistant professor) and doctor of sciences (Ph. D.).

Normative periods of training under different educational and qualification levels are set listed bellow:

- 3 years for junior specialist (on the basis of full comprehensive secondary education);
- 4 years for bachelor (on the basis of full comprehensive secondary education);
- 1 year for specialist (on the basis of first degree);
- 1 year for master (on the basis of first degree).

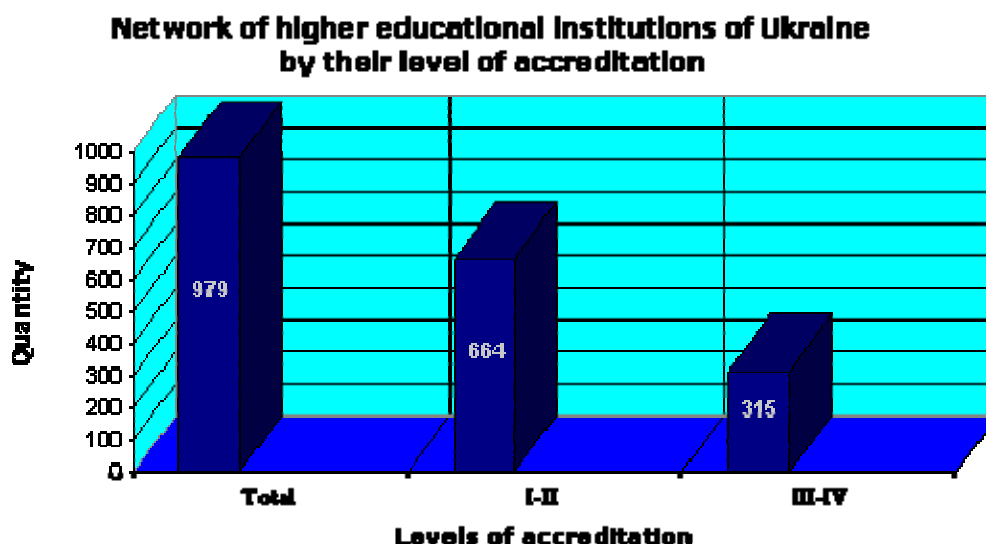
Higher education establishments' graduates are given state standard diploma after they complete education under respective educational and professional programs based on the results of state attestation.

According to the higher education establishments' status the following 4 levels of accreditation are set:

- Level I - vocational schools and other higher education establishments equaled to them which teach junior specialists by using educational and professional programs;
- Level II - colleges, other higher education establishments equaled to them which teach bachelors, and if need be junior specialists, by using educational and professional programs;
- Level III – institutes, conservatories, academies, universities which teach bachelors and specialists, as well as junior specialists if need be , by using educational and professional programs;
- Level IV – institutes, conservatories, academies, universities which teach bachelors, masters and specialists if need be, by using educational and professional programs.

Nowadays the system of higher education in Ukraine numbers 979 higher education establishments of I-IV levels of accreditation, 664 of which are having I-II level of accreditation, including 532 of state form of ownership. The general number of students, who study in these establishments exceeds 550, 000.

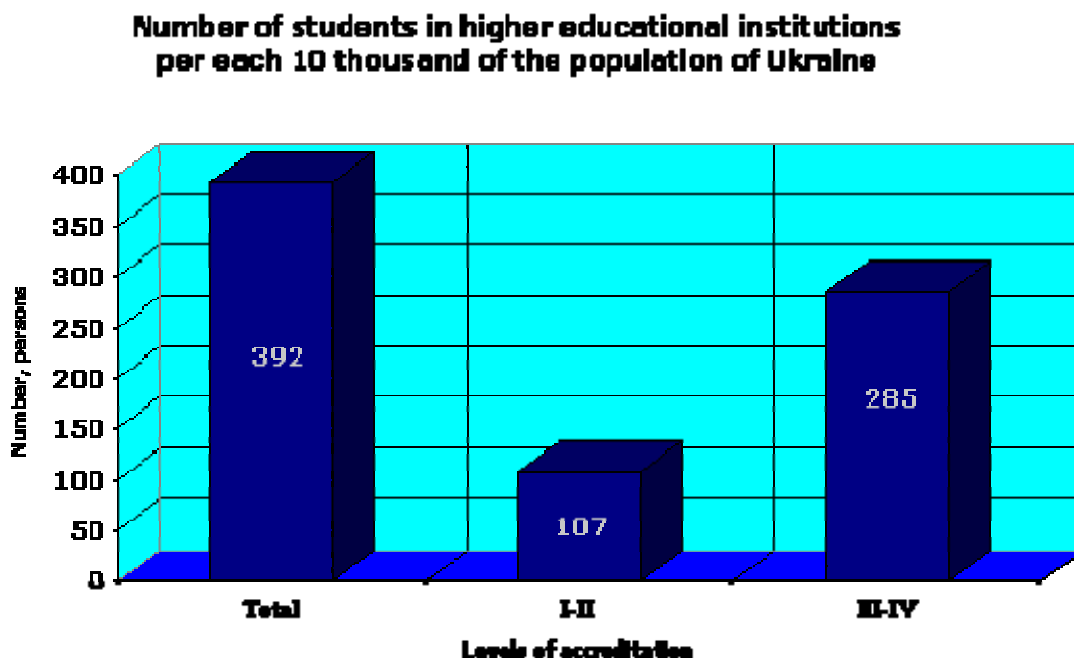
Graph 1.



The network of higher education institutions of III-IV levels of accreditation numbers 315 institutions, including 223 institutions of the state form of ownership. Among them there are 106 universities, 59 academies and 150 institutes. 48 universities and academies have the status of the national ones. 1,403 thousand students study at universities, academies, institutes, including 1,086 thousand students of 17 - 24 years

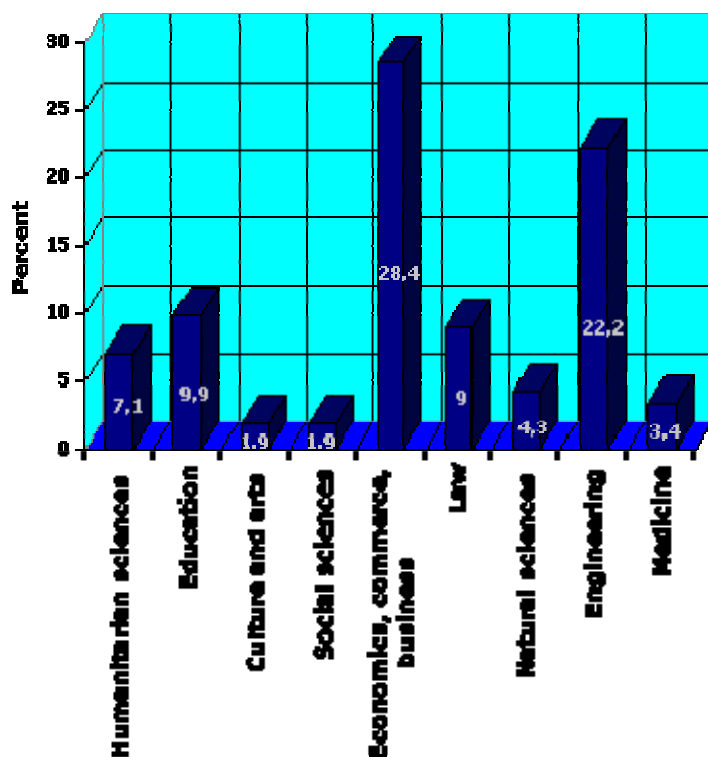
old (50.6 per cent of which are female students), who receive higher education, that constitutes 90 percent of the total number of students.

Graph 2.



Nowadays the Specialists having degree of higher education are trained in 70 areas that include more than 500 professions, which fall into the humanities, the natural sciences and technical sciences.

Graph 3.



47 200 lecturers carry out the teaching process in the first and second accreditation levels' higher education establishments. There are 72 600 professors and lecturers working in the III and IV accreditation levels' higher education establishments. There are 6 600 professors and 36 500 associate professors among them. More than 6 600 lecturers have the scientific degree of a professor, and more than 28 000 have the scientific degree of an associate professor. The average professor/ student ratio in Ukrainian higher education establishments is 13.6 per cent. (System of Higher Education of Ukraine.)

Higher education system in Ukraine is aimed at supplying all spheres of national economy with the highly qualified professionals, hence it is very important for Ukraine as an independent state entering the world community to develop and support it.

5.2 Historical overview

5.2.1 Ukrainian system of higher education during the Soviet era

From the Soviet times Ukraine inherited rather developed system of education, which was corresponding to the level of higher education in the developed countries.

World-famous scientists, who were teaching in the universities contributed to the energization of the scientific activity of the students; for instance, in 1955 in the Ukrainian institutions more than 9,000 students were the members of the scientific study groups, in 1958 this number increased to more than 15, 000 people. (Cherednichenko 2006, 188.)

The main aim of the Soviet system of higher education was to train the qualified professionals, who possessed deep theoretical knowledge and practical skills. Research and scientific work and making the course-books and course materials were an inalienable part of the institutions' activity.

With the course of the time the number of students increased. For instance, the number of the graduates from Law Department of Kyiv University was 294 in 1946, 842 in 1952. In 1984 the number of students was 2192. ("Kievskomu universitetu..." 1984.)

Not underestimating the positive moments in the system of higher education which existed during the Soviet period, it is necessary to mention its negative features. The

scientific and technical progress demanded the training given in the education establishments to be mobile and able to adapt quickly, but the curricula of the institutes were almost immutable. The higher education establishments were held captive by the instructions and directives; they did not have a right to change the curricula. The races to fulfill a plan for the number of trained specialists lead to the fact that it was possible to exclude the negligent student from the education establishment only if the student had totally lost connection with the education establishment.

The study process was based on the principle of parallel, non-crossing teaching of the general, special and professional disciplines. As a result, the graduates had a vague impression of how to use a significant part of given knowledge in their future career.

In particular in the study plans of pedagogical specializations, the priority was given to the theoretical matters: social and political, military and medical, which had no connection to the future professional activity of the student. The amount of attention given to the pedagogical practical work was decreasing, very often it was held just formally, leaving no impression in the students' minds. (Subtelny 2000, 545.)

The education process was realized mainly by the extensive methods. The amount of information which was given for the mastering during the study period was constantly increasing. The number of classes when the students had to be present in the university also increased. The independent work of the student was not regarded seriously; it was held just formally, the role of the administrative management methods was overestimated. These factors lead to the passivity and stagnancy of the students' thinking and activity.

Another very important factor, which had negative consequences, was the fact that Ukraine was included for more than 70 into the all-soviet education system. The preparation of the professionals was mainly aimed at the all-Soviet needs and plans, which lead to the disproportion in the location of the higher education establishments and in the structure of professional directions of the preparation. For instance, there were a lot of specialists in engineering, and at the same time there was a lack of jurists, economists, sociologists, psychologists, managers.

The centralization of the study programs' development stipulated the unification of the educational process, which limited the opportunities of studying the history, culture,

ethnography of Ukraine, taking into account the specificity of its regions. Besides, the educational sphere was financed by a residual principle: spheres which were considered more important (i.e. security and industry) received significant financing from the state, while education was supported by the leftovers of the state budget.

The totalitarian system of administration in the sphere of education slowed down the development of the pedagogical creativity and limited the initiative.

All these circumstances had to be thoroughly analyzed before implementing any changes in the education system.

5.2.2 Changes in the higher education system after 1991

Anticipating the collapse of the Soviet Union, the Western scientists in the late 1980-s stirred the research of the Soviet republics, including Ukraine, to the activity. The conclusion was reached that the system of education in Ukrainian Soviet Socialist Republic as in most of the countries of the worked comprised three large sectors - formal, non-formal and informal, or, in other words, school education, out-of-school education and propaganda. From the point of view of the Western analysts this system was practically fully oriented at the satisfaction of the state need and experienced the heavy control from the state side. (Kremen 2003.)

After Ukraine obtained independence in 1991, own policy in the sphere of higher education started to form and be realized. This policy was aimed at the achievement of modern level of quality and availability, the reincarnation of the original national traditions, radical renewal of the contents, forma and methods of education, organizational bases, augmenting of the intellectual potential of Ukraine.

The beginning of the independent life of Ukraine is marked by first attempts to become closer to the European standards of education and by numerous achievements in eliminating certain vices of the education system fragment, which the country inherited from the Soviet Union.

In the beginning of 1990-s the Government of Ukraine adopted the most necessary laws - "On the Language" in May, 1991, "On the Education" in June 1990- and created the hierarchical structure of administration of all the education establishments of the state ownership. The bodies which were responsible for licensing and accreditation of the

school and higher education establishments, the systems of the training and attestation of research and teaching personnel, the Academy of Pedagogical Science of Ukraine were also created. Schools and higher education establishments were granted more autonomy; the permission for the private educational sector existence was given. (Law on Education 1990, Law on Language 1991.)

In 1992-1993 the National Program of Reforms “Osvita (Education). Ukraine XXI century” was developed and adopted by the I Meeting of the Educational Workers of Ukraine (December 1992) and was approved by the Cabinet of Ministers in November 1993. The realization of the Program implied the achievement of the new state of higher education, its integration into international educational space. The Program determined the prior ways of the development of Ukrainian education and ways to provide this development. The necessity to attract all the state and public organizations, private organizations, work collectives, families and individuals to this process was also mentioned in the Program. (National Program 1993.) However the economic crisis of 1994 – 1998 did not allow full realization of all the Program theses.

The governing body of the Ministry of Education was changed, and this stipulated the significant decrease of activity of this body, which is the main authority for the sphere of education from the legal point of view. The amount of bureaucracy remained mostly unchanged from the Soviet times and the Ministers were busy with bureaucratic issues rather than with working on the improvements in the educational sphere.

Inflation, decrease of GDP and shortening of the state budget also happened during this time. As a result, the President, Cabinet of Ministers and other related bodies had to apply their energies to solve the momentary tasks in the sphere of education, while their colleagues in Slovenia, the Czech Republic or Poland were able to think over the strategies in the further development of education systems.

When the former representative of Ukraine in the Committee of Education of the Council of Europe was asked during one of the international conferences “Which of the Ukrainian political forces is the leader of innovations in education?” his answer was “Nearly three-times decrease in the state budget capacity.” (Korsak 1999.) The impact of this factor becomes very obvious if one analyzes the decisions and directives of the Cabinet of Ministers after 1995. Most of them are directed at the savings of the money: reduction of the professional education establishments’ network, increase of the

workload on the teachers and mentors, the decrease of the number of budget places in the higher education establishments.

Stanislav Nikolaenko, the Minister in charge for Education of Ukraine, states that

“in the middle of 1990-s the share of the state in the structure of the expenditures on the higher education of Ukraine decreased from 100% to 40%, at the same time the fee for education comprises 55% of this figure. In Canada, for instance, the state share of the universities financing comprises 70%, in Netherlands – 90%, in Germany – 95%. The share of the fee for education in the budget structure of the higher education establishments is significantly lower in other countries than in Ukraine: 12% in England, 11% in Canada. In Germany, Finland, Sweden the education is free. Ukraine is the record-holder in paid education even in comparison with the USA”.

(Nikolaenko cited in Korsak 1999.)

One of the most important though ambiguous changes in the Ukrainian higher education in 1990-s was the fact that the state monopoly in the sphere of education was totally overcome. The higher education establishments with the different forms of ownership - private, joint, commercial, international – give an opportunity to get education for a large number of high school and college graduates. The ambiguity of this event lies in the fact that the development of the paid and free education on the one side gives a chance to prepare the specialists on the commercial basis according to the necessities of different enterprises, but on the other side it significantly decreases the number of budget places and restricts the access to the higher education for those, who cannot afford to pay for it.

The following conclusions can be made after analyzing the changes done by the Ukrainian government in the sphere of education in 1990-s: the liberal aspect of education in Ukraine increased during the years of independence, but the system of continuity is violated on the primary and higher levels. The availability of it has decreased for a significant part of the population.

The most obvious losses Ukraine experiences in the formal sector of education. The contingent, involved into pre-school establishments decreased almost twice during the 1990-s, active population has fewer possibilities for the development of professional qualification. It is not compensated by the introduction of the private establishments and study programs. The same can be applied to the out-of-school learning sector, where the paid educational or cultural services exceed the free ones. (Cherednichenko 2006, 192.)

The Ukrainian government failed to realize an integral systematic reformation of the education system, instead it made rather shallow actions. Thus, Ukraine goes behind most of the former Socialist countries of the Central Europe (Czech Republic, Slovenia, Hungary, Poland, Bulgaria and Romania), which have achieved significant success in the closing to the European education systems.

5.2.3 Current tendencies in the education system

Though upon obtaining the independence Ukraine faced a lot of difficulties and problematic situations in the sphere of education, which still have to be solved, it also obtained the possibilities for the development of the international collaboration, which is aimed at providing the integration of the national education into international educational space.

As far as possible the state supports the international cooperation in the sphere of higher education and undertakes various measures which facilitate the development of this collaboration.

The Ministry of Education of Ukraine and its education establishments realize the collaboration with the European Union within the Program for Trans-European Collaboration in the sphere of higher education - Tempus (Tacis). The mutual cooperation with the member-countries of the European Union, their central bodies of education administration and education establishments is also developing.

During the period of the Program realization in Ukraine from 1992 to 2003 more than 100 programs were accomplished in 37 higher education establishments. Starting from 2003 Ukrainian universities participate in another 14 projects. Among the priority trends which are realized within the frames of the projects one can list implementation of the contemporary study technologies, creation and application of the new methods of educational process administration, development of the collaboration between the universities and industry. (National Report 2005.)

The Law of Ukraine “On Higher Education” supports the development of the students and teachers’ mobility. The autonomy of the higher education establishments allows developing and realizing of exchange and internship programs for the teachers and students in different education establishments not only in Ukraine, but all over the

world. The Ministry of Education of Ukraine supports the mobility and education of students throughout the system of grants. (Law on Higher Education 2006.)

Nowadays Ukrainian higher education establishments are a place of work for the teachers from France, Turkey, Slovakia, the USA, Poland, Germany, China and other countries.

Every year teachers, researchers, post-graduate and graduate students take part in the international exchange projects. Thus, in 2002 the international agreements with 71 countries gave a chance for 6235 representatives from 66 higher education establishments to participate in long-term projects, research and scientific internship, international conferences, language courses, full and part-time study courses.

With the same aim 59 Ukrainian higher education establishments hosted 3152 foreign specialists from 59 countries. More than 1,300 foreign citizens got Ukrainian diplomas in 2004 and more than 2000 Ukrainian citizens were studying abroad in 2003 -2004. These numbers increase with every coming year. (National Report 2005.) Rapid increase of the mobility of the students, teachers, researchers, implementation of the distant learning technologies, enlargement of the network of the branches of the Ukrainian education establishments abroad, creation of the information centers, preparatory faculties and departments, intensive learning of foreign languages, conduction of international symposiums and conferences open new possibilities for joining the efforts, which are aimed at the reforming of the national system of education and its integration into international scientific and educational space.

Particular attention is paid by the Ministry of Education at the perfection of normative and legal base for the international collaboration. Up to now Ukraine has signed 82 intergovernmental and 46 interdepartmental agreements on the collaboration in the sphere of education and science with more than 60 countries. (National Report 2005.)

Aiming at establishing the norms of mutual recognition of the documents about education, scientific degrees and academic statuses, issued in Ukraine and abroad, numerous intergovernmental agreements with foreign countries, including the former Soviet countries, were reached. Every year various documents on collaboration and cooperation in the sphere of education between Ukraine and European, Asian, South-American countries are worked out and signed.

The Ministry of Education of Ukraine shows readiness for wider cooperation with the European Union member-countries and candidates to join the European Union.

5.3 The Bologna Process in the national context of Ukraine

The contemporary Competitive Advantage Theory states that in the global world the main factor of the economical growth is the quality of the human capital (labor resources) and the ability of the state to use it properly. The quality education as a main constituent of the human capital is the founding element of the competitiveness and the country's stable development. The index of human development, which is defined by the United National Organization, includes the higher education with the weight of 1/6 (Zhurakovsky 2000.)

5.3.1 Characteristic features

During the 15 years of independency Ukraine still could not completely overcome the social – economic crisis, which affects the system of education. The reforms of the higher education were started long ago, but they are not coordinated enough to be able to fully resolve the important problems of education, such as lowering of the quality of education, breakage of the informational ties, drastic devaluation of the teachers and researchers' status, residual principle of financing the education, backwardness of the material resources, weak social support of the teachers and students and the brain drain. As a result, higher education in Ukraine started to be considered as non-prestigious and non-competitive, yielding to the level of the higher education in developed countries. This situation required thoughtful and systematic reforms to make the realization of the huge intellectual potential of the Ukrainian nation possible. Nowadays the modernization of the Ukrainian education according to the European model seems to be most acceptable, and the Bologna process, the aim of which is to bring the higher education in European countries to the single standards and criteria, is a big support.

Nowadays in Ukraine the hard work to implement the principles of the Bologna Process is going on. Thus the principles of the reformation of the higher education of Ukraine are reflected in the President Decree issued on September 14, 2000 “On the Program of Ukrainian Integration into the European Union”, in the arrangements done by the Cabinet of Ministers, in the decisions made by the Ministry of Education of Ukraine. The National Doctrine of the Education development has undergone the expertise by the Council of Europe. Various experts, who researched the practice of the implementation

of the norms, declared by the legislation, in the universities and colleges, have visited Ukraine. (President Decree 2000.)

During the period of 1993-2003 the higher education establishments of Ukraine together with the famous European universities completed 105 TEMPUS/TACIS projects, which allowed implementing the common study programs, new principles of higher education establishments' administration, preparing and publishing contemporary course books, making the approaches to the mutual recognition of the educational documents. The ways of the modernization of the higher education system, which Ukraine has chosen for itself, are concordant to the general European approaches. However, Ukraine still has a long way to go. (National Report 2005.)

In order to participate fully in the Bologna Process the formal implementation of its principles is not enough. One of the main tasks is to provide the transparent and strict control of the quality of education, first of all, the licensing and accreditation. These schemes were implemented in Ukraine long ago, but they are imperfect and are constantly reviewed and expanded. Lately the exactingness of the expertise has increased significantly; however, the problem of its quality is still critical. Namely the Bologna Process will be the powerful stimulus to review the principles and methodology of the education quality control according to the international standards, will allow recruiting the foreign experts and will influence positively the quality of the students' preparation.

In 2004 Ukraine completed the preparatory stage and started active implementation of the Bologna Declaration principles into the higher education establishments' system. The year 2005 was determined by the Bologna Declaration as an important stage of the monitoring: it was necessary to complete the preparation of the final modernization of the Higher School, coordinate the work of the various higher education establishments in this sphere. Particularly the medical education establishments have adopted the new study plan, which took into consideration the principles of the Bologna Process.

One of the most dimensioned reforms in the system of higher education establishments is the implementation of the academic credits, analogically to the ECTS. The European universities have various schemes for the credit systems. Though in many Ukrainian universities the schemes of the evaluation of the student's work are already implemented (module-rating, rating), there are still no universities which use the ECTS

system. So the challenging task which the Ministry of Education has to face is the development of the principles of the learning process structuring which are accordant to the European ones. The first step in this direction is the implementation of the credit – module system, which is supposed to involve more than 50 Ukrainian universities. (National Report 2005.)

The credit-module system implies the evaluation of knowledge in credits and on a 10-tier scale. The main point of this system is that each discipline is divided into modules, and the knowledge gained is measured and evaluated within these modules. One of the positive features of the credit-module system is that the knowledge control is now exercised not twice a year, during the term finals, but throughout the whole academic year, which increases the students' motivation and simplifies the catching-up process, if the need for it is detected.

During the Summit in Berlin in September 2003 the participants of the conference supported the necessity of creation the compatible and easily comparable qualifications for the education systems of their countries. At the same time the qualifications should be determined by the amount of work done, the level of the study results, competence and specialty. (Berlin 2003.)

Nowadays in Ukraine the standard system on every educational –qualification level and preparation specialty is approved on the legislation level. The standards which are worked out for the 80 per cent of the preparation specialties contain all the demands for the competence, qualification characteristics and diagnostic system of the knowledge quality.

In 2001 the Ministry of Education of Ukraine developed the Diploma Supplement according to the European model. It was planned that this supplement would be issued by the student's request. However, since the Bologna Declaration states that the issuing of this supplement is obligatory and free for all the students who graduate after 2005, it is necessary now to provide an adequate financial support for this task.

5.3.2 Difficulties in implementation the Bologna Process reforms

Bologna Process is ambiguous for the contemporary system of education of Ukraine, so all the reforms should be undertaken considering the specificity of the existing conditions. The experience of other countries, including Ukraine, proves that the reforming of the education systems and implementation of the new models and training programs is a very complicated process. The innovations have to be accepted not only by the academic public, but by the general public as well. That is why the final year for the Bologna Declaration principles implementation is 2010, and year 2005 is defined as an intermediate monitoring stage.

The system of continuous higher education does not exist in Ukraine. As in most of the post-soviet countries science, especially the fundamental one, traditionally remains the prerogative of the national Academies of Sciences, it is distanced from the learning process. Same applies to the training of the higher qualification specialists – candidates and doctors of science. The system of continuous education, which implies the preparation of the doctors of sciences in the universities, and not through the Higher Attestation Commission, is considered to be the most effective in the world. The Bologna Process demands the same system, which means that the two cycles – Bachelor (3 years) and Master (2 years) – will be inseparably linked. The first stage should provide the access to the next level, which in its turn will enable the student to continue the post-degree education and obtain the Doctoral Degree (which generally corresponds to the Ukrainian degree of the Candidate of Sciences).

Ukrainian system of academic degrees took very strong roots despite the fact that it does not facilitate, but on the contrary, is an obstacle of the way of the science development. Post-graduate students spend 3-5 years writing for the Candidate Degree, then 10 years writing for Doctoral Degree. Taking into consideration rapid scientific-technical progress, it is possible to assume that by the moment when Doctoral thesis is ready, its theme is outdated, loses its topicality and does not facilitate in any way the development of the science in the country. Bachelor and Master's Degree in Ukraine are an academic concept, just a step to the further academic career. According to the Bologna process, these degrees mean that their holders are practical specialists, recognized at the world trade market.

From the point of view of practical realization the provision of adequate quality of Bachelor qualification preparation seems to be rather difficult. Many specialists are sure that even if the Bachelor study cycle takes 4 years, it is not an easy task to provide enough possibilities for the profile and practical training for Bachelor. The Bologna Process offers the implementation of three-year study cycle for the Bachelor, which makes the acquiring of high leveled fundamental and profile education and competence even more difficult. Thus, it is possible to assume that most of the countries will choose the four-year study cycle for the Bachelor's Degree, as the United Kingdom and Russia have already done. (Starenkaya 2004.)

Since the two-cycle system is new for Ukraine, the degree of Bachelor is still perceived by the general and academic public as an incomplete higher education. Hence is the distrust of the employers to the Bachelor degree holders, so the alumni with this degree have either to continue their studies to obtain higher degree or be very limited in the sphere of the work opportunities.




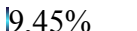

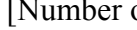
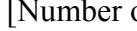
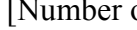
Though the Bologna Declaration refers to the system of the higher education, the changes in the secondary school system also have to be done. The 10-year secondary school system, which has existed for the decades, does not give the possibility for the specialization. It means that when the students come to the higher education establishments, they have to start learning the majoring subjects from the very beginning. It slows down the process of mastering the knowledge on the higher level, thus resulting in the lower quality of higher education.

One of the issues that make the implementation of the Bologna process difficult and cause a certain degree of rejection among the academic and general public is common with other European countries. For Ukraine it was a top-down reform, the Agreement was signed by the Minister of Education, and not by the country, there was no prior discussion of the fact, no explanation of the structure and aims, no previous training. The university professors and students are facing the situation when they have to adapt to the unknown conditions and work according to unknown standards. This leads to the negative attitude towards the concept of the Bologna Process and slows down the integration into the system.

In 2004 the poll was held on the website of one of the Ukrainian universities. (KHNURE 2004.) The visitors (mostly the students and the lecturers of the university)

were asked about the most dangerous consequences for Ukraine and Ukrainian education, in their opinion, after Ukraine joined the Bologna Process. The results of the poll, in which 1999 people participated is given in the Table 1.

Table 1. **Possible consequences of the Bologna Process to the higher education system of Ukraine.**

Convertibility of Ukrainian diplomas will lead to the brain drain	 22,81% [Number of voices: 456]
The state control over the higher education will become weaker	 13,26% [Number of voices: 265]
The financing of the higher education establishments will decrease	 5,15% [Number of voices: 103]
The introduction of the module system will lead to the reduction of the number of teachers	 9,45% [Number of voices: 189]
The gap between the secondary and higher education will become bigger	 4,05% [Number of voices: 81]
The possible consequences are not studied enough, and this worries me a lot	 19,51% [Number of voices: 390]
I see no dangerous consequences	 20,56% [Number of voices: 411]
Other	 5,20% [Number of voices: 104]

Total: 1999

As one can see from the table, only about 20 per cent of respondents look positively at the implementation and consequences of the Bologna Process. However, since the poll was anonymous, there neither is information on the professional belonging of the respondents (students/lecturers), nor information on the gender belonging (male/female).

The psychological unpreparedness and sometimes the absence of desire to break the stereotypes and do additional job, as university rectors admit, were the significant obstacles in the process of the education system reformation. According to them, about 67 per cent of innovations stay on paper. (Starenkaya 2004.)

Another very sensitive question for Ukraine is the preparation of the scientific and teaching staff for the higher education. The system of Higher Attestation Commission,

which functions in Ukraine, does not exist in European countries. Many specialists believe that this system is a rudiment in the academic world, which has to be abolished. Every year the Commission introduces the new rules, which, actually, do not help to select the best scientists but often carry the system of obtaining the scientific degree to the absurdity. Another important problem, which often tends to be disguised, is the corruption in the Commission, which leads to the fact that the number of the false scientific degrees grows. The system of scientific degrees awarding has discredited itself, and this problem cannot be ignored. (Starenkaya 2004.)

In general, the financial problem is very critical for the education system of Ukraine. The Soviet system of science and education, which was designed taking into account the significant subsidies from the state side, turned out to be the source of corruption in the market conditions. The small salary does not enhance the teachers to follow all the innovations in the science and improve the study planes every academic year or even semester. Besides, the budget of the universities, even private ones, does not allow providing the adequate material base – information and communication technologies, books for the libraries. All these factors influence negatively the quality of education.

Definitely an important problem is the job placement of the alumni. The creation of the European Higher Education Area is supposed to facilitate the high mobility and competitiveness of the knowledge and skills of the Ukrainian citizens. In the social and economic conditions, in which the Ukrainians are living at the moment (unemployment, lack of the working places, low wages, and weak social protection) a dangerous situation can easily develop: the migration of the Ukrainian citizens searching for the decent job to the European countries can increase greatly, thus causing the brain drain. In return it is rather difficult to expect the flow of the European universities alumni to Ukraine namely because of the above mentioned social economic situation.

Though the problems are numerous, they are still possible to be solved, though the process will definitely be time-consuming and complicated.

5.3.3 Possible solutions for the difficulties

The introduction of the two-level system is supposed to have a positive impact on the economy sector, since a significant part of the students, aiming at the Bachelor's degree will be prepared to start their career in 3 - 4 years. Taking into consideration the attitude

of the Ukrainian employers to the Bachelor's degree, a lot of clarification work has to be done in order to make this degree recognizable at the market. The Diploma Supplement should contain the full explanation of the preparation level of its holder.

It is necessary to reform the secondary school system, so that it would serve as a real preparatory stage for the higher education. The school reform, taken in year 2000, stated that starting from the mentioned year of the secondary school education would comprise 12 years. The two additional years, which did not exist before, are the years when the students can study deeply the subjects, in which they want to specialize in future. This reform gives a hope that the future university students will come to the higher education establishments more prepared than the previous generations, and thus will benefit from the university education more.

Another very important issue is the language studies at school. Nowadays only those students, who study at the schools with the intensive learning of languages, receive the adequate training in one or two foreign languages, while most of the students study only the basics of one foreign language, mainly English. In Europe the language studies in the university do not take so much time of the curriculum, since the students have mastered at least two foreign languages at school. Ukraine also has to press towards the situation when the students come to the university being able to use two foreign languages in their studies, otherwise the curriculum will be overloaded and the learning process will be limited to using only the domestic sources of information, which will make the mobility of the Ukrainian students in the European Higher Education Area unachievable.

Additional way to provide the conditions for the mobility of the teachers and the students is to define the contents module for every discipline and to bring into concordance the credit systems of the student achievement's evaluation. The traditional system of grades is supposed to be changed within next two years. Nowadays the grade system of Ukrainian higher education is presented by four numerical grades with the meanings "excellent", "good", "satisfactory" and "unsatisfactory", the latter requiring the re-take of the exam to get the positive grade. So basically only three positive grades are being used. The new system, which is supposed to substitute the existing, will be presented by the following grades: "excellent", "very good", "good", "satisfactory" and "pass".

Since a significant part of the rejection of the Bologna Declaration and its principles comes from the lack of information about the process, it is necessary to raise the level of information of the universities' leaders, professors and teachers, students about the essence and the mechanisms of the Bologna Process realization. To do this the Ministry of Education should organize a series of the events, such as conferences, round-table discussions and seminars, where the all the categories mentioned above can participate.

The education is closely connected to the different economy sectors, and in many cases it is not possible to solve the educational problems without solving the problems in the economy sectors of the country. The adequate financial support of the academic workers will facilitate the elimination of corruption in the universities and Higher Attestation Commissions, thus bringing the status of the scientific worker, university teacher and scientific degree holder to the higher level.

The problems with the job placement are not easily solved, but one cannot disagree that the solution of this issue will have a very positive impact on the Ukrainian system of education. The development of the industry and the practical realization of the first job placement right for the graduates are necessary steps to be done. In order to prepare the future specialists according to the real demands of the market, the universities have to know what exactly the market expects from the alumni. So the feedback from the organizations and companies, regular consultations with the specialists are necessary for the universities to correspond to the demands of the economy sectors.

One of the main tasks that Ukraine is facing now is working out the principles of the study process formation, which would correspond to the general European principles. This will stimulate the renewal of the learning content; will facilitate realizing the common responsibility of the teacher and the student for the results of the learning process.

The education in Ukraine can and must be made profitable, effective and competitive. It is not a tribute to the European fashion, but the demand of the life and real needs of the Ukrainian society.

6 RESEARCH ON THE BOLOGNA PROCESS IN UKRAINE

6.1 Research Problem

The aim of this study is to analyze the need of Ukrainian higher education system for the Bologna Process reforms from the perspective of the university professors and lecturers as one of the main participants of the Process and to identify the positive and negative consequences of signing the Bologna Declaration for Ukraine.

The research problem as stated in the Introduction is:

Are the Bologna Process reforms necessary for the higher education system of Ukraine or they are the tribute to fashion?

Five research questions which are supposed to help answering the research problem were formulated.

The research problem can be answered by the following questions:

- 1) How much are the university lecturers and students aware about the aims and goals of the Bologna Process?
- 2) Does Ukrainian system of the higher education need to be reformed and if so, what the reforms should be?
- 3) Is Ukrainian system of the higher education ready for the reforms brought by the Bologna Process?
- 4) Is the two-tier degree system effective within the Ukrainian social and economic conditions?
- 5) What positive and negative consequences of the Bologna Process reforms for the Ukrainian system of the higher education could be singled out?

6.2 Research method

It was decided to use qualitative method to answer the research questions since at the present moment the quantitative data would not objectively demonstrate the current state of affairs with the Bologna Process in Ukraine. The reforms are implemented quite non-simultaneously and singly, so the figures on different universities may present quite a contradictory image. The process of reforms is not over yet, the quantitative indexes

are changing constantly, thus making the research bound up with a certain period of time.

When using the qualitative methods, the typical ways of data collection include unstructured and semi-structured interviews, participant observation and diary keeping. (Scott 2004).

Diary keeping and participant observation methods seemed to be not applicable for the present research since the process under research is very continuous, thus diary should be either kept for a very long period of time (several years) and the participant should be observed for a long period of time or the results would illustrate the much shorter period than the one being researched in this paper.

The method chosen for the present research is semi-structured interview.

Kvale (1996, 5) defines semi-structure qualitative interview as “an interview whose purpose is to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena”.

Since qualitative research interview is aimed at understanding the issue in question from the subject’s point of view (Kvale 1996, 3) this method would give the vision of the Bologna Process and its reforms from the perspective of its main participants – university professors and lecturers - which is important in answering the research questions.

The method chosen for the interviews analysis is meaning compensation, which consists in compressing the long statements into more compressed ones, so that what is said is rephrased in a few words. (Kvale 1996, 192). This particular method was chosen since the interviews were semi-structured and implied the open-answer questions, the answers to which were rather extended.

6.3 Data collection

For the present research 10 lecturers from three Ukrainian universities – Kharkiv National University, Kharkiv National Pedagogical University and Kharkiv National University of Radio and Electronics – were interviewed.

The universities were chosen on the basis of the level of their involvement into the Bologna process. While Kharkiv National University of Radio and Electronics is the regional coordinator for the Bologna principles implementation, Kharkiv National Pedagogical University has only lately started to participate actively in the Bologna Process (first Bachelor degrees were issued in 2004, first Master degrees were issued in 2005). Kharkiv National University occupies a place in the middle of scale.

The interviewees were selected primarily on the basis of their working experience. One group of interviewees has been working in the system of higher education for more than 15 years; another group has been employed in this sector for less than 15 years. It was decided to take this criterion as a basis for the selection, deriving from the fact that the collapse of the Soviet Union in 1991 brought certain changes to the system of education in Ukraine (among them commercialization and nationalization of education). Thus it was interesting to compare the opinions about the Bologna Process of those, who have working experience from the Soviet times and can evaluate the changes from two perspectives, and those, who gained the experience during the period when Ukraine was a sovereign republic.

The interviews held were semi-structured in-depth interviews, which contained seven open-answer questions. During the interviews the notes were made, the average number of pages with notes is three.

6.4 Interpretation of the Results

Concerning the degree of awareness about the aims and goals of the Bologna Process, most of the interviewees share the opinion that the teachers and the students are poorly informed about the aims and goals. One of the respondents mentions that the slow character of the implementation of the Bologna principles is caused by the fact that main players in the field – teachers and students - have no understanding why the reforms are needed. Another respondent explains the low degree of awareness by an imposed character of the Bologna Process in Ukraine.

As one of respondents (PhD, 20 years of working experience) commented:

“Nothing has ever worked to the full if the people involved did not understand what they are doing and why they are doing it. Why would we suppose the situation should be different this time?”

However the opinion of the respondent, representing the university-coordinator of the Bologna process in the region is partially different. She believes that the level of teachers' awareness is high enough, while the students are not so well-informed.

All respondents were asked if the Ukrainian system of education needed reforms and all of them answered positively, though the opinion of what reforms are needed differs from one respondent to another. Four interviewees mentioned that Ukrainian universities need to enjoy more autonomy in order to perform better; two interviewees consider that the schedule should be reviewed in order to eliminate subjects, which are not relevant to the student's major and to enlarge the scope of major subject studies. One of the reforms suggested was the increase of the number of teachers in the universities as the current situation proves that the workload is too big and teachers have no time for individual consultations, which are important for the students and are an inalienable part of the educational process as it is seen from the Bologna reforms viewpoint.

A large-scale reform was suggested by the professor of Kharkiv National University (PhD, 30 years of working experience), which lies in connecting the GPA (General Point Average) of the student with the possibilities for the employment. For this, he says, the universities should cooperate with the companies and factories, which will employ future graduates.

Rather unexpected point of view was given by Kharkiv National University representative, whose career has started after the collapse of the Soviet Union. She believes that the only reform needed for the Ukrainian system of higher education is the return to that system which existed during the Soviet times with its centralization. She grounds her view by saying that giving more autonomy to the universities caused serious discrepancies within the same system, so centralization could help in bringing the universities to the common standards.

Speaking about the issue of Ukrainian higher education' readiness for the Bologna Process the answers were unanimous, though the opinion of the level of readiness was different throughout the universities. The professors from Kharkiv National Pedagogical University, which has just started to implement the Bologna principles, consider that higher education system of the country is not prepared for the reforms offered by the Bologna declaration. The low degree of readiness is caused mainly by the insufficient financial means of the universities and by the low level of governmental funding. Another reason is given by the representative of Kharkiv National University (PhD, 23 years of working experience), who considers that the national educational traditions of Ukraine has proved their effectiveness and vitality, thus many people involved in the Bologna Process see no need of switching to something else:

“The best is oftentimes the enemy of the good. Too many of us have already made certain of that.”

The question of the two-tier system effectiveness provoked very lively discussions in all cases. Different opinions were given on the negative and positive outcomes of this innovation to the Ukrainian higher education system. The advocates of the positive consequences believe that the clear distinction of the more practical bias in case of the Bachelor's degree and more academic one in case of the Master's degree is useful for the students in the first turn as they can plan their studies from the first year to achieve the desired degree. At the same time these respondents note that the requirements for the both degrees should be outlined more clearly and firmly.

The majority of respondents (n=7) consider that the two-tier system is an unsuccessful experiment for Ukrainian higher education. They bring upon the following arguments:

The two-tier system was not implemented simultaneously, and till lately all the graduates received the degree of specialist (which does not exist in Western countries). Thus, the situation arose when the graduates with the same educational level – 5 years - hold different degrees – the one of specialist and the one of Master. It became almost impossible for the potential employers and students themselves to figure out the difference if there was any between these two degrees. Many graduates found themselves in the situation when their diploma was considered insufficient or inappropriate for the future career or studies in the universities abroad.

Historically for the Ukrainian education the academic level of the university was higher than the one of the higher technical school or college. With the introduction of the two-tier system, where 4 years of study lead to a Bachelor's degree, the graduates of these schools and colleges got the same diploma as those, who graduated from the universities, no matter that the studies in the colleges are mainly professionally oriented, while studies in the universities were held from the academic perspective. The representatives of Kharkiv National Pedagogical University see this fact of equation as a negative outcome of the two-tier system.

All respondents mentioned that at the moment Ukrainian economy and industry are not ready to employ graduates with Bachelor's degree only. In these conditions the Bachelor's degree becomes a kind of virtual degree, since the graduates still have to continue their education.

Answering the question about the positive and negative consequences of the Bologna Process for Ukraine, all interviewees were unanimous in the fact that there definitely are positive consequences. Among them the respondents named the increase of the students' own responsibility for the outcome of the learning process, which will result from the possibility to choose courses to study and universities where these courses are taught in a best way. Students will acquire the habit of the individual work. Due to the wide implementation of testing as a way of knowledge control, the computer literacy of the students and the teachers will also grow.

However, the negative consequences are considered by the Ukrainian university teachers to be quite serious. Eight respondents answered that the increasing number of tests as a way of knowledge control is doing harm to the creative and independent thinking of the students. Those tested do not have a chance to develop their speaking and discussion skills, which in opinion of the respondents results in making students more narrow-minded:

“An epidemic testing cuts the wings of the creative thought”

The interviewee from Kharkiv National University of Radio and Electronics (MSc, 10 years of working experience) says that by increasing the amount of the individual work, the education becomes more formalized, while she believes that the personal approach and the personal contact of the teacher and the student raises the quality of education.

Another fear expressed is that the growing degree of independence in studies might be perceived by the students as a lack of control, which will lead to the poor progress in their studies.

During the interview most of the respondents mentioned the corruption of the higher education system as one of the main problems of Ukrainian higher education, which could prevent Ukraine from successful implementation of the Bologna Process principles.

6.5 Summary

The results obtained by interviewing the university professors and lecturers allow to state that the general attitude towards the Bologna Process and the reforms it brings is rather positive than negative. However basing on the opinions about the level of awareness about the principles and aims of the Bologna Process, about the level of Ukrainian higher education readiness to the reforms in question and about the correspondence of the two-tier system to the contemporary economic and social conditions of Ukraine, it can be stated that there is much to be done until the reforms implemented could have the maximal positive effect and not arise rejection from the people involved.

7 CONCLUSIONS

7.1 Conclusions of the research

Present research analyzed the Bologna Process as a mainstream of the European higher education. Reasons for the Process beginnings were analyzed; aims, tasks and principles of the Bologna Process were discussed.

Next, the Bologna Process was viewed in the national context of Ukraine. To understand the peculiarities of the Bologna Process reforms in Ukraine at the present moment a historical overview was given, where the structure of the current higher education system was analyzed and the problems and difficulties of the current system were explained.

In the beginning of the research the following research problem was stated: “Are the Bologna Process reforms necessary to the higher education system of Ukraine or they are the tribute to fashion?” According to the research problem the following research questions were formulated:

- 1) How much are the university lecturers and students aware about the aims and goals of the Bologna Process?
- 2) Does Ukrainian system of higher education need to be reformed and if so, what the reforms should be?
- 3) Is Ukrainian system of higher education ready for the reforms brought by the Bologna Process?
- 4) Is the two-tier degree system effective within the Ukrainian social and economic conditions?
- 5) What positive and negative consequences of the Bologna Process reforms for the Ukrainian system of higher education could be singled out?

To get the answers for the questions it was decided to conduct semi-structured in-depth interviews with the lecturers and professors currently working in Ukrainian universities.

Answering the **first question** the respondents agreed that the level of awareness of the university staff and students about the Bologna Process in general and its aims and goals in particular is rather low. Answering the **second question** the respondents stated

that the higher education system of Ukraine needs to be reformed, the proposals for the reforms mainly concerned the curricula and the degree of autonomy of the higher education establishments. The answers for the **third question** show that the degree of readiness to the Bologna Process differs throughout the universities. Most of the answers to the **fourth question** prove that the two-tier degree system at the moment is unsuccessful experiment, since the country is not ready to this system from the social and economic viewpoints. Answering the **fifth question** the respondents agreed that the Bologna Process has positive consequences for the Ukrainian higher education, though some negative ones are present as well.

Analyzing the answers obtained while conducting the interviews the following conclusion can be made: the reforms brought by the Bologna Process are necessary for the higher education system of Ukraine, since they will positively influence both national and international dimensions of the higher education. However, the implementation of these reforms is complicated by the current economic and social conditions in the country, and these difficulties have to be overcome to allow the reforms have the maximal positive effect on the system of higher education.

The reforms which are to be implemented still have considerable difficulties on their way. Nevertheless, the peculiarity of the forthcoming period is that these reforms are not possible to avoid any more, since avoiding will result in isolation from the European countries, thus intensifying own social and economic crisis. Since Ukraine stated as one of its main international aims to join the European Union, the isolation will definitely slow down this process.

7.2 Achievements and limitations

This research analyzed the peculiarities of the Bologna Process implementation into the higher education system of Ukraine which is important for the further development of the most successful strategies to maximize the positive consequences and minimize the negative ones.

The opinions from those who are intended to be the main players in the field of the Bologna Process were obtained, which will help to tailor the Bologna Process reforms to the needs of those who have to implement these reforms and experience their results.

However, the scope of the universities from which the lecturers and professors were interviewed is limited to one region of Ukraine. The opinions of the officials who are in charge of the Bologna Process in Ukraine were not obtained.

7.3 Future Research Possibilities

In future the research which would embrace several regions of Ukraine could be done. More universities could be involved into the research. It could be possible to interview the respondent of different level of responsibility (i.e. lecturers, deans, rectors, Ministry of Education officials) to compare the attitudes and views on the Bologna Process and its reforms.

The impact of the Bologna Process reforms on the economic situation of Ukraine could be analyzed: the positive consequences could be studied and possible solutions to minimize the negative impact on economic situation could be developed.

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APPENDIX: INTERVIEW QUESTIONS

Do you think that Ukrainian system of education needs to undergo reforms in order to correspond to the international standard? What kinds of reforms?

What do you know about the Bologna Process?

Do you think that the Bologna Process has come to Ukrainian education in time? Why or why not?

What positive and negative outcomes of the Bologna Process can you name?

What is your opinion on the two-tier degree system: Bachelor's and Master's degree?

Do you characterize the fact that there are "more prestigious" and "less prestigious: degrees as positive or negative? Why?

How do you evaluate the awareness of the students and professors of the changes within the frames of the Bologna Process?