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## 16. EUROPEAN AND GLOBAL INTEGRATION IN THE AREA OF EDUCATION – A WAY TO INCREASE THE QUALITY OF EDUCATION

An idea of a knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and social cohesion set as a Lisbon Agenda 2000 goal is a fundamental basis of the European integration in the 21-st century.

By 2020 the EU member states are expected to achieve four key objectives to address challenges in education and training systems: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; promoting equity, social cohesion and active citizenship; enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

In this context, the harmonization of national educational policies is in progress — as a result, the European space is transforming into an entity of individuals and institutions that are interconnected through a network of ideas, tasks and practices vertically and horizontally.

Integration tools at the level of secondary education aimed at improving its quality are the following: formation of pupils' key competences by means of content transformation into a competence-based one; introduction of the standardized assessment of pupils' educational achievements at local (national/regional/school tests) and international (international comparative studies of the quality of secondary education — TIMSS, PISA, PIRLS, etc.) levels; extension of comprehensive secondary education duration.

The formation of a single European area of vocational education and training envisages its transformation into a new paradigm for acquiring the following characteristics: attractive and inclusive professional education, high quality initial vocational training (I-VET), easily accessible and career-oriented professional training (C-VET) based on academic achievements and oriented at validation of outcomes of non-formal and in-formal learning; European educational space for increasing opportunities for international mobility of pupils and teachers of vocational education and training sector.

The modernization agenda for higher education includes increasing the number of university graduates; improving the quality of teaching and learning; promoting the mobility of students and teachers as well as cross-border cooperation; strengthening the “knowledge triangle” through a better interaction of education, research and innovations; and the introduction of mechanisms for the effective governance and funding of higher education.

Emerged in 1950s of XX century in the context of the EU and the Council of Europe educational policies implementation the European dimension in education is an important tool for harmonization of continental, national and regional characteristics. It is positioned as a certain standard of knowledge about Europe (European values and skills of democratic direction) to be translated by means of education (educational content, distance learning, communication between teachers, students, pupils and projects).

In 2012 under conditions of business competition aggravation and labour market demand of highly qualified workers the EU modernized strategic landmarks for education and training development in the member states in the document “Rethinking Education: Investing in Skills for Better Socio-Economic Outcomes”.

On the agenda:

- developing *skills for the 21-st century*: transversal and basic skills — learning capacity, critical thinking, mathematics, nature competences, enterprising, ICT-competences, modern foreign languages communication; and professional skills;
- *stimulation for open and flexible learning*;
- *improving learning outcomes, effectiveness of evaluation and recognition of educational results and qualifications*, including the results of informal learning;
- *the widest possible appliance of ICT and open educational resources potential*;
- *European teaching community support*, which involves the introduction of a new competences portfolio for teachers and administrators, innovative teaching methods;
- *optimization of the funding* according to the principles of shared responsibility, which is positioned as a tool of productivity increasing and economic growth;
- *further development of public-private partnerships*.

European integration in education has passed a longstanding way through establishing the basic principles of common policies, goals, deadlines for achieving them, introducing tools to measure success in their implementation (indicators, standards) towards formation of individuals’ and institutions’ entity which are interconnected vertically and horizontally with ideas, objectives, practices. This movement was not smooth — speaking of challenges of the so-called European and regional ethnocentrism. Economic maximization of education that absolutized the idea of its quality leaving unattended the idea of justice in conditions of multi-lingual, multi-ethnic and socially multi-level Europe has not become a less serious challenge. Therefore, since 2006 new slogans of Brussels policies in education and training are “efficiency and justice”.

Creation of the so-called “internal” European educational space basing on the principles of Europeanization nowadays is inseparably connected and correlated with the global integration in education. Lifelong learning becomes a postulate of this process within the framework designed by the international organizations such as the UN, UNESCO, World Bank, OECD, EU, etc. towards improving the quality and ensuring justice. These organizations form the common education space of global scale using common “harmonization” methodology (benchmarks for achieving, indicators for comparisons, standards, competences, qualifications, classifications, frameworks and networks).

World globalization and development of united Europe transform the national education integration into the European and world innovative educational space a mandatory condition for the existence of the Ukrainian state. Inconsistency of education policy has been a problem on the way towards integration that is why this process has a discontinuous nature. The new stage

started after 2014 is marked with the intensification of Ukrainian education synchronization with European characteristics.

Under conditions of Europeanization and global integration the future-oriented trends for the Ukrainian education comprise: convergence with European countries of key indicators determining the direction and nature of national education; optimization of governance and financing models taking into account the decentralization trend, strengthening the role of the regions in decision-making, development of state-public-private partnerships; further transformation of educational content on competence-based principles and development of valid assessment tools to measure the mastering of key and subject competences by youth; approximation of education to the needs of society and vocational — to the labour market demands.