
FRONDZEY Y.R.

Ph.D. in History, Senior Lecturer,
Department of Foreign Languages,
Cherkasy State
Technological University,
Cherkasy

FUNDING AND THE LINGUISTIC CONCERN AS THE MOST IMPORTANT CONDITIONS OF THE EUROPEAN STANDARDS ESTABLISHMENT INTO UKRAINIAN HIGHER EDUCATION

The article deals with the situation in the modern Ukrainian system of higher education. The European Standards and Guidelines for quality of education are designed to be applicable to all higher educational institutions and quality assurance agencies in Europe, irrespective of their structure, function and size, and the national system in which they are located. Principles are clearly represented in Bologna Declaration, which was accepted by Ukraine in 2005. Thus, Ukrainian system of higher education faces the difficulties, especially in financing and linguistic aspect.

Key words: *higher education, Bologna system, universities, European education, competition, funding, foreign languages, linguistic concern.*

У статті мова йде про ситуацію у сучасній системі вищої освіти в Україні. Європейські стандарти та вказівки щодо якості освіти розроблені для застосування в усіх вищих навчальних закладах та агенствах по забезпеченню якісної освіти в Європі, незалежно від їх структури, функцій і формату, та національної системи, в якій вони розташовані. Принципи чітко викладені в Болонській декларації, яку прийняли в Україні в 2005 році. Система вищої освіти в Україні зіштовхується з труднощами, особливо в сфері фінансування та лінгвістичного аспекту.

Ключові слова: *вища освіта, Болонська система, університети, європейська освіта, конкуренція, фінансування, іноземні мови, мовний аспект.*

В статье речь идёт о ситуации в современной системе высшего образования в Украине. Европейские стандарты и указания о качестве образования разработаны для применения во всех высших учебных заведениях и агентствах по обеспечению качественного образования в Европе, не зависимо от их структуры, функций и формата, и национальной системы, в которой они расположены. Принципы чётко изложены в Болонской декларации, принятой в Украине в 2005 году. Система высшего образования в Украине сталкивается с трудностями, особенно в сфере финансирования и лингвистического аспекта.

Ключевые слова: *высшее образование, Болонская система, университеты, европейское образование, конкуренция, финансирование, иностранные языки, языковой аспект.*

Nowhere today is higher education undergoing more substantial change than in Europe. As countries pursue policies designed to integrate their economies, political systems and social structures under a broader, more powerful Union, it is becoming increasingly clear that higher education, research and innovation are critical components to fully realizing the potential gains stemming from the changes ahead. This very idea has been espoused in several high-level European-wide processes and communications from the European Commission and has given rise to a series of ambitious goals and objectives designed to ensure long term European pre-eminence as both a knowledge producer and transmitter.

European higher education has shown itself to be no stranger to change: for the better part of three decades the sector has been included in the much broader Western and Eastern European reforms. Since the late 1990s though the rate of change has accelerated to unprecedented levels, largely on the shoulders of two key developments: the Bologna Declaration (1999), whose objective is to make the European higher education systems more competitive and attractive and the European Union's Lisbon Strategy (2000), which seeks to reform the continent's still fragmented higher education systems into a more powerful

and more integrated, knowledge-based economy.

Though the diversity within European higher education is regarded as one of its major strengths, at the same time a common path towards transparency, quality, growth, efficiency and excellence is regarded a prerequisite for making Europe one of the strongest education and economic leaders in the world. Education, research, innovation and the modernization of higher education institutions are important pillars of the Lisbon Strategy. Appropriate governance structures and processes are frequently regarded as a precondition to achieve these goals.

Ukrainian higher education accepted the Bologna Declaration in May 19, 2005[6] but till now faces difficulties in many spheres: from the educational competition with European universities to special services it can offer to students, from the system of evaluation to the methodical changes.

Higher educational establishments in Ukraine now are functioning in European educational and scientific zone. This fact demands studying and harmonized adoption of the progressive European universities' experience on the one hand, and on the other hand – the conservation of our national educational traditions. Professor V.A. Yablonsky marks, that Bologna process for Ukraine should have not just educative and illuminant mean-

ing, it's not a simple "adaptation" of our higher education system to new reality, but the means of achieving the new qualitative features.[4]

Financial pressure has become a typical component of higher education in many countries including Ukraine, along with expansion and diversification of enrolments, participation rates, types and numbers of institutions. This has resulted in low and declining per-student resources, overcrowding, low-paid, part-time or unpaid faculty, lack of equipment or libraries and run-down buildings. Higher education institutions have experienced pressures for increased market orientation, to compete for students and obtain additional nongovernmental resources. Students, employers and taxpayers demand accountability of institutions, faculty and other staff. Quality and efficiency in higher education is sought by trying to make programs and curricula more relevant and bringing about more and better learning.

Today the higher school development is subordinated with the market economy laws, that requires the constant filling of the educational content with the contemporary materials, as well as introduction of the modern educational technologies with high informatisation level of academic process in the context of world educational system trends. International organizations, national governments, university teachers' associations and not least the higher education institutions themselves have claimed that higher education is in crisis because of lack of resources. Besides, very often Ukrainian universities are very limited in funds to provide all the necessary changes. That is why it will be especially useful to adopt European experience in educational donations.

One of the main problems of higher education in Europe is that universities and colleges of higher education are starved of funds while students are unable to study effectively. With ceilings

on public spending on higher education, the main way higher educational establishments can improve their teaching and research is to ask higher fees from students. The same example we can notice in Ukraine. But even that is not possible in most countries. Further, capital markets may fail to deliver the funds to finance increased tuition and costs of living. Human capital is not considered as good collateral to secure repayment of loans, because it cannot be traded. (Today this fact is often used by the Ukrainian bank-workers when the banks refuse loans for education). Furthermore, banks cannot easily assess the risks of some students and face difficulties monitoring efforts by students and graduates to perform well. Resulting adverse selection and moral hazard effects result in high interest rates, credit rationing or even a collapse of the credit market for student loans. In addition, students are risk averse and hesitate to take up large loans. Indeed, the risks associated with human capital investments cannot be insured for similar reasons as credit markets fail, i.e., incomplete contracts and information problems.

Imperfect capital and insurance markets generally cause underinvestment in Ukrainian higher education. More importantly, these financial market failures typically hurt students from poorer socio-economic backgrounds as they have less money available to put up front to finance their studies and are typically more averse to borrow. Many students depend on their parents or forced to take little jobs to pay for tuition fees and their costs of living if sufficient loan facilities are not available. Private schemes such as asking (possibly interest-free and tax-friendly) bonds from family and friends are only a solution for some students. Large numbers of students are forced to work more, and therefore study less and harm the quality of higher education. Hence, there is a case to help such students so that they can pay higher tuition fees.

European practice shows that students do not need grants, but credit. To tackle student poverty, students should be allowed to borrow the full amount of fees and cost of living. Income-contingent student loans appear to be the most efficient way to overcome problems of capital market imperfections with risk-averse students. An income-contingent loan scheme allows students to finance their education, but only requires them to pay back principal and interest if their incomes after graduation are high enough for them to afford this. Income-contingent loan schemes thus offer students a combination of loans and social insurance. This restores access to higher education by directly tackling both the capital market and the insurance market imperfections. Further, if income risks are shared among graduates by pooling the risks at the macro level, the government needs fewer subsidies to eliminate risk aversion. The market cannot come up with such a solution. Private banks and insurers are unable to write contracts based on future incomes, but the government can enforce such contracts through the monopoly of the tax authorities. In addition, the government has more information than private banks or insurance companies and is thus better able to avoid problems of adverse selection and moral hazard. Collecting repayments through the income tax system avoids costly verification procedures to determine earned incomes. The government can also collaborate with other governments and other tax authorities in the European Union in order to track down graduates who try to escape repaying their loans by working abroad.[3; p.47-49]

Ukraine also faces the fact, that students and young specialists are looking for possibility to move, to find working place and to stay abroad, giving preferences to the EU countries and the USA. Market ideology is spreading and is the reason for many changes in higher education. Competition between universities and institutions nationally and internationally, exemplified by

both increased sensitivity to consumer demands from students, governments, industry, research contractors etc. and increased competition for funding are the results of this ideology

Talking about financing of universities we can not but mention financing of research. Research has a long tradition in Ukraine as well as in the European countries. It has been important for the development of universities and played a vital role for the welfare states. The tradition of combining research and teaching has been followed in all European universities. Just Sweden was unique in the 1970s in creating teaching positions at universities with very heavy teaching responsibilities and without research obligations. During the late 1990s, however, attempts have been made to change this in order to make it possible for every person with an academic position at university level to be involved in research as well as in teaching.[1; p.249-250]

Contribution to research from industry helps to improve sectors of medicine, humanities, social and natural sciences, technology. Cooperation between the university sector and industry can become mutually beneficial, making both parts stronger and competitive. Thus Ukrainian universities will help the national science to develop and furthermore to improve the technological and industrial sectors of the economy. The question is that it is very difficult to teach technical students on out-of-date equipment, so the lack of funds problem again finishes the circle.

One more very important question to mention is the problem of foreign languages in the Ukrainian higher educational establishments. Universities have enough highly-qualified specialists to provide tuition, but at the same time foreign language level of Ukrainian students remains rather poor, making them non-competitive in Europe and other countries. Bologna Convention announced the principles of free students', scientists', and tutors' movement from one university to other.

This system requires providing necessary conditions in universities for comfortable staying, living and working of both: the staff and the students. One and the most important question exists: how to make acceptable conditions in Ukrainian universities, if most of them can not provide studying on understandable for a foreigner language. That's why students mobility generally remains an appeal: a very little per cent of local students can move to European higher educational establishments, but the number of European students coming to Ukraine to study is catastrophically small, and those who come are representatives of the East European countries.

We should point out that the key to solve this problem is linguistic aspect. Language teaching became a cross-border trend in the century's educational reform. The language of instruction became the most important subject in term of taught time. In almost all education systems, foreign language teaching became compulsory and non-native students of foreign mother tongue received special assistance in the form of language support measures within normal university hours and/or in separate groups/classes.

Belgium was the first European country where universities faced the problem of language barrier in studies and teaching and worked out the system of this problem's solution. According to its historical situation, until the second half of the 20th century, throughout Belgium, all administrative offices, courts, hospitals, and other institutions functioned using French as their language. In the Flemish provinces, secondary and university education could only be obtained in French, while primary education was available in Flemish, taught in one of the dialects of the region. By the mid-nineteenth century, a Flemish political movement had developed under the leadership of Flemish intellectuals, who adopted the Dutch language spoken by their northern neighbor as a unifying language for the Flemish people, push-

ing the diverse multitude of local dialects into the background (a move that has come to be criticized by scholars who see in it the deepening marginalization and even disappearance of local culture and folklore). Legislation passed in 1898 recognized Dutch alongside French as an official language. However, the Flemish population continued to be treated as second best. While a 1932 law required that the language of instruction in primary and secondary education be that of the region (Dutch in Flanders, French in Wallonia and German in the municipalities of the eastern part of Belgium), the law also provided too many loopholes for the Flemish to give up demands for cultural equality.[5] In the 1960s, the Second Gilson Act established four language areas (Dutch-speaking, French-speaking, German-speaking, and Bilingual), which entered into force on August 2, 1963. The division into language areas was included in the Revised Constitution in 1970. Through constitutional reforms in the 1970s and 1980s, regionalization of the unitary state led to a three-tiered federation: federal, regional, and community governments were created, a compromise designed to minimize linguistic, cultural, social, and economic tensions. The article 4 of the 1970 Belgian constitution states that each municipality must belong to only one of the four official language areas established in 1962-63. In the three officially unilingual language areas, a couple of dozen municipalities in the vicinity of another language area must provide limited facilities for speakers of that other language. Hence, teaching of a second language is made compulsory as from the 3rd year of primary school in both the Brussels-Capital Region and in those municipalities with special status. [2; p.38-40]

Other examples of linguistic measures are provided by Austria, Greek and Portugal. In 1982, Austria included modern foreign language (English or French) as a "Verbindliche Übung" (compulsory exercise) for grades 3 and 4. In 1991-93, the programme of modern

foreign language was expanded to include minority languages spoken in Austria and in Austria's neighbouring countries. Further, the "Schulorganisationsgesetz" (School Organization Act) was amended to transfer the pilot project "modern foreign language as of grade one" into mainstream education as of September 1998; and in 2003, foreign language instruction became compulsory at all primary schools from grade 1.

During the 1990s, almost all the European countries have followed similar paths and instituted foreign language teaching at the primary level. Ukraine also adopted the law, according to which children of our country have right to receive primary and secondary education on the language of their ethnic community, but the higher education in Ukraine is available just on state languages, except private higher

educational establishments that provide education on the languages of rare ethnic groups.

Thus, implementing of the Bologna Convention in Ukraine requires serious efforts and a strict coordination. To make studies advanced we should work out plans of strict changes in the system of the Ukrainian higher education. We must not forget, that Ukrainian classic education is closely connected with our culture and ethnic traditions, but on the other hand, European standards require more progressive language learning, so control over linguistic aspect of studies and teaching should be increased. Ukraine must develop the level of its university study, raise the status of universities itself, and, as a result, make higher education in Ukraine competitive throughout Europe.

RESOURCES:

1. Ingemar Fängerling, Görel Strömqvist. *Reforming higher education in the Nordic countries – studies of change in Denmark, Finland, Iceland, Norway and Sweden*. UNESCO, 2004, p. 227- 250
2. Christelle Garrouste. *100 Years of educational reforms in Europe: a contextual database*. Luxembourg. European Commission. 2010, p. 38-44
3. Bas Jacobs, Frederick van der Ploeg. *Guide to reform of higher education: a European perspective*. Panel Meeting of Economic Policy. London, 2005, p. 47-52
4. Яблонський В.А. *Щодо концепції реформування вищої освіти в Україні*. <http://www.anvsu.org.ua/index.files/Articles/Jablonskiy1.htm>
5. <http://education.stateuniversity.com/pages/151/Belgium-CONSTITUTIONAL-LEGAL-FOUNDATIONS.html>, retrieved November, 2005
6. http://uk.wikipedia.org/wiki/%D0%91%D0%BE%D0%BB%D0%BE%D0%BD%D1%81%D1%8C%D0%BA%D0%B0_%D0%BA%D0%BE%D0%BD%D0%B2%D0%B5%D0%BD%D1%86%D1%96%D1%8F, *Болонська конвенція*