

Chapter 5.

SCIENCE, CULTURE AND EDUCATION

1. General features and problems in transformation processes in education, science and culture

Complex transformation processes observed in Ukraine in the period of its independence influence all sectors of public life without exception, including education, science and culture. Meanwhile, transformations, difficulties and trends of development in those sectors are similar, as are the tools used by the Ukrainian state to deal with the problems and outline the prospects for the future. The processes taking place in the educational, scientific and cultural sectors are generally controversial, and the key to those problems lies beyond those sectors.

Oblivion of scientific research, educational and cultural achievements of the Soviet times, insufficient funding and absence of a strategic idea of future development of science, culture and education seem to be the key problems of those sectors. Additionally, the stormy and controversial processes of transformation of the entire national political system, involving frequent changes of governments, present a permanent factor exerting controversial influence on all processes in the country, including education, science and culture. Hence, we should view transformation of those sectors from the viewpoint of nation-wide transformation processes.

The processes taking place in the educational and scientific sectors in Ukraine are generally controversial. On one hand, the educational and scientific potential remains rather high, on the other, it is used ineffectively due to, first, the lack of funding, and second, a gap between educational processes and scientific achievements, and the economy. The potential of the Ukrainian economy is insufficient for employment and funding of really skilled personnel. But those fundamental problems are not confined to the science and education sector, they can be resolved beyond that sector and deal with in-depth transformation processes in Ukrainian society.

Meanwhile, rather positive processes are taking place within the sector of education: in the recent years, significant efforts were made to raise salaries; such steps as accession to the Bologna process and introduction of independent evaluation may be viewed as critical for the integration of Ukraine's educational and scientific sectors into the European and global; efforts aimed to boost the social prestige of educational and scientific personnel should be praised, too. The tasks faced by education and science include the need of creating an effective system of education management, liberalisation of the education system with the purpose of its decentralisation, and building a truly effective chain of education –

science – the national economy. Those tasks are to be attained through transformation of the education sector and Ukrainian society in general.

The processes observed in Ukraine's culture precisely reflect the general social processes. The hard period of transformation passed by the country for more than 15 years now affects the overall cultural level of the nation. The state policy in the field of culture shows a great degree of inconsistency. Actually, it is neglected, as witnessed by insufficient funding. Just as in the case of the educational and scientific sector, the development of culture lies beyond the framework of culture itself, and the general level of culture will rise along with the social and socio-economic progress of the state.

2. Education and science: state policy, problems and development tendencies

Ukraine's state policy in the field of science and education may generally be termed as consistent, but its objectives and development priorities are not always attained due to the lack of funds and strategic ideas of the end goal.

The process of reformation of the education system in Ukraine is underway for a long time.

According to Article 4 of the Law of Ukraine "On Education" (1991, last amended in December, 2007), the state policy in the field of education is formulated by the Verkhovna Rada of Ukraine pursuant to the Constitution of Ukraine and implemented by the state executive authorities and local self-government bodies.

The Law also set out the key principles of education in the country, where particular emphasis should be made on the availability of all forms and kinds of educational services to every citizen; equal conditions for self-actualisation for everyone; independence of education from political parties, public and religious organisations; integration of science and industry; continuity and variety of education; combination of state administration and public self-governance.

The state bodies in charge of education in Ukraine include the Ministry of Education and Science of Ukraine – the central body managing the sector of education; ministries and agencies supervising educational establishments; the Ministry of Education of the Autonomous Republic of Crimea; the Supreme

Attestation Commission, awarding academic degrees; and local executive authorities and self-government bodies, acting as simple doers rather than designers and strategists of the state educational policy.

Ukraine has established state standards of education describing the content, scope and level of education and professional training in Ukraine, worked out separately for each level of education and professional training and approved by the Cabinet of Ministers of Ukraine.

The structure of education in Ukraine encompasses preschool, general secondary, post-school vocational, higher and postgraduate education, along with Ph.D. studies, doctor degree studies and self-education.

To regiment separate sectors of the national education system, in 2000-2006, the following laws were passed in Ukraine: “On Out-of-School Education” (2000), “On Preschool Education” (2001), “On Higher Education” (2002). Legislative acts present an important element of the legislative framework in the field of education.

Speaking of the education system transformation, one should note democratisation of the university life, witnessed by the greater freedom of universities to decide the structure and programmes of training; commercialisation of universities due to introduction of paid courses and departments and emergence of a great many private universities.

The draft Concept of development of the scientific sector in Ukraine, drawn up in pursuance of the President of Ukraine directive of October 3, 2005, mentions the following negative factors hindering the development of the scientific sector in Ukraine:

- absence of a strategic plan of development of Ukraine’s economy;
- excessive administration of scientific research, aggravating the problem due to separation of research at academic institution and practical implementation of its results;
- innovation and investment unattractiveness of the present-day production sector of Ukraine’s economy;
- purposeful creation of unfavourable conditions by the state, undermining effective employment of the potential and capabilities of the academic and university segments of science;

Furthermore, the state of the available infrastructure of the scientific sector undermines the effectiveness of research and development. In 2005, compared to 1995, development of new equipment and technologies fell almost two-fold. As a

result, Ukraine suffers double losses from the absence of economic return from scientific projects not implemented in the national economy, and from unpaid use of domestic studies abroad.

For the solution of those problems, the Concept's authors propose as a matter of priority regimentation of pay for scientists and an increase in state budget funding of the scientific sector, development of the scientific potential of the leading universities, creation of conditions for return of scientists working abroad, and strengthening of ties with business, industrial and entrepreneurial structures. At the same time, the Concept lacks concrete proposals aimed at implementation of those measures.

Touching the reform of state management of the scientific sector, the authors of the Concept argue that with the break-up of the USSR, Ukraine was building the national system of management of the scientific sector from the ground up, and was doing that so frequently that newly established management bodies were replaced before starting reforms. The instability of the system of management of education and science is also related with the tough political struggle in the years of Ukraine's independence, as in absence of a single clear concept of reformation and deep regular reforms in pursuance of such concept, the policy in the sector largely depends on personal ideas of the lines of reform, as seen by separate ministers.

This factor becomes even more important, as the state even now remains the main actor managing education and science in the country. Educational establishments of different levels (universities, vocational and secondary schools, etc.) largely follow the directives of the Ministry of Education and Science of Ukraine. According to the Law of Ukraine "On Higher Education" (passed in 2002, last amended in 2007), the state policy in the field of higher education in Ukraine is determined by the Verkhovna Rada of Ukraine and implemented by the Cabinet of Ministers of Ukraine. Some powers of the education sector management are vested in the central executive body in charge of education and science (the Ministry of Education and Science), other central executive bodies supervising higher educational establishments, the Supreme Attestation Commission of Ukraine, self-government bodies and masters of higher educational establishments. Meanwhile, universities have no powers to formulate the educational policy, the authority of heads of higher educational establishments is confined to immediate control of their establishments.

The mentioned Concept put forward a new structure of state management of the scientific sector in Ukraine, with the establishment of the National Council for

Science and Technology, to work out and present to the Verkhovna Rada for consideration the principles of the scientific and technological policy of Ukraine, make proposals when drafting the State Budget insofar as it deals with funding of scientific research and development, and perform everyday monitoring and control of the progress of implementation of the state policy in the field of science and technology. Hence, the Concept ranges among other projects trying to reform the national scientific and educational sector from the top, setting up state management bodies possessing broad powers, but failing to fundamentally change the system of scientific and educational activity in the country. As of the end of 2007, the Concept was not submitted for consideration to the Verkhovna Rada of Ukraine.

The prospects of education development in 2006-2010 are described in the Concept of the State Programme of Development of Education in 2006-2010 approved on July 12, 2006, by Ukraine's Government, designed to "expand the scope of coverage of the population with education and integrate Ukraine in the European Educational Space". As well as other conceptual regulatory documents, the Concept examines the reasons for deterioration of the state of affairs in the field of education. Decline of the prestige of teaching and research activities, drain of talented creative youths to other sectors of the economy and from Ukraine, ageing of the corps of educationalists, ineffective management of the education sector on the national and regional level and non-compliance of education management with the requirements of democracy, along with irresponsibility for the quality of education on the part of persons tasked to ensure it, are seen as the main drawbacks of the present-day education system in Ukraine. The Programme is intended to remove those drawbacks. It proposes reformation of education under the so-called "mixed" model, resting on the "principles of innovative development of priority organisational structures and extension of assistance to the ones capable of self-development. Introduction of innovation requires less efforts for harmonisation of the regulatory and legal framework and design of the organisational and executive mechanism of operation of educational establishments and best meets the present state of society and the education sector in particular". The measures proposed for perfection of the national education system encompass the following lines: attainment of the European quality and guarantee of accessibility of education (the proposed measures include, in particular: introduction of state standards of the new generation, renovation of the content and methodology of the educational process), setting spiritual targets in education (the proposed measures include, in particular: intensification of processes of national self-identification of a man, development

of the national consciousness, promotion of competitiveness of the national education on the European and global scale), promotion of democracy (the proposed measures include, in particular: combination of state and public control, introduction of a new ethos of administrative activity, publicity at development of regulatory-legal acts), a rise in the social status of educationalists (the proposed measures include, in particular: establishment and observance of scientifically-based and differentiated norms of teaching loads, working hours, design of a mechanism of provision of educationalists with housing), enhancement of the effectiveness of use of funds, material and technical resources employed to ensure education development (the proposed measures include impartial control of the “economy – effectiveness – result”). The Programme implementation is expected to enable transition to a new quality of education and training, in particular, raise the indices of education and human development, impart the national culture to the people, strengthen morality and spirits, bring educational norms in compliance with European, create equal conditions and opportunities for the people to get quality education, raise the professionalism and social status of educationalists and scientists, balance the needs of educational services and the labour market, enhance the quality and competitiveness of manpower.

At the same time, the concepts and programmes of reform of the Ukrainian systems of education and science, clearly declarative and not backed with specific financial commitments of the state or with non-state funds, or funded insufficiently, fail to bring deep systemic changes in those sectors. Real processes that took place in those and other sectors of public life in the country were and remain subject to the stormy and turbulent political developments at home. The goals declared in the passed documents, despite their reasoning and generally right trend, were not attained due to the transformational nature of society itself, and, especially important for the educational and scientific sectors – because society and decision-makers in this country were not fully aware of the priority role of education and science in fully-fledged transformation of society.

The UN assessed the present level of science and education in the country in the UNDP Human Development Report 2007/2008, putting Ukraine’s Human Development Index at 0.788 points and ranking Ukraine 76th among 177 countries of the world. The result was better than in the previous year (2005 Report – 78th, summary index – 0,766). Ukraine showed high indices of adult literacy rate (99.4%) and combined primary, secondary and tertiary gross enrolment ratio (86.5%). Exactly those latter indicators give Ukraine a place in the group of countries with the medium Human Development Index.

Since 2005, Ukraine's education policy has become more transparent. Public councils and boards dealing with different issues were established at the Ministry of Education and Science of Ukraine, involving representatives of public associations, scholars and media representatives.

In 2007, a number of legislative acts dealing with science were passed. A showy example of initiation of structural changes in the field of science from the top is presented by the State Target Scientific-Technological and Social Programme "Science at Universities" for 2008 – 2012 approved by the Cabinet of Ministers in September, 2007. The Programme pursues "creation of legal, economic and organisational conditions for intensification of research activity and deepening its interaction with university studies; establishment of five research-oriented universities". The Programme objectives include "perfection of the mechanism of organisation of research activity at universities and its intensification", "guarantee of economic attractiveness of research activity at universities", establishment of pilot research-oriented universities using university facilities. Meanwhile, to achieve those objectives, measures were proposed, in the first place presuming development and implementation of new regulatory-legal acts, or measures formulated too broadly, e.g., "provision of training of highly qualified specialists at research-oriented universities and their probation at scientific institutions". Praising the very fact of emergence of such a Concept, one may cast doubt on its effective implementation due to the vagueness of the proposed measures at its implementation, and inconsistent formulation of its tasks. Over the entire period of implementation, the Programme is expected to cost the state UAH 478.2 million; UAH 47.1 million are to be provided at the expense of university funds.

Immediately after coming to power in December, 2007, the Government of Yulia Tymoshenko presented the Cabinet of Ministers of Ukraine Programme of Action "Ukrainian Breakthrough: For the People, Not Politicians". Some subsections of the first section of the Programme "Human and Its Development" deal with the issues of education, science and cultural development of society. Experts note the lack of clarity of the Programme and absence of a concrete plan of action in its pursuance as its drawbacks. However, the very fact of its existence is a positive development.

The Government's objectives in the sector of science are formulated rather broadly, but their general trend meets the demands of society in the field of science. Among the set objectives of the state, one should mention "transformation of the leading universities into modern scientific centres", "guarantee of

continuous linkage in the chain of big science – applied research – R&D – innovative industry”, “a rise in the social status of a scientist”, and “introduction of a workable mechanism of protection of intellectual property rights”.

To ensure equal access to quality general secondary education, the state in the first place plans “advance growth of salaries for educationalists” and “extension of target assistance to village schools”. Good proposals in the field of reform of the higher education system include the tasks of extension of autonomy of higher educational establishments and democratisation of their internal life, and adaptation of the Ukrainian higher school to the European standards and requirements of the Bologna process.

According to the Programme, the cultural development of society is to rest on the course towards conciliation and unity of the Ukrainian nation, revival of spiritual values of the Ukrainian people, protection and multiplication of its cultural achievements. The cultural development of society is supposed to encompass the national language and cultural space, conservation and actualisation of the national cultural heritage, creation of proper conditions for operation of the leading national theatrical, circus and musical institutions, and state protection of the national cultural industry. The Government also plans to build partner relations between the state and religious organisations and integrate the Ukrainian culture in the global cultural processes. Also important, the new Government declares its initiative of formulation of the state policy in the field of culture through the development and approval of the Concept of the state policy in the field of culture for 2008 – 2012. Most events planned in pursuance of those tasks involve law-making activity, in the form of drafting and passage of the relevant governmental acts, laws, concepts, etc.

In the field of higher education, it is important that the Programme provides a mechanism of external independent evaluation of the quality of progress in studies of all graduates of general education schools (instead of finals at such schools and entrance examinations at higher educational establishments), vocational schools and higher educational establishments of I and II accreditation levels. Such intentions were actualised by the new Minister of Education and Science of Ukraine Order on independent external evaluation of pupils willing to enter higher educational establishments in 2008 of December 25, 2007, introducing such evaluation as mandatory for would-be students in 2008. In 2007, such uniform external evaluation was conducted in some regions of Ukraine as an experiment. The main difference from the previous scheme of entry to higher educational establishments of Ukraine lies in the launch of an independent centre of evaluation

of pupils and passage of tests, uniform for the whole country. By contrast to the previous system, whereby each separate higher educational establishment in Ukraine on its own planned and held entrance exams, implementation of a Ukraine-wide system of evaluation of pupils by the independent Ukrainian centre of evaluation of quality of education contributes to fighting corruption in the sector of education.

Problems in the field of science and education are mainly related with poor funding, ineffective management and use of human resources and a gap between science and education, on one hand, and the national economy, on the other.

Despite the rise in the share of funding of education to 7% of the budget in 2007, the absolute values of funds allocated to education and science cannot ensure their decent development. Poor funding results in low salaries in those sectors, causing the low social prestige of pedagogical work in Ukraine, and therefore, the controversy between their social role and the social status of teachers. Young people lose motivation to become teachers or scientists, as such work cannot satisfy their social needs.

Another problem lies in the existence of a significant gap between the national system of education and the national economy. The main reasons for that lie beyond the education sector and originate from the economic model formed in the country. Such economic model, despite declarations of the national economy transition to the innovative model of development, rests on low technologies and cheap labour. Discussions of introduction of new, post-industrial economy in Ukraine are underway. In the recent years, representatives of the expert community put forward projects of transformation of the national economy into highly technological, but those projects were never implemented.

The gap between the national economy and education and scientific innovation involves two important implications, to a large extent explaining the present state of education and science in the country. The first is the low demand of the national economy for skilled personnel, combined with its shortage, especially felt by companies adopting new technologies. The second is the inadequate reward of skilled labour (with few exceptions), which, in turn, leads to the reduction of its social prestige and, respectively, gives rise to risks of reduction of the public demand for good education and of the quality of education itself.

The mismatch between the level of the economy and the potential and knowledge of highly qualified personnel gives rise to one of the main woes of

independent Ukraine – drain of educated and skilled youths from Ukraine. The national system of education partly works to train skilled workers for foreign economies. The drain of scientists and specialists abroad because of the absence of proper conditions for productive work of highly educated, intellectual employees and limited possibilities for effective research and innovation in Ukraine point to ineffective use of the national intellectual potential.

Salaries in the sector of education, despite continuous growth, rank among the lowest in all branches. For instance, in January-November, 2007, the monthly average wages in industry equalled UAH 1,527 (some 300 US dollars), while educationalists on the average earned UAH 1,035 a month (approx. 200 US dollars).

The decline of the social prestige of the work of teachers and scientists brings long-term negative trends. First, the risk of deterioration of the staff is growing. Starting from 2000, there is a trend towards a decrease in competition at entrance examinations at higher educational establishments turning out educationalists. On the other hand, since 2005, the huge and long-standing problem of vacancies of school teachers has partially been removed. The Minister of Education and Science in 2005 – 2007 Stanislav Nikolayenko reported that in the past 2.5 years, the number of vacancies dropped substantially – from over 2 thousand to less than 300 for entire Ukraine, especially at village schools (making 0.1% of the total).

Ageing of the corps of educationalists is another problem immediately related with the low salaries for teachers. In 2005, almost one-seventh of all teachers were in the pension age. At higher school, the average age of professors equalled 64 years, assistant professors – 56 years.

Such financial terms also undermine motivation to get higher education due to the prospects of unemployment and/or low wages after the graduation from a higher educational establishment. At the same time, a young man substantially impairs chances of finding a decent job due to the absence of higher education. In 2006/2007 academic year, some of the Kyiv higher educational establishments failed to meet the state order to education of the rural youth. It may be assumed that youths from the country regions, especially poor, prefer to earn abroad rather than spend years to study at a higher educational establishment.

Institutional framework of management of science is still inheriting elements of the Soviet system. According to the Statute the National Academy of Science (the Academy) is the “highest state scientific organisation”, which activity is aimed at “obtaining new and overall knowledge about nature, a human being and

society; creation of scientific basis for scientific, technical, social, economic and cultural development of the state; as well as raising highly qualified scientists". In its subordination the Academy has a significant number of academic subdivisions, including research institutions, scientific centres, and separate sections for natural and humanitarian sciences. Today's total Academy's personnel include more than 20 000 people, whose budgeting is provided purely with a state Ukrainian budget.

Although being large in terms of staff, productive facilities and total budgeting, the Academy is being constantly criticized for a number of reasons. Although the Academy suffers from typical shortcomings of the Ukrainian science, it also faces with specific problems, including lack of internal reforms and resistance to innovations in the Academy's management; overstuffing of the Academy and its structural divisions; low scientific productivity, and disconnection with the higher educational system and national economy. The critics has its ground, as the Academy - the only Ukrainian representative included into world's list of 3 thousand scientific institutions – is ranked only 667th in scientific citing in all fields of science. Generally, Ukraine is ranked 41st in the world in scientific citing for the last 10 years according to ISI Web of Knowledge. Despite national wide discussion of last years over the need of reforms of the Academy and scientific management framework in general, systematic approach towards transformation of the institutional framework of the Ukrainian science has not been implemented.

The Highest Attestation Committee (the Committee) is another institution inherited by Ukraine from the Soviet period. According to the decree of the President of 1999 the Committee is the only state authority of Ukraine to "implement state policy in the field of attestation of scientific and pedagogical employees of highest qualification, award scientific grades of candidate and doctor of science, and rank of senior scientific employee" upon recommendation of corresponding scientific councils of universities and academic establishments. The scientific community is divided in terms of evaluation whether Ukraine needs or not this institution. Main argument in favour of abolishing the Committee is that it is a rudiment of the Soviet system of scientific management, which has lost its relevance in nowadays. Besides, the Committee, having primarily controlling, and not managerial functions does not facilitate to scientific development. The opponents to this view see the Committee as a barrier against corruption within the process of awarding with scientific grades and ranks. They argue that academic councils are still not ready for full independence in this process. Despite the fact

that this discussion lasts already for a while, no decision has been taken over the future of the Committee in the last years.

Another problem is posed by the obsolescence and ageing, wear and tear of training facilities and teaching aids at educational establishments, low pace of technological modernisation of the educational process. The majority of higher educational establishments, while renovating their technical facilities, continue to use the stuff remaining from the previous times. For instance, as of the beginning of 2006, general secondary and vocational schools were provided with computers at a rate of 1 per 70 pupils. This further deepens the gap between education and science, education, science and production, ultimately being one of the factors hindering introduction of the innovative model of economy in the country.

One more problem affecting the education system in Ukraine since early 90s is presented by excessive commercialisation, in the form of establishment of a great many private higher educational establishments (from 1990 till 2007, the number of higher educational establishments of the highest accreditation levels (III – IV) increased from 149 to 350; the number of specialists turned out by higher educational establishments of those accreditation levels – from 136.9 thousand in 1991 to 413.6 thousand in 2007), and introduction of paid education at state and municipal higher educational establishments. This seriously impedes access to education for the youth from low-income families, quite numerous, given the rather low incomes of the population. Deterioration of the quality of education is another negative effect of excessive commercialisation of higher education. The increase in the number of higher educational establishments was not accompanied with the corresponding growth of the professors' corps. On the contrary, those processes took place against the background of the drain of skilled pedagogues and scientists from Ukraine, and a decline of the social prestige of the pedagogic work.

Many children in the preschool and school age live in rural areas. A crisis of the education system in rural areas has been observed for a long time. Village and city schoolchildren learn in unequal conditions: first of all, village children attend preschool educational establishment much more rarely than in cities: as of the beginning of 2006, the attendance rate equalled only 24%, against 65% in cities. Inequality is also observed on the level of secondary education, affecting the readiness of village children to get higher education.

Despite the mentioned trend towards better funding of education and science, it remains evidently insufficient for the education sector to meet present-day requirements and comply with the declared course of the country's transition to the innovative development model.

In the recent years, the policy is pursued and concrete steps are made to solve the problems of education and science. The main achievements are related with Ukraine's integration in the European scientific and educational space, amendment of the procedure of entry to higher educational establishments and steps intended to raise funding for education.

Launch of the Bologna process. European integration is Ukraine's ultimate goal. Integration of the system of education in the pan-European education network is its integral element. Ukraine joined the Bologna process on May 19, 2005, at a European ministerial conference in Bergen, and undertook to make relevant amendments to the national education system and join efforts at prioritisation in the process of creation of the single European higher education space before 2010.

The main principles shaping the development of higher education in Ukraine within the framework of the Bologna process include creation of an innovative space on the basis of educational and scientific support, adaptation of Ukraine's higher education system to the norms and standards of the European higher education space, and provision of social dimension of the higher education, enabling graduates of higher educational establishments to make a career.

To implement provisions of the Bologna process on the national scale, Ukraine in January, 2004, approved the Programme of Action at implementation of provisions of the Bologna declaration within the system of higher education and science of Ukraine in 2004-2005, aiming to promote the entry of the national system of education and science in the European space. It for the first time legislatively set the objectives to be achieved by Ukraine for the attainment of conceptual principles of the Bologna process. The objectives included improvement of the two-tier structure of higher education, clear and transparent grading of diplomas, degrees and qualifications, use of a uniform system of credit units and diploma supplements, consideration of the European practice of accreditation and control of education quality, promotion and development of the European standards of quality, removal of obstacles for the mobility of students, professors and researchers, introduction of advanced approaches to integration of higher education and science at master and postgraduate studies, and promotion of further development of autonomy and self-government within the system of higher education and science.

The Presidential Decree on immediate measures for functioning and development of education in Ukraine of July 4, 2005, started the development of

a concept of education reform in Ukraine with account of the prospects of Ukraine's integration in the EU. The Decree also contains a long list of other priority measures at reformation of the education system, whose implementation is difficult to assess.

The priority of accession and implementation of provisions of the Bologna process in Ukraine is proved by the creation of the Interdepartmental Commission in support for the Bologna process in Ukraine by the Cabinet of Ministers of Ukraine Resolution of February 1, 2006. The Commission's powers include continuous monitoring of implementation of provisions of the Bologna declaration in Ukraine. The Commission is chaired by the Minister of Education and Science and includes representatives of the concerned ministries.

The results of implementation the Bologna process in Ukraine are covered in Ukraine's National Report on implementation of provisions of the Bologna process of December 16, 2006. According to the Bologna Process Stocktaking Report 2007, after joining, Ukraine achieved some results, such as preparing an Action Plan for implementation up to 2010; setting up a Bologna Follow-up Group within the Ministry of Education and Science, a Bologna Follow-up Inter-departmental Commission and a national team of Bologna Promoters; the council of students applying for ESIB membership; progressing the implementing of ECTS and diploma supplements; and increasing the higher education sector's engagement with the EHEA. Work has started to develop a national qualifications framework, following discussion with all interested parties at the national level. It is expected to be completed by 2010. Plans have been developed to improve and coordinate national quality assurance arrangements. Some international involvement in quality assurance takes place at the institutional level, and universities are in direct contact with international accreditation agencies. Plans are in place for graduates to receive diploma supplements from 2008-09. According to Bologna Scorecard, January 2007 represented in this report, Ukraine got high scores in implementing Bologna process initiatives – its Joint degree is green, which is equal to an excellent mark.

Future challenges include: developing a quality assurance system in line with the *Standards and Guidelines for Quality Assurance in the EHEA*; implementing the third cycle; increasing the employability of bachelor graduates; increasing staff and student mobility; and extending higher education institution and community links.

Nevertheless, while approaching the European standards of education, the Ukrainian higher education experiences a number of problems in the context of the

Bologna process, such as, say, too many lines of study and specialities (respectively, 76 and 584) – the world best systems of higher education operate with 5 times fewer; broken ties between educationalists and employers, between education and the labour market; indistinct difference between specialist and master training (on one hand, specialist and master training programmes are quite close, their educational status and qualifications are equivalent, on the other – the accreditation levels are different); the system of conferment of scientific degrees is complicated, which, in turn, impairs the mobility of professors and scientists in Europe; insufficient effectiveness of student training at vocational schools, colleges, etc., while their total number exceeds that of higher educational establishments of III and IV accreditation levels taken together four times; absence of an accomplished system of professional development and retraining of specialists; so, the European principle of “life-long education” is not quite implemented yet; Ukrainian universities do not perform the functions of methodological centres, innovators, pioneers of social transformation to be passed by the country. The degree of autonomy of higher educational establishments in those issues is much lower than the European average.

Introduction of independent external testing. Implementation of provisions of the Bologna process catalysed the introduction of the system of independent external testing of school training, the results of which are to be used at enrolment to higher educational establishments. Introduction of such testing is also seen as the most effective anti-corruption measure in Ukraine’s education system. According to the nation-wide survey “Corruption in Ukraine” performed by the Kyiv International Institute of Sociology in May, 2007, executives and professors of higher educational establishments are commonly considered to be one of the most corrupt social groups, after the state automobile inspection, militia, representatives of the healthcare and judicial systems. For instance, 46.3% of those polled mentioned officers of higher educational establishments as persons disposed to corruption. People termed executives and professors of higher educational establishments as the group demanding and taking bribes the most – 47.3% of those polled stick to this opinion.

In addition to prevention of corruption, external testing is to create preconditions for equal and fair access to higher education on the basis of impartial results of testing. Another objective of external testing was to compare the data of education of all Ukrainian pupils, to find out and assess the real state of affairs and the quality of education in the country.

Gradual introduction of external evaluation of the quality of knowledge of pupils began in 2005. The procedure of external independent evaluation and monitoring of the quality of education was introduced by the Cabinet of Ministers of Ukraine Resolution of August 25, 2004. According to the Resolution, the Ukrainian Centre of Evaluation of Quality of Education was set up, tasked to provide organisational-methodological and technological support for evaluation of the quality of education. The Centre is supposed to act proceeding from the principle of equal remoteness and independence from national higher educational establishments. The main novelty, compared to the present system of final and entrance exams, is the provision that from now on, summary state attestation of graduates and their competitive selection for study at higher educational establishments will be conducted on the basis of results of external independent evaluation of the knowledge of graduates of general secondary educational establishments.

The President of Ukraine Decree of July 4, 2005 “On Immediate Measures for Functioning and Development of Education in Ukraine” among other things set the task of transition in 2005-2006 to entrance exams at higher educational establishments by means of external independent evaluation of knowledge of graduates of general secondary educational establishments and provision of funding for those measures.

In pursuance of the Presidential Decree, the Cabinet of Ministers of Ukraine on December 31, 2005, passed the Regulations “On Immediate Measures at Introduction of External Independent Evaluation and Monitoring of Quality of Education”, defining external independent evaluation as “state summary attestation and entrance testing for those establishments”. According to the Regulations, the Ministry of Education and Science was to arrange for gradual introduction of external independent evaluation, training of specialists for external evaluation and together with local administrations create conditions for regional branches of the Ukrainian Centre of Evaluation of Quality of Education.

In 2006, the second stage of external independent evaluation was held on the national level in three disciplines (the Ukrainian language, maths and history), involving 41,818 graduates of general educational establishments. In 2006, evaluation was held only among school graduates in Chernihiv region and graduates of pilot schools from separate administrative units of other regions, the cities of Kyiv and Sevastopol, and the graduates who reported such desire. 20% of enrollees entered higher educational establishments with the issued certificates.

In 2007, the area of evaluation was expanded. Evaluation became obligatory for graduates in the city of Kyiv, Lviv and Kharkiv regions, and some administrative units of the Crimea, other regions and the city of Sevastopol. It involved 116,327 graduates - 3 times more than in 2006. From 2007, external evaluation in the Ukrainian language became mandatory for graduates in all regions, and everyone was free to choose maths or history as the second obligatory test. The results of external independent evaluation were counted as the state summary attestation and the entrance exams at higher educational establishments only on the graduate's request. In 2007, certificates of the Ukrainian Centre of Evaluation of Quality of Education led to higher educational establishments 38,456 graduates (33% of all tested pupils).

When the Government changed at the end of 2007, there were fears that the trend towards introduction of mandatory external evaluation throughout Ukraine would be stopped, but this did not happen. On the contrary, the new Minister of Education and Science showed himself a sincere adherent of such evaluation. This is demonstrated by the first orders of the Ministry of Education and Science he signed as soon as December 25, 2007 – “On Approval of Terms of Admission to Higher Educational Establishments of Ukraine” and “On External Independent Evaluation of Progress in Studies of Graduates of Educational Establishments of the General Secondary Education System Willing to Enter Higher Educational Establishments in 2008”. The former order expressly provided that “competitive selection of enrolees in the 11 specified subjects shall be conducted by admission boards on the basis of certificates of the Ukrainian Centre of Evaluation of Quality of Education obtained by enrolees in the current year. Higher educational establishments shall hold no additional entrance tests”. According to the other mentioned order, the year of 2008 will be the first year of all-Ukrainian external evaluation. External evaluation will be held across the whole of Ukraine in the Ukrainian language and literature, foreign literature, history of Ukraine, world history, mathematics, biology, physics, chemistry, geography, fundamentals of economy and fundamentals of law. In 2008, the results of evaluation in the Ukrainian language and literature, maths, history of Ukraine will on the request of the evaluated person be counted as results of state summary attestation for the course of complete general secondary education. At the same time, evaluation results are counted as entrance tests at admission to higher educational establishments.

Country-wide independent evaluation of pupils will be introduced from 2008. On the basis of its results, a decision will be taken concerning introduction of such

evaluation throughout Ukraine's education system on a permanent basis. Given the novelty of the process, a check of evaluation in 2007 by the State Inspection of Educational Establishments of Ukraine naturally revealed some shortcomings, mainly of a technical nature, such as difficulties with preparation of premises for testing centres, delay in the issue of information materials on the tested subjects to participants, mistakes in lists of pupils willing to take part in tests, etc. However, this failed to seriously influence the results of evaluation.

Rise in the social role of educationalists and scientists. Restoration of the prestige of teaching was among the priorities of the Ministry of Education and Science in 2005-2007. Although in the recent years, salaries of teachers, pedagogical and scientific-pedagogical workers were steadily raised, salaries in education even now rank among the lowest for different sectors. In view of the inadequacy of pay for the tasks faced by educationalists, salaries in the sector of education will further rise. In particular, the State Budget of Ukraine allocates more funds for consideration of teachers' work: from January 1, 2008, the average salary of teachers of the 1st and highest categories will rise one and half times and reach, respectively, UAH 1,455 and UAH 1,569. In the light of fulfilment of the task of attraction of the youth in the education sector, the state budget for 2008 allocates funds for one-time special allowances in the amount of five minimum wages to graduates of higher educational establishments trained in pedagogic specialities and making contracts of employment at secondary and vocational schools for not less than three years. To be sure, the size of salaries and social incentives for educationalists and scientists are not enough to meet the demands of a working man, but the state, continuously raising salaries for educationalists, first, admits the problem of unfair remuneration of their work, and second, is trying to solve it.

Gradual increase in funding of education and science. Budget funding of the sector of education and science has been growing for not less than five years in a row: allocations of the consolidated budget on education increased from 4.2% of the GDP in 2000 to 7% of the GDP in 2007, or, in absolute figures, more than six-fold, from 7.1 to 43 billion UAH. In 2008, allocations of the consolidated budget on education, compared to 2007, will rise by 36.6% and make nearly 56 billion UAH, to be funded by the state and local budgets alike. The main items of budget expenditures on education and science include pay of educationalists, fundamental and applied research at higher educational establishments, training of personnel at vocational schools and higher educational establishments, renewal of the stock of

scientific and educational books for schools and higher educational establishments, payment for personnel training at national universities.

The processes taking place in Ukraine's education and scientific sectors are generally controversial. On one hand, the educational and scientific potential remains high enough, on the other, it is used ineffectively, first, because of insufficient funding, second, due to the gap between educational processes and scientific achievements, and the economy. The potential of the Ukrainian economy is insufficient for employment and funding of really skilled personnel. But those fundamental problems are not confined to the science and education sector, they can be resolved beyond the educational and scientific sector and deal with in-depth transformation processes in Ukrainian society. Meanwhile, the processes taking place within the sector of education are generally positive: in the recent years, significant efforts were made to raise salaries; such steps as joining the Bologna process and introduction of independent evaluation may be viewed as critical for the integration of Ukraine's educational and scientific sectors into the European and global; efforts aimed to boost the social prestige of educational and scientific personnel should be praised, too. The tasks faced by education and science include the need of creating an effective system of education management, liberalisation of the education system with the purpose of its decentralisation, and building a truly effective chain of education – science – the national economy. Those tasks are to be attained through transformation of the education sector and Ukrainian society in general.

3. Culture in Ukraine: development tendencies and prospects

In the period of independence, the cultural sector of Ukrainian society went through transformation processes, by the nature and sources of origin similar to those in the educational and scientific sectors. Ukraine began to work out a state policy in the field of culture from early 1990s. The 1992 Law of Ukraine "Fundamentals of Legislation of Ukraine of Culture" was the first legislative act dealing with this domain. That Law for the first time established the basic principles of the cultural policy, including, in particular, recognition of culture as a key factor of uniqueness of the Ukrainian nation and national minorities living in the territory of Ukraine, establishment of humane ideas, orientation to both national and pan-human values, recognition of their priority over political and class interests, guarantee of the freedom of creation, non-interference in the

creative process by the state, political parties and other public associations and accessibility of cultural values, all kinds of cultural services and cultural activity for every citizen.

Development of the culture of the Ukrainian nation and cultures of national minorities, conservation, reproduction and protection of the cultural and historic environment, growth of the cultural infrastructure in rural areas were termed by the Law as priorities in the development of culture.

The basic principles and priorities in the cultural sector with time were transformed, with the passage of a number of other state legislative acts: the State Programme of Development of Culture through 2007 (approved on August 6, 2003), the Concept of the State Policy in the Field of Culture for 2005-2007 (approved on March 3, 2005), and the relevant Action Plan for the Concept implementation.

The Concept of the State Policy in the Field of Culture laid down new principles of the state cultural policy, such as the principle of transparency and publicity – citizens should get full and unbiased information of decisions of the state authorities and local self-government bodies in the sector; the principle of democracy – the public may take part in and influence the decision-making process; the principle of no ideology and tolerance – non-discrimination on the grounds of race, political and religious convictions, and unimpeded development of cultural traditions and values of all minorities across the territory of Ukraine; the principle of consistency and effectiveness – decisions in the cultural sector should be taken on the basis of deep analysis of problems and pursue the creation of a model of cultural development capable of ensuring self-reproduction and consistent development of culture in the country; the principle of innovation – encouragement of new forms of activity in the field of culture.

The Concept also updated the list of state priorities in the field of culture. In particular, cultural development should become a priority line of activity of national and local authorities, the methods of management in the sector of culture should be changed, an effective model of funding and logistic support for cultural development, implementation of cultural and educational programmes and projects for the youth be designed, and generally, an integral information and cultural space should be created in Ukraine.

Unfortunately, correct slogans and principles are not always implemented effectively. The state policy in the field of culture is not free of the drawbacks of formulation and pursuance of Ukraine's state policy in general and suffers mainly from the absence of a strategic idea of the future development of the sector of

culture and comprehensible ways of its attainment. Policy lines and principles are usually set *ad hoc*, their attainment or non-attainment is not recorded in subsequent state documents – instead, new ones are adopted. Second, effective implementation of principles depends on sufficient and stable funding, lacking in the culture sector in Ukraine. For instance, despite the steady growth of budget funding of culture in the recent years, its level is too remote from the true needs of the sector. In 2001 - 2006, funding of culture from the consolidated budget increased three-fold – from 830.2 million to 2,529 million UAH. Per capita allocations on culture in 2006 equalled 8.3 USD. In 2007, funding of culture increased by 26%, compared to 2006. However, those funds are not enough to practically implement reforms in the sector, or even to maintain the available cultural establishments in the proper condition.

The level of salaries of people employed in the sector of culture remains unsatisfactory, just as in the case of education and science. In January-November, 2007, the average salary of people employed in the sector of culture and sports, leisure and entertainment equalled meagre 1,083 UAH, below the average Ukrainian wages of UAH 1,323. To remedy the situation, the state budget for 2008 provided an increase in funding of culture and arts, compared to the previous year, by UAH 1,745.4 million, to reach UAH 4,880 million.

The absence of an integral information and cultural space of the country poses a serious problem. Ukraine is a multicultural state, which is usually seen as a positive feature enriching the cultural potential of the country. But in absence of a single cultural and educational strategy of the state development, society does not benefit from this. Multilingualism is a feature of the national public life, but also a factor used to clash political opponents during election campaigns. The ruling of the Constitutional Court of Ukraine, passed in December, 2007, concerning obligatory synchronisation, dubbing or subtitling of all foreign movies in the official language before their distribution in Ukraine was an important step to make Ukrainian not a nominal but an actual language of public communication. The ruling is expected to greatly contribute to gradual and non-aggressive introduction of the culture of Ukrainian-language communication in Ukraine, not only officially but in everyday life, not encroaching on the people's right to use other languages, native for them.

By and large, the new Government of Yu. Tymoshenko in its programme document “Ukrainian Breakthrough: For the People, Not Politicians” pays a great deal of attention to the development of culture. Its separate section „Cultural Development of Society” speaks of conciliation and unity of the Ukrainian nation,

revival of the spiritual values of the Ukrainian people, defence and multiplication of its cultural achievements as key priorities of the Government. To attain those objectives, the Government plans passage of a number of legislative acts, backed with funding and put into practice. Conservation of the national cultural heritage, creation of proper conditions for operation of the leading national theatrical, circus and musical institutions, protection of the national cultural industry and integration of the Ukrainian culture are other tasks set by the Government. The Government also set the goal of further formulation of Ukraine's cultural strategy with drafting and adoption of the Concept of the State Policy in the Field of Culture for 2008-2012.

Integration of the Ukrainian culture in the pan-European was boosted by the preparation of the National Report on Cultural Policy in Ukraine and its presentation at the plenary session of the Steering Committee for Culture of the Council of Europe on May 10, 2007. The same day, the Expert Report on the Cultural Policy in Ukraine was presented. Both reports contained conclusions concerning the status of culture and its management, along with concrete recommendations for further development of the sector of culture. Those recommendations should be considered, when drafting further constituent documents in the field of the state cultural policy.

According to the National Report Ukraine belongs among those nations where the state plays a leading role in the patronage of culture: it maintains and funds a network of public cultural institutions and to some extent even administers them. The ideological rationale for the continuation of strong public patronage of culture has been the nation-building goals, which suggested active participation of nation culture in the process of modern nation-building. At the same time, today's key feature of contemporary Ukrainian culture is arguably its transitional, or rather transformational character. Transformation period tends to be prolonged, and could not have been simple or painless, but can lead towards further cultural development. Much of useful experience in many countries of Europe directly relevant to some of the challenges with which Ukraine is engaging, argues the Expert Report. Therefore, Ukrainian culture development may only win from inserting these best practices into its domestic transformation policies.

Processes of recovery and development of Ukrainian film production were prominent during last years, especially by means of private production studios. This allows to experts arguing that it is already timing to argue that film industry is not any more on the edge of stagnation, but a path to recovery and further development. The prominent event in this sphere was the 37th Kyiv International Movie Festival "Molodist", held in October 2007. During the recent years the

Festival gained greater popularity among Ukrainian and foreign virtuosity. Ukrainian movies “Two in one”, “Aurora” and “The chosen” were also presented at the Ukrainian presentation at Cannes festival in 2007.

The Ukrainian nation was further united by the joint efforts on the top state level aimed at recognition of the Great Famine of 1932-1933 as an act of genocide against the Ukrainian nation. Ukrainian society has already come to a consensus regarding the Famine as an act of genocide of the Ukrainian nation. In 2005-2007, Ukraine waged a world-wide campaign of international recognition of the Famine. At present, parliaments of 10 countries, including Canada, the USA, Lithuania, Georgia and Poland, termed the Famine of 1932-1933 as an act of genocide against the Ukrainian nation. In November, 2007, UNESCO passed the Resolution “Remembrance of Victims of the Great Famine in Ukraine” expressing the conviction that the tragedy of the Famine, caused by the cruel actions and policy of the totalitarian Stalinist regime, should become a warning for the present and future generations.

The processes taking place in the sector of culture in Ukraine are a reflection of the wider public processes. The hard stage of transformation being passed by the country for more than 15 years now affects the overall cultural level of the nation. The state policy in the field of culture is rather inconsistent. More than that, it does not receive proper attention, as mainly witnessed by insufficient funding. Just as in the case of the educational and scientific sector, development of culture originates from beyond the sector of culture itself, and the general level of culture can rise along with the overall social and economic progress of the state.