

Abstract

This master thesis focuses on different aspects of implementation of Bologna Process to the Ukrainian Education System. Ukraine became independent country in 1991 (after the dissolution of the Soviet Union) and since then commenced reforms in all fields of its society to form modern democratic institutions, to replace old command economy with market economy, to become a modern democratic country along with developing its international presence. In light of all the commenced reforms higher education was on its way to reform as well and foundations were made by adopting State national program "Education. Ukraine XXI century." in year 1992 and later by joining the Bologna process on May 19th 2005 at the Bergen conference of European Ministers Responsible for Higher Education.

Although Ukraine inherited a well-developed higher education system, the system was created for Soviet Union needs and in those terms education was not adjusted for a market economy in structure of professional directions training. Ukraine joined the Bologna process with intentions to integrate the education sector of the nation into the larger European community, to have institutions and qualifications recognized by EU countries and throughout the world, to raise the level of education quality and competitiveness of Ukrainian education institutions, to become more appealing to foreign students which benefit the country both economically and in the form of assuring its international presence in higher education.

Implementation of the Bologna process in Ukraine came to a number of issues like underestimation of the "Bachelor" educational level, not recognizing of students as full-fledged part of the educational process, not teaching students to use the acquired knowledge and skills in practice, low level of funding of education, lack of adaptation of national legislation to the norms of European law, etc. In addition to all these problems there is a significant corruption on all levels of society and government structures which slows down or completely diminishes progress in any given area and especially in education.

Through implementation Ukraine managed to develop a number of programs for bachelors, to implement two cycle system, to develop mechanisms for doctoral studies, to establish a system for monitoring and rating of the university, to implement the national system of quality assurance and to improve funding. Ukraine implemented ECTS credits and therefore improved internal and external mobility of students (in 2005/06 there was about 32.000 foreign students in Ukraine and by 2012/13 this number increases to about 60.000).

Ukrainian education system is undergoing through major transformations, but still the main problem of the Ukrainian education system remains the widespread appearance of corruption.