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O. BABAKINA

Candidate of Science, Associate Professor

L. BAKHMAT

Tutor

Municipal Establishment Kharkiv Humanitarian-Pedagogical Academy
of Kharkiv Regional Council

THE ROLE OF INTERNATIONAL EDUCATIONAL AND RESEARCH PROGRAMS FOR INCREASING SCIENTIFIC POTENTIAL OF UKRAINIAN EDUCATION

The article deals with the problem of educational and research funding. Currently Ukraine is facing social, economic and educational changes. With applying the Bologna process system and an increasing global competition, it's clear that reforms and updates are required for successful advancing of Ukrainian schools, higher educational establishments and research institutes in order to meet global requirements for graduates. Now there are a lot of international exchange programs and grants available in Ukraine. They are mostly funded by US and European foundations as well as multinational organizations, e.g. NATO, EU, etc. The Fulbright Program is one of the most-known in Ukraine. Annually, over 60 grantees are invited to the US to conduct researches, participate in development and assistant teaching programs in the leading universities. In Europe it's Germany, France, the UK, Poland, Austria and some other countries that offer both study and research projects.

International grants and scholarships provide for studies and trainings abroad, as well as support experiments. Participants are mainly students, graduates, postgraduates, teachers and tutors, candidates and doctors of science. Not only Ukrainians travel abroad, but foreigners also come to Ukraine to work and teach in universities with the main purpose of sharing experiences, knowledge and skills.

Taking into account an increasing number of grantees, alumni associations are founded in order to discuss challenges, study prospects and apply international achievements. The government also initiated scholarships for talented researchers.

Key words: *international educational programs, research grants, student and teaching staff exchange programs, international scholarships for students, postgraduates, candidates and doctors of science, conducting researches abroad.*

Science is the country's future. At the time of globalization boom, international exchange programs evoke much interest among students, scientists, educational establishments and governments. Now there are millions of grants which are considered the main ways of economic socialization offering student and teaching staff exchange programs, research funding and development partnerships. Worldwide they have been known for decades while in Ukraine – only since the early 1990s. Opening up foreign educational and research systems, they stimulate experience sharing and multi-national pedagogical thinking. Cooperation with grant-givers has become incredibly prestigious and now more and more educational establishments are searching foreign cooperation [1, p. 100].

The government of Ukraine encourages international partnerships. In 2007 it joined The Paris Declaration on Aid Effectiveness [2, p. 13] designed to

“take far-reaching and monitorable actions to reform the ways we deliver and manage aid” [5, p. 2]. Recently, Ukraine became a partner of the Horizon 2020 program introduced by the European Committee in 2011 to unite researches and innovations in the EU, mainly focusing on Excellent Science, Industrial Leadership and Societal Challenges. The total fund is 80 billion euro and Ukraine got a 95% discount of the required 35.5 million euro [3, p. 149].

Acknowledging grant prospects, the state has initiated the national system of awarding scholarships. So far they are meant for talented youth (60 annually), scientific researchers as well as musicians, artists, theater actors, sculptors [1, p. 101]. In 2006 the State Committee of Statistics passed the law for research organizations to control and stimulate grant receiving. In 2008 the President of Ukraine introduced the law of grant giving to doctorates – there were 20 grantees in 2012.

Many Ukrainian researchers stress on the importance of using international experience in Ukrainian education (V. Bondarenko, K. Korsak, O. Romanovsky, N. Samoiloiva etc.). The prospect of international scientific and educational cooperation was studied by V. Hryschak, V. Kremenets, O. Spivakovsky and others. At the same time the significance of collaboration between national and foreign universities, international foundations and grant-givers was pointed out by I. Mitgazudinov, S. Shmeliova, O. Shnyrkov etc.

The *article aims* at studying and analyzing the part of educational and research programs for students, graduates, postgraduates and scientists with Candidate and Doctor degrees in order to broaden participants’ horizons and improve Ukrainian education.

International fellowship programs play an important role in the development of Ukrainian education. They inspire new achievements, empower skills and connect aim-oriented minds. From year to year, the number of programs and grants increases greatly. Current offers are available for applicants at numerous sites, including gurt.org.ua, bigggidea.com, civicua.org, etc.

Over a dozen countries welcome Ukrainians to share scientific progress and experience, carry out researches, understand educational process, teach subjects, develop curriculum, etc.

Number one partner is the US. Many government and non-government organizations have offices in Ukraine in order to encourage multi-level cooperation. They stimulate short (2–3 months) and long (up to a year) term exchanges with the main purpose of gaining professional knowledge and experience in the US and later spreading it in Ukraine. According to statistics, the number of grants for 2014–2015 programs was doubled, particularly more than fifty outstanding Fulbright grantees were invited to American universities. Taking into account more than 20 other American foundations, over a hundred Ukrainians travel to the US every year to have a first-hand experience of classes, curriculum, researches, etc.

The Fulbright programs are in much favor around the globe and Ukraine is no exception. They were established in 1946, but in Kyiv they were almost fifty

years late – 1992. Over the years, more than 930 Ukrainians were awarded grants to study, train and conduct researches in the US, while about 600 American professionals were invited to our universities. Currently, they welcome applicants with different backgrounds, including students and graduates (the Fulbright Graduate Student Exchange Program), young teachers and researchers (the Fulbright Foreign Language Teaching Assistant and the Research and Development Programs), candidates and doctors – PhD (the Fulbright Scholar and the Scholar-in-Residence Programs) as well as educational establishments (the U.S. Fulbright Scholar and Specialist Programs). In 1999 the Fulbright Alumni Association was founded to share study and research experiences, compare and update Ukrainian education. Numerous conferences, workshops and discussion round tables are held to make a change-welcoming environment.

Besides the Fulbright programs there are other American foundations. To be exact, Ukrainian bachelors can learn leadership qualities in summer camps organized by the Hansen Summer Institute on Leadership and International Cooperation.

Lots of grant programs, especially those focused on democracy, have no deadlines and welcome applicants from non-profit and non-government organizations, e. g. National Endowment for Democracy, Konrad-Adenauer Fund, etc. There are even anticorruption offers from INL and US Embassy in Ukraine to strengthen transparent activities and accounting of local councils.

Mass-media programs invite both individual journalists (or future ones) and informational agencies of radio, TV, newspapers, etc.

The N. Borlaug fellowship program focuses on studies in agriculture, biotechnology and cattle dieting. After a 3–4 months' stay of a grantee in the US and close cooperation with an American research adviser, they both come back to Ukraine in order to continue work in the grantee's university.

With so many programs funded by the US, International Exchange Alumni was launched by the Bureau of Educational and Cultural Affairs.

Definitely, most programs are US-initiated, but other developed countries are happy to share their achievements and resources. For instance, OEAD invites researchers to Austrian colleges; Banting Fellowships of Canada are meant as postdoctoral programs and the Canadian-Ukrainian parliament program has had over 700 graduates, most of whom got education abroad; Poland has been successfully establishing student exchange initiatives; Germany organizes scientific cooperation and theses writing with the Daimler and Benz, Fritz Thyssen and Humbolt Foundations, etc.

International organizations though are no second to country-specific ones. For example, IADCES supports multi-discipline researches; NATO inspires peace-oriented projects on environment protection, cyber security, etc.; Scientific Partnership Foundation connects researchers from Europe, Canada, the US, Greece, India, etc. The plan of Erasmus+ is to invest 14.7 billion euro in various student and teaching staff scholarships with the potential of granting a study/train opportunity to over 4 million people and 125 organizations.

Along with exchange offers, there are grants to use for a certain project development solely in Ukraine. They may be about achieving donors' aims, producing required results and having positive influence on the field in general. Actually, having a long-time influence on the studied field as well as creating a professional community are necessary.

All in all, there are four main scholarship categories: subject-related (for example, teachers can apply for Teachers International Professional Development (TIPD), Teaching Excellence and Achievement (TEA) by IREX, etc.), bachelor projects (UGRAD offers 1–3 year students exchange, TEMPUS has already funded over 300 programs, etc.), master projects (e. g. Erasmus Mundus, DAAD and others) and leadership initiatives (e. g. FLEX, Global Gateway, etc.) [4, p. 3].

However, it's not only higher education to be improved in the future, but also secondary and high education. In October 2016 Ukraine received a grant from the World Bank to develop the system of statistics. As a result, 15-year old Ukrainian pupils are to have their knowledge assessed in 2018 according to PISA criteria. International education standards are to be met.

Conclusion. Now when education of Ukraine is facing a lot of changes and challenges, international programs of fund raising and grant awarding give an opportunity to attract financial and professional help for advancing scientific and training projects. Applying innovative experiences of developed and developing countries is a must for cutting-edge national achievements. Competitive and mobile Ukrainians get a chance for inter-universities studies which stimulate international collaboration and cooperation by improving academic knowledge and skills.

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Бабакіна О. О., Бахмат Л. В. Важливість міжнародних освітніх і дослідницьких програм для наукового потенціалу освіти в Україні

У статті на основі аналізу наукової літератури та програм обміну, стажування й отримання грантів розкрито роль міжнародних освітніх і дослідницьких програм для збільшення наукового потенціалу освіти в Україні. Зазначено, що інновація освітнього процесу неможлива без використання досвіду провідних країн світу. Розглянуто

напрями та перспективи міжнародного співробітництва. Проаналізовано найпоширеніші міжнародні програми для участі студентів-бакалаврів і магістрів, випускників, аспірантів і здобувачів, кандидатів і докторів наук, а також представлено державні гранти талановитим науковцям і митцям.

Ключові слова: міжнародні освітні програми, дослідницькі гранти, програми обміну студентів і викладацького складу, міжнародні стипендії для навчання у ВНЗ, аспірантурі, докторантурі, проведення досліджень закордоном.

Бабакина О. А., Бахмат Л. В. Роль международных образовательных и исследовательских программ для увеличения научного потенциала образования в Украине

В статье на основе анализа научной литературы и программ обмена, стажировки и получения грантов раскрыта роль международных образовательных и исследовательских программ с целью увеличения научного потенциала образования в Украине. Указано, что инновация образовательного процесса невозможна без использования опыта развитых стран. Рассмотрены направления и перспективы международного сотрудничества. Проанализированы самые распространенные международные программы для участия студентов-бакалавров и магистров, выпускников, аспирантов и соискателей, кандидатов и докторов наук, а также представлены государственные гранты талантливым ученым и искусствоведам.

Ключевые слова: международные образовательные программы, исследовательские гранты, программы обмена студентов и преподавательского состава, международные стипендии для обучения в ВУЗах, аспирантуре, докторантуре, проведения исследований зарубежом.