

## ПРОБЛЕМЫ РАЗВИТИЯ ВНЕШНЕЭКОНОМИЧЕСКИХ СВЯЗЕЙ И ПРИВЛЕЧЕНИЯ ИНОСТРАННЫХ ИНВЕСТИЦИЙ: РЕГИОНАЛЬНЫЙ АСПЕКТ

відпочинку; рівня доходів населення країни та величини туристичного потоку у країні, свідчить про наявність можливості управління ефективністю інвестиційного процесу на основі часового лагу. Цей лаг існує у динаміці змін параметрів результуючого показника, яким є інвестиційний потенціал туристично-рекреаційної галузі, та факторів впливу. З урахуванням того, що серед факторів впливу наявні як більш самостійні з позиції підприємницького впливу параметри, так і цілком контрольовані державою, використання можливостей одночасного державного і приватного управляючого впливу може бути визначальним фактором забезпечення економічної безпеки та сталого розвитку туристично-рекреаційної галузі України.

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### THE IMPACT FACTOR OF DONETSK NATIONAL UNIVERSITY TO THE IMPROVEMENTS OF THE UKRAINIAN EDUCATIONAL SYSTEM DUE TO ITS PARTICIPATION IN THE EUROPEAN EDUCATIONAL PROJECTS

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#### **Grynyuk R., Moscardini A., Vlasova T., Tsvang V. The impact factor of Donetsk National University to the improvements of the Ukrainian educational system due to its participation in the European educational projects**

This paper attempts to analyse the weaknesses of the present Ukrainian Education System and show how Donetsk National University has used its very strong International links and projects to address these issues in the Donbas region. Through all its projects, DNU has experimented with the latest ideas from Europe. It was the first to establish a Reach out Centre and promote the Knowledge Triangle. It is the first to introduce EU Quality Assurance standards and processes. It is now creating Student Service Centres which will help to raise the Ukrainian Student experience to the level of their European counterparts. It is hoped that its achievements are recognised by the Ministry of Education and Science, Ukraine who will promote these ideas throughout Ukraine

**Keywords:** Ukrainian educational system, European education projects, TEMPUS.

#### **Гринюк Р.Ф., Москардіні А.О., Власова Т.В., Цванг В.А. Влияние ДонНУ на улучшение украинской системы образования через с его участие в европейских образовательных проектах.**

У статті зроблена спроба проаналізувати недоліки нинішньої системи вищої освіти України і показати, як Донецький національний університет використовував свої сильні міжнародні зв'язки та проекти для вирішення цих проблем в Донбаському регіоні. У всіх проектах ДонНУ реалізував новітні ідеї з Європи. Він першим відкрив Річ аут Центр і сприяв формуванню Трикутника Знань (Освіта-Суспільство-Бізнес). ДонНУ першим ввів у практику стандарти ЄС для забезпечення якості навчального процесу. Нині створюються Центри Студентських Служб, які допоможуть підняти український студентський досвід до європейського рівня. Залишається сподіватися, що досягнення Донецького національного університету будуть визнані Міністерством освіти і науки України, що сприятиме поширенню цих ідей по всій Україні.

**Ключові слова:** система вищої освіти України, Європейські освітні проекти, TEMPUS.

#### **Гринюк Р.Ф., Москардіні А.О., Власова Т.В., Цванг В.А. Влияние ДонНУ на улучшение украинской системы образования через с его участие в европейских образовательных проектах.**

В статье предпринята попытка проанализировать недостатки нынешней системы высшего образования Украины и показать, как Донецкий национальный университет использовал свои сильные международные связи и проекты для решения этих проблем в Донбасском регионе. В своих проектах ДонНУ представил и реализовал новейшие идеи из Европы. Он первым создал Рич аут Центр и способствовал формированию Треугольника Знаний (Образование-Общество-Бизнес). ДонНУ первым ввел в практику стандарты ЕС для обеспечения качества учебного процесса. В настоящее время создаются Центры Студенческих Служб, которые помогут поднять украинский студенческий опыт до европейского уровня. Остается надеяться, что достижения Донецкого национального университета будут признаны Министерством образования и науки Украины, что будет способствовать распространению этих идей по всей Украине.

**Ключевые слова:** система высшего образования Украины, Европейские образовательные проекты, TEMPUS.

### 1. Background

In a recent report EUROPEAID/119860/C/SV/multi on TERTIARY EDUCATION ASSESSMENT UKRAINE, six main areas for improvement are mentioned

1. International Cooperation
2. Bologna Process
3. Quality Control
4. Engagement with External bodies and Business
5. The Student Experience
6. Governance

This paper will address each issue in turn giving a summary of the challenges and how Donetsk National University has responded to these challenges

## 2. International Cooperation

Donetsk National University has been the full partner in the following ten projects and by doing so has developed into an International University.

1. PreJEP 1996  
Donetsk State University 45 000, 00 euro  
**Title** Preparing for a Full JEP  
**Partners** Fachhochschule Ostfriesland, Emden; Vienna Technische Universität (Austria); University of Sunderland (UK).
2. TEMPUS TACIS CD\_JEP 10278-96 (1996 – 1999)  
Donetsk National University 610 540, 00 euro  
**Title** **Developing an Economics Curriculum in Ukraine**  
**Partners** University of Sunderland (UK); Vienna Technische Universität (Austria); Emden Fachhochschule Ostfriesland (Germany).
3. TACIS TEMPUS CD\_JEP-21135-2000 (2001 – 2004)  
Donetsk National University 482 651, 00 euro  
**Title** **A New Economic Speciality for the Classical Universities of Ukraine**  
**Partners** Taras Shevchenko National University of Kiev (Ukraine); V.N. Karazin Kharkov National University (Ukraine); University of Sunderland (UK); Aristotle University of Thessaloniki (Greece); University of Macedonia (Greece).
4. TACIS TEMPUS CD\_JEP-24009-2003 (2004 – 2008)  
Donetsk National University 484 800, 00 euro  
**Title** **Computer Managed Flexible Independent Learning**  
**Partners** Irkutsk State University (Russia); University of Sunderland (UK); UNIVERSITA DEGLI STUDI DI BARI (Italy); Delovaya Set' - IRKUTSK (Russia); Ukrainian TELECOM (Ukraine).
5. SCM T008B03-2003 (2004 – 2005)  
Donetsk National University 175 600, 00 euro  
**Title** **A Training Programme for Quality Assurance**  
**Partners** Ministry of Education and Science of Ukraine; University of Sunderland (UK); Aristotle University of Thessaloniki (Greece); University of Macedonia (Greece).
6. TACIS TEMPUS SCM T016A06-2006 (2006 – 2007)  
Donetsk National University 103 175, 00 euro  
**Title** **Quality Assurance in Ukraine**  
**Partners** Ministry of Education and Science of Ukraine; University of Sunderland (UK); HELLENIC NATIONAL ACADEMIC RECOGNITION AND INFORMATION CENTRE – Athens (Greece);
7. TACIS TEMPUS UM\_JEP-25086-2004 (2006 – 2009)  
Donetsk National University 451 100, 00 euro  
**Title** **Establishing Mechanisms of cooperation and interaction between universities and employers**  
**Partners** University of Sunderland (UK); UNIVERSIDAD DE CORDOBA (Spain); Ministry of Education and Science of Ukraine; Donetsk Chamber of Commerce and Industry; REGIONAL TECHNOLOGY CENTRE - Sunderland (UK); UNIVERSITY FUND FOR INTERNATIONAL PROJECTS "PROYECTOS E-U" - Cordoba (Spain).
8. 530534-TEMPUS-1-2012-1-UK-TEMPUS-SMGR (2012 – 2015)  
Northumbria University at Newcastle 925 487, 38 euro  
**Title** **IMPRESS – IMProving the Efficiency of Student Services**  
**Partners** EU: Northumbria University (UK) (grantholder, coordinator); University of Cordoba (Spain); Tomas Bata University (Czech Republic); The National Union of Students in Europe (Belgium); British Ukrainian Reach Out Centre (UK); Shoofly Publishing Co (UK).  
UKRAINE: Donetsk National University, Donetsk; Taras Shevchenko National University, Kyiv; Ivan Franko National University, Lviv; V.N. Karazin Kharkiv National University, Kharkiv; Donetsk Chamber of Commerce and Industry; Ukrainian Association of Students' Self-Government, Kyiv; Ministry of Education and Science of Ukraine, Kyiv.
9. 530465-TEMPUS-1-2012-1-BE-TEMPUS-SMGR (2012 – 2015)  
European University Association 1 191 277, 01 euro  
**Title** **Fostering sustainable AuTonomous Higher education system in the Eastern Neighbouring Area (ATHENA)**  
**Partners** MOLDOVA: Academy of Economic Studies of Moldova; Free International University of Moldova; Cahul State University "B.P. Hasdeu"; National Rectors' Council of Moldova; Ministry of Education of Moldova;  
UKRAINE: Taras Shevchenko National University of Kyiv; Donetsk National University; Odesa National University "I Mechnikov"; Lesya Ukrainka Volyn National University Ukraine; National Rectors' Council of Ukraine; Ministry of Education and Science of Ukraine;  
ARMENIA: Yerevan State University; Gavar State University; State Universities Rector Council; Ministry of Education and Science of Armenia
10. 530465-TEMPUS-1-2012-1-BE-TEMPUS-SMGR (2013 – 2016)  
University of Zagreb (Croatia) - Grantholder and coordinator 1 037 070, 00 euro  
**Title** **European and International Law Master programme Development in Eastern Europe – InterEULawEast**  
**Partners** UKRAINE: Donetsk National University; National University «Odesa Law Academy»; Taurida National V.I. Vernadsky University;  
RUSSIA: Kazan (Volga region) Federal University; Tyumen State University; Voronezh State University;  
EU: University of Maribor (Slovenia); Higher School of Social Technologies in Riga (Latvia).

During this paper, we will show how Donetsk has contributed to the Education System of Ukraine.

## 3. The Bologna Process

### 3.1 Current Status

Ukraine joined the Bologna process in 2005. Since then, the Action Plan on Quality Assurance for Higher Education of Ukraine and its Integration into the European and World Educational Community for the period until 2010 has been approved; the amendments to the Law on Higher

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Education in accordance with Bologna provisions and recommendations prepared (the new draft law submitted for the review of the Ukrainian Parliament (Verkhovna Rada); Ukraine has become a member of the European Quality Assurance Register; the draft Diploma Supplement was developed in the EU/CoE/UNESCO format with the guidelines; the Task Force for the Development of the National Qualifications Framework for Higher Education has been set and launched consultation process; the Bologna Follow-Up Group was established.

As an active participant of Bologna process, Ukraine recognizes the broad transformed mission of higher education and the role it has to play under globalisation, transfer to knowledge economy, rapid technological developments and demographic crisis. To adjust to the new challenges, to become the engines of innovations and change, Ukrainian universities have to embark on modernization and rigorous reforms. Modernization and reforms are aligned with Bologna process.

Significant progress has been achieved on three strategic paths of Bologna process: implementation of three-cycle degree system; quality assurance of higher education; recognition of diplomas and previous periods of study. The transfer to the first and second cycle has been implemented; the preparation for the third cycle is under way. The national system of quality assurance has been upgraded. The implementation of the ECTS is completed in the first and second cycles.

Yet, there is a lot to be done in the near future. The upcoming challenges include:

- further development of provision of equal access to higher education;
- introduction of the innovative institutional structure,
- completion of a three-cycle system and joint / double degrees; aligning university curricula with Bologna structure; curricula reform with a view to the needs of employers;
- creating mechanisms for recognition of prior learning;
- increasing outward and inward mobility;
- development of the national qualifications framework for lifelong learning compatible with the EHEA overarching framework;
- creation of the national quality assurance agency;
- establishing programmes for foreign students and further internationalization of Ukraine's higher education (Bologna Process National Report: 2007-2009).

### 3.2 Contribution from Donetsk

Projects 1, 2, 3 and 10 from the above list were Donetsk contribution to the Bologna process. In these projects, we developed a Masters course which conformed to the Bologna Process. IN the first project we developed modules for an Econometric degree which involved extensive staff training and working in international teams. Unfortunately, there was not enough time to assemble these modules into a degree but we learnt from our mistakes and in project 3 we achieved our goal. We not only assembled a Masters degree that was equivalent to a UK Masters degree but we also did it in a new speciality called Applied Economics. This new speciality had to gain permission from the Ministry. It has now been running more than 10 years and is also taught in several other Ukrainian Universities. More than 500 students have graduated from this degree.

As well as establishing the degree, we were one of the first to accredit it with ECTS and also a Diploma Supplement. Thus Donetsk National University was a trailblazer for the 3 – cycle approach advocated by the Bologna Process. This is reinforced by the present project (number ten) which is developing new joint Law degrees at the Master's level with Croatia.

## 4. Quality Control

### 4.1 Current Status

The responsibility for the national system of quality assurance in Ukraine rests with the Ministry for Education and Science, the State Accreditation Commission (SAC) the State Inspectorate of HEEs, and the Higher (Supreme) Attestation Board.

The Ministry of Education and Science sets the national standards in education. The content, scope and degree requirements for educational and professional training in Ukraine are determined by the State Standards of Education. These specify requirements at the level of the State, the sector and the institution. They specify aggregate norms for each educational level including standard periods of instruction. In addition to the specifications for the specialist area of knowledge required for a degree, there are directions for the general subjects that constitute the other element of the educational programme, the so-called 'humanistic studies' which include such subjects as gymnastics, the history of religion, the Ukrainian language, history and culture such as will 'foster a patriotic spirit toward Ukraine'. This is identical for all students. The scope for HEE curriculum innovation and development is limited.

Internal quality assurance is relatively limited given the role of central state quality control. The main mechanism for institutional quality assurance is the Academic Council and Faculty Academic Councils play a major role in endorsing research activities, curricula, syllabi and instructional programmes, though all new programmes must be approved by the Ministry of Education and Science. Specialised Academic Councils in HEEs provide an internal mechanism for the maintaining the quality of the senior academic cadre. It should also be noted that the role of subject experts in participating in HAB expert panels and in SAC expert teams assessing HEEs other than their own, provides the basis for sector-wide knowledge and ideas that can be applied to their own practice and influence colleagues.

There does not seem to be a standard requirement for HEEs to have a system for students' evaluation of their experience of higher education whether at the institutional level in relation to facilities and amenities, regulations and procedures, or at the level of the course in relation to the curricula, syllabi, pedagogy, assessment methods, learning resources. This would be an example of process evaluation that should feed into improvements to the service to students. Some HEEs had no formal way of gaining student feedback in place at all. Some relied on a system of student representatives meeting with course leaders and reporting to course, departmental and dormitory councils. Others had developed general survey feedback on an annual basis.

Some institutions had introduced individual course evaluation including assessment of the quality of teaching and of learning materials. Students were mostly positive about the teaching and the support they received from academic tutors. However, there were complaints about teaching methods, in particular for the continuation of the traditional practice of long dictations, and about not enough space and credit given for self-study. But most criticism was directed at resource issues: insufficient and out-of-date book stock; and insufficient PCs and access to the internet.

### 4.2 Contribution from Donetsk

The contribution from Donetsk National University was with projects five and six. DNU worked with the Ukrainian Ministry of Education to set up a training course for Ministry Employees in Quality Assurance. This would be the first step in creating A National Quality Assurance Agency in Kiev. The major output from this project was a comprehensive handbook called "A Quality Assurance and Accreditation Handbook for Higher Education in Ukraine"

This handbook offered a comprehensive description of the processes and methods in quality assurance and accreditation in higher education in Ukraine together with guidelines and templates to inform all those directly and indirectly concerned with the conduct of the activities and to support continuing improvements in higher education. The handbook drew upon good practice in Ukraine and other countries worldwide. It represented the policy of openness, transparency and equity that are essential in the wider education reform initiative.

The Handbook focused upon the part that rigorous and systematic processes of quality assurance can play a role in a giving confidence to all those with a legitimate interest in higher education and its quality assurance systems. It is intended to be the standard text on the methods employed and the point of reference for all those engaged in the processes and methods. It is also starting point for the National Quality Accreditation Agency (NQAA), hereafter referred to as the Agency, to develop in detail its set of standards and operating procedures.

## 5. Engagement with External Bodies and Business

### 5.1 Current status

The close relationship between higher education and industry that was a hallmark of the Soviet system has all but collapsed since 1991. The wholesale privatisation of economic enterprises ended the symbiotic relationship between the industrial, educational and social systems.

- The residue from the previous regime remains in the relationships between specific Ministries and specialist HEEs. The various Ministries representing the main economic sectors have responsibility for specialist HEEs that train students in the relevant disciplines and professional competences. They assess the need for specialist employees in their sector and submit a labour force plan and budget proposals to the Ministry of Science and Education. Ministry civil servants consult with senior managers of enterprises but they nevertheless are acting as a proxy for employers in their planning function.

- Attempts have been made to reinforce the links between industry and education. For example, *Law on the Social Protection of Youth* (2003) re-introduced the obligation to provide employment for state-funded graduates. However, as only 10% of the old large state enterprises remain in state ownership, the impact is limited. There are discussions in government circles about the introduction of an education levy on employers, but with the level of security tax standing at 36%, there is not much enthusiasm from employers.

There is some evidence that the gradual replacement of the Specialist Diploma by the European Masters has led to the 'academification' of knowledge and inflation of qualifications leaving critical skills gaps in the intermediate labour force

### 5.2 Contribution from Donetsk

This is best summarised by the following extract from the **Euroaid report** quoted previously.

*The best opportunity was presented in Donetsk where the team was invited to participate in a conference jointly organised by the Ministry of Education and Science in Ukraine, Donetsk National University, Donetsk Chamber of Commerce and Industry, the University of Sunderland (UK) and the University of Cordoba. The conference, 'Best Practice in University-Enterprise Co-operation' was part of a project dissemination.*

*The opening address of the conference was given by Deputy Minister of Education, M.F.Stepko, who emphasised the importance of closer interaction between higher education, employer organisations and government to Ukraine's economic and social development in the context of the wider Europe and meeting the challenges of globalisation. He also spoke of legislation under consideration to offer tax exemptions to enterprises for investment in research and development.*

*This was strongly supported by the Rector of Donetsk National University who spoke the need to revive the connectivity between industry and education of the Soviet period. While there were good practice cases in contemporary Ukraine, such as the intensive approach to engagement and investment in education and training by the Nord Manufacturing Group, there was no systematic framework for industry to invest in education or R&D.*

*The President of the Donetsk Chamber of Commerce gave some practical examples of how industry and commerce could develop a closer relationship with higher education and assist in its modernisation. These included: contributing to curriculum development; providing placements for students; providing scholarships for talented students; investing in the retraining of those with professional diplomas; introducing entrepreneurial skills development for students. He also proposed that 1% of the salaries of workers should be given over to lifelong learning.*

*Key questions in workshops were: national policy and incentives to encourage university-enterprise collaboration; appropriate organisational forms in the structure of university to promote and support this work; increasing students' employability to meet the needs of employers; lifelong learning; innovation and commercialisation; establishing the needs of industry and commerce.*

*The conference was well attended and included participants from the Donbas regional government, the President of the Donetsk Chamber of Commerce, Donbas regional industrialists and entrepreneurs, academics and students from Donetsk HEEs. The workshops, refreshment breaks and the social programme enabled the team to discuss informally and interview a representative number of the participants.*

*Many examples of good practice from university-business were presented. For example, the economic faculty at Donetsk National University had developed a programme of training for the local metallurgical plant, 'Donetsksteel' in collaboration with industrial managers. Three target groups participated: top managers, middle managers and field managers. The topics included: strategic management, decision-making in uncertain conditions, new methods of personnel management, organisational re-structuring, introducing automated management systems and information systems. The courses were carried out in blocks of three hours a week throughout the year. In the two years that the programme had been in operation 72 employees had undertaken the training. A joint steering group monitored progress and amended the programme as required. It was generally regarded as a success and created good relations for further collaboration in other areas.*

*The team found this level of interest and commitment from a national classical university relatively unusual. Most of the universities of this kind reported little interaction with external economic agencies of any kind. The extent of control of higher education by the Ministry of Education and Science through its various bodies meant that the university's institutional gaze was mostly directed towards the national agenda, national demands and Kyiv.*

Donetsk National University also contributed to this area by project seven. The objectives stated in the proposal have been met

#### 1. A new Administrative Structure at DNU

A Centre for International Best Practice was established called UBROC (Ukrainian British Reach Out centre) which is part of the university. It has its own bank account which is independent of the main university financial system but submits annual financial reports. This is similar to centres in the UK which was the main objective. The centre employs university staff as required who are paid a rate for the job and it also employs consultants from outside the university. The work at the centre is non standard and innovative. University administrators visited Sunderland and Spain to examine university management processes at these universities and courses were prepared to disseminate these practices amongst the university management staff.

#### 2. Expansion of the Universities Role

The centre made a major impact on the Donetsk Industrial area by introducing Lean Production techniques into NORD (a major refrigerator producer) and through that has established a training presence at the company. Because of the success at NORD, this process was repeated at other industries and thus ensured the sustainability of the centre. The Chamber of Commerce worked closely with DNU in this work especially by finding people for a Microsoft Centre which was established and highly successful. In the Microsoft Centre, an IT Academy was formed with dedicated staff who can teach from a variety of 100 courses.

#### 3. Extending the range of Student admission.

Another positive spin-off from this new role is new opportunities for students at Donetsk National University. The improved relationship between the university and employers provides much better opportunities for student placement. The University of Cordoba is renowned throughout Europe for its work with students and they were given the role of building on these successes and through the centre restructure the student placement management for the university.

The key success to this project was to change the mindset of Donetsk National University which moved from a traditional 'ivory tower' mentality to a major force in the development of the region. This success can be measured by the fact that in the 2007 university rankings Donetsk had moved into seventh place and was in first place for international cooperation. Reach Out activities are not measured in Ukraine but Donetsk National University must be one of the foremost in this area.

## 6. The Student Experience

### 6.1 Current Status

## ПРОБЛЕМЫ РАЗВИТИЯ ВНЕШНЕЭКОНОМИЧЕСКИХ СВЯЗЕЙ И ПРИВЛЕЧЕНИЯ ИНОСТРАННЫХ ИНВЕСТИЦИЙ: РЕГИОНАЛЬНЫЙ АСПЕКТ

There is a need to improve student services at Ukrainian Universities and establish a long term national educational strategy to improve the student experience in Ukraine. The University of the 21st century should be an enriching life experience and prepare students not just for the workplace but also for society/community. Many of the topics covered in this project exist in some shape or form in the partner universities but they are outdated and should be improved/modernised to meet the needs of knowledge-based society. The structure of university management needs to be modified and the services it provides to its students need to be diversified according to the demands of European area of education. Both these changes should be made with a new perception of the Quality of Education in the context of the Bologna Process and Lisbon Convention. Five years ago, the perception was getting the educational processes right i.e. teaching methods and transparency. Today it is targeted on so called "student focused" educational service provision, delivering a quality student experience especially directed to employability and to increase HEE's competitiveness. 'Student experience' is defined to mean an infiltration of new intellectual, cultural, entrepreneurial skills and social standards. These qualities are taken from the EU Higher Education policies as published in "What is Total Student Experience?" ([www.cityu.edu.hk/pdqs/ese/intro.tml](http://www.cityu.edu.hk/pdqs/ese/intro.tml)) and the 2nd European conference on First Year Experience at Gothenburg (<http://www.utbildning.gu.se>).

It is no longer enough just to offer knowledge and competence. Universities should provide an experience which equips students for life at work after they have left the university. These would involve some training in personal skills, some experience in a real working environment, and nowadays international networking skills. These ideas have been identified by the Ministry of Education, Science, Youth and Sports in Ukraine as being a key element in Europe's acceptance of Ukraine into the global educational community. Resolution № 223 and Decree № 612 announced key actions for Ukrainian HEIs concerning the European dimension and Ukrainian Educational System's Integration in it. It is also the subject of two Erasmus projects – SAGE (Student Advancement of Graduate Employability) and QUEST – Quest for Quality for Students ([www.esu-online.org](http://www.esu-online.org)) which are currently being managed by the European Students Union.

The proposal identifies the following needs for Ukraine:

- Recruitment – demographic changes indicate that potential student numbers will fall. Thus, there is a need for more focussed recruitment processes.
- Skills and competences – there is a need to promote creativity, competitiveness and a growth of entrepreneurial spirit. Industry needs students not only with knowledge but also with employability/self promotional skills. Ukrainian students have little experience in business and practical skills. EU universities provide this opportunity by promoting student societies/unions. A more active student life with responsibilities is needed at Ukrainian universities to provide the student with cultural, social and financial experiences.
- Placement - more than 70% students go to university in order to improve their job prospects. Students want to know whether what they are taught will help their career. Thus there is a need to improve the university-industrial interface especially in the area of work placement. Such a service already exists at most Ukrainian universities but it tends to be 'ad-hoc', haphazard and uncoordinated. There must be put in place modern mechanisms for sustainable cooperation and interaction with employers. This project concentrates on the longer placements (around three months) that occur on Master's programmes.
- Technological advances have resulted in new ways of communicating, decision making and learning. E-learning is now old fashioned and is being supplemented by Social networking. The universities need to react to these changes and ensure that they are not left behind.
- Student Centres - New structures that will coordinate and manage these changes are needed. It is proposed to establish Student Support Service Centres at each university which will manage these activities and be the focus for a better student experience.

### 6.2 Contribution form Donetsk

This is covered by Project eight which is called IMPRESS. As the world is changing so is the relationship between the university and the student. Students now expect much more than just knowledge. They expect a total experience and competences that prepare them for a future career. This project aims to improve the student experience and services in the Ukrainian higher education to reach comparability with Europe. It does this by creating a new management structure called a Student Support Service Centre at four major classical Ukrainian universities. The focus of these centres is to provide a better student experience at Ukrainian universities incorporating what happens at entry (recruitment), during their study (new structures and courses) and after they leave ( Alumni Societies) thus covering the total student experience. There are five activities:

- The modernisation of the recruitment process by closer links with secondary schools
- The improvement of the placement services at the universities by using modern information technologies and by providing specially designed courses for both students and enterprises so that they both have a clear idea of what to expect from each other.
- Training students in personal and communication skills including social networking and being able to collaborate with others use lateral and more creative thinking.
- The promotion of the social role of student societies and encourage more communication between Ukrainian and European groups. The harnessing of the power of Alumni Societies as a source of funding to sustain these centres after the end of the project.
- The establishment of Student service Centres which will provide the above services at the university level.

As this is a structural measure, it fully involves the Ministry of Education and Science in Ukraine as an active partner who will be involved in all activities. This will result in the development of a strategic framework for Ukraine which will ensure the spread of these ideas on a national level and legal basis.

## 7. Governance

### 7.1 Current Status

Fourteen Ukrainian universities: National Technical University of Ukraine "Kiev Polytechnic Institute", National University "Lviv Polytechnic", National Mining University, National University of Life and Environmental Sciences of Ukraine, National Technical University "Kharkiv Polytechnic Institute", V. N. Karazin Kharkiv National University, Kiev National Economic University named after Vadym Hetman, National Aviation University, Volodymyr Dahl East Ukrainian National University, Kyiv National Taras Shevchenko University, National Yaroslav Mudry Law Academy, Lviv National Ivan Franko, University Kyiv Mohyla Academy and Ostroz'ka Academy have obtained the status of self-governing academic institutions as well as research centres; for other universities more autonomy is revealed through more involvement in the decision-making process with regard to curricula improvement, number of students and faculty, awarding scientific degrees and honours.

Other issues are internal to the universities – new structures are needed to respond to the modern world challenges.

### 7.2 Contribution from Donetsk

The contribution is through project nine. The ATHENA project aims to contribute to the development, reform and modernisation of higher education systems in the Eastern Neighbouring partner countries Armenia, Moldova and Ukraine. As a structural measure, it is designed to support structural reform processes and the development of strategic frameworks at the national level. ATHENA ultimately aims to enhance the quality and relevance of higher education systems in the targeted partner countries and to increase their voluntary convergence with EU developments.

Based on an in-depth assessment of system-specific needs, DNU will:

- foster the **transfer of good practices** in order to promote efficient and effective governance and funding reforms;
- promote **inclusive approaches** to governance and funding university reforms, involving academics, public authorities and other relevant stakeholders;
- **build the capacities** of university to modernise the management of financial and human resources.

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### ЗОВНІШНІЙ БОРГ: ВИЗНАЧЕННЯ, СТРУКТУРА, ПОКАЗНИКИ ТА ДЖЕРЕЛА ФОРМУВАННЯ

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#### Капранова Л.Г. Зовнішній борг: визначення, структура, показники та джерела формування.

В статті наведено різні підходи наукових діячів до визначення сутності зовнішнього боргу. Значний дефіцит державного бюджету породжує необхідність у залученні додаткових фінансових ресурсів. Визначено, що державний борг – сума заборгованості держави перед своїми кредиторами, основну частину якого складає майже завжди зовнішній борг. Наведено динаміка відношення державного та гарантованого боргу до ВВП та рівень критичного значення. Зазначено, що внутрішні і зовнішні борги стали невід'ємної складової фінансової системи більшості країн світу. Причиною виникнення і наростання державного боргу є постійний дефіцит державного бюджету. Істотною проблемою боргової політики України впродовж останніх років залишається надмірне використання урядом зовнішнього позикового капіталу, що породжує погрози дестабілізації державних фінансів. Наведено низку показників зовнішнього боргу, за якими можна зіставляти стан зовнішньої заборгованості різних країн. Наведено існуючі методи управління державним боргом. Зроблено висновок, що жодна держава в світі не може обійтися без зовнішніх запозичень. Основна частина залучених за допомогою позик коштів витрачається на фінансування поточних видатків бюджету. Для фінансування проектів розвитку використовуються лише кошти від міжнародних фінансових організацій та іноземних банків. Зовнішній борг деяких провідних країн світу значно перевищує ВВП цих країн. Для ефективного використання зовнішніх державних запозичень необхідно побудувати зважену макроекономічну та податково-бюджетну політику, створити стабільну політичну ситуацію в країні.

**Ключові слова:** дефіцит, боргові зобов'язання, державний борг, зовнішній державний борг, внутрішній державний борг.

#### Капранова Л.Г. Внешний долг : определения , структура , показатели и источники формирования .

В статье приведены различные подходы научных деятелей к определению сущности внешнего долга. Значительный дефицит государственного бюджета порождает необходимость в привлечении дополнительных финансовых ресурсов. Определено, что государственный долг - сумма задолженности государства перед своими кредиторами, основную часть которого составляет почти всегда внешний долг. Приведены динамика отношения государственного и гарантированного долга к ВВП и уровень его критического значения. Отмечено, что внутренние и внешние долги стали неотъемлемой составляющей финансовой системы большинства стран мира. Причиной возникновения и нарастания государственного долга является постоянный дефицит государственного бюджета. Существенной проблемой долговой политики Украины на протяжении последних лет остается чрезмерное использование правительством внешнего заемного капитала, что порождает угрозы дестабилизации государственных финансов. Приведен ряд показателей внешнего долга, по которым можно сопоставлять состояние внешней задолженности разных стран. Приведены существующие методы управления государственным долгом. Сделан вывод, о том, что ни одно государство в мире не может обойтись без внешних заимствований. Основная часть привлеченных с помощью займов средств расходуются на финансирование текущих расходов бюджета. Для финансирования проектов развития используются только средства от международных финансовых организаций и иностранных банков. Внешний долг некоторых ведущих стран мира значительно превышает ВВП этих стран. Для эффективного использования внешних государственных заимствований необходимо построить взвешенную макроэкономическую и налогово - бюджетную политику, создать стабильную политическую ситуацию в стране.

**Ключевые слова:** дефицит, долговые обязательства, государственный долг, внешний государственный долг, внутренний государственный долг.

#### Капранова Л. External debt : definition , structure , and sources of indicators .

The article describes various approaches to the definition of the scientific community spirit external debt. Significant state budget deficit makes it necessary to mobilize additional financial resources. Determined that the public debt - the amount owed by the state to its creditors, the bulk of which is almost always external debt. Given the dynamics of the relationship public and publicly guaranteed debt to GDP and its critical value. Noted that internal and external debts have become an integral part of the financial system in most countries. The cause of the rise of public debt and a permanent deficit of the state budget. The essential problem of the debt policy of Ukraine in recent years is the excessive use of government external debt capital, causing destabilization of the public finances. Is a series of indicators of external debt, which you can compare the state of the external debt of different countries. Given the existing methods of public debt management. Concluded that no country in the world can not do without foreign borrowing. The main part of the raised through loans is spent on current expenditure budget. To finance development projects are only used funds from international financial institutions and foreign banks. The external debt of some of the leading countries of the world is much higher than the GDP of these countries. For efficient use of external public borrowing is necessary to build sound macroeconomic and fiscal - fiscal policy , to create a stable political situation in the country.

**Keywords:** deficit, debt, public debt, external debt, domestic public debt.

**Постановка проблеми.** Значний дефіцит державного бюджету породжує необхідність у залученні додаткових фінансових ресурсів. Основним джерелом залучених додаткових ресурсів виступають кредити світових фінансових організацій та закордонні приватні особи. Державний борг є важливим макроекономічним важелем регулювання економіки держави, він показує наскільки є стабільним фінансовий, економічний і політичний стан держави. Платоспроможність держави в значній мірі залежить від структури зовнішнього боргу, відсоткових ставок та термінів його повернення. За роки незалежності Україна накопичила значний обсяг зовнішнього державного боргу, основними факторами які впливають на сей процес є значна валюти, через те що ми є як експортозалежними, так і імпортозалежними. Всі валютні надходження йдуть на покриття валютних витрат на оплату імпорту. А таким чином ми постійно скорочуємо валютні резерви і зниженню стійності гривні. Процес отримання позик з одного боку дозволяє країні швидко вирішити гострі проблеми та фінансувати перспективні національні проекти, з іншого – неефективне використання запозичень суттєво збільшує навантаження на державний бюджет майбутніх років.

**Аналіз останніх досліджень та публікацій.** Теоретичним і практичним питанням державного боргу присвячені роботи вітчизняних економістів, а саме: О.Д.Василика, Наливайченко С.П., С. Л. Лондар, О. В. Терещенко, О. М. Мозговий, Т. Є. Оболенська, Т.В. Мусієць, Н.І.Костіної, В.І.Кравченка, І.І.Лукінова, І.О.Пуніної, А.М.Мороза, С.С.Осадця, В.М.Федосова, С.І.Юрія, Фурман І. В.,Пасічник Ю. В. та інших.

**Метою статті є** визначення сутності економічної категорії «зовнішній борг», його структури, показників та джерел формування.